Fox Hollow Elementary School

2016-17 Schoolwide Improvement Plan

Fox Hollow Elementary School

8309 FOX HOLLOW DR, Port Richey, FL 34668

https://fhes.pasco.k12.fl.us

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	86%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	42%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	C*	F	D

Informational Baseline School Grade

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

School Board Approval

This plan was approved by the Pasco County School Board on 10/18/2016.

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in section 1008.33, Florida Statutes, is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by Rule 6A-1.099811, Florida Administrative Code:

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Fox Hollow Elementary School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

To inspire and motivate students to become college and career ready through high expectations, respect, and student-oriented work throughout the learning community!

b. Provide the school's vision statement.

Every Scholar is Ours!

2. School Environment

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

We value all stakeholders at Fox Hollow Elementary. Our staff have received and will continue to learn about working with families in poverty. To build partnerships with families, we offer the weekly Hollow Diner, which allows us to feed our families a warm meal, assist with homework and provide mini-workshops on a variety of topics.

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

All scholars are met on the sidewalks by several staff members as they arrive on campus. Teachers greet their scholars at the classroom door every morning at 9:20. Every classroom on our campus has a designated success space to display scholars' masterpieces.

Community clubs are held before and after school, which assist in meeting our school-wide goal of creating a collaborative culture. Scholars are often given opportunities to share their thoughts and feedback about school events and specific activities. Some feedback topics include: classroom instruction, PBIS, and scholar engagement.

c. 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.

At the end of the 2015-2016 school year, we surveyed our scholars and staff about our Positive Behavior Intervention Supports. After analyzing the results of the survey, the PBIS Committee worked diligently to create a plan that would benefit all scholars. We have implemented a strong tiered system to decrease office discipline referrals and increase positive behaviors on campus. We have yellow "Outstanding Owl" tickets that are given to scholars who are caught following our school rules: Be Safe, Be Respectful, Be Responsible. These tickets are put in the classroom bucket. On Thursday, one ticket is pulled from each classroom bucket. These scholars' names are announced on the Friday morning announcements. Ticket winners report to the office to draw a number. Then, they place their ticket on that number on the Bingo board. In addition, they receive a positive note home from administration. When the tickets make a row or column (Bingo!), those scholars win an additional mystery motivator. The teachers whose names are written on the back of the tickets will also receive a prize. The mystery motivator gives our scholars the energy to earn more tickets and the prizes awarded to teachers makes them want to continue giving out the tickets. In addition to the

ticket system, we have a color system for behavior (Blue, Green, Yellow, Red). If scholars earn 8 out of 9 green weeks (4 out of 5 green or above days) then they earn a quarterly school-wide incentive.

Attendance is monitored by an attendance team, which consists of our Data Entry Operator, Social Worker and administration. After three absences, the teachers are required to call home to determine why the scholar is absent. When absences become excessive, we typically make a home visit to ensure the scholar and family are safe. At this point, we invite the family to the Hollow Diner for a free, warm meal and educational support. This is where the family can also receive additional social services support and/or information.

We held a PBIS training session with all staff in August and will continue to collect data monthly to ensure our PBIS is creating a positive impact and a collaborative culture for our scholars. We will continue professional development, as needed, and tweak the PBIS plan if necessary.

d. 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.

We provide social-emotional support in many ways. All instructional staff attended a training session with our School Counselor to learn about the ways scholars can be supported. Here are a number of ways that our school counselor supports our scholars: classes are invited to come to the Student Success Suite to have guidance lessons, the counselor can push into class Morning Meetings and/or grade level Town Hall meetings to provide support or she can meet with differentiated, small groups or individuals to provide lessons and support, as needed.

3. 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).

