Jewett School Of The Arts

2015-16 School Improvement Plan

Jewett School Of The Arts

2250 8TH ST NE, Winter Haven, FL 33881

http://schools.polk-fl.net/jewettschoolofthearts

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Combination	No	53%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	57%

School Grades History

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

*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

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	Ella Thompson

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Jewett School of the Arts is to provide all participants in our learning community with the resources needed to become responsible, life-long learners committed to excellence in the academics and the arts.

Provide the school's vision statement

The Vision of Jewett School of the Arts is to provide the pathway for faculty, staff, parents and community to cultivate, through communication, a sense of ownership, spirit and pride in the school. Not only must students be prepared academically; they must be fostered with a sense of cultural awareness which includes an appreciation of the arts, acceptance of diversity, and the community.

School Environment

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

The school has student orientation nights and parent orientation nights to provide an informal setting to speak with parents and students to obtain information on the students personality and background information in a relaxed setting. The instructors provide exercises within the classroom to celebrate the individual cultures by describing their traditions, daily events, and holiday celebrations throughout the year in the classrooms. Instructors also provide opportunities through student showcases in all of the areas of the arts and various clubs and student organizations that provide small group setting to better understand the students culture and build up strong relationships.

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

The school provides all students with the means to report any issues or concerns to their instructors, guidance department, or administration. We provide School Wide Bullying lessons for all students. We provide a student bullying intervention reporting box in the front office. The school website has a link to report bullying. The school news provides telecast on expectations of student behavior and how to report and respond to bullying behavior. The guidance department provides mini lessons of teaching students how to deal with peer pressure, bullying, peer mediation, open door policy and availability for the students. The administration is highly visible in classrooms and during classroom exchanges. Administration makes a concerted effort to engage students in conversations during classroom observations, classroom exchanges, and during school day. Students are permitted to report any issues and concerns and are provided the venue to express themselves in the presence of staff members to resolve situations. We have duty schedules to provide proper supervision for our students on all parts of the campus. We lock and secure all gates during the school day to limit access to the campus to the main office entrance.

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

The school wide behavioral system consist of our Jaguar Assessment Card (JAC) that identifies student behaviors and they are awarded points for positive behaviors. The students have incremental disciplinary consequences that incorporate parental contact/signatures, guidance conferences, administrative conferences, detention (short length/ longer length). The students are permitted 15 minor infractions prior to receiving a disciplinary referral. The students are aware of the clear expectations of the school through messages provided by the student news show, instructors have clear classroom guidelines and behavior expectations posted. School personnel receives training from administration and disciplinary updates are provided throughout the year. The JAC card has clear outlines and consequences that are outlined and conveyed to the staff, students, and parents on the procedures.

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 guidance department provides counseling for students at the school site. We also arrange for services with students that have greater needs with resources from Support Services provided by the county to ensure students needs are being met.We provide mentoring to the students through a voluntary program by the staff members adopting 1 to 3 students that they are responsible for and check on their grades, discipline and progress monthly at the school site. We also provide etiquette classes through a community partner with 2 five week sessions that concludes with a brunch.

Early Warning Systems
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension.
One or more suspensions, whether in school or out of school.
Course failure in English Language Arts or mathematics.
A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics.
Absent 10% or more of the days enrolled (using truancy absence definition).
Over-age 2 or more years for the grade level.
Total number of In School Suspension/Out of School Suspension days is greater than 3.

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	6	7	8	
Attendance below 90 percent	1	2	2	2	1	5	6	5	5	29
One or more suspensions	0	1	2	0	1	2	3	4	3	16
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	5	22	33	17	16	26	119

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

Indicator	Grade Level							Total
	1	**2**	**4**	**5**	**6**	**7**	**8**	
Students exhibiting two or more indicators	3	4	1	2	3	4	3	20

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

Established SBLT (School Based Leadership Team) that meets weekly to plan, monitor, and follow up on student progress. Staff members meet collaboratively to discuss student data and establish interventions and monitor their progress. Students are provided monitoring through the MTSS system with weekly meetings checking the student progress in areas of academics, behavior, and remediation for academics. Guidance department provides support of the student by checking on grades of students and establishing goals with students and monitor progress towards academic and behavioral goals. Set up rewards system for students that meet short term goals. Parents are provided grade reports for students that are placed on academic probation. Parents, students, and instructor meet with guidance to set up an academic plan and place check points to monitor student progress. Students also have meetings with behavioral probation contracts that receive excessive suspensions. The parent, student, and administration meet set goals and parameters for the students and establish checkpoints for the student to monitor progress.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?
No

