

Polk County Public Schools

# Floral Avenue Elementary School



2015-16 School Improvement Plan

## Floral Avenue Elementary School

1530 FLORAL AVE S, Bartow, FL 33830

<http://schools.polk-fl.net/floral>

### School Demographics

|                    |                               |   |
|--------------------|-------------------------------|---|
| <b>School Type</b> | <b>2014-15 Title I School</b> | <b>2015-16 Economically Disadvantaged (FRL) Rate</b><br>(As Reported on Survey 2) |
| Elementary         | Yes                           | 69%   |

|                               |                       |   |
|-------------------------------|-----------------------|---|
| <b>Alternative/ESE Center</b> | <b>Charter School</b> | <b>2015-16 Minority Rate</b><br>(Reported as Non-white on Survey 2) |
| No                            | No                    | 53%   |

### School Grades History

|              |                |                |                |                |
|--------------|----------------|----------------|----------------|----------------|
| <b>Year</b>  | <b>2014-15</b> | <b>2013-14</b> | <b>2012-13</b> | <b>2011-12</b> |
| <b>Grade</b> | C*             | C              | B              | B              |

*\*Preliminary Informational Baseline School Grade*

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

### School Board Approval

This plan is pending approval by the Polk County School Board.

### SIP Authority and Template

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

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

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

---

## Table of Contents

---

|   |           |
|---|-----------|
| <b>Purpose and Outline of the SIP</b>   | <b>4</b>  |
| <b>Differentiated Accountability</b>  | <b>5</b>  |
| <b>Current School Status</b>  | <b>8</b>  |
| <b>8-Step Planning and Problem Solving Implementation</b>                     | <b>17</b> |
| Goals Summary   | 17        |
| Goals Detail  | 17        |
| Action Plan for Improvement   | 20        |
| <b>Appendix 1: Implementation Timeline</b>                                    | <b>24</b> |
| <b>Appendix 2: Professional Development and Technical Assistance Outlines</b> | <b>24</b> |
| Professional Development Opportunities  | 25        |
| Technical Assistance Items  | 27        |
| <b>Appendix 3: Budget to Support Goals</b>                                    | <b>0</b>  |

## 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   | 3                 | <a href="#">Ella Thompson</a> |
| Former F    | Turnaround Status |                               |
| No          |                   |                               |





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

The Mission Statement of Floral Avenue Elementary is to provide a supportive learning environment for all children to ensure that they become productive, responsible citizens in an ever-changing world.

##### Provide the school's vision statement

In accomplishing our mission, students at Floral Avenue Elementary will:

- Be punctual, attend school regularly, and come prepared with homework and supplies.
- Follow school rules.
- Work cooperatively with other students.

The curriculum and instruction of the school will:

- Provide rigorous, relevant learning activities based on the Florida Standards.
- Challenge students and nurture creative thinking.
- Provide academic continuity across the grade levels.
- Provide extra assistance for students in need of additional academic support.

Student success will be fostered in a climate in which:

- All adults promote an enriching, comfortable, challenging learning environment.
- Staff members work as a team to continually improve instruction.
- Business partners, volunteers and families work cooperatively for the benefit of all students.

#### School Environment

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

Our staff begins to learn about the students' cultures by studying the demographics of our student population. Once we know what the make-up of our student body is, it is then that we are able to plan for understanding the cultures that are represented. Our student body consists of 47% Caucasian, 27% Hispanic, and 23% African American members. A common thread that is seen in each of these categories is that of a high poverty level. Our staff participates in book studies and training to understand the cultural practices of individuals and families living in poverty. Our staff uses a variety of techniques to build relationships with our students. It begins at the top. Our administrators learn the name of each of our students and address them by name throughout the year. Our teachers make phone calls to our students' parents at the beginning of the year with the intent of getting to know the parent and sharing something positive with them about their child. Each teacher holds a face to face parent conference for the purpose of learning as much as they can about the student and sharing as much data about the student's progress as possible. All of our teachers meet and greet our students at orientation prior to school opening.

