

Flagler Schools

Palm Harbor Academy



2015-16 School Improvement Plan

Palm Harbor Academy

95 OLD KINGS RD N, Palm Coast, FL 32137

www.palmharboracademy.org

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	79%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	Yes	63%

School Grades History

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

**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

N/A

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

The Palm Harbor Academy is a charter school for students in Kgn-Grade 6 located at Old Kings Road N, Palm Coast, FL. It's mission is to create an environment in which students can become exceptional learners committed and equipped to improve their community. Palm Harbor Academy is dedicated to:

1. Recognizing and nurturing all students having diverse backgrounds achieve their full educational potential.
2. Offering an innovative and creative curriculum designed to accelerate student learning.
3. Developing a partnership among staff, students, parents and community leaders to facilitate student achievement and stimulate commitment to community betterment and uplift.

Provide the school's vision statement

Palm Harbor Academy is committed to providing a stimulating learning environment in which a team of trained/qualified staff provide exemplary teaching in well-resourced classrooms to address the special needs of our students in partnership with parents, institutions of higher learning, and community leaders. Palm Harbor Academy strives to create a dynamic educational environment that focuses on quality educational experiences, fosters educational excellence; promotes the use of innovative curriculum, accommodates the demands of a diverse population, integrates technological resources and cultivates personal, intellectual, social ,physical and emotional growth and responsibility.

School Environment

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

Palm Harbor Academy has a diverse population but we function as a whole of caring students, teachers and parents. The school's motto is "Believe It! Achieve It!" Character building is strongly encouraged and promoted. The students, teachers and parents demonstrate positive values throughout the school day. Every student believes he/she has self-worth and importance. This atmosphere builds trust and confidence. Students are encouraged to believe in themselves and always do their best as they face challenges. Each classroom features a star student monthly,.. The student showcases himself and family participating in family activities that are important to them. Students learn that families celebrate the same events regardless of the culture.

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

Palm Harbor Academy promotes safety rules in the classrooms ,on the playground, during lunch and on the school bus. Students have discussions about why rules are important. They also discuss possible situations that may occur if there are no rules. They also talk about making bad or good choices and the possible consequences. Palm Harbor Academy stresses that we are a family away from home and family members look out for each other. We also have safety drills monthly, quarterly and semi-annually. The Fire Department, Police Department and Health Services Department visit the school annually to promote safety.

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

Palm Harbor Academy promotes character building throughout the school year. This system minimizes unacceptable behaviors. Each classroom has a behavior management system where students move from one level to another. Daily communication is sent home on the behavior chart and parents are required to sign each day. Notes are included if needed. If a student continues to misbehave, a parent conference is called to determine the best practices to curb the negative behavior. Students are rewarded for good behavior by having treats or visiting the Treasure Chest. Student of the Month features students with outstanding behavior. Their achievements are displayed in the classroom or in the multipurpose room.

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

Palm Harbor Academy utilizes the MTSS (Multi-tiered support system) to provide services to students with interventions to accommodate and support their identified needs. The Flagler School District provides the support if needed. Boys in Grades 3 - 6 meet weekly with positive male role models to discuss issues that are important to them. This group is called the "Great Achievers" Parents are encouraged to participate in all supports for their child.

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

Palm Harbor Academy contacts the parents when a student has 5 or more days from school to determine if the absences are excused or unexcused. If unexcused, intervention will be implemented to ensure that the student attends school on a regular basis.

If a student has one or more in-school suspensions, the parent is contacted and an agreement is made with the student, school and parent to ensure that the problem doesn't surface again. If a student has an out of school suspension, then the Student Services of Flagler County Schools intervenes.

When a student fails English Language Arts or Mathematics, tutoring is provided to meet the student's needs.

Palm Harbor Academy students who score Level 1 on statewide assessments participates in the extra hour extended day program and the Saturday School to receive additional instruction.