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

Our early warning system provides early warning indicators in the following areas: attendance, behavior, academics (mastery of grade level standards) and test scores (in ELA only). Scholars are flagged as off-track when they have 5 or more days absent and/or excessive tardies within a quarter; have 4 or more referrals; D or F in any academic subject area; Level 1 of FSA in ELA. Lowest quartile scholars are identified in the system and monitored closely.

b. Provide the following data related to the school's early warning system

1. 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	9	10	11	12	
Attendance below 90 percent	48	46	47	48	47	49	0	0	0	0	0	0	0	285
One or more suspensions	2	0	0	1	0	0	0	0	0	0	0	0	0	3
Course failure in ELA or Math	5	23	22	8	11	17	0	0	0	0	0	0	0	86
Level 1 on statewide assessment	0	0	0	27	27	25	0	0	0	0	0	0	0	79

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	1	15	19	20	22	15	0	0	0	0	0	0	0	92

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

Lowest Quartile scholars (Level 1 scholars and retained scholars) will be monitored closely to ensure academic gaps are closing while providing all three tiers of support. To monitor attendance, specifically those considered Off-Track, our Social Worker will connect with families to provide social-emotional support and guidance.

B. Family and Community Engagement
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).

1. 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).

a. Will the school use its PIP to satisfy this question?
Yes

1. PIP Link
The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/304780.

2. Description
A PIP has been uploaded for this school or district - see the link above.

2. 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.

We have a number of business partners that support our efforts at Fox Hollow Elementary. We share our needs and success stories with our partners, as well as problem solve our concerns together to ensure that FHES is a great place for scholars to learn. During the summer, administration visited our business partners to thank them for their support and shared how they could have an active role in helping to meet our school goals. As our business partners support a need at our school, they will be highlighted on social media, as well as around the school's campus.

C. 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).

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Kinzie, Karyn	Principal

b. Duties

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

The School-Based Leadership Team's roles and responsibilities include building capacity and implementing and sustaining multi-tiered systems of support for academics and behavior. Each grade level's PLC Facilitator will guide and support their team through the implementation of MTSS for academics and behavior, specifically focusing on the understanding and implementation of Tier 2 support (More in the Core). These PLC leaders will facilitate weekly PLC collaborative planning sessions, specifically focusing on our goals of High Impact Instruction and Data Driven Decisions to ensure the academic gaps are closing and and scholars are responding to instruction.

2. 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.

Through PLCs, each grade level will be led through the problem solving cycle with specific data points (IRLA, Hollow Writes & Math Fluency) every 4 weeks. This will allow teachers to look at live data, determine scholars' needs based on data, identify the problem (deficit area) and create a plan to modify instruction to better suit their learners and close the grade level gaps (Tier 2).

Title I and Title II funding will be used to provide professional development opportunities to teachers and administrators to address specific academic achievement needs of the school.

Title III funds are coordinated with Title I funds to provide extra support to English Language Learners (ELLs) by offering before school tutoring in academic language acquisition through the Imagine Learning Program, to assist ELLs in meeting the academic content and English proficiency standards.

SAI funds are used to provide students extended day academic opportunities. These students are identified based on need after an analysis of academic data.

Guidance programs such as bullying prevention, peer mediation, and social-emotional counseling supports are offered at FHES.

Free breakfast is provided daily to all scholars at Fox Hollow Elementary. This breakfast is funded by Food and Nutrition Services at the district. Ninety percent of our scholars receive free or reduced lunch.

Our 2nd grade scholars have an opportunity to learn about growing fruits and vegetables with the Pasco County Master Gardeners. These volunteers help our scholars plant, care for and harvest crops that they can take home and share with their family. In addition, the Family Nutrition Program out of the University of Florida provides courses to our kindergarten, first and second grade scholars to learn about healthy eating habits and hand washing.