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

Our school fosters respect for its environment by creating a context where our students feel safe and respected before, during, and after school in a variety of ways. We cultivate school pride through the beauty and cleanliness of our physical plant. The yards and gardens are meticulously manicured while the grounds and buildings are kept immaculately clean from debris and graffiti. This setting promotes respect and pride. Precisely planned adult supervision throughout the day is a major factor in promoting safety on our campus. The schedules for before school, breakfast, lunch, and



afterschool supervision are proactively planned out with possible dangers in mind in order to prevent hazardous situations from happening when our students arrive. Students play a role in school safety as well by serving as patrols. Patrols are stationed throughout the campus to assist supervision and escorting younger students. During school our students are taught the behavioral expectations of being a model citizen. All staff enforces the same school wide expectations in all areas of our campus.

**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**

Our school runs smoothly by using a positive behavior system. Within this system, clear behavioral expectations are set forth and taught from the beginning of the year. Throughout the year, newsletters and email updates are shared with the staff that contains pertinent information from our positive behavior system committee. Assemblies, such as anti-bullying, are held to educate students on how to handle serious issues. High expectations are used in all areas of the school. Positive student behavior is rewarded by staff members noticing and awarding desired behaviors with a bee cut out that is added to a classroom hive. Completed hives earn special treats for classrooms of students. Teachers develop a set of classroom rules with their students that are used to minimize distractions during teaching. In the event that a student is unable to maintain self-control using the classroom plan, an administrator removes the student immediately. Disciplinary incidents outside of the classroom can most often be managed by conferencing with the student and exploring a better set of choices. Parent phone calls are made to inform parents of incidents and to help students understand that parents and the school are working together to promote model student behavior. Severe behavior incidents are dealt with on an individual basis and may require that parents remove their child from the campus.

**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 ensures that the social-emotional needs of identified students are being met in a number of ways. Our on-site guidance counselor meets with individual students and small groups of students regarding immediate needs. We have a very strong mentoring program in place where we pair a student with a specific need to an adult that is able to volunteer at least one hour a week. During that hour students and mentors often each lunch together, read together, and build lasting relationships as mentors offer needed encouragement. Students who are identified as having a need of food, clothing, or shoes are met with discreetly and on an individual basis. Our school provides extra-curricular opportunities that students can participate in that aide in promoting healthy well rounded citizens. They range from groups that meet weekly such as chess, patrols, and technology, to opportunities that arise throughout the year such as county level art shows, speech contests, and science expositions.

### 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**

Floral Avenue Elementary uses the early warning system provided by our district that identifies students who have been absent 10 days as well as have any suspension days. This report is provided to the school monthly and is analyzed by our Data Leadership team to provide interventions for at-risk students. We utilize the Genesis and Pinnacle systems also to provide data for any students scoring a failing grade in English Language Arts or mathematics. Academic interventions are

provided for these students that are failing. To monitor students having scored Level 1 on statewide standardized assessments in English Language Arts or mathematics, we utilize the IDEAS system. Students that scored Level 1 are given priority access to additional instruction time during the school day as well as before and after.

**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     | 10          | 11 | 15 | 11 | 12 | 9 | 68    |
| One or more suspensions         | 4           | 2  | 0  | 0  | 4  | 2 | 12    |
| Course failure in ELA or Math   | 0           | 1  | 2  | 0  | 0  | 0 | 3     |
| Level 1 on statewide assessment | 0           | 0  | 0  | 17 | 0  | 0 | 17    |

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

| Indicator                                  | Grade Level |   | Total |
|--|-------------|---|-------|
|  | 1           | 3 |       |
| Students exhibiting two or more indicators | 1           | 3 | 4     |

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

Examples of the intervention strategies employed by Floral Avenue to improve the academic performance of students identified by the early warning system include: staff member assigned to call home each day the student is absent, mentor assigned to meet with the student weekly, behavior chart with reward incentives, student assigned to the most highly effective teachers, consequences for discipline infractions that do not involve missing instructional time, tutoring provided during specials and/or before and after school, daily small group instruction with both teachers and para educators, multi-tiered systems of support...

