

The School District of Lee County

Harns Marsh Elementary School



2015-16 School Improvement Plan

Harns Marsh Elementary School

1800 UNICE AVE N, Lehigh Acres, FL 33971

<http://hme.leeschools.net/>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	76%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	82%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	B*	A	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 Lee 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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	18
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	22
Appendix 1: Implementation Timeline	28
Appendix 2: Professional Development and Technical Assistance Outlines	29
Professional Development Opportunities	30
Technical Assistance Items	31
Appendix 3: Budget to Support Goals	0

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	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The purpose of Harns Marsh Elementary is to develop respectful, responsible, and resourceful citizens in a safe and supportive learning community that fosters high academic expectations through collaboration with all stakeholders.

Provide the school's vision statement

The purpose of Harns Marsh Elementary is to develop respectful, responsible, and resourceful citizens in a safe and supportive learning community that fosters high academic expectations through collaboration with all stakeholders.

School Environment

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

HME school-wide has been trained in and implements Kagan Cooperative Learning. This program endorses classbuilding - the process by which a roomful of individuals with different backgrounds and experiences become a caring community of active learners and teambuilding- the process by which a group of 3-5 students with different backgrounds and experiences become a cooperative and caring team. Another program the HME staff has been trained in and implements is Thinking Maps. Thinking Maps are research based visual patterns based on cognitive skills. Each map is introduced to students by using personal and social skills, later the content connection is emphasized. Lastly, HME participates in a Fresh Fruit and Vegetable program. Three times a week at a minimum, students and the teachers try fresh fruits and vegetables. Informational videos and nutritional information is provided via the school news program and educational resources on the school's SharePoint site. All students and teachers are encouraged to take a "no thank you bite."

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

The School Counselor has lessons from Learning for Life (i.e. bullying, accepting others, friendship, stress management, organizational skills, internet safety) which align with the District's Character Education. Each month a character trait is a school-wide focus. Posters using our school theme of "Game On" are posted throughout the school (i.e. Respect, Teamwork.) Teachers nominate students from their class that demonstrate the character word of the month to be recognized school-wide. Students identified who will benefit from having a mentor, are paired up with staff and/or community members and meet weekly. Fourth and fifth grade students have been trained in Peer Mediation and are called upon to end student conflict.

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

HME is in its second year as a PBS school (Positive Behavioral School). A committee has been formed with a representative from each PLC team to meet monthly, address needs, and ways to

recognize positive behavior of students. PBS involves all personnel. "Dojo Dollars" are handed out by all personnel to students who are observed exemplifying good behavior.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Our School Counselor has set up a mentor program. Students who have been identified and would benefit from mentoring have been paired up with a staff member. Mentors and students meet weekly. This time is spent having lunch, reading a book, working on a subject area, or talking about subjects the student would like. We also have a group of community members who come in weekly to read to students, have lunch with them, or work on team building activities. The School Counselor meets with each class and has a process for students to follow when they are in need of her services.

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

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
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

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/182101>.

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

Our school provides food for our families from the Harry Chapin Food Bank located on our campus. Lexington Cares provides mentors to read to students, financial support, and school supplies. The Literacy Council provides literacy classes for our parents twice a week for four hours a week. Boy Scout Troop 720 provided backpacks and supplies for our students.

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
Zenoniani, Tracey	Principal
Perdue, Richard	Assistant Principal
Whitten, Anna	Teacher, K-12
Carrillo, Amanda	Teacher, K-12
Navarra, Nicholas	Teacher, K-12
Garlick, Heather	Instructional Coach
Horrigan Smith, Leah	Guidance Counselor
Davis, Angela	Instructional Coach
Guarno, Phyllis	Instructional Coach
Best, Catherine	Teacher, K-12
Maxwell, Lindsey	Teacher, K-12
Smutko, Charles	Teacher, K-12
Jones, Jennifer	Teacher, K-12
Murphy, Julie	Administrative Support
Burns, Maria	Teacher, K-12
Wright, Rebekah	Other

Duties

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

The Leadership Team is made up of the grade level chairs who represent their grade level's needs to help improve Florida standards based instruction and the intervention/enrichment process. Needs are discussed at leadership meetings and solutions are then taken back to the grade level to implement. Grade level chairs are the first line of communication between leadership team and grade levels.