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
	4	6	
Attendance below 90 percent	0	0	
One or more suspensions	0	0	
Course failure in ELA or Math	0	0	
Level 1 on statewide assessment	1	2	3

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Palm Harbor Academy provides ongoing professional development to assist teachers with effective teaching strategies designed to improve their instructional delivery. Teachers are trained to use data to determine student levels for differentiated instruction with research based materials. This professional development is provided by the Title1 Reading Teacher, the Teacher Support Coordinator and the Flagler School District Teachers are required to write detailed weekly lesson plans to the administrator. Each student has a folder that houses samples of assignments and data from assessments.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Palm Harbor Academy now has approximately 75% parental involvement. We would like to see at least an increase of an additional 10%

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

Palm Harbor Academy has participated in an exchange program with the Flagler Humane Society. Students have collected toys, food and other items for the animals at the facility. Animals are brought to the school and students are taught how to care for them and some of our families have adopted the animals.

Golden Corral restaurant invites our students to have a traditional Thanksgiving Dinner just before the holiday. Parents and relatives are also invited at cost. Publix provides pasteries for refreshments at our parent meetings. Chanfrau and Chanfrau Law firm annually invites ten of our girls to the Nutcracker Ballet and the Sugarplum Tea. The Flagler Fire Department brings their trucks and other equipment to the school to promote fire safety. Firhouse Subs donates fire helmets to the students for this event. Target has donated books during Dr. Seuss Week and volunteers read to the students. The Jewish Society of Flagler and Volusia Counties donate backpacks filled with school supplies every year and the students in turn collect items for their Food Bank.

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
Hamilton, Esther	Administrative Support
Shott, Lynette	Other

Duties

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

The MTTTS Team develops short term and long term goals based on data indicators for students. These goals are formulated and included in the CIMS.

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

If a student shows a continuing decline in mastering expected goals based on data from informal and formal assessments, a meeting takes place to determine if the Rtl process needs to be initiated. If a student is already on a Tier, then it is decided if the next Tier placement is necessary. Assistance from the district ESE department is utilized in this process to ensure that individual student needs are properly identified.

A combination of funds from the school district, Title1, state funds and private donations supports the educational programs at Palm Harbor Academy.

State funds were used for an extra hour of daily instruction. Title funds are used for parental involvement, professional development, Title 1 Teacher and purchasing research based materials. All students received breakfast, lunch and a healthy snack in the nutrition program.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Isiah Harris	Business/Community
Esther G. Hamilton	Principal
Reverend Gillard S. Glover	Business/Community
Nicole Freeman	Teacher
Janet Mosher	Education Support Employee
Jim Griffin	Business/Community
Victoria Peterson	Teacher
William Chanfrau Sr.	Business/Community
Holsey Moorman	Parent
Isiah Harris	Business/Community
Raven Sword	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

Palm Harbor Academy does not have a SAC Committee. The above named persons serve as the Advisory Council working together to make policies and decisions for the school. The participants include the principal, teachers, parents, community and members of the Palm Harbor Academy Board of Directors. They used last year's SIP to help with decisions for this year. Programs that were successful were continued and changes were made when necessary.

Development of this school improvement plan

This year's improvement plan is the product of adjustments made from last year as well as programs maintained and new ventures. The above named group met with teachers and parents for possible input for this document.

Preparation of the school's annual budget and plan

The annual budget plan is developed by our CEO, Reverend Gillard S. Glover and our Board of Directors.

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

The funds raised at the fundraising event are used for purchasing and addressing the most pressing needs of the student body, There is no identified amount for these projects.

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
Hamilton, Esther	Principal

Duties

Describe how the LLT promotes literacy within the school

The LLT will focus on activities that promote literacy and build a passion for reading. Some activities will include "VoCAPulary Day", Scholastic Book Fairs (2), Living Literacy Characters, Harvest Feast for Thanksgiving, Dr. Seuss Celebration, Literacy Circles, Pen Pals in other school districts and Reading and Reading Buddies. The LLT also analyze student data from informal and formal assessments to determine needs for differential instruction, remediation and enrichment. Parents participate in reading workshops to learn how to promote literacy in the home. The Title 1 Reading teacher provides this training for parents. Palm Harbor Academy also utilizes only research based reading instructional materials.

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

Palm Harbor Academy promotes working with the "whole child". Previous teachers and current teachers of students brainstorm about strengths and weaknesses of each child. They also discuss the level of parental involvement of each child. Teachers also discuss the learning styles of students and develop effective lessons that will promote mastery learning. These discussions are held ongoing throughout the school year.

