

Polk County Public Schools

Purcell Elementary School



2015-16 School Improvement Plan

Purcell Elementary School

305 1ST AVE NE, Mulberry, FL 33860

<http://www.polk-fl.net/purcell>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	71%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	56%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	D*	D	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 Polk 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
Focus	3	Ella Thompson
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 Purcell Elementary School is to provide engaging, rigorous, curriculum using consistent school-wide strategies for all students. We have high expectations for academic and social achievement in order for students to become life-long learners and world scholars.

Provide the school's vision statement

Purcell Elementary School is committed to educating world scholars through standards-driven instruction and high-yield strategies that will help them be successful in a globally diverse and expanding world.

School Environment

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

Purcell monitors demographic data and community concerns to learn about needs and cultures from the students we serve. Many professional development meetings are focused around student teacher relationships and the ability to build trust and support.

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

Purcell safe offers time in the gym every morning for a community gathering and social skills training. They are provided time to share and read as well together each morning before school. Students are working all the time on being problem solvers, using tolerance, respect and responsibility as stated in our PBS slogan. We are a Gold rated PBS school and take pride in building relationships and fostering nurturing safe classrooms. After school programs such as Boys and Girls' club also builds on the relationship with children through positive interactions and communications with parents.

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

Purcell is a Gold rated PBS school that takes great pride in having lesson plans, policies and procedures that minimize distractions in the classroom to help maintain student engagement. PBS is in constant review and monitoring of effectiveness. Staff are trained yearly in positive behavior strategies as well as bullying prevention and resolutions.

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

Teachers and staff have been trained to monitor the potential social-emotional needs of all students. If needed, the proper agencies are involved and counseling is provided on a limited basis by our guidance counselor. Parents are involved in the problem solving conference to help find support and aid when needed.

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

Our EWS monitors students in the following areas on a regular basis:

- * poor attendance each nine weeks-below 90%
- * school discipline data of repeat offenders and suspensions
- * students who have been previously retained
- * poor grades in reading and/or math
- * poor Statewide assessment results.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	14	11	8	6	21	13	73
One or more suspensions	1	2	8	3	4	10	28
Course failure in ELA or Math	0	0	1	3	0	1	5
Level 1 on statewide assessment	0	0	0	19	32	35	86
Previously Retained Students	2	7	13	18	21	23	84
	0	0	0	0	0	0	
	0	0	0	0	0	0	

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	2	8	15	22	40	45	132

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

Students who are hitting two or more early warning indicators are reviewed with the MTSS/PBS team and administrative team on a regular basis to check on the improvement or decline of the data. Parents are brought in for a face to face conference and if needed we ask for the school psychologist and/or social worker to join in the meeting for additional help and support. Classroom teachers are also reviewing data and monitoring students in class based on the information so that they can work with them daily on incentives to improve or help resolve certain issues. In some cases we use the Tier 3 strategies for behavior when dealing with attendance, behavioral issues, academic issues with a check in check out program through our guidance office.

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/192341>.

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

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
NAVE, BETH	Principal
Williams, Sean	Assistant Principal
Fallin, Cindy	Teacher, K-12
Ferguson, Elizabeth	Teacher, K-12
Doucette, Christopher	Teacher, K-12
Waldron, Chelsea	Instructional Coach

Duties

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

The top three areas of focus for the leadership team is 1. planning 2. monitoring and 3. coaching Everything the SBLT will focus on will impact one of the three areas listed above in order to connect directly to the School Improvement plan and process. Additionally, the role of the school based leadership team is to review all school data including state assessment scores, attendance, behavior and progress monitoring data (FAIR, district assessments). The team plays an active role in discussing our school wide implementation of standards based instruction, high yield strategies and the differentiation of instruction K-5.