Our school offers both Early Head Start and Head Start programs for approximately seventy-five scholars. These students are between the ages of twelve months and five years old.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Karen Koutsos	Business/Community
Karyn Kinzie	Principal
Chrissie Roppolo	Education Support Employee
Harriet Mathews	Education Support Employee
Carolyn Marlowe	Business/Community
Stacy Mindrup	Parent
Deanna Peterson	Education Support Employee
Brian Schultz	Education Support Employee
Lynn Hollingsworth	Education Support Employee
Fred Diaz	Education Support Employee
Joseph Sylvester	Business/Community

b. Duties

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

a. Evaluation of last year's school improvement plan

Our School Advisory Council (SAC) meets monthly. This group assists us with problem solving school issues, monitoring school-wide data and developing relationships together as a community.

b. Development of this school improvement plan

The SAC plays a vital role in the development and implementation of the school's Success Plan. The SAC meets every month. Initial meetings are used to formulate and support ideas of the school's Success Plan and then later meetings are spent analyzing school data, monitoring the Success Plan, and looking at both school and community needs as they develop.

c. Preparation of the school's annual budget and plan

The only budget associated with SAC is the school improvement fund, which is calculated by the State allocating a specific amount per scholar. In the past it has been approximately $2,000. Once the funding is released to FHES, the SAC will determine how to spend it. One of the ideas at the end of the 2015-2016 school year was to allow teachers to complete grant applications based on their specific needs, so they can see that the money is being spent directly on scholars' needs.

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

With the minimal funding allocated for our school, the school improvement funds were used to support our school-wide Positive Behavior Interventions and Supports system.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.
Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Kinzie, Karyn	Principal
Hall, Anna	Teacher, K-12
Jett, Maureen	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Our team promotes literacy by supporting our school-wide IRLA initiative. The team communicates Reading Step expectations and designs celebrations for our scholars. Our Instructional Trainer Coaches support ELA instruction by collaborating with grade level teams to unwrap the standards and design instruction to meet our scholars' needs.

D. 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).

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

Each academic team creates collective commitments, norms and roles that they work together to maintain throughout the year. Teams engage in professional learning communities where they collaborate regularly to analyze data, problem solve and plan instruction. Protected time has been set aside for 80 minutes a week to participate in this work, as well as common planning time each day for 40-minutes.

Staff members have been encouraged to recognize other staff members who are working towards meeting our school goals. 'Owl'mazing Moments are given to these teachers as recognition. Once a team has received twenty 'Owl'mazing Moments, administration buys them lunch. This has helped to create a culture of teachers recognizing their colleagues for doing the 'right work', which is a morale booster!

Monthly celebrations are scheduled, so each team has an opportunity to highlight their scholars' successes.

Also, Peer Share Fairs will occur monthly. During this time, four individual staff members have an opportunity to share their recognized strength/best practice with their peers.

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

The Coaching Team (administration and Instructional Trainer Coaches) and PLC Facilitators work hard to build supportive relationships with our new staff members. The frequent intentional support, guidance and monitoring that occurs among our staff creates a sense of belonging and safety.

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

Our new teachers will each be assigned an official mentor. These pairings will be intentional, specifically matching strengths with the needed support.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

The core instructional resources (ELA Units of Instruction, Scope and Sequences, ReadyGEN, IRLA, Math tasks) used in Pasco County are aligned to the Florida Standards. Teachers are given a protected block of time to plan for delivery, monitoring and assessing the Florida Standards.

b. Instructional Strategies

1. 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.

During PLC collaborative planning sessions, grade level teams analyze data from all sources (IRLA, Math Fluency, common formative assessments, Math Unit Assessments) to identify the needs of each scholar in regards to mastery of current grade level standards. If a deficit of the grade level standard is evident, teachers will provide More in the Core (Tier 2). If scholars are working below grade level, they will then be provided will Tier 3 instruction, as well.

2. 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: 3,600

The Extended Day Program in reading/writing is designed to meet the needs of students who are pursuing a standard diploma and who are experiencing difficulty meeting district minimum standards in reading/writing. Students' with a Progress Monitoring Plan will be given priority to participate in this program. The Extended School Day Program follows a organizational framework for learning, which includes a combination of grouping structures for supporting student application of target skills and concepts. Focused instruction provides students with more explicit instruction aligned with key concepts taught during the school day through previewing, extending, and supporting lessons in order for students to receive more academic engaged time to learn the essential literacy skills they are struggling with in the classroom. The instructional cycle for student learning will include both instruction and practice. Students will be reading and writing at least 50% of each intervention lesson.