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

Students are clustered by their ability level. PLCs have common planning time to collaborate and plan for their core instruction. When teachers are determining if students need tier two services, they gather necessary data and complete the MTSS tracking form based on student data compared to class data. The MTSS team determines if the student qualifies for tier two services or if a change in core instruction is needed. Upon determination, tier two students are grouped with a 1:6 teacher/student ratio. Resource teachers work with identified tier two students according to their individualized plan. Tier three students work in small groups no larger than 1:3 teacher/student ratio. Progress is monitored by the MTSS team as well as the admin PLC team.

Title I, Part A

Title I, Title II and other programs coordinate through the SIP process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. All school improvement plans are reviewed at the district level for appropriate use of funds and effective use of resources. This district level review prevents duplication of services and facilitates coordination between schools and departments. This collaboration ensures that all programs support schools.

Title I, Part C- Migrant

Title I, Part A coordinates with Title I, Part C to provide expanded academic enrichment opportunities to Migrant students. Services include after school tutorials in reading and math; health services; and literacy workshops for parents as a result of the coordination of these funds. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title I, Part D

The facilities and schools coordinate with health services (mental and physical) and other social services to meet the need of students returning back to their assigned educational facility. The district Health Services, Student Services, Title I, Title III and ESE departments are all a part of the collaborative effort. For example: social workers from student services has the process and procedures in place to assist students and their families with social services for food stamps and other health services; the ESE Department has established a memorandum of understanding for assistance with housing and counseling services through Ruth Cooper and the Lutheran Service; vocational instructors establish partnership with businesses so students will have an opportunity to continue to develop their vocational skill.

Title II, Part A

Title I coordinates with other programs funded under NCLB through the SIP (School Improvement Plan) process. Within this plan, schools complete a Professional Development Plan in collaboration with Title II. The PDP is concentrated in reading, math, science and writing to meet the needs of the targeted subgroups not making annual AMO targets. The PDP includes teachers, paraprofessionals, and administrators. As part of the School Advisory Council, parents are included in this planning process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. This collaboration ensures that all programs funded under NCLB use funds to support schools, not supplant district obligations. All school improvement plans are reviewed at the district level for appropriate use of funds and effectiveness. This district level review prevents duplication of services and facilitates coordination between agencies. Each school's SIP is reviewed by all stakeholders and submitted to the Board for approval. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title III

Title I, Part A coordinates with Title III to expand academic enrichment opportunities for ELLs. These services include after school tutorials, professional development, supplemental scientifically research based resources and materials. Periodic district level meetings with managers of all programs funded

under NCLB also open lines of communication and encourage cooperation between programs.

Title X- Homeless

Title X coordinates with Title I, Part A, to provide comparable services to homeless children who are not attending Title I schools. By providing ongoing collaboration between Title X and Title I, Part A, program staff, the same services for homeless students in Non-Title I schools are provided to homeless students in Title I schools. In addition to serving homeless students not enrolled in Title I schools, set-aside funds are used to provide services to homeless students who are attending Title I schools. Homeless students who attend Title I school-wide or targeted assistance schools may have unique challenges that are not addressed by the regular Title I program at these schools. These challenges may create barriers to full participation in Title I programs and defeat the overarching program goal of helping all students meet challenging state standards. For instance, students residing in shelters, motels, or other overcrowded conditions may not have a quiet place to study at the end of the day and may require extended after-school library time; tutoring and/or accessibility to tutoring as needed, school supplies, expedited evaluations, extended days/ learning opportunities, Saturday schools, summer academic camps, coordination of services with shelters or other homeless service providers, or, a student who is dealing with the stress and anxiety associated with homelessness may not be able to focus on his or her studies and may benefit from school counseling services. Through Title I, Part A, or Title I, Part A, in conjunction with Title X, McKinney-Vento funding homeless students can take part in services that enable them to benefit more from a school's Title I program.