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

Description

The school provides correspondence to parents by allowing access to student grades 24 hours a day electronically through the pinnacle system. We provide a monthly newsletter to parents highlighting events that are going on at the school site. We provide weekly correspondence via e-mail through our list serve that provides information through e-mail and Connect Ed messages that provide pre recorded messages to parents and stakeholders about important information. The principal will have coffee with the principal every month to provide updates to parents on academic, current events, and updates. The school also schedules parent information nights (PIN) throughout the year on academic, behavioral, and STEAM themed information. The school has orientation nights for students. The school also will have portfolio meetings that allow parents to come in and listen to their students describe their progress with their school work and what they are learning during the school year. We participate in local community activities such as holiday parades, festivals, and celebrations. PTA organization provides school information updates on social website to keep community members abreast of school activities.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The school establishes and solicits business partners to come in and speak to the students annually at our Great American Teach In. We work with our local community to ensure that our SAC reflects our student body and stake holders. We work with the community business partner to provide free tutoring twice a week for students K - 8th grade. Our business partners support our arts departments with providing resources to enhance instruction and make the necessary purchases for productions and to create artifacts.We have business partners come in and support the curriculum by providing presentations and lessons on STEAM related subject matter to provide real world application. Business partners provide equipment for our extramural equipment, uniforms, and coaching for sports.

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
Sears, Michael	Principal
Sitek, Samantha	Assistant Principal
Brown, Latandrier	Instructional Coach
Delk, Kimberly	Teacher, K-12
Lew, Steven	Teacher, K-12
Heineken, Patricia	Assistant Principal
Gravitt, Elizabeth	Teacher, K-12
Dailey, Kanika	Teacher, K-12
Dill, Dennis	Teacher, K-12
White, Katherine	Teacher, K-12
Henry, Bridgette	Teacher, K-12
Huyhn, Rhoda	Guidance Counselor

Duties

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

The leadership team discusses the academic, behavioral, community, STEAM, discipline and test data to drive decisions to ensure the school is being ran effectively. The leadership team discusses how the implementation of professional development is progressing towards the goals set at the onset of the year based on the previous years assessment data (FAIR, FCAT, Discovery). Responsibility of the team is to serve as barometers of the schools' disciplinary plan for the school and the trends that are occurring with disciplinary disruptions on the campus. Provide suggestions and alterations that can positively effect the students' behaviors allowing them to maximize instructional time and minimize distractions during instruction and during transitions. Community involvement is discussed to try and increase collaborative opportunities for the community to be involved in student learning and enhancing the learning environment. We look to discuss various projects that could infuse the community into the school culture and assist in promoting the positive learning occurring at the school site. Discuss the progress of STEAM implementation within the curriculum. Discuss formative and summative assessments concerning projects. Goals of STEAM and the effects upon student learning within the classroom environment. Disciplinary data is presented and proposals to combat trends within the findings are discussed and implemented to

curtail the document occurrences at the school site. SIP goals are discussed and the data from the previous year drives the beginning of the year goals to set the target. The leadership team discusses current data and what the trends are showing to drive instruction in the grade levels. The data drives current remediation focus throughout the year for the low level students.

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 schools personnel for the school site is determined by the student population assigned to the school site. Program based staffing model is used for the school site. The number of administrators, instructors, electives offered, resource instructors, guidance counselors, paraprofessionals, and instructional coaches are predetermined based upon population. The curriculum resources are distributed based upon student needs expressed by the school site based upon student data, population, and resources currently in place.The school was selected as a STEAM school candidate based upon the demographics and county location to increase resources for the school site to provide quality instruction in the areas of science, technology engineering, arts, and mathematics. The school leader is responsible for setting the schedule for meetings and provides an outline for subjects for the meeting to the faculty leaders on the team to discuss with the grade level teams to provide a well rounded depiction of the information for each grade level at the leadership meeting. The school improvement process uses the lowest areas based upon the previous three years data to determine the area where the resources will be utilized to increase student achievement. Programs are purchased through the district Area Superintendents to ensure fidelity of programs.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Dr. Kenneth James	Business/Community
William Alexander	Business/Community
Annie Campbell	Business/Community
Anetra Crawford	Parent
Peter Chichetto	Parent
Chris Robertson	Parent
Mike Seney	Parent
Michael Sears	Principal
Samantha Sitek	Education Support Employee
Lisa Trueheart	Teacher
Patricia Heineken	Education Support Employee
Pamela Polus	Education Support Employee
	Student

Duties

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

Evaluation of last year's school improvement plan

The SAC committee was able to review all of the academic goals, professional development plans, and approve the financial budget to drive instruction for the school year. The SAC Committee also is provided an opportunity to analyze school data and pose questions and suggestions from a diverse stakeholder background to enhance the school culture, academics, and business partnerships.

