

Joseph Williams Elementary School



2015-16 School Improvement Plan

Joseph Williams Elementary School

1245 SE 7TH AVE, Gainesville, FL 32641

<http://www.williamspta.org/>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	66%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	89%

School Grades History

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

**Preliminary Informational Baseline School Grade*

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

School Board Approval

This plan was approved by the Alachua County School Board on 12/15/2015.

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

At Williams Elementary we are a community of Leaders. We recognize, honor and celebrate the leaders within us. We Love learning, Engage in positive relationships, Achieve goals together and Demonstrate what is right. At Williams Elementary we LEAD.

Provide the school's vision statement

Williams Elementary School is a place where all students are encouraged to strive for excellence academically, socially, and emotionally in a safe and supportive atmosphere.

School Environment

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

Through the use of the book "The Leader in Me" teachers will learn strategies to build relationships with students that are focused on developing skills that will encourage student success. To further enhance these skills students will utilize the 7 Habits Student Planners.

Teachers guide students in goal setting; establishing personal and academic goals.

Each month the school has a character trait that is a school-wide focus, each teacher identifies a student that has demonstrated the character trait for the month and those students are recognized during a monthly celebration for demonstrating that months trait.

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

School staff have assigned morning and afternoon duties to monitor students to ensure student safety.

Williams Elementary has a school resource officer that is visible on campus, he visits classrooms, teaches lessons on bullying, gang awareness, and school and home safety. He develops relationships with students, students are comfortable talking to him.

The guidance counselor meets with small groups and teaches lessons using the curriculum "Speak Up and Be Safe", "Steps to Respect" and "Second Step".

During pre-planning the school safety procedures are reviewed. They are also reviewed throughout the school term.

The district protocol for reporting Bullying is followed.

Administrative Team is available to talk to students privately if needed.

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

Schoolwide rules and principles are posted in the building and classrooms. The schoolwide discipline plan is shared with staff during preplanning, this plan describes the discipline levels, consequences and responses, as well as protocol for follow-up, informal vs. formal referrals. Teachers develop and submit classroom management plans and procedures for review to administration.

Williams is a schoolwide PBS school.

RTI behavior approach is utilized for behavior management. Tier 2 and Tier 3 includes behavior point sheets, individualized behavior plans and regular follow-up with administration
Ongoing professional development will occur during the school year.
Staff will participate in a book study "The Classroom Management Book" by Harry Wong

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

A full-time guidance counselor is available to conduct small groups and see students individually.
There are several community organizations that mentor identified students.
The EDEP program provides mentors and assistance with homework for students.
Third grade partners with Altrusa to provide a penpal program for students.
Parents are referred to community resources as needed
Parent resource area provided in school

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

Attendance, discipline and failing grades reports are monitored by the administrative team on a monthly basis. Discussions focus on trends, individual students, support systems for students, parents and teachers, proactive strategies.
Throughout the school year, teachers meet with the FCIM Coordinator, Principal and/or Assistant Principal as a team and/or individually to review academic and behavior data as well as student progress.
The following early warning indicators are used:
Attendance - students with 5 or more unexcused absences in a 90 day period
Suspensions - 1 or more suspensions
Failing grades in ELA and/or mathematics
Students with Level I on standardized assessments in ELA and/or mathematics are identified.

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	18	8	13	15	6	74
One or more suspensions	1	5	7	6	7	0	26
Course failure in ELA or Math	9	10	7	13	4	6	49
Level 1 on statewide assessment	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
	3	4	5	
Students exhibiting two or more indicators	11	13	21	45

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

Intervention instruction for identified Level I and lowest quartile students is implemented during the instructional day.

Educational Planning Team (EPT) meetings are conducted for identified students to address attendance, academic, and behavior concerns.

Designated staff meet at least monthly with the district truancy officer to monitor student attendance. Differentiated instruction occurs within classrooms to ensure the academic needs of all students are being met.

Collaborative planning during common planning time for instructional staff.

Partnerships with community groups that provide mentoring for students and parent resources

Kagan support and professional development provided for instructional staff.

District coaches provide instructional support.

Positive Referrals are utilized

Schoolwide PBS

Point Sheets and Individualized Management System utilized

Extended Day Intervention provided

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/226266>.

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

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 community members involvement in SAC.

Williams has partnerships with the following community organizations:

Gainesville Regional Utilities (GRU) they sponsor an annual golf tournament for Williams Elementary, GRU employees are allotted one hour per week to volunteer at Williams, they provide food backpacks for identified families.