Supplemental Academic Instruction (SAI)

SAI is used to provide unique learning programs at schools. SAI funds are also used to fund summer school programs throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Violence Prevention Programs

The Youth Coalitions within Lee County provide opportunities for partnerships between the District and other social services. These social services assist all at-risk students through after-school programs that include academic, social, and health services. Anticipated outcomes include a safe environment for children and increased academic achievement. Bullying prevention programs are offered throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Nutrition Programs

Food and Nutrition Services offers healthy meals to all students. This includes ensuring that families are offered free and reduced lunch applications throughout the year. All students receive free breakfast at all school locations. Many Title I schools have also developed "Backpack Programs" in which nutritious food is sent home in a backpack each weekend to struggling families to ensure that children and families have food throughout the week. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Housing Programs

Head Start

Blended Head Start/Title 1/VPK/Migrant early childhood classrooms will be located on the school's campus. High risk students will attend a year long, high quality early childhood program that serves four year old children. The goal of the program is to prepare children for kindergarten by meeting the federal Head Start Framework for School Readiness and State Standards for Four Year Olds that are aligned with the Common Core Standards. The expected outcome is that enrolled children who complete the program will be deemed ready for kindergarten on the Florida Kindergarten Readiness Screening (FLKRS).

Adult Education

Adult Education partners with several Title I schools to offer ESOL classes for parents to learn English. Adult Education partners with Title I, Part A to offer paraprofessional classes to prepare paraprofessionals to take the qualifying test, ParaPro. Adult Education instructors review reading,

math and writing skills, as well as test administration. Title I paraprofessionals benefit by becoming highly qualified as defined by NCLB. The benefit of these classes is to help the monolingual parents learn English so that they can become more self-sufficient. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Career and Technical Education

The district provides extensive opportunity for Career and Technical Education including Industry Certification. Each attendance zone also includes a comprehensive high school with career academies.

Job Training

The district provides extensive opportunity for Career and Technical Education including Industry Certification. Each attendance zone also includes a comprehensive high school with career academies.

Other

Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Eddie Lopez	Parent
Audrey Ramones	Education Support Employee
Tracey Zenoniani	Principal
Dalia Cruz	Education Support Employee
Lyn Saunders	Parent
Saundra Ott	Business/Community
Phyllis Guarino	Teacher
Angela Davis	Teacher
Heather Garlick	Teacher
	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

SAC members were invited to review the plan, had the opportunity to ask questions regarding the plan once created, and at the end of the year reviewed the plan.

Development of this school improvement plan

The Leadership Team strategically met to collaborate on current school goals. Team leaders then took the information back to their teams and discussed goals, barriers and strategies as it applies to Harns Marsh Elementary obtaining this goal. Ideas were brought back to the Leadership and were used in developing this plan. The plan is then reviewed by the SAC Committee.

Preparation of the school's annual budget and plan

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

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
Garlick, Heather	Instructional Coach
Hector, Aerin	Teacher, K-12
Kellams, Jennifer	Teacher, K-12
Morter, Melissa	Teacher, K-12
Rodriguez, Irma	Teacher, K-12
Anderson, Wendy	Teacher, K-12
Newman, Lyn	Instructional Coach
Davis, Angela	Instructional Coach
Jones, Jennifer	Teacher, K-12
Wright, Rebekah	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The initiative of the LLT will be to discuss and plan ELA activities correlated to the Florida Standards that will increase the classroom teacher's depth of knowledge as well as provide engaging activities for students including intervention and enrichment opportunities.

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

Each PLC team developed norms to establish positive working relationships. Grade levels have a 50 minute daily common planning time to collaborate on the four critical questions of the PLC. Each team is given the opportunity to meet for half a day once a quarter to plan. Lesson plans are shared among team members through the use electronic lesson plan program. School SharePoint is used to share resources within and across grade levels.

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

New teachers or teachers with less than three years experience are partnered with a clinical educated certified teacher. These partners meet weekly for support, planning and collaboration. They also meet monthly with Administration. Opportunities are provided for observing exemplary teachers as needed. In-service opportunities are provided for new teacher as needs arise. TIF teachers are available to help

plan as well as model effective classroom strategies and/or lessons. Common planning time is provided weekly. Professional Learning Communities meet twice per month with the administrative team focused on collecting and analyzing data in the areas of reading, math, writing, science and effective classroom strategies. Professional Development is aligned with school goals.

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

Mentors and mentees meet on a weekly basis for structured guidance, collaboration and planning. A weekly journal is kept by the mentee to record questions, useful ideas, best practices, and resources. Mentors complete monthly formative evaluations that include both a pre and post planning meeting with their mentees. All of the school's mentors and mentees meet on a monthly basis to discuss concerns, questions, and successes. All of our mentors are exemplary teachers.