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

The Principal works closely with the Human Resources Dept. to identify substitute teachers who meet the classroom teacher criteria and eligible for hiring. The Principal also communicates with Daytona State and Flagler College to recruit new graduates who meet the criteria for hiring. Palm Harbor Academy also advertises for prospective teachers in the social media.

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

Teachers who have taught at Palm Harbor Academy for at least 2 years and have been rated as highly effective serve as mentors to new teachers. They collaborate frequently during the school day, before and after school to ensure that the new employee is on the right track in creating a classroom environment that is conducive to learning, utilizing student data to determine placement in differentiated learning groups and engaging in effective research based instructional practices. Sometimes the mentor teacher will model a lesson for the new teacher.

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

Palm Harbor Academy utilizes the same curriculum as the Flagler County School District with emphasis on following the pacing guides for each grade level to ensure that the Florida Standards are used in instruction. Instructional materials are research based to ensure fidelity of implementation of the Florida Standards. Training is provided in core subjects to enhance instructional delivery with rigor. Palm Harbor Academy uses the same newly adopted reading and mathematics materials as the Flagler School District.

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

Palm Harbor Academy provides professional development training to teachers on utilizing data to guide their instructional delivery to meet each student regardless of the instructional level. Differentiated instruction is provided to address the diverse needs of the student population. Ongoing informal assessments either teacher or district directed are used to prepare students for mastery

learning of the Florida Standards. These ongoing assessments dictate the possibility of success for proficiency on state assessments.

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: 10,000

Parents and teachers at Palm Harbor Academy realized the growth the students achieved in SY2013-2014 with the extended hour of reading instruction and decided to implement it again this year and add mathematics. Different research based materials are used in the extended day program. We also decided to include a Saturday Group.

Strategy Rationale

Palm Harbor Academy desires to continue the gains students achieved in SY 2014-2015 by continuing the same successful strategies implemented in the previous school year.

Strategy Purpose(s)

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

Person(s) responsible for monitoring implementation of the strategy

Hamilton, Esther, hamiltone@palmharboracademy.net

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

Data is collected from informal and formal assessments to determine if the strategy is successful or if modifications are needed. Technology utilization is also used to collect data from FAIR, I-Ready, Reflex Math and Performance Matters results. Palm Harbor Academy also implements the same quarterly assessments as the Flagler County School District to ensure effectiveness of instructional strategies.

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

Kindergarten students are given the FLKRS test within the first thirty(30) days of school. This test determines if they are ready for kindergarten or in need of more social or readiness skills. The first thirty days is also used to get the students ready for the Kindergarten curriculum which is based on Florida Standards. Ongoing conferences with parents are necessary to get students transitioned from preschool to kindergarten. Students in Grades 1 - Grade 6 receive will continue to receive daily instruction emphasizing best practices and ongoing assessments will determine if they are progressing or have mastered the Florida Standards for their prospective grade.

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

NA

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

NA

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

NA

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

NA

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

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

Data Uploads

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

The following documents were submitted as evidence for this section:

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Problem Identification Summary

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

Problem Analysis Summary

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** ELA Goal: During SY2015-2016 school year, 75% of the students in grades 3-6 will reach proficiency level of the Florida Standards when assessed by the FLDOE.
- G2.** Mathematics Goal: During SY2015-2016 school year, 80% of the students in Grades 3-6 will reach the proficiency level of the Florida Standards when assessed by the FLDOE.
- G3.** Science Goal: In the school year SY2015-2016 75% of the students in grade 5 will show at least a minimum of a 10% increase of proficiency from the previous school year.

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. ELA Goal: During SY2015-2016 school year, 75% of the students in grades 3-6 will reach proficiency level of the Florida Standards when assessed by the FLDOE. 1a

G074068

Targets Supported 1b

Indicator	Annual Target
	51.0

Resources Available to Support the Goal 2

- Palm Harbor Academy will use research based materials during the school day and in the extended day program.
- Increased professional development for teachers to ensure that effective teaching strategies are used in their daily instructional delivery.
- Teachers will utilize data from informal and formal assessments to guide daily instruction.

Targeted Barriers to Achieving the Goal 3

Plan to Monitor Progress Toward G1. 8

Data from informal weekly tests, school district quarterly tests and software designed for individual instruction.