Kiwanis provides rewards for students that Brought up their grades (BUGS)

Altrusa participates in Pen Pal program with third grade class

Greenhouse Church provides mentors for identified students and volunteers at school sponsored events

First Missionary Baptist Church supports our monthly Character Celebration and provides volunteers at school sponsored events.

University of Florida Athletic Department provides mentors for 5th grade students

University of Florida College of Education implements the UFLI program for identified 1st and 2nd grade

students.

HIPPY implements the parent emissary program - provide parent trainings

Foster Grandparent Program - Kindergarten and 1st grade classrooms have foster grandparents in their classrooms

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
Hutchinson, Karla	Principal
Rolle, Jacquatte	Assistant Principal
Francois, Marjory	Other
Wise, Atsuko	Guidance Counselor

Duties

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

Principal: Provide opportunities for teacher collaboration; Facilitate implementation of RTI; communicate and reinforce expectation for data based decision making; Provide or coordinate professional development; attend EPT and RTI meetings; conduct walk-throughs to monitor fidelity and integrity of core curriculum and intervention implementation; monitor teacher effectiveness; communicates with all shareholders information regarding school data and student achievement progress, implements and monitors behavior intervention. Provides opportunities for teacher professional development in effective teaching strategies and best practices.

Assistance Principal: Provides instructional support and coordinate professional development/ coaching support for instructors; Coordinate school wide assessments, conduct walk-throughs to monitor implementation of SIP strategies, implements and monitors behavior intervention, monitor student achievement through analyzing school-wide data, assist with the development of intervention and differentiated instruction

Certified School Counselor: Schedule and attend IEP, EPT and RTI meetings; Maintain log of all students involved in EPT and RTI process; send parent invites; complete necessary EPT and RTI forms; Provide guidance on data collection, charting and graphing results and the use of technology in the collection of data; conducts small group and individual counseling sessions; conducts classroom lessons implementing "Speak Up and Be Safe" and "Student Success Skills"

FCIM Facilitator: collect school-wide data for RTI team to use in determining at-risk students; facilitates and supports data collection activities; assists in data analysis; supports the implementation of Tier 1, Tier 2 and Tier 3 intervention plans; provides training and coaching in intervention program implementation and data analysis; conducts data chats

The school based Leadership Team reviews school-wide data including FSA results, district assessments, school based assessments, etc. this data is assists in the development of school, grade-level and individual class goals. In addition this data is used for progress monitoring, supporting and implementation of the schools MTSS program.

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

The purpose of MTSS/RTI is to ensure high quality instruction/intervention matched to student needs and using student assessment data over time to make data-based decisions to guide instruction. School-wide data is used to address the progress of low-performing students and determine the enrichment and acceleration needs of high performing students. The major goal is for all students to achieve adequate yearly progress and improve other long-term outcomes (behavior, attendance, etc.).

The RTI team will meet at least monthly and use the problem solving process to: Oversee the multi-layered model of service delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive) Based on student data, recommend, coordinate and implement intervention support (Tiers 2 and 3) that match students' non-mastery of skills through:

- Small group pull-out tutoring
- Extended Learning Program after-school
- Mini assessments to determine validity of remediation and assess student growth
- Determine scheduling needs, curriculum materials and intervention resources based on identified needs derived from data analysis
- Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals
- Review and interpret student data (academic, behavior and attendance) at the school and grade levels

Organize and support systematic data collection as needed to strengthen the Tier 1 (core curriculum) instruction through the:

- Implementation and support of PLCs
- Use of school-based Scope and Sequence and Instructional Calendars, Mini-Lessons and Mini-Assessments
- Use of Balanced Assessments at the end of segments/chapters
- Implementation of research-based, scientifically validated instructional strategies and/or interventions (e.g., Differentiated Instruction)
- Communication with major stakeholders (e.g., parents, business partners, etc.) regarding student outcomes through data summaries and conferences
- Work collaboratively with the PLCs in the implementation of FCIM (on specific tested benchmarks) and progress monitoring.
- Coordinate/collaborate with other working committees, such as the Language Arts Committee(which is charged with developing a plan for embedding/integrating reading and writing strategies across all other content areas).

Title I, Part A : Services are provided to ensure students requiring additional remediation are assisted through remediation sessions, after-school tutoring or extended school year options. The district coordinates with Title II and Title III in ensuring staff development needs are provided. The school utilizes a FCIM Facilitator to assist teachers.