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

School Leadership aligns all available resources so that all students are successful. Model classrooms are identified, PLC meetings support the needs provided by data and classroom observations. Teachers work in collaborative planning twice a week with the school based leadership

team and /or coaches to identify standards, misconceptions, evidence of learning through student work samples and intent of standards. The school based leadership team coordinates all Professional Learning Community meetings and arrange all school leadership team meetings.

Tier 2 meetings are supported by Lois Stortz, School Psychologist and SBLT members. Teams meet to discuss on-going progress monitoring data and effective strategies.

Close monitoring of the Tier 1 instruction will be our primary focus and making certain that teachers are provided with the resources, technology, and varied strategies training to ensure success with each students.

Title I, Part A funds school-wide services to Purcell Elementary. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. This program supports after-school and summer instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents. The district coordinates with Title II and Title III to ensure that staff development needs are addressed accordingly.

Title I, Part C- Migrant Migrant students enrolled in Purcell Elementary will be assisted by the school and by the District Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates, assigned to schools with high percentages of migrant students, monitor the progress of these high need students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP. They provide support to both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.

Title I, Part D provides Transition Facilitators to assist students with transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school. The Transition Facilitators communicate with the Guidance Counselors at schools to facilitate the transfer of records and appropriate placement.

Title II

Professional development resources are available to all schools through Title II funds. In addition, School Technology Services provide technical support, technology training, and licenses for software programs and web-based access via Title II-D funds as made available. Funds available to Purcell Elementary are used to purchase materials from the Professional Development Department for Professional Learning Communities and Lesson Studies workshops.

Title III

Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for school staff.

The Hearth program, funded through Title X, provides support for identified homeless students. Title I provides support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through Title I, Part C.

Violence Prevention Programs

Purcell Elementary provides violence and drug prevention programs in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, gang awareness, gun awareness, etc.

Nutrition Programs

This school is a location for a summer feeding program for the community.

Housing Programs

Students with housing needs are referred to the Homeless Student Advocate.

Head Start

Head Start is not located on our campus. Resources are provided to the program to assist in the transition of students from pre-k to kindergarten. Head Start teachers may participate in professional learning opportunities offered to school staff, and they are involved in Professional Learning Community activities with kindergarten teachers. Parents of Head Start students are invited to participate in parent workshops and activities provided by the school.

Adult Education

Students are provided with information related to adult education options upon request.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Beth Nave	Principal
Sean Williams	Teacher
Valerie Hattery	Business/Community
Gregory Wilkinson	Business/Community
Eva Gomez	Education Support Employee
Ellistine Smith	Business/Community
Michael Borders	Business/Community
Heidi Claudio	Parent
Cynthia Guerrero	Parent
Camille Wilson	Education Support Employee
Julie Wells	Parent
Cecilia Knight	Parent
Kerri Mulvaney	Parent
Cheryl Costine	Parent
Meoshia Perez	Parent
Marisol Perez	Parent
Olivia Mapp	Parent
Nikki Carroll	Parent
Jordan Rodriguez	Parent
Jami Dolly	Parent
	Student
Michael Gordon	Business/Community
Sandra Roth	Teacher
Christine Parker	Business/Community
Betsy Rice	Education Support Employee
Juana Nieves	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 SAC shall review school performance data and determine the causes of low performance. The SAC shall advise the school on its SIP.

Development of this school improvement plan

The SAC shall review school performance data and determine the causes of low performance. The SAC shall advise the school on its SIP.

Preparation of the school's annual budget and plan

The SAC shall review the school's annual budget and SIP and offer suggestions and/or changes.

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

NA

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
NAVE, BETH	Principal
Williams, Sean	Assistant Principal
Ferguson, Elizabeth	Teacher, K-12
Fallin, Cindy	Teacher, K-12
Doucette, Christopher	Teacher, K-12
McClachlan, Denise	Instructional Coach
Waldron, Chelsea	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The leadership team promote literacy by focusing on our main areas- 1: Planning 2: Monitoring 3: Coaching as we work with teams on standards based instruction. The book The Fundamental 5- the Formula for Quality Instruction is a book that is driving our classroom environments for success. As written by authors Sean Cain and Mike Laird the areas are: "Framing the Lesson", "Power Zone", "Writing Critically", "Frequent, Small Group, Purposeful Talk", and "Recognize and Reinforce." The LLT will promote literacy through all disciplines by collaboratively planning with teams on a weekly basis and doing model lessons and coaching cycles with teachers.