**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/191015>.

**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 participates in community events such as the orchestra performance, community parades, Agrifest, and school plays to provide our students opportunities to participate in learning experiences that they would not have in the school setting. We invite community members such as OmegaMan, Bartow Public Library and Gatorland to provide information and practical lessons to our students. We encourage community members to participate in our mentoring program at the school site where a community member would have lunch with a student and provide the student support for school success.

**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               |
|-----------------|---------------------|
| Dyer, Sheila    | Principal           |
| Ruhl, Tammy     | Assistant Principal |
| Callaham, Amber | Guidance Counselor  |
| Fitzhugh, Laura | Instructional Media |
| Lynch, Chris    | Teacher, K-12       |
| Peterson, Lynn  | Teacher, K-12       |
| Roberts, Kelly  | Teacher, K-12       |
| Smith, Gail     | Teacher, ESE        |

**Duties**

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

The principal chairs the Leadership Team. The Assistant Principal and Intervention Specialist provide the data to be analyzed. The Media Specialist provides literacy expertise. The ESE Facilitator shares information about Tier 3 students and those being staffed for ESE services. The Guidance Counselor updates the team on mentoring and MTSS. The classroom teachers share their curriculum expertise and provide model classrooms for other teachers to observe best practices.

***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 Leadership team led by the administration aligns all resources based on student achievement data identified needs. Personnel units and curriculum instructional maps are designated by the district and implemented at the school level. Coordination of federal, state, and local programs is facilitated by the administration. The Leadership Team, identified in the previous paragraph, meets monthly as scheduled by the principal. This group maintains an inventory of resources and utilizes the FCIM model of problem-solving to allocate resources for the highest impact.

**School Advisory Council (SAC)**

**Membership:**

| Name             | Stakeholder Group          |
|------------------|----------------------------|
| Sheila Dyer      | Principal                  |
| Lynn Peterson    | Teacher                    |
| Angela Foley     | Education Support Employee |
| Rick Parnell     | Parent                     |
| Sharonda Rankine | Parent                     |
| Lisette Galindo  | Education Support Employee |
| Gary Jackson     | Parent                     |
| Kelly Carter     | Parent                     |
| Christie Coe     | Parent                     |
| Chasity Lanier   | Parent                     |
| Vanessa Aguirre  | Parent                     |
| Aisha Miller     | Parent                     |
|                  | Student                    |

**Duties**

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

*Evaluation of last year's school improvement plan*

Goals were not met. Strategies were implemented, but goals set in subject areas were not met.

*Development of this school improvement plan*

The SAC chair assisted with the foundational piece of the school improvement plan. The SAC made recommendations and approved the SIP. The SAC also make recommendations for the budget and approve the final budget. There were no school improvement funds allocated last year. Floral Avenue Elementary is in compliance with Section 10001.452, F. S., regarding the establishment requirements and duties of the SAC.

*Preparation of the school's annual budget and plan*

The SAC also make recommendations for the budget and approve the final budget.

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

There were no school improvement funds allocated last year.

***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               |
|-----------------|---------------------|
| Dyer, Sheila    | Principal           |
| Ruhl, Tammy     | Assistant Principal |
| Peterson, Lynn  | Teacher, K-12       |
| Fitzhugh, Laura | Instructional Media |
| Smith, Gail     | Teacher, ESE        |
| Lynch, Chris    | Teacher, K-12       |
| Glandorf, Della | Teacher, K-12       |

## Duties

### ***Describe how the LLT promotes literacy within the school***

The Literacy Leadership Team will focus meetings on how to improve school/teacher effectiveness and student achievement using the Problem Solving Model.

The Literacy Leadership Team will meet at least once per month (or more frequently as needed) to engage in the following activities:

- Review school-wide, grade level, and teacher data to problem solve needed interventions on a systemic level and identify students meeting/exceeding benchmarks as well as those at moderate or high risk for not meeting benchmarks. This will be done at least three times per year or more frequently if new data is available.
- Help referring teachers design feasible strategies and interventions for struggling students by collaborating regularly, problem solving, sharing effective practices, evaluating implementation, assist in making decisions for school, teacher, student improvement.
- Focus on improving student achievement outcomes with evidence based interventions implemented with fidelity and frequent progress monitoring.