Title I, Part C Migrant: Migrant Support Resource Advocates provides services and support to the school and families. The district liaison coordinates with Title I and other programs to ensure student needs are addressed and met.

Title I, Part D: Services are coordinated with district Drop-out Prevention programs.

Title II: District receives funds for improving basic education programs through the purchase of technology to supplement educational programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students. Professional development will also be offered by the district curriculum coaches in the areas of reading, math and science.

Title III: Services are provided through the district for educational materials and ELL district support services to improve the education of English Language Learners.

Title X, Homeless: The school works with the district's Homeless Coordinator to provide resources (clothing, school supplies, social services referrals) for students identified as homeless under the

MckInney-Vento Act to eliminate barriers for free and appropriate education.

Supplemental Academic Instruction (SAI): SAI funds will be coordinated with district funds to provide summer school for third grade students.

Violence Prevention Programs: The school fully supports the district initiative to eliminate bullying from our school and plans to implement any activities from the district in relation to such. In addition, the school offers a non-violence and anti-drug program to students. The school also offers Positive Behavior Support (PBS) to students.

Head Start: Title I provides materials for Parent Involvement. A Kindergarten roundup is held each April for all incoming kindergarten students.

Career and Technical Education: A Career Day is held in the Spring

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Elizabeth Rowe	Parent
Dana Smith	Parent
Amelia Baiden	Parent
Michelle Edwards	Teacher
Jennie Golowenski	Teacher
Tina Head	Education Support Employee
Judy King	Education Support Employee
Torri Messer	Business/Community
Holly Lane	Business/Community
Nkwanda Jah	Business/Community
Karla Hutchinson	Principal
Jacquatte Rolle	Teacher

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

Last year's school improvement plan was reviewed by the SAC, it was determined that the plan was implemented successfully. The review of the SIP is ongoing and occurs throughout the school year. Each member of the SAC receives a copy of the SIP and is encouraged to provide input and suggestions.

Development of this school improvement plan

School data was reviewed with SAC, as well as, School Committees. The review of the School Improvement Plan is ongoing and opportunities for input are provided throughout the year. The School Improvement Plan is reviewed at the first SAC meeting of the year and members are invited to review the plan and provide input. Adjustments to the plan are made based on suggestions from the SAC.

Preparation of the school's annual budget and plan

The annual budget is reviewed with SAC members for input. Projects funded through lottery funds are approved/denied by the SAC committee.

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

Instructional materials - \$3,000;
Substitutes for instructional planning days, state assessments and "as needed projects" - \$4,000;
Staff Development activities - \$1,000
K-2 Student Planners - \$2,000
Student Incentives - \$2,000
Spelling Bee Registration - \$100

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
Hutchinson, Karla	Principal
Rolle, Jacquette	Assistant Principal
	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Effective implementation of ELA Florida Standards including supporting teachers with unwrapping the Florida ELA Standards and understanding of Test Item Specifications.

Supporting teachers use of data to guide instructional decisions and delivery. Support teachers with implementation of rigorous literacy workstations.

Increase media center circulation by students (percent of books checked out by students). Host Book Fair to encourage reading throughout the building.

Implementation of effective research based strategies

Support school wide efforts to implement effective strategies that promote language development.

Public and Collaborative Teaching

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

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

Teachers in grades kindergarten, first and second receive 30 minutes daily of common planning time. Teachers in third, fourth and fifth grades receive 45 minutes four days per week of common planning time.

All instructional staff members participate in lesson study teams

Grade level PLC's for instructional planning are held during the first semester to provide each grade level a day of instructional planning with their grade level members, district instructional coaches and school administration.

Grade level Data Chats are conducted monthly with the FCIM Coordinator and/or Principal and Assistant Principal.

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

District Induction Program for first year teachers

District mentor provided for first year teachers

Newly hired teachers provided opportunity to participate in district provided professional development

School-based New Teacher Program (New to Williams) meetings held monthly at school

Team Leaders provide guidance and support with all teacher required responsibilities

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

Identified Teachers will participate in District Induction Program for beginning teachers, participants attend monthly cohort meetings, are assigned to a district mentor coach, receive professional development in the areas of lesson planning and instructional delivery.

Identified teachers will participate in the school level mentoring program for new teachers at Williams, participants attend monthly meetings and are provided support from school based veteran teachers.