Ms. Davis is paired with Ginger Alansky-Third Grade Teacher
Mrs. Guarno is paired with Darlene Stewart- Fifth Grade Teacher
Mrs. Garlick is paired with Megan Harris- Third Grade Teacher
Mrs. Wiegand is paired with Cindy Pan- First Grade 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

During preschool, all teachers were trained in ELA and Math Standards and how to use The Backward Design process. This process along with the district academic plan and district provided curriculum are the framework for PLC planning. PLCs meet weekly to address how the Florida Standards are being taught and if any additional resources beyond the district curriculum are needed.

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

PLCs meet weekly to analyze results of both formative and summative assessments in order to answer the PLC questions: What will we do if they did not learn it? and What will we do if they did learn it? Low achieving standards are identified and students are grouped according to their performance on those standards. Teachers who are strong in those standard areas will intervene with those students along with the pushin intervention person. Students who show mastery of assessed standards are enriched. In both the low achieving and enrichment group, Thinking Maps will support the growth of the students. During this intervention/enrichment process teachers continue to monitor progress toward mastery to show that the intervention/enrichment process is effective.

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:

Strategy Rationale

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

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

Student Transition and Readiness

PreK-12 Transition

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

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

A Kindergarten orientation was held for incoming students and parents in May to familiarize them with the school and expectations for the coming year. This orientation provided parents information on buses, before and after school care, immunization requirements, ways parents can help prepare their child for school, and ended with a tour of the school.

All students were screened prior to or upon entering Kindergarten. The data was used to group students according to core and intervention instruction.

Core Kindergarten academic instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic skills identified by the screening data.

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

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.** The percentage of 5th grade students scoring proficient and higher in science will increase from 51% to 54% by April 2016 as measure by Science FCAT.
- G2.** 100% of core subject area teachers will track standards and progress monitor through the CASTLE Standards Tracker during FY16 as documented by professional learning community minutes.
- G3.** Teacher engagement will increase .2% in the area of Question #4 "Recognition or Praise for doing good work" as measured FY 16 Gallup Teacher Engagement Survey.

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. The percentage of 5th grade students scoring proficient and higher in science will increase from 51% to 54% by April 2016 as measure by Science FCAT. 1a

G074401

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	54.0

Resources Available to Support the Goal 2

- TIF Teachers
- CASTLE
- Resources Teachers

Targeted Barriers to Achieving the Goal 3

- Teachers unfamiliar with Science curriculum.

Plan to Monitor Progress Toward G1. 8

In the PDSA cycle the teacher will document the percentage of student meeting mastery of each benchmark standard.

Person Responsible

Phyllis Guarno

Schedule

Quarterly, from 11/19/2015 to 6/9/2016

Evidence of Completion

Final results will be tallied in the PDSA document.

G2. 100% of core subject area teachers will track standards and progress monitor through the CASTLE Standards Tracker during FY16 as documented by professional learning community minutes. 1a

G074402

Targets Supported 1b

Indicator	Annual Target
5Es Score: School Commitment	100.0

Resources Available to Support the Goal 2

- TIF teachers
- Resource teachers
- Administration

Targeted Barriers to Achieving the Goal 3

- Training

Plan to Monitor Progress Toward G2. 8

In-service sheets and meeting notes

Person Responsible

Phyllis Guarno

Schedule

Quarterly, from 10/26/2015 to 6/1/2016

Evidence of Completion

PLC meeting notes and data charts

G3. Teacher engagement will increase .2% in the area of Question #4 "Recognition or Praise for doing good work" as measured FY 16 Gallup Teacher Engagement Survey. 1a

G074403

Targets Supported 1b

Indicator	Annual Target
Developing Teachers (Performance Rating)	3.79

Resources Available to Support the Goal 2

- Email
- bulletin board for positive recognition
- positive notes/tokens of recognition

Targeted Barriers to Achieving the Goal 3

- New Administration and new staff members.
- Determining how to best recognize teachers/staff and determining a systematic way to get it done.