Person Responsible

Esther Hamilton

Schedule

Monthly, from 8/24/2015 to 6/4/2016

Evidence of Completion

Growth trends indicated in data will identify mastery learning or a need for remediation.

G2. Mathematics Goal: During SY2015-2016 school year, 80% of the students in Grades 3-6 will reach the proficiency level of the Florida Standards when assessed by the FLDOE. 1a

G074069

Targets Supported 1b

Indicator	Annual Target
Math Achievement District Assessment	51.0

Resources Available to Support the Goal 2

- Palm Harbor Academy will use research based materials during the school day and in the extended day program..
- Increased professional development for teachers to ensure that research based strategies are utilized in their instructional delivery.
- Use data from informal and formal assessments to guide instruction.

Targeted Barriers to Achieving the Goal 3

- Students applying concepts learned to indicate mastery learning in informal and formal assessments in a writing format rather than in a multiple choice format.

Plan to Monitor Progress Toward G2. 8

Analyze data for growth indicators at specific intervals during the school year.

Person Responsible

Esther Hamilton

Schedule

Weekly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Growth trends in data will indicate mastery learning and meeting expectations.

G3. Science Goal: In the school year SY2015-2016 75% of the students in grade 5 will show at least a minimum of a 10% increase of proficiency from the previous school year. 1a

G074070

Targets Supported 1b

Indicator	Annual Target
	50.0

Resources Available to Support the Goal 2

- Content maps and pacing guides of Florida Standards from the Science Department of Flagler County School District.
- On line resources based on compatible standards as outlined by Flagler Schools.
- On line resources based on compatible standards as outlined by Flagler Schools.
- On line resources based on compatible standards as outlined by Flagler Schools.
- On line resources based on compatible standards as outlined by Flagler Schools.

Targeted Barriers to Achieving the Goal 3

- Lack of identified research based materials for each grade level that identify previous learned content to guide current instruction.

Plan to Monitor Progress Toward G3. 8

Various science activities related to identified science standards of FLDOE.

Person Responsible

Esther Hamilton

Schedule

Weekly, from 8/18/2015 to 6/1/2016

Evidence of Completion

Trend lines indicated by collected data will show progress and mastery learning of standards. This data will also identify weaknesses for reteaching. This data will also be obtained through quarterly assessments by the Flagler County School District.

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

G2. Mathematics Goal: During SY2015-2016 school year, 80% of the students in Grades 3-6 will reach the proficiency level of the Florida Standards when assessed by the FLDOE. **1**

 G074069

G2.B1 Students applying concepts learned to indicate mastery learning in informal and formal assessments in a writing format rather than in a multiple choice format. **2**

 B193371

G2.B1.S1 Provide multiple opportunities for students to apply all learned strategies in various activities related to English Language Arts. **4**

 S204914

Strategy Rationale

Students will gain confidence in applying learned knowledge which will promote a higher success rate.

Action Step 1 **5**

Teachers will provide students with increased and well planned lessons in ELA instruction.

Person Responsible

Esther Hamilton

Schedule

Daily, from 8/18/2014 to 8/18/2014

Evidence of Completion

Teachers will collect and analyze data from informal and formal assessments to determine if students are progressing toward the set goal in English Language Arts.

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

Classroom observations and effective planning will determine if teachers are using effective reading strategies that promote higher order thinking skills in their instructional delivery.

Person Responsible

Esther Hamilton

Schedule

Monthly, from 8/18/2014 to 8/18/2014

Evidence of Completion

Classroom observation tool (Danielson 4 Domains) outlining expected and detailed criteria for instructional delivery and lesson plans that reflect expectations for mastery learning of the Florida Standards.

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

Analyze data for growth indicators

Person Responsible

Esther Hamilton

Schedule

Weekly, from 10/18/2014 to 6/1/2015

Evidence of Completion

Student progress on informal and formal assessments will indicate the effectiveness of teacher instructions.

G3. Science Goal: In the school year SY2015-2016 75% of the students in grade 5 will show at least a minimum of a 10% increase of proficiency from the previous school year. 1

G074070

G3.B1 Lack of identified research based materials for each grade level that identify previous learned content to guide current instruction. 2

B193372

G3.B1.S1 Browse internet for online activities and software aligned with Florida standards. 4

S204915

Strategy Rationale

These activities will enhance all instructional delivery by providing hands on experiences and real world applications of the concepts for each standard.