Rationale for Pairing: District and/or School Assigned, based on District New Teacher Program and School personnel.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The state adopted curriculum is utilized

Teachers are provided the Florida Standards to use as their guide for instructional delivery

The district scope and sequence is used to ensure instructional validity

Professional development focused on unpacking Florida Standards for all instructional staff

Use of Webb's Depth of Knowledge to ensure the cognitive complexity levels of student activities and assignments.

Classroom Walkthroughs are conducted by Administrative Team

Administrative feedback is provided to teachers

Common board configurations include Florida Standards in kid friendly statements

Lesson plans include 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

Formative, Diagnostic and Summative data are used to drive instruction and increase student achievement.

Data Analysis is supported through monthly data chats with grade level teams with the FCIM

Coordinator

On-going Progress Monitoring of school data through google docs

Student data used to determine student strengths and weakness. Data are also used to determine instructional focuses and groupings for teacher led small groups

Diagnostic data used to determine student intervention needs to ensure appropriate placement within intervention programs

Administrative walkthrough data used to determine teacher professional development needs

Data used to identify Tier 2 and Tier 3 students in ELA

Formative and summative data used to determine students in need of remediation, enrichment and to target workstation activities.

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

Strategy: Extended School Day

Minutes added to school year: 2,640

After-School Tutoring will be provided for identified students to provide additional academic instruction based on data analysis. On-going progress monitoring will be conducted by teacher; On-going progress monitoring will be reviewed by FCIM Facilitator, teacher and SBLT.

Strategy Rationale

Data Analysis of 2014-2015 FSA, FAIR, Discovery Ed. and teacher input determined students identified for After-school tutoring

Strategy Purpose(s)

- Core Academic Instruction
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Francois, Marjory, francoismm@gm.sbac.edu

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

Data will be collected bi-monthly, the data will be analyzed to determine student progress and identify skills needing remediation. Data chats will be conducted monthly with Extended School Day instructors.

Strategy: After School Program

Minutes added to school year: 3,000

After-school Robotics League

Strategy Rationale

Increase student science and math interest through the utilization of engineering strategies by participating in robotics design.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Sorenson, Megan, sorensonmd@gm.sbac.edu

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

Student participation in after-school club. Data analysis of student science and math proficiency

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

The school conducts a Kindergarten Roundup each year to provide parents with assistance in transitioning their preschool children into Kindergarten. During this event, the school conducts an afternoon session where parents receive information about kindergarten, have the opportunity to complete enrollment forms, meet school staff and ask questions concerning the transition to kindergarten. In addition, parents receive informational handouts to assist in preparing their child with essential skills needed for success in school.

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

A Career Day is implemented once per year to provide student awareness of a variety of careers

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

N/A

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

N/A

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

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

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

Data Uploads

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

The following documents were submitted as evidence for this section:

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Problem Identification Summary

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

Problem Analysis Summary

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Use student performance data to effectively improve student achievement and ensure mastery of grade level standards.
- G2.** To emphasize and engage students in the problem solving process we will increase student achievement by implementing inquiry based problem solving strategies.

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. Use student performance data to effectively improve student achievement and ensure mastery of grade level standards. 1a

Targets Supported

1b

G073357

Indicator	Annual Target
FCAT 2.0 Science Proficiency	60.0
FSA - English Language Arts - Achievement	60.0
FSA - Mathematics - Achievement	60.0

Resources Available to Support the Goal 2

- Full-time FCIM Coordinator Teacher Leaders District Instructional Coaches Alignment of Instruction to Florida Standards District Scope and Sequence Common Grade Level Planning Grade Level Data Chats On-Going Progress Monitoring Professional Development: Unpacking Standards; Rigorous Workstations; Kagan; WEBB's Depth of Knowledge

Targeted Barriers to Achieving the Goal 3

- Teacher dissaggregation of data

Plan to Monitor Progress Toward G1. 8

Google Docs, On Going Student Progress Monitoring, Student Achievement

Person Responsible

Marjory Francois

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Increase in the number of students achieving proficiency level on FSA

G2. To emphasize and engage students in the problem solving process we will increase student achievement by implementing inquiry based problem solving strategies. 1a

G073358

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	60.0

Resources Available to Support the Goal 2

- Instructional Coaches
- Science Lab/ Instructor
- STEM Challenges, Gizmo
- Kagan
- 5th Grade VEX IQ Robotics Curriculum