Plan to Monitor Progress Toward G3. 8

Number of positive posting on bulletin board
Emails
Record of tokens given at staff meetings or PLC/department meetings

Person Responsible

Julie Murphy

Schedule

Weekly, from 9/21/2015 to 6/1/2016

Evidence of Completion

Pictures of "Shout-out" board List of members recognized Gallup Survey

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. The percentage of 5th grade students scoring proficient and higher in science will increase from 51% to 54% by April 2016 as measure by Science FCAT. **1**

 G074401

G1.B1 Teachers unfamiliar with Science curriculum. **2**

 B194223

G1.B1.S1 The CASTLE Champions will roll out the initial training for the uses of the standard tracker during PLC. **4**

 S205745

Strategy Rationale

All teacher are tracking standards and using them to guide instruction.

Action Step 1 **5**

Teachers will use CASTLE to guide instruction utilizing standards.

Person Responsible

Angela Davis

Schedule

Every 3 Weeks, from 11/19/2015 to 6/9/2016

Evidence of Completion

Rooster for Gator Time

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

Teachers and PLC team members will monitor standards using CASTLE during PLC

Person Responsible

Phyllis Guarno

Schedule

Every 3 Weeks, from 11/19/2015 to 6/9/2016

Evidence of Completion

Data will be noted on our PDSA document within our PLC meeting minutes.

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

In the PDSA cycle the teachers will document the percentage of students meeting mastery for each benchmark standard.

Person Responsible

Phyllis Guarno

Schedule

Every 3 Weeks, from 11/19/2015 to 6/9/2016

Evidence of Completion

The changes will be noted in the PDSA document.

G2. 100% of core subject area teachers will track standards and progress monitor through the CASTLE Standards Tracker during FY16 as documented by professional learning community minutes. 1

G074402

G2.B1 Training 2

B194224

G2.B1.S1 Send 3 teachers to the train the trainer session for CASTLE. Those teachers turn around and train the staff. 4

S205746

Strategy Rationale

Having 3 teachers serve as experts will give our staff in house support for training, modeling and answering questions.

Action Step 1 5

Three teachers will train the staff on how to uses and monitor standards through the CASTLE program.

Person Responsible

Phyllis Guarno

Schedule

Quarterly, from 10/26/2015 to 6/1/2016

Evidence of Completion

Quarterly Data Charts

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

Teachers will use data in PLC meetings with admin.

Person Responsible

Tracey Zenoniani

Schedule

Quarterly, from 10/26/2015 to 6/1/2016

Evidence of Completion

Minutes form PLC meetings

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

Classroom data charts will be collected

Person Responsible

Phyllis Guarino

Schedule

Quarterly, from 10/26/2015 to 6/1/2016


Evidence of Completion

Data charts and PLC meeting minutes

G3. Teacher engagement will increase .2% in the area of Question #4 "Recognition or Praise for doing good work" as measured FY 16 Gallup Teacher Engagement Survey. 1

 G074403

G3.B1 New Administration and new staff members. 2

 B194225

G3.B1.S1 Plan time to work in groups. 4

 S205747

Strategy Rationale

The more time spent together the more we get to know each other.

Action Step 1 5

PLC admin meetings

Person Responsible

Tracey Zenoniani

Schedule

Monthly, from 9/21/2015 to 6/1/2016

Evidence of Completion

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

PLC meeting to engage in conversations and decisions

Person Responsible

Schedule

Weekly, from 8/17/2015 to 6/1/2016

Evidence of Completion

PLC meeting minutes

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

Administration will meet with each PLC team at least once monthly

Person Responsible

Tracey Zenoniani

Schedule

Monthly, from 9/21/2015 to 6/1/2016

Evidence of Completion

Meeting minutes

G3.B2 Determining how to best recognize teachers/staff and determining a systematic way to get it done.

2

 B194226

G3.B2.S1 Bulletin board for "shout-outs" or accolades that recognize what great things staff members do. 4

 S205748

Strategy Rationale

These suggestions were made by staff members as ways they would like to be recognized.

Action Step 1 5

Provide bulletin board and motivating notes to post.