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

Purcell will continue to work in grade level and vertical teams to ensure understanding of everyone committed to raising the student achievement at the school. Staff development meetings are held every Tuesday after school from 3:00-4:00 and grade level PLC's are held every Tuesday during the grade levels planning time.

Collaborative planning with all grade levels pertaining to reading/math/science happens twice a week with the coaches and/or leadership teams.

We will also continue to hold celebrations, share out "sunshine" reports at meetings of positive things going on in our school. Teachers are given specific praise and feedback in regards to the growth and progress made on teams.

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

Purcell Elementary School believes that high-quality; highly qualified teachers will positively impact the academic success of our students. There is a strong emphasis on recruiting teachers who have high expectations for and understand the needs of Purcell's diverse student population.

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

New teachers are mentored and provided training to assist them in their roles as leaders for our students and parents. Every effort is made to provide new teachers with needed support in getting classroom materials and resources. Every effort is made to foster a team atmosphere where decisions are made together.

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

Training with grade level teams will continue during PLC's and staff PD whole group. The primary focus will be on creating an environment that promotes high levels of articulation concerning the Florida Standards and unpacking them with clear understanding of the intent of the standard. Through the use of the tools through the DANA center; we will work with teachers to make sure that these tools are used for precision planning and ambitious instructional goals and delivery. Through clear understanding of the standards and student evidence that must be noted, the core instructional program will align. Teachers will also use the county's learning maps to help align resources and curriculum to deliver high levels of instruction focused on the Florida Standards.

Instructional Strategies

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

On a regular basis teachers meet with the administration and MTSS team to review on-going assessments. Standards based tests, fluency checks, etc... by reporting for Tier 2 and Tier 3 students primarily. Grades are also monitored regularly to check for irregularities with students who generally perform well so that they are not being missed. Teachers review data during the meetings and during grade level planning and adjust their guided reading groups, small groups, centers, assignments, and

assessments to modify or supplement students based on the learning needs they have based on the most current data.

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

Strategy: Summer Program

Minutes added to school year:

Students will attend the district Power Up and AMP Academies based on needs and performance data. The intense instructional focus during this time will allow students to close gaps in their learning by not allowing for a lapse in instructional over the summer months. The curriculum is Florida Standards based and rigorous instruction.

Strategy Rationale

The intense instructional focus during this time will allow students to close gaps in their learning by not allowing for a lapse in instructional over the summer months. The curriculum is Florida Standards based and rigorous instruction.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

NAVE, BETH, beth.nave@polk-fl.net

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

The summer program teachers collect assessment data and portfolios that are returned to the school for review.

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

Early identification of kindergarten readiness skills is begun by establishing a link with the local pre-school programs and the Pre-K programs located on the campus. Site visits are made by pre-schoolers during the school year to assist in orienting the students to kindergarten. Classroom visits are made and lunch is eaten with the kindergarten students. Kindergarten Round-Up is used to orient students and parents of the expectations for the upcoming school year and summer packets are provided that include suggestions for parents to use in preparing the child to make a successful transition. Students attending Round-Up are evaluated based on Kindergarten Readiness Skills using teacher-made assessments. Observations are also conducted during the Round-Up by the teachers to assess the developmental level of social skills. Following Round-Up, the kindergarten teachers meet with the administrative team to discuss the positives, what needs to be changed or modified, and what needs to be discarded for the following year. During the school year, FLKRS, FAIR and IDEL will be used as assessment tools. The Reading and Math Coach along with Administration will dis-aggregate the data based on the subgroups and use that data to drive instruction in reading and math.