The Extended Day Program in math is designed to meet the needs of students who are pursuing a standard diploma and who are experiencing difficulty meeting district minimum standards in mathematics. Students' with a Progress Monitoring Plan will be given priority to participate in this program. The Extended Day Program in math instruction will be student-focused, including hands-on activities, and encouraging school-home connections. Ongoing assessment will ensure that students are working at levels that are challenging and achievable based on their unique needs.

Strategy Rationale

Scholars receive additional support to strengthen their areas of weakness. The more engaged scholars are in reading practice, the better they will become.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Kinzie, Karyn, kkinzie@pasco.k12.fl.us

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

Over time, scholar progress in reading/writing will be evaluated using pre, post, and on-going progress monitoring assessments. On-going assessment through conferencing will ensure that scholars are working at levels that are challenging and achievable and that students are receiving just in time feedback for progressing towards meeting standards.

Scholar progress on unit tests will be used to measure growth and provide diagnostic information. The classroom teacher will administer the assessments and that information will be provided to the extended day teacher. Additional assessments may include Quarterly Assessments, Classroom Formatives and Summatives, and End of Unit Assessments using Florida Standards resources.

2. Student Transition and Readiness

a. 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).

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

At Fox Hollow Elementary School, early assessment is completed soon upon their arrival to assist with differentiated instruction. Students coming in from kindergarten have a wide array of skills and educational backgrounds. All students are assessed in the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. Screening data will is collected and aggregated by the middle of September. Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social-emotional skills identified by screening data.

Scholars who leave us for middle school are supported through the transition. Near the end of the school year, fifth grade scholars have an opportunity to attend a field trip to visit the middle school. They learn about courses offered, take a tour of the school and see some of the elective classes in action, specifically they have the opportunity to listen to the band play. This is a great way for our future sixth grade scholars to become comfortable with the transition and get to know their new school in a safe way.

b. College and Career Readiness

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

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

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

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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"Â? 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.

C. Strategic Goals

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.   If we implement the characteristics of a proactive environment for all stakeholders by focusing on high impact instruction, data driven decisions and providing a collaborative culture then learning outcomes for scholars will increase.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If we implement the characteristics of a proactive environment for all stakeholders by focusing on high impact instruction, data driven decisions and providing a collaborative culture then learning outcomes for scholars will increase. `1a`

🔑 G083332

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	60.0
Math Achievement District Assessment	60.0
ELA Achievement District Assessment	60.0
School Climate Survey - Student	75.0

Targeted Barriers to Achieving the Goal `3`

- Lack of understanding elements of Evidence Guide & Core Action Shifts

- Untimely use of data; lack of progress monitoring

- Lack of monitoring for Marzano's Desired Effects

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Regional Team Support

- Administration Accountability

- Mentoring Program

- Hollow Diner

- Watch D.O.G.S.

- Guidance Support/Morning Meeting Expectations

- Protected Planning Time (80-minutes weekly)

- Instructional Trainer Coaches

- Standards Based Resources

- ELA and Math Evidence Guides & Core Action Documents

- Peer Share Sessions

Plan to Monitor Progress Toward G1. `8`

Student benchmark data will be collected and analyzed after each quarterly testing window to monitor students' academic progress. Monthly IRLA Trajectories and Math Fluency Checks will determine Tier 3, small group support, as well as additional reteach for grade level standards (Tier 2).

Person Responsible

Karyn Kinzie

Schedule

Quarterly, from 9/6/2016 to 5/26/2017

Evidence of Completion

Data Digs (IRLA Trajectories & Math Fluency Checks) will be held during protected PLC time. Tiered plans of action will be designed based on data. Grade level Common Formative Assessment Data will also be analyzed during PLC protected time. Grade levels will make curriculum/instructional decisions based on scholar outcomes.