Development of this school improvement plan

The SAC members are allowed to review school data, discuss strategies, attend district training, review progress of goals, and provide feedback on areas of need. SAC members attend district training through the DAC to share information with the stake holders. The SAC committee is allowed to express needs and desires of the community that would increase student achievement and relationships with the community. School wide student assessment data and trends are reviewed with the committee to identify the areas of strength and to allow the areas of need to be addressed through the school improvement plan. Discussions are ongoing throughout the year with the SAC committee on the progress of the goals and the progress monitoring tools that are utilized.

Preparation of the school's annual budget and plan

The schools annual budget is prepared to address the greatest area of need determined by student assessments from the previous year and the SIP goals that are outlined as the highest priority on the plan. The budget is allocated based upon the Projected student enrollment at the school site.

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

School Improvement funds were utilized to purchase only instructional materials that would directly affect student achievement in the form of curriculum materials, technology for the students, extended learning materials for student achievement. The funds are always utilized only for programs and materials that would benefit over 50% of the student population.

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
Sears, Michael	Principal
Sitek, Samantha	Assistant Principal
Brown, Latandrier	Teacher, K-12
White, Katherine	Teacher, K-12
Dailey, Kanika	Teacher, K-12
Gravitt, Elizabeth	Teacher, K-12
Lew, Steven	Teacher, K-12
strouse, tracy	Teacher, K-12
Huyhn, Rhoda	Guidance Counselor
Price, Debbie	Teacher, K-12
Henry, Bridgette	Teacher, K-12
Dill, Dennis	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

JSA's Literacy Leadership Team is a collaborative system that encourages a literate climate to support highly effective teaching and learning. The team promotes literacy through Scholastic Book Fair events, Family Education Nights, Monitoring and providing incentives for school AR (Accelerated Reader Program), Literacy Posters for the school.

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

Collaborative Planning for all grade levels throughout the school. the instructors also have planned weekly PLC's that provide professional development opportunities on a consistent basis. The faculty creates STEAM units as a grade level that requires team planning throughout the school.

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

We utilize the Human Resource department to provide us with a list of instructors that meet our qualifications based upon our school diversity plan to interview and possibly hire applicants that will keep us in compliance with the district strategic plan. We have a new instructor orientation and support group for our new instructors with an assigned mentor. We provide the instructors with professional development to ensure that a standards based instructional model is provided to deliver daily instruction in the classroom setting.

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

We pair our new hires with veteran instructors that are also qualified with Flight Training and have received Highly Effective/Effective Evaluations at the school site. The mentor also has displayed leadership characteristics at the school site and displays highly effective strategies within their classroom.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

The classroom instruction follows the Learning Modules provided by the district which is based upon the Florida State Standards. Daily walk throughs, formal and informal observations, and weekly PLC's discussing formative and summative assessments. Teaching strategies using the curriculum resources provided by the district. District Resource policies have streamlined the curriculum resources to ensure that the school site is using materials that are aligned with the state 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

Student Schedules are determined by the District Master Schedule Plan. Based upon student achievement data students that are scoring at a non proficient level receive the mandatory remediation time for math and reading at the school site. Students that are lower level, but on the high end of that spectrum receive remediation through their elective courses through a pull out program to work on their areas of need utilizing (FCAT and student progress data). The school also offers after and before school tutoring to assist struggling students.

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: 30

Students receiving tutoring in area identified as a deficit learning area by core instructor. Tutoring using research based strategies and county provided materials.

Strategy Rationale

By providing extra instructional time with research based strategies, students will increase achievement in area of need by end of year assessment.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Sears, Michael, michael.sears@polk-fl.net

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

FSA score increase in areas of Math and Science

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

We provide baseline assessment for our incoming Kindergarten students to determine their current level of proficiency. We provide our incoming students with summer learning packets to assist the students and parents in preparing the students for kindergarten expectations. We provide a parent meeting for incoming parents to discuss formal school expectations and have instructors interact with the students. Our guidance department sets up meetings with all of the surrounding high schools to provide the students with the opportunity to register and review the academies and opportunities that are available in the county to their perspective students prior to the end of the school year. Each of the administrators from the school sites conduct a presentation highlighting their program offerings and provide the necessary forms and requirements to attend the school.

College and Career Readiness

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

We provide students support through guidance and outline the proper curriculum model to take in order to ensure college and career readiness. We focus on a STEAM track to provide students with courses in the area of fabrication to ensure students are prepared for their education.