College and Career Readiness

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

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

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

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** All teachers will consistently engage students in daily standards based instruction using research based best practices and strategies.

- G2.** On a weekly basis teachers will develop a robust lesson plans that frame the lessons for students, emphasizes critical writing across all disciplines, and implement high yield strategies in order to match the intent of the standard with the delivery of instruction.

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. All teachers will consistently engage students in daily standards based instruction using research based best practices and strategies. 1a

G073314

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	45.0
FSA Mathematics - Achievement	52.0
FCAT 2.0 Science Proficiency	35.0

Resources Available to Support the Goal 2

- PLC discussion groups
- Staff PD in whole group sessions
- Reading, Math coaches and administration

Targeted Barriers to Achieving the Goal 3

- Lack of engagement strategies and momentum in the classroom to keep students interested.

Plan to Monitor Progress Toward G1. 8

The data that will be collected will be through coaching cycle observations and feedback, administration observations formally and informally. Pre and post observation conferences and professional development during staff meetings and PLC's will help determine level of understanding and discussions about implementation of the best practices and strategies along with focus on The Fundamental Five.

Person Responsible

BETH NAVE

Schedule

Weekly, from 10/1/2015 to 4/21/2016

Evidence of Completion

Data logs, weekly calendars, agendas, sign in sheets, Journey's walk through data

G2. On a weekly basis teachers will develop a robust lesson plans that frame the lessons for students, emphasizes critical writing across all disciplines, and implement high yield strategies in order to match the intent of the standard with the delivery of instruction. 1a

G073315

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics - Achievement	52.0
FSA English Language Arts - Achievement	52.0
FCAT 2.0 Science Proficiency	32.0

Resources Available to Support the Goal 2

- Florida State Standards that are to drive the work in all classrooms.
- Instructional Alignment charts to determine intent of standards and the difference between previous and next grade levels.
- Utilization of vertical teams to increase awareness of grade level expectations.
- Reading has gradual release built into the program.
- Common planning time across all grade levels to work through 5 E model in math and science.
- Professional development will focus on student evidence of learning the intended standard.

Targeted Barriers to Achieving the Goal 3

- Teachers who struggle with the delivery of a well planned, rigorous lesson based on high yield strategies. .

Plan to Monitor Progress Toward G2. 8

Teachers will be monitored in the classroom, during PLC's for evidence of rigorous best practices being used routinely and checking for student evidence that supports understanding of the intent of standards.

Person Responsible

BETH NAVE

Schedule

Weekly, from 9/14/2015 to 6/1/2016

Evidence of Completion

Walk-through data, observations during PLC's

Action Plan for Improvement

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

Problem Solving Key


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

1 = Problem Solving Step  S123456 = Quick Key

G1. All teachers will consistently engage students in daily standards based instruction using research based best practices and strategies. **1**

 G073314

G1.B1 Lack of engagement strategies and momentum in the classroom to keep students interested. **2**

 B191598

G1.B1.S1 Using the book The Fundamental Five teachers will be trained in the five most impactful areas to increase student achievement in the classroom. **4**

 S203067

Strategy Rationale

The Fundamental Five include: "Power Zone, Framing the Lesson, Writing Critically, Recognize and Reinforce, and Frequent, Small Group Purposeful Talk." Through a book study and discussion teachers will keep those five areas in mind during planning and delivery in order to help promote consistency and reflection on behalf of the teacher in order to keep students motivated and interested in learning.

Action Step 1 **5**

Teachers will be engaged in on-going discussion and learning groups based on the Fundamental Five areas to increase student achievement and reach our goals.

Person Responsible

BETH NAVE

Schedule

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

Evidence of Completion

Faculty agenda and training notes, signatures from meetings

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

Leadership team will meet weekly and discuss observations of best practices, student engagement along with development of the Fundamental Five areas.