Intervention teams also foster a sense of collegiality and mutual support among educators, promote the use of evidence-based interventions, and support teachers in carrying out intervention plans.

## 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**

Our school's master schedule is designed to allow teachers daily collaborative planning time to plan for quality instruction. Team building activities take place at the beginning of the school year and strategically throughout the year at least quarterly. Team members are allowed opportunities to observe in others' classrooms as well as plan together.

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

Our school makes every effort to recruit, develop and retain highly qualified, certified-in-field, effective teachers to complete our instructional staff. We participate in district recruiting events, utilize lists of exceptional applicants sent out by the district, allow college students to intern on our campus, participate in the Bartow High School Future Teachers Academy, assign new teacher to Floral a Floral experienced teacher as a mentor and make every effort to promote a school climate that makes Floral a wonderful place to work.

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

Floral Avenue Elementary provides a teacher mentoring program for new and minimally experienced teachers. Teachers are assigned to mentor based on either grade levels in common and/or highly effective strategies. Mentors provide a safe place to ask questions, collaborate on instructional planning, observe high-yield strategies and find encouragement. A new team member luncheon will be held prior to the beginning of the school year and then meetings will be held at least monthly through the fall semester. After that, individual pairs will continue to meet on a more informal basis.

## **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***

For our core instructional programs, our school follows the learning schedules designed by our district that are aligned to the Florida Standards. Teachers use only the programs and materials approved by the district as resources to teach the Florida Standards.

#### **Instructional Strategies**

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

Data from state assessments as well as progress monitoring tools are reviewed after each assessment period to plan for differentiated flexible groups. Differentiated instruction and/or assignments are provided with accommodations needed by individuals or small groups of students based on the data from their assessments. Examples of accommodations provided are: extended time, lower level text, text read to the student, peer study buddy, highlighters for text, smaller amount of questions on a page... Examples of accommodations provided for advanced level students are: higher level texts, alternate assignments on a higher level of thinking, project based learning...

***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:** 2,400

Additional instructional time before and after school

**Strategy Rationale**

At risk students need additional instruction to increase student learning gains.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Dyer, Sheila, sheila.dyer@polk-fl.net

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

FSA and/or FCAT data, FAIR data, and/or Math progress monitoring data will be analyzed at each assessment period to determine if gains are being made

**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**

Floral Avenue partners with area preschools to ensure a smooth pre-kindergarten to kindergarten transition. A teacher liaison shares information with preschool representatives for curriculum alignment. Flyers are sent home with all students at the preschools, as well as with all Floral Avenue students. In addition, Floral Avenue hosts visits from area preschools and holds a spring kindergarten pre-registration/roundup. Title I funds are used to provide materials for kindergarten transition activities. Our Title I Facilitator visited feeder pre-schools and day care centers to personally invite parents to Kindergarten Round-Up.

During the first few days of school, new kindergarten students take walking field trips to learn about the school and the school rules. During kindergarten family night, the families are invited to visit their child's classroom and learn about classroom expectations and instructional curriculum. Classroom teachers administer state readiness test (FLKRS) within the first thirty days of school. In addition, students are given a teacher-created ongoing assessment three times per year, which evaluates their knowledge base and allows the teacher to plan instruction according to students' needs.

The effectiveness of the transition plan will be evaluated by an increase in the number of kindergarten students who enter school at the readiness level as measured by FLKRS.

**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**

Guest speakers are invited to share about careers with students. Students have opportunities to try out possible career paths with jobs on campus such as the TV news show and patrols. Skills needed for vocational and technical programs are integrated through out the content areas with emphasis on skills from areas such as the mathematical practices. Strategies for improving student readiness for postsecondary level are all academic and social skills provided through out the school day.

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

Students have opportunities to try out possible career paths with jobs on campus such as the TV news show and patrols. Skills needed for vocational and technical programs are integrated through out the content areas with emphasis on skills from areas such as the mathematical practices. Strategies for improving student readiness for postsecondary level are all academic and social skills provided through out the school day.