Action Step 1 5

Utilize online activities compatible with science standards.

Person Responsible

Esther Hamilton

Schedule

Weekly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Data from informal and formal testing will indicate mastery of concepts.

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

Utilize research based activities related to science.

Person Responsible

Schedule

Evidence of Completion

Growth indicated on trend lines.

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

Utilize online science activities.

Person Responsible

Esther Hamilton

Schedule

Weekly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Growth indicated by data trend lines of assessments.

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
G2.B1.S1.A1	Teachers will provide students with increased and well planned lessons in ELA instruction.	Hamilton, Esther	8/18/2014	Teachers will collect and analyze data from informal and formal assessments to determine if students are progressing toward the set goal in English Language Arts.	8/18/2014 daily
G3.B1.S1.A1	Utilize online activities compatible with science standards.	Hamilton, Esther	8/18/2014	Data from informal and formal testing will indicate mastery of concepts.	6/1/2015 weekly
G1.MA1	Data from informal weekly tests, school district quarterly tests and software designed for individual instruction.	Hamilton, Esther	8/24/2015	Growth trends indicated in data will identify mastery learning or a need for remediation.	6/4/2016 monthly
G2.MA1	Analyze data for growth indicators at specific intervals during the school year.	Hamilton, Esther	8/18/2014	Growth trends in data will indicate mastery learning and meeting expectations.	6/1/2015 weekly
G2.B1.S1.MA1	Analyze data for growth indicators	Hamilton, Esther	10/18/2014	Student progress on informal and formal assessments will indicate the effectiveness of teacher instructions.	6/1/2015 weekly
G2.B1.S1.MA1	Classroom observations and effective planning will determine if teachers are using effective reading strategies that promote higher order thinking skills in their instructional delivery.	Hamilton, Esther	8/18/2014	Classroom observation tool (Danielson 4 Domains) outlining expected and detailed criteria for instructional delivery and lesson plans that reflect expectations for mastery learning of the Florida Standards.	8/18/2014 monthly
G3.MA1	Various science activities related to identified science standards of FLDOE.	Hamilton, Esther	8/18/2015	Trend lines indicated by collected data will show progress and mastery learning of standards. This data will also identify weaknesses for reteaching. This data will also be obtained through quarterly assessments by the Flagler County School District.	6/1/2016 weekly
G3.B1.S1.MA1	Utilize online science activities.	Hamilton, Esther	8/18/2014	Growth indicated by data trend lines of assessments.	6/1/2015 weekly
G3.B1.S1.MA1	Utilize research based activities related to science.		Growth indicated on trend lines.	once	

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G2. Mathematics Goal: During SY2015-2016 school year, 80% of the students in Grades 3-6 will reach the proficiency level of the Florida Standards when assessed by the FLDOE.

G2.B1 Students applying concepts learned to indicate mastery learning in informal and formal assessments in a writing format rather than in a multiple choice format.

G2.B1.S1 Provide multiple opportunities for students to apply all learned strategies in various activities related to English Language Arts.

PD Opportunity 1

Teachers will provide students with increased and well planned lessons in ELA instruction.

Facilitator

Teacher Support Coordinator and the Title 1 Teacher will provide ongoing professional development to ensure that students are receiving needed instruction. These services are not extra budget items.

Participants

Classroom teachers

Schedule

Daily, from 8/18/2014 to 8/18/2014

G3. Science Goal: In the school year SY2015-2016 75% of the students in grade 5 will show at least a minimum of a 10% increase of proficiency from the previous school year.

G3.B1 Lack of identified research based materials for each grade level that identify previous learned content to guide current instruction.

G3.B1.S1 Browse internet for online activities and software aligned with Florida standards.

PD Opportunity 1

Utilize online activities compatible with science standards.

Facilitator

Science Coach from Flagler County Curriculum Dept. will assist with locating approved sites on the internet.

Participants

Classroom teachers

Schedule

Weekly, from 8/18/2014 to 6/1/2015

Technical Assistance Items

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

Budget

Budget Data

1	G2.B1.S1.A1	Teachers will provide students with increased and well planned lessons in ELA instruction.	\$0.00
2	G3.B1.S1.A1	Utilize online activities compatible with science standards.	\$0.00
Total:			\$0.00