Targeted Barriers to Achieving the Goal 3

- Instructional Time

Plan to Monitor Progress Toward G2. 8

Increase inquiry based learning opportunities

Person Responsible

Karla Hutchinson

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Student Achievement Data (Teacher Assessments, Quarterly assessments) Increase in percent of students scoring proficient and above on FCAT 2.0 lesson plans Formal and Informal Observations Science Journals Science Lab attendance

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. Use student performance data to effectively improve student achievement and ensure mastery of grade level standards. **1**

 **G073357**

G1.B1 Teacher disaggregation of data **2**

 **B191747**

G1.B1.S1 Continuous review of data by administration, district coaches and instructors **4**

 **S203186**

Strategy Rationale

To monitor progress towards mastery of grade level standards leading to an increase in student achievement

Action Step 1 **5**

Data Chats, Analysis of Google Docs, Teacher Tracking of Student Assessment Data in all Core Subject Areas

Person Responsible

Marjory Francois

Schedule

Biweekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Record of Data Chats, google docs

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

Monitor the correct usage of Google Docs to analyze student assessment data, monitor teacher instructional planning and pacing through the use of informal classroom snapshots and formal observations; Title I Documentation for intervention

Person Responsible

Jacquatte Rolle

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Principal and Assistant Principal informal and formal observations; Coaches logs; Title I Documentation

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

Increases in Student Achievement Scores

Person Responsible

Karla Hutchinson

Schedule

Evidence of Completion

Increase the number of students achieving Proficiency Level on FSA

G1.B1.S2 Effective use of goggle docs and assessment data by teachers to monitor student progress and achievement data **4**

 S203187

Strategy Rationale

To ensure data driven decision making to guide instructional delivery

Action Step 1 **5**

Teachers will engage in data chats facilitated by the FCIM Coordinator in order to make instructional decisions, monitor student progress and achieve mastery of standards.

Person Responsible

Emily Crews

Schedule

Biweekly, from 9/8/2014 to 6/4/2015

Evidence of Completion

Increase the number of students achieving Proficiency Level on FSA

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

With support, teachers will enter student assessment data and continuously review student progress.

Person Responsible

Emily Crews

Schedule

Biweekly, from 8/25/2014 to 6/4/2015

Evidence of Completion

Increase the number of students achieving Proficiency Level on FSA

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

Increase in student mastery of grade level standards

Person Responsible

Karla Hutchinson

Schedule

Monthly, from 8/25/2014 to 6/4/2015

Evidence of Completion

Increase in the number of students achieving Proficiency Level on FSA

G2. To emphasize and engage students in the problem solving process we will increase student achievement by implementing inquiry based problem solving strategies. 1

 G073358

G2.B1 Instructional Time 2

 B191748

G2.B1.S1 Add the Science Lab to the resource schedule Provide additional science instruction in targeted classrooms using STEM Challenges, inquiry projects, VEX IQ Robotics and the science lab instructor. 4

 S203188

Strategy Rationale

Increase student opportunities to engage in inquiry based problem solving strategies, thus increasing student achievement in science

Action Step 1 5

Increase Instructional Time

Person Responsible

Karla Hutchinson

Schedule

Daily, from 8/24/2015 to 6/3/2016

Evidence of Completion

Science Schedules, Teacher Lesson Plans, Formal and informal observations

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

Increased Instructional Time

Person Responsible

Karla Hutchinson

Schedule

Daily, from 8/24/2015 to 6/3/2016

Evidence of Completion

Science Schedules, Teacher Lesson Plans, Formal and informal observations

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

Increased Instructional Time

Person Responsible

Karla Hutchinson

Schedule

Daily, from 8/24/2015 to 6/3/2016

Evidence of Completion

Analysis of Student Assessment Data, Increased number students scoring at Proficiency Level 3 and higher on FCAT 2.0