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

We do not offer program certifications that are allowed with the classes.

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

We do not offer the courses the courses at the school site with the fine arts being our attracting unit at the school site.

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

Students are tracked and required to take the pre requisite courses for high school information to ensure timely graduation rates are supported within the district.

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.   Through Standards Based instruction aligned to the new Florida State Assessment Standards all teachers will infuse all aspects of STEAM instruction model while providing Science infused curriculum that will result in an increase in student proficiency.

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. Through Standards Based instruction aligned to the new Florida State Assessment Standards all teachers will infuse all aspects of STEAM instruction model while providing Science infused curriculum that will result in an increase in student proficiency. 1a

Targets Supported 1b

🔍 G074787

Indicator	Annual Target
Math Lowest 25% Gains	63.0
ELA/Reading Lowest 25% Gains	78.0
FSA English Language Arts - Achievement	75.0
FSA Mathematics - Achievement	57.0
FAA Science Proficiency	44.0
FAA Writing Proficiency	34.0

Resources Available to Support the Goal 2

- Khan Academy
- PCSB Resource Coach
- Go Math
- District Level Trainings
- Curriculum Modules
- STEAM Unit Curriculum Training
- Administrative STEAM Trainings
- District Level Instructional Materials

Targeted Barriers to Achieving the Goal 3

- Effective usage of feedback in a timely manner for the teachers to reinforce effective classroom instruction.
- Unpacking standards knowledge

Plan to Monitor Progress Toward G1. 8

Journey Evaluation Reports, FAIR Data, Instructional Focus Walks, IBTP Benchmark Assessments, Reading Wonders, Achieve 3000, Think Central, Progress Monitoring Data

Person Responsible
Michael Sears

Schedule
Monthly, from 8/18/2014 to 6/11/2015

Evidence of Completion
Student progress based on Grade level reports, walk through observations, District Level Assessments, Supervisor Focused Walk Throughs

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. Through Standards Based instruction aligned to the new Florida State Assessment Standards all teachers will infuse all aspects of STEAM instruction model while providing Science infused curriculum that will result in an increase in student proficiency. 1

🔍 G074787

G1.B5 Effective usage of feedback in a timely manner for the teachers to reinforce effective classroom instruction. 2

🔍 B195286

G1.B5.S1 Provide specific feedback to assist in the growth of standards based instruction. Utilizing coaching forms and Journeys evaluation data to inform instructional staff. 4

🔍 S206926

Strategy Rationale

Timely feedback allows for the instructor to identify areas of need or alternative strategies to increase authentic student engagement and learning within the classroom.

Action Step 1 5

Provide feedback to instructional staff to support learning in the classroom. Written feedback on walk throughs highlighting strengths and areas of development. Verbal coaching to provide information to instructors with the information needed to assist the instructor in standards based instruction. Coaching provided by county subject area coaches in areas of Math, ELA, and Science.

Person Responsible

Michael Sears

Schedule

Weekly, from 8/26/2015 to 6/8/2016

Evidence of Completion

Instructors are using information and lessons are reflecting recommendations of coaching. Coaches notes on visits provides information covered in coaching session. Coaches information also provides implementation points of the instructor and goals for the upcoming lessons. Walk Through forms are followed up with evidence walk throughs, that are providing feedback written and verbally to assess if the area of need has been improved in the classroom. School Based coaching forms.

Plan to Monitor Fidelity of Implementation of G1.B5.S1 `6`

Review county coaching notes sessions to ensure calendar is being followed for coaching sessions in Math, Science, and ELA. Discussion with members of the SBLT (School Based Leadership Team) and visiting collaborative planning with grade levels to ensure that the instructors are implementing strategies to address the coaching forms.

Person Responsible

Michael Sears

Schedule

Weekly, from 9/1/2015 to 6/8/2016

Evidence of Completion

Tracking the coaching forms information to establish the pattern of improvement in instruction in the classroom. Leadership meetings, discussing and summarizing feedback on the coaching forms to ensure that monitoring is transpiring at the school site.

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 `7`

Review feedback practices to ensure forms and information is relayed to instructor in timely manner and all of the information is directed toward standards based instruction.

Person Responsible

Michael Sears

Schedule

Weekly, from 9/1/2015 to 6/8/2016

Evidence of Completion

Feedback provided to instructors will be reviewed to ensure it is directed towards standards based instruction and that it is provided in a timely manner to ensure correction of deficiencies and celebrations of positive celebrations are awarded in a timely manner.