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

Guest speakers are invited to share about careers with students. Students have opportunities to try out possible career paths with jobs on campus such as the TV news show and patrols. Skills needed for vocational and technical programs are integrated through out the content areas with emphasis on skills from areas such as the mathematical practices. Strategies for improving student readiness for postsecondary level are all academic and social skills provided through out the school day.

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

N/A

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

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

##### Data Uploads

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

The following documents were submitted as evidence for this section:

.

#### Problem Identification Summary

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

### Problem Analysis Summary

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



## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step    **S123456** = Quick Key

## Strategic Goals Summary

- G1.** Data will inform instruction across all content areas to improve student learning gains
- G2.** Students routinely engage in rigorous inquiry-based, differentiated instruction across content areas with authentic writing to demonstrate comprehension

## 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. Data will inform instruction across all content areas to improve student learning gains** 1a

G074489

**Targets Supported** 1b

| Indicator                    | Annual Target |
|------------------------------|---------------|
| AMO Reading - All Students   | 69.0          |
| AMO Math - All Students      | 69.0          |
| FCAT 2.0 Science Proficiency | 60.0          |
| FAA Writing Proficiency      | 65.0          |

**Resources Available to Support the Goal** 2

- District and school staff, progress monitoring data, Florida Standards, learning schedules will all provide information to direct instruction.
- Title I Interventionist will provide modeling, co-teaching, collaboration, and feedback to improve instructional practices.

**Targeted Barriers to Achieving the Goal** 3

- Barrier to this goal is time to align activities and tasks to the standards.

**Plan to Monitor Progress Toward G1.** 8

Data from common grade level assessments, on-going assessment data, teacher feedback, informal assessments, unit/benchmark assessments

**Person Responsible**

Sheila Dyer

**Schedule**

Weekly, from 9/1/2015 to 6/10/2016

**Evidence of Completion**

Data from common grade level assessments, on-going assessment data, teacher feedback, informal assessments, , unit/benchmark assessments, teacher graphs of student data as well as student graphs of their own data

**G2. Students routinely engage in rigorous inquiry-based, differentiated instruction across content areas with authentic writing to demonstrate comprehension** 1a

G074490

**Targets Supported** 1b

| Indicator                    | Annual Target |
|------------------------------|---------------|
| AMO Reading - All Students   |               |
| AMO Math - All Students      |               |
| FCAT 2.0 Science Proficiency | 60.0          |
| FAA Writing Proficiency      |               |

**Resources Available to Support the Goal** 2

- School and district literacy coaches, Florida Standards, teaching staff, and learning schedules will be the resources used to meet this goal.

**Targeted Barriers to Achieving the Goal** 3

- Sufficient writing opportunities are not included in daily instruction.
- Teachers are not using inquiry based learning.

**Plan to Monitor Progress Toward G2.** 8

Data from common grade level assessments, on-going assessment data, teacher feedback, informal assessments, unit/benchmark assessments

**Person Responsible**

Sheila Dyer

**Schedule**

Quarterly, from 9/1/2015 to 6/10/2016

**Evidence of Completion**

Data from common grade level assessments, on-going assessment data, teacher feedback, informal assessments, , unit/benchmark assessments

## 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.** Data will inform instruction across all content areas to improve student learning gains **1**

 G074489

**G1.B1** Barrier to this goal is time to align activities and tasks to the standards. **2**

 B194523

**G1.B1.S1** PLC groups facilitated by administrators or the literacy coach will meet at least weekly to plan rigorous instruction and assignments based on data. **4**

 S206082

### Strategy Rationale

Instruction better to aligned to the standards will increase student learning gains.

### Action Step 1 **5**

Administrators or the literacy coach will meet with grade level groups of teachers during their PLC to work on collaborative planing for both reading and math and planning rigorous differentiated instruction..

#### Person Responsible

Sheila Dyer

#### Schedule

Weekly, from 9/1/2015 to 6/10/2016

#### Evidence of Completion

Lesson plans, walk through documentation

### Action Step 2 5

Teachers will review student work on a weekly basis to ensure rigor and progress.

**Person Responsible**

Sheila Dyer

**Schedule**

On 6/10/2016

***Evidence of Completion***

Work samples

### Action Step 3 5

Administrators will provide assistance with pre-planning, monitoring, and provide feedback and or support to improve quality instruction.