Person Responsible

BETH NAVE

Schedule

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

Evidence of Completion

Weekly PLC and LT agendas, Journey's walk through data and coaching cycles information and observation tools.

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

Weekly walk through calendars and meetings, coaching cycles and feedback from the leadership team members.

Person Responsible

BETH NAVE

Schedule

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

Evidence of Completion

Agendas, signatures sheets, Journey's walk through data.

G2. On a weekly basis teachers will develop a robust lesson plans that frame the lessons for students, emphasizes critical writing across all disciplines, and implement high yield strategies in order to match the intent of the standard with the delivery of instruction. 1

G073315

G2.B1 Teachers who struggle with the delivery of a well planned, rigorous lesson based on high yield strategies. . 2

B191600

G2.B1.S1 Teacher who are considered struggling with delivery of a well planned lesson will work through the coaching cycle with instructional coaches. The teacher will have a pre-conference, discuss the lesson and intent of the standard, go through a non-evaluative lesson delivery, and meet in a post conference with the coach who is working with them. After the conference a time line will be determined collaboratively on things to improve and the cycle will begin again. 4

S203069

Strategy Rationale

Some teachers need to have more specific feedback on their practice in order to increase the level of delivery in order to have the most successful learning environment.

Action Step 1 5

The professional development that will occur will be through a coaching cycle with the instructional coaches.

Person Responsible

BETH NAVE

Schedule

Monthly, from 9/7/2015 to 6/1/2016

Evidence of Completion

The instructional coach will meet weekly during the Leadership team meeting to discuss how the coaching cycle is working along with feedback in the progress of teachers in the cycle. PD will be determined based on LT observations, surveys by staff, and individual teacher needs or team needs.

Action Step 2 5

Teachers will bring "Ticket in the Door" as a pre-planning tool for standards based planning during collaborative planning with grade level team members.

Person Responsible

BETH NAVE

Schedule

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

Evidence of Completion

Teachers will bring Post-It notes to each collaborative meeting with the standard written in their own words as evidence of preparing ahead of time for the meeting. The coach or grade chair will add the sticky note to a spiral ring binder. Teachers will work with coaches in order to write robust lessons that frame the instructional goals, build critical writing activities together and match the intent of standards with instructional delivery.

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

Coaches will meet weekly with teachers and grade levels for planning for rigorous lessons based on high yield strategies.

Person Responsible

BETH NAVE

Schedule

Weekly, from 9/22/2015 to 5/25/2016

Evidence of Completion

Coaches logs and Ticket in the Door notebooks, lesson plans

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

Classroom observations, PLC discussions and LT team discussions and coaching cycles will filter the process of actual lesson writing to the final product of lesson delivery in order to determine the effectiveness of training and support.

Person Responsible

BETH NAVE

Schedule

Weekly, from 9/15/2015 to 5/31/2016

Evidence of Completion

Lesson plans and walk through Journey observations and coaching cycles will provide evidence along with the "Ticket in the Door."