G1.B14 Unpacking standards knowledge 2

B195295

G1.B14.S1 Weekly collaborative planning meetings with all grade levels K - 8. Instructors will meet and unpack standards for learning modules provided by the county Learning Maps. 4

S206930

Strategy Rationale

Provide a deeper understanding of standards, expectations, and examples of exemplars. Provide shared resources to allow diverse learning to occur within the classroom and sharing of best practices.

Action Step 1 5

Unpack standards weekly

Person Responsible

Michael Sears

Schedule

Weekly, from 8/26/2015 to 6/8/2016

Evidence of Completion

Unpack standards document and lesson plans created weekly incorporating strategies

Plan to Monitor Fidelity of Implementation of G1.B14.S1 6

Produce product of lesson plans exhibiting evidence of collaborative planning with unpacked standards.

Person Responsible

Michael Sears

Schedule

Weekly, from 8/26/2015 to 6/8/2016

Evidence of Completion

lesson plans and unpacking sheet provided for weekly plans.

Plan to Monitor Effectiveness of Implementation of G1.B14.S1 `7`

Lesson delivery in classrooms incorporating strategies discussed in collaborative planning

Person Responsible

Michael Sears

Schedule

Weekly, from 8/26/2015 to 6/8/2016

Evidence of Completion

Walk throughs using coaching forms and providing feedback to the instructors on the delivery of lessons and the incorporating the strategies within the classrooms.

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.B5.S1.A1	Provide feedback to instructional staff to support learning in the classroom. Written feedback on walk throughs highlighting strengths and areas of development. Verbal coaching to provide information to instructors with the information needed to assist the instructor in standards based instruction. Coaching provided by county subject area coaches in areas of Math, ELA, and Science.	Sears, Michael	8/26/2015	Instructors are using information and lessons are reflecting recommendations of coaching. Coaches notes on visits provides information covered in coaching session. Coaches information also provides implementation points of the instructor and goals for the upcoming lessons. Walk Through forms are followed up with evidence walk throughs, that are providing feedback written and verbally to assess if the area of need has been improved in the classroom. School Based coaching forms.	6/8/2016 weekly
G1.B14.S1.A1	Unpack standards weekly	Sears, Michael	8/26/2015	Unpack standards document and lesson plans created weekly incorporating strategies	6/8/2016 weekly
G1.MA1	Journey Evaluation Reports, FAIR Data, Instructional Focus Walks, IBTP Benchmark Assessments, Reading Wonders, Achieve 3000, Think Central, Progress Monitoring Data	Sears, Michael	8/18/2014	Student progress based on Grade level reports, walk through observations, District Level Assessments, Supervisor Focused Walk Throughs	6/11/2015 monthly
G1.B5.S1.MA1	Review feedback practices to ensure forms and information is relayed to instructor in timely manner and all of the information is directed toward standards based instruction.	Sears, Michael	9/1/2015	Feedback provided to instructors will be reviewed to ensure it is directed towards standards based instruction and that it is provided in a timely manner to ensure correction of deficiencies and celebrations of positive celebrations are awarded in a timely manner.	6/8/2016 weekly
G1.B5.S1.MA1	Review county coaching notes sessions to ensure calendar is being followed for coaching sessions in Math, Science, and ELA. Discussion with members of the SBLT (School Based Leadership Team) and visiting collaborative planning with grade levels to ensure that the instructors are implementing	Sears, Michael	9/1/2015	Tracking the coaching forms information to establish the pattern of improvement in instruction in the classroom. Leadership meetings, discussing and summarizing feedback on the coaching forms to ensure that monitoring is transpiring at the school site.	6/8/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	strategies to address the coaching forms.				
G1.B14.S1.MA1	Lesson delivery in classrooms incorporating strategies discussed in collaborative planning	Sears, Michael	8/26/2015	Walk throughs using coaching forms and providing feedback to the instructors on the delivery of lessons and the incorporating the strategies within the classrooms.	6/8/2016 weekly
G1.B14.S1.MA1	Produce product of lesson plans exhibiting evidence of collaborative planning with unpacked standards.	Sears, Michael	8/26/2015	lesson plans and unpacking sheet provided for weekly plans.	6/8/2016 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.

Technical Assistance Items

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

Budget

Budget Data

1	G1.B14.S1.A1	**Unpack standards weekly**	**$0.00**
2	G1.B5.S1.A1	**Provide feedback to instructional staff to support learning in the classroom. Written feedback on walk throughs highlighting strengths and areas of development. Verbal coaching to provide information to instructors with the information needed to assist the instructor in standards based instruction. Coaching provided by county subject area coaches in areas of Math, ELA, and Science.**	**$0.00**
		Total:	**$0.00**