**Person Responsible**

Sheila Dyer

**Schedule**

On 6/10/2016

***Evidence of Completion***

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

Weekly walk throughs will monitor the implementation of instruction aligned to the standards, level of rigor and differentiation

**Person Responsible**

Sheila Dyer

**Schedule**

Weekly, from 9/1/2015 to 6/10/2016

***Evidence of Completion***

Lesson plans, walk through documentation

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

Lesson plans and classroom observations will be used to monitor the effectiveness of implementation.

**Person Responsible**

Sheila Dyer

**Schedule**

Biweekly, from 8/25/2014 to 6/10/2016

**Evidence of Completion**

Lesson plans and classroom walk through documentation will be utilized to monitor the effectiveness of our alignment strategies.

**G2.** Students routinely engage in rigorous inquiry-based, differentiated instruction across content areas with authentic writing to demonstrate comprehension 1

 G074490

**G2.B1** Sufficient writing opportunities are not included in daily instruction. 2

 B194524

**G2.B1.S1** Daily writing opportunities and instruction in daily work. 4

 S206083

**Strategy Rationale**

Increased time in instruction and practice will improve student learning gains.

**Action Step 1 5**

PD will be provided for teachers and daily writing opportunities will be included in all content area instruction.

**Person Responsible**

Lynn Peterson

**Schedule**

Weekly, from 9/1/2015 to 6/10/2016

**Evidence of Completion**

Weekly writing samples will be collected and monitored by the administration.

**Action Step 2** 5

PD for 5E structure of planning will be provided for teachers in math and science

**Person Responsible**

Sheila Dyer

**Schedule**

On 12/18/2015

**Evidence of Completion**

Lesson Plans

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

Administrators will monitor by attending the teacher PD as well as monitoring student engagement during weekly classroom walk throughs.

**Person Responsible**

Sheila Dyer

**Schedule**

Weekly, from 9/1/2015 to 6/10/2016

**Evidence of Completion**

Increasing quality of writing samples from students as well as increased time spent writing in classrooms as documented through walk through visits.

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

Administrators will monitor increased in writing across the curriculum in daily instruction through walk through visits and authentic student work.

**Person Responsible**

Sheila Dyer

**Schedule**

Weekly, from 9/1/2015 to 6/10/2016

**Evidence of Completion**

Student work samples will be collected weekly by administrators and used to monitor the effectiveness as well as to direct the focus of future professional development.

## 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  | Administrators or the literacy coach will meet with grade level groups of teachers during their PLC to work on collaborative planning for both reading and math and planning rigorous differentiated instruction.. | Dyer, Sheila   | 9/1/2015                      | Lesson plans, walk through documentation   | 6/10/2016 weekly    |
| G2.B1.S1.A1  | PD will be provided for teachers and daily writing opportunities will be included in all content area instruction.   | Peterson, Lynn | 9/1/2015                      | Weekly writing samples will be collected and monitored by the administration.  | 6/10/2016 weekly    |
| G1.B1.S1.A2  | Teachers will review student work on a weekly basis to ensure rigor and progress.  | Dyer, Sheila   | 9/1/2015                      | Work samples   | 6/10/2016 one-time  |
| G2.B1.S1.A2  | PD for 5E structure of planning will be provided for teachers in math and science  | Dyer, Sheila   | 9/1/2015                      | Lesson Plans   | 12/18/2015 one-time |
| G1.B1.S1.A3  | Administrators will provide assistance with pre-planning, monitoring, and provide feedback and or support to improve quality instruction.  | Dyer, Sheila   | 9/1/2015                      |  | 6/10/2016 one-time  |
| G1.MA1       | Data from common grade level assessments, on-going assessment data, teacher feedback, informal assessments, unit/benchmark assessments   | Dyer, Sheila   | 9/1/2015                      | Data from common grade level assessments, on-going assessment data, teacher feedback, informal assessments, , unit/benchmark assessments, teacher graphs of student data as well as student graphs of their own data | 6/10/2016 weekly    |
| G1.B1.S1.MA1 | Lesson plans and classroom observations will be used to monitor the effectiveness of implementation.   | Dyer, Sheila   | 8/25/2014                     | Lesson plans and classroom walk through documentation will be utilized to monitor the effectiveness of our alignment strategies.   | 6/10/2016 biweekly  |
| G1.B1.S1.MA1 | Weekly walk throughs will monitor the implementation of instruction aligned to the standards, level of rigor and differentiation   | Dyer, Sheila   | 9/1/2015                      | Lesson plans, walk through documentation   | 6/10/2016 weekly    |
| G2.MA1       | Data from common grade level assessments, on-going assessment data, teacher feedback, informal assessments, unit/benchmark assessments   | Dyer, Sheila   | 9/1/2015                      | Data from common grade level assessments, on-going assessment data, teacher feedback, informal assessments, , unit/benchmark assessments   | 6/10/2016 quarterly |
| G2.B1.S1.MA1 | Administrators will monitor increased in writing across the curriculum in daily instruction through walk through visits and authentic student work.  | Dyer, Sheila   | 9/1/2015                      | Student work samples will be collected weekly by administrators and used to monitor the effectiveness as well as to direct the focus of future professional development.   | 6/10/2016 weekly    |
| G2.B1.S1.MA1 | Administrators will monitor by attending the teacher PD as well as monitoring student engagement during weekly classroom walk throughs.  | Dyer, Sheila   | 9/1/2015                      | Increasing quality of writing samples from students as well as increased time spent writing in classrooms as documented through walk through visits.   | 6/10/2016 weekly    |