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	Teachers will be engaged in on-going discussion and learning groups based on the Fundamental Five areas to increase student achievement and reach our goals.	NAVE, BETH	9/1/2015	Faculty agenda and training notes, signatures from meetings	5/31/2016 weekly
G2.B1.S1.A1	The professional development that will occur will be through a coaching cycle with the instructional coaches.	NAVE, BETH	9/7/2015	The instructional coach will meet weekly during the Leadership team meeting to discuss how the coaching cycle is working along with feedback in the progress of teachers in the cycle. PD will be determined based on LT observations, surveys by staff, and individual teacher needs or team needs.	6/1/2016 monthly
G2.B1.S1.A2	Teachers will bring "Ticket in the Door" as a pre-planning tool for standards based planning during collaborative planning with grade level team members.	NAVE, BETH	9/1/2015	Teachers will bring Post-It notes to each collaborative meeting with the standard written in their own words as evidence of preparing ahead of time for the meeting. The coach or grade chair will add the sticky note to a spiral ring binder. Teachers will work with coaches in order to write robust lessons that frame the instructional goals, build critical writing activities together and match the intent of standards with instructional delivery.	6/1/2016 weekly
G1.MA1	The data that will be collected will be through coaching cycle observations and feedback, administration observations formally and informally. Pre and post observation conferences and professional development during staff meetings and PLC's will help determine level of understanding and discussions about implementation of the	NAVE, BETH	10/1/2015	Data logs, weekly calendars, agendas, sign in sheets, Journey's walk through data	4/21/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	best practices and strategies along with focus on The Fundamental Five.				
G1.B1.S1.MA1	Weekly walk through calendars and meetings, coaching cycles and feedback from the leadership team members.	NAVE, BETH	9/1/2015	Agendas, signatures sheets, Journey's walk through data.	5/31/2016 monthly
G1.B1.S1.MA1	Leadership team will meet weekly and discuss observations of best practices, student engagement along with development of the Fundamental Five areas.	NAVE, BETH	9/1/2015	Weekly PLC and LT agendas, Journey's walk through data and coaching cycles information and observation tools.	5/31/2016 weekly
G2.MA1	Teachers will be monitored in the classroom, during PLC's for evidence of rigorous best practices being used routinely and checking for student evidence that supports understanding of the intent of standards.	NAVE, BETH	9/14/2015	Walk-through data, observations during PLC's	6/1/2016 weekly
G2.B1.S1.MA1	Classroom observations, PLC discussions and LT team discussions and coaching cycles will filter the process of actual lesson writing to the final product of lesson delivery in order to determine the effectiveness of training and support.	NAVE, BETH	9/15/2015	Lesson plans and walk through Journey observations and coaching cycles will provide evidence along with the "Ticket in the Door."	5/31/2016 weekly
G2.B1.S1.MA1	Coaches will meet weekly with teachers and grade levels for planning for rigorous lessons based on high yield strategies.	NAVE, BETH	9/22/2015	Coaches logs and Ticket in the Door notebooks, lesson plans	5/25/2016 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. All teachers will consistently engage students in daily standards based instruction using research based best practices and strategies.

G1.B1 Lack of engagement strategies and momentum in the classroom to keep students interested.

G1.B1.S1 Using the book The Fundamental Five teachers will be trained in the five most impactful areas to increase student achievement in the classroom.

PD Opportunity 1

Teachers will be engaged in on-going discussion and learning groups based on the Fundamental Five areas to increase student achievement and reach our goals.

Facilitator

Beth Nave

Participants

K-5 Teachers

Schedule

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

G2. On a weekly basis teachers will develop a robust lesson plans that frame the lessons for students, emphasizes critical writing across all disciplines, and implement high yield strategies in order to match the intent of the standard with the delivery of instruction.

G2.B1 Teachers who struggle with the delivery of a well planned, rigorous lesson based on high yield strategies. .

G2.B1.S1 Teacher who are considered struggling with delivery of a well planned lesson will work through the coaching cycle with instructional coaches. The teacher will have a pre-conference, discuss the lesson and intent of the standard, go through a non-evaluative lesson delivery, and meet in a post conference with the coach who is working with them. After the conference a time line will be determined collaboratively on things to improve and the cycle will begin again.

PD Opportunity 1

The professional development that will occur will be through a coaching cycle with the instructional coaches.

Facilitator

Denise McLachlan, Chelsea Waldron

Participants

Identified struggling teachers

Schedule

Monthly, from 9/7/2015 to 6/1/2016

PD Opportunity 2

Teachers will bring "Ticket in the Door" as a pre-planning tool for standards based planning during collaborative planning with grade level team members.

Facilitator

Chelsea Waldron and Denise McLachlan

Participants

Classroom teachers

Schedule

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