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	Data Chats, Analysis of Google Docs, Teacher Tracking of Student Assessment Data in all Core Subject Areas	Francois, Marjory	8/24/2015	Record of Data Chats, google docs	6/3/2016 biweekly
G1.B1.S2.A1	Teachers with engage in data chats facilitated by the FCIM Coordinator in order to make instructional decisions, monitor student progress and achieve mastery of standards.	Crews, Emily	9/8/2014	Increase the number of students achieving Proficiency Level on FSA	6/4/2015 biweekly
G2.B1.S1.A1	Increase Instructional Time	Hutchinson, Karla	8/24/2015	Science Schedules, Teacher Lesson Plans, Formal and informal observations	6/3/2016 daily
G1.MA1	Google Docs, On Going Student Progress Monitoring, Student Achievement	Francois, Marjory	8/24/2015	Increase in the number of students achieving proficiency level on FSA	6/3/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Increases in Student Achievement Scores	Hutchinson, Karla	Increase the number of students achieving Proficiency Level on FSA	one-time	
G1.B1.S1.MA1	Monitor the correct usage of Google Docs to analyze student assessment data, monitor teacher instructional planning and pacing through the use of informal classroom snapshots and formal observations; Title I Documentation for intervention	Rolle, Jacquatte	8/24/2015	Principal and Assistant Principal informal and formal observations; Coaches logs; Title I Documentation	6/3/2016 monthly
G1.B1.S2.MA1	Increase in student mastery of grade level standards	Hutchinson, Karla	8/25/2014	Increase in the number of students achieving Proficiency Level on FSA	6/4/2015 monthly
G1.B1.S2.MA1	With support, teachers will enter student assessment data and continuously review student progress.	Crews, Emily	8/25/2014	Increase the number of students achieving Proficiency Level on FSA	6/4/2015 biweekly
G2.MA1	Increase inquiry based learning opportunities	Hutchinson, Karla	8/24/2015	Student Achievement Data (Teacher Assessments, Quarterly assessments) Increase in percent of students scoring proficient and above on FCAT 2.0 lesson plans Formal and Informal Observations Science Journals Science Lab attendance	6/3/2016 monthly
G2.B1.S1.MA1	Increased Instructional Time	Hutchinson, Karla	8/24/2015	Analysis of Student Assessment Data, Increased number students scoring at Proficiency Level 3 and higher on FCAT 2.0	6/3/2016 daily
G2.B1.S1.MA1	Increased Instructional Time	Hutchinson, Karla	8/24/2015	Science Schedules, Teacher Lesson Plans, Formal and informal observations	6/3/2016 daily

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. Use student performance data to effectively improve student achievement and ensure mastery of grade level standards.

G1.B1 Teacher disaggregation of data

G1.B1.S1 Continuous review of data by administration, district coaches and instructors

PD Opportunity 1

Data Chats, Analysis of Google Docs, Teacher Tracking of Student Assessment Data in all Core Subject Areas

Facilitator

Marjory Francois - FCIM Coordinator

Participants

Instructional Staff K-5

Schedule

Biweekly, from 8/24/2015 to 6/3/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

G2. To emphasize and engage students in the problem solving process we will increase student achievement by implementing inquiry based problem solving strategies.

G2.B1 Instructional Time

G2.B1.S1 Add the Science Lab to the resource schedule Provide additional science instruction in targeted classrooms using STEM Challenges, inquiry projects, VEX IQ Robotics and the science lab instructor.

PD Opportunity 1

Increase Instructional Time

Facilitator

Jacquatte Rolle

Participants

Instructional Staff

Schedule

Daily, from 8/24/2015 to 6/3/2016

Budget

Budget Data

1	G1.B1.S1.A1	Data Chats, Analysis of Google Docs, Teacher Tracking of Student Assessment Data in all Core Subject Areas				\$268,700.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide			\$0.00
			District-Wide	Title I Part A		\$250,000.00
Notes: FCIM Coordinator, Title I Instructors						
			District-Wide	Title I Part A		\$9,000.00
Notes: Extended Day Intervention						
			District-Wide	Title I Part A		\$3,000.00
Notes: PLC						
			District-Wide	Title I Part A		\$6,000.00
Notes: Professional Development - Calendar Math, Math Reads, Achieve 3000, Leader in Me, 7 Habits Student Planners, Waterford, My Sidewalks						

Budget Data						
			District-Wide	Title I Part A		\$500.00
			<i>Notes: FSA Parent Information Session</i>			
			District-Wide	Title I Part A		\$200.00
			<i>Notes: Reading Journals</i>			
2	G1.B1.S2.A1	Teachers with engage in data chats facilitated by the FCIM Coordinator in order to make instructional decisions, monitor student progress and achieve mastery of standards.				\$0.00
3	G2.B1.S1.A1	Increase Instructional Time				\$44,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	General Fund		\$2,000.00
			<i>Notes: Inquiry project materials</i>			
			District-Wide	Other		\$40,000.00
			<i>Notes: Science Lab Instructor</i>			
			District-Wide	Other		\$1,000.00
			<i>Notes: Robotics Resources</i>			
			District-Wide	Title I Part A		\$1,500.00
			<i>Notes: Science Night</i>			
					Total:	\$313,200.00