## Appendix 2: Professional Development and Technical Assistance Outlines

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



## Professional Development Opportunities

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

### G1. Data will inform instruction across all content areas to improve student learning gains

**G1.B1** Barrier to this goal is time to align activities and tasks to the standards.

**G1.B1.S1** PLC groups facilitated by administrators or the literacy coach will meet at least weekly to plan rigorous instruction and assignments based on data.

#### PD Opportunity 1

Administrators or the literacy coach will meet with grade level groups of teachers during their PLC to work on collaborative planning for both reading and math and planning rigorous differentiated instruction..

##### Facilitator

Sheila Dyer, Principal

##### Participants

K-5 teachers

##### Schedule

Weekly, from 9/1/2015 to 6/10/2016

### G2. Students routinely engage in rigorous inquiry-based, differentiated instruction across content areas with authentic writing to demonstrate comprehension

**G2.B1** Sufficient writing opportunities are not included in daily instruction.

**G2.B1.S1** Daily writing opportunities and instruction in daily work.

#### PD Opportunity 1

PD will be provided for teachers and daily writing opportunities will be included in all content area instruction.

##### Facilitator

Lynn Peterson, Literacy Coach

##### Participants

K-5 teachers

##### Schedule

Weekly, from 9/1/2015 to 6/10/2016

**PD Opportunity 2**

PD for 5E structure of planning will be provided for teachers in math and science

**Facilitator**

District coaches and Floral Science teacher

**Participants**

K-5th

**Schedule**

On 12/18/2015

**Technical Assistance Items**

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

**Budget**

| <b>Budget Data</b> |             |   |                      |
|--------------------|-------------|---|----------------------|
| 1                  | G1.B1.S1.A1 | Administrators or the literacy coach will meet with grade level groups of teachers during their PLC to work on collaborative planing for both reading and math and planning rigorous differentiated instruction.. | \$0.00               |
| 2                  | G1.B1.S1.A2 | Teachers will review student work on a weekly basis to ensure rigor and progress.   | \$0.00               |
| 3                  | G1.B1.S1.A3 | Administrators will provide assistance with pre-planning, monitoring, and provide feedback and or support to improve quality instruction.   | \$0.00               |
| 4                  | G2.B1.S1.A1 | PD will be provided for teachers and daily writing opportunities will be included in all content area instruction.  | \$0.00               |
| 5                  | G2.B1.S1.A2 | PD for 5E structure of planning will be provided for teachers in math and science   | \$0.00               |
|                    |             |   | <b>Total: \$0.00</b> |