Person Responsible

Angela Davis

Schedule

Weekly, from 9/30/2015 to 6/1/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Pictures will be taken and reminders will go out to update board

Person Responsible

Angela Davis

Schedule

Every 3 Weeks, from 9/30/2015 to 6/1/2016

Evidence of Completion

Pictures will be taken.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Gallup Engagement Survey

Person Responsible

Tracey Zenoniani

Schedule

Evidence of Completion

Data for question 4 in survey will increase .2%

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 use CASTLE to guide instruction utilizing standards.	Davis, Angela	11/19/2015	Rooster for Gator Time	6/9/2016 every-3-weeks
G2.B1.S1.A1	Three teachers will train the staff on how to uses and monitor standards through the CASTLE program.	Guarno, Phyllis	10/26/2015	Quarterly Data Charts	6/1/2016 quarterly
G3.B1.S1.A1	PLC admin meetings	Zenoniani, Tracey	9/21/2015		6/1/2016 monthly
G3.B2.S1.A1	Provide bulletin board and motivating notes to post.	Davis, Angela	9/30/2015		6/1/2016 weekly
G1.MA1	In the PDSA cycle the teacher will document the percentage of student meeting mastery of each benchmark standard.	Guarno, Phyllis	11/19/2015	Final results will be tallied in the PDSA document.	6/9/2016 quarterly
G1.B1.S1.MA1	In the PDSA cycle the teachers will document the percentage of students meeting mastery for each benchmark standard.	Guarno, Phyllis	11/19/2015	The changes will be noted in the PDSA document.	6/9/2016 every-3-weeks
G1.B1.S1.MA1	Teachers and PLC team members will monitor standards using CASTLE during PLC	Guarno, Phyllis	11/19/2015	Data will be noted on our PDSA document within our PLC meeting minutes.	6/9/2016 every-3-weeks
G2.MA1	In-service sheets and meeting notes	Guarno, Phyllis	10/26/2015	PLC meeting notes and data charts	6/1/2016 quarterly
G2.B1.S1.MA1	Classroom data charts will be collected	Guarno, Phyllis	10/26/2015	Data charts and PLC meeting minutes	6/1/2016 quarterly
G2.B1.S1.MA1	Teachers will use data in PLC meetings with admin.	Zenoniani, Tracey	10/26/2015	Minutes form PLC meetings	6/1/2016 quarterly
G3.MA1	Number of positive posting on bulletin board Emails Record of tokens given at staff meetings or PLC/department meetings	Murphy, Julie	9/21/2015	Pictures of "Shout-out" board List of members recognized Gallup Survey	6/1/2016 weekly
G3.B1.S1.MA1	Administration will meet with each PLC team at least once monthly	Zenoniani, Tracey	9/21/2015	Meeting minutes	6/1/2016 monthly
G3.B1.S1.MA1	PLC meeting to engage in conversations and decisions		8/17/2015	PLC meeting minutes	6/1/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B2.S1.MA1	Gallup Engagement Survey	Zenoniani, Tracey	Data for question 4 in survey will increase .2%	one-time	
G3.B2.S1.MA1	Pictures will be taken and reminders will go out to update board	Davis, Angela	9/30/2015	Pictures will be taken.	6/1/2016 every-3-weeks

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. The percentage of 5th grade students scoring proficient and higher in science will increase from 51% to 54% by April 2016 as measure by Science FCAT.

G1.B1 Teachers unfamiliar with Science curriculum.

G1.B1.S1 The CASTLE Champions will roll out the initial training for the uses of the standard tracker during PLC.

PD Opportunity 1

Teachers will use CASTLE to guide instruction utilizing standards.

Facilitator

Guarno, Phyllis, Davis, Angela

Participants

All 5th grade teachers

Schedule

Every 3 Weeks, from 11/19/2015 to 6/9/2016

G2. 100% of core subject area teachers will track standards and progress monitor through the CASTLE Standards Tracker during FY16 as documented by professional learning community minutes.

G2.B1 Training

G2.B1.S1 Send 3 teachers to the train the trainer session for CASTLE. Those teachers turn around and train the staff.

PD Opportunity 1

Three teachers will train the staff on how to uses and monitor standards through the CASTLE program.

Facilitator

Phyllis Guarno, Angela Davis, Heather Garlick and Rebekah Wright

Participants

All core teachers

Schedule

Quarterly, from 10/26/2015 to 6/1/2016

Technical Assistance Items

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

Budget

Budget Data			
1	G1.B1.S1.A1	Teachers will use CASTLE to guide instruction utilizing standards.	\$0.00
2	G2.B1.S1.A1	Three teachers will train the staff on how to uses and monitor standards through the CASTLE program.	\$0.00
3	G3.B1.S1.A1	PLC admin meetings	\$0.00
4	G3.B2.S1.A1	Provide bulletin board and motivating notes to post.	\$0.00
			Total: \$0.00