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. If we implement the characteristics of a proactive environment for all stakeholders by focusing on high impact instruction, data driven decisions and providing a collaborative culture then learning outcomes for scholars will increase. 1

🔑 G083332

G1.B1 Lack of understanding elements of Evidence Guide & Core Action Shifts 2

🔑 B220829

G1.B1.S1 Provide protected time and proper coaching using Evidence Guides and Core Action Shifts. 4

🔑 S233182

Strategy Rationale

With coaching and support, teachers will have an increased level of understanding, which will lead to stronger implementation of these critical shifts.

Action Step 1 5

Create master schedule that allows for an 80-minute protected block of time.

Person Responsible

Schedule

Weekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

PLCs will meet on scheduled day.

Action Step 2 5

Ensure coaching support and guidance begins prior to scholars' first day.

Person Responsible

Karyn Kinzie

Schedule

On 6/2/2017

Evidence of Completion

Coaching logs, PLC Agendas and minutes from Coaching Meetings

Action Step 3 `5`

District-led rigor walkthroughs

Person Responsible

Karyn Kinzie

Schedule

Quarterly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Using the Core Action documents, district has created a walkthrough tool. Once the walkthrough occurs, data will be shared, so teachers can reflect on their practices, modify their instruction and make changes, as needed.

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

Administration and Coaches are actively involved in PLC work.

Person Responsible

Karyn Kinzie

Schedule

Weekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

PLC facilitators will upload agendas to the FHES myLearning page for weekly PLC work.

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

Administration Team will meet with Coaches.

Person Responsible

Karyn Kinzie

Schedule

Weekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Coaching notes will be reviewed and coaching needs will be discussed.

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

Teachers will receive timely feedback on best practices specific to recent professional development opportunities and school-wide goals.

Person Responsible

Schedule

Weekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Administration will share feedback and discuss follow-up needs with Coaching Team.

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

Data will be collected to monitor the effectiveness of the strategy.

Person Responsible

Karyn Kinzie

Schedule

Quarterly, from 8/15/2016 to 5/26/2017

Evidence of Completion

The evidence that will be collected will include: Rigor Walkthrough data (quarterly) Teacher input through informal surveys and reflections on learning; Coaching logs will be reviewed for effectiveness of strategies; Teacher feedback follow up by administration (daily/weekly).

G1.B2 Untimely use of data; lack of progress monitoring [2]

🔑 B220830

G1.B2.S1 Provide professional development to instructional staff on how to gather, analyze and use data to drive instruction, specifically focusing on Tier 2 (More of the Core). Teachers will engage in the problem solving cycle to make decisions based on scholars' needs. Calendar of strategically scheduled data chats will be provided to instructional staff. [4]

🔑 S233183

Strategy Rationale

Teachers have an unclear definition of Tier 2 and its implementation.

Action Step 1 [5]

On-going professional development related to RtI, specifically focusing on Tier 2.

Person Responsible

Karyn Kinzie

Schedule

Weekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Implementation of RtI, specifically focused on fluid Tier 2 support.

Action Step 2 [5]

Create calendar to strategically map out data chats.

Person Responsible

Karyn Kinzie

Schedule

On 5/26/2017

Evidence of Completion

All dates available on FHES Master Calendar.

Action Step 3 5

PLC teams use the problem solving cycle while participating in Data Chats.

Person Responsible

Karyn Kinzie

Schedule

Quarterly, from 9/6/2016 to 5/26/2017

Evidence of Completion

Action Plans created in PLCs and progress monitoring documentation.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

During PLC time, teachers will be responsible for bringing data to analyze and problem solve.

Person Responsible

Karyn Kinzie

Schedule

Weekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Action Plans will be created and monitored by PLC facilitators.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Strategic Data Digs will be scheduled each month. This will include monthly IRLA Trajectories, Math Fluency Checks, and quarterly ELA/Math/Science assessments. Also, grade level teams will be responsible for creating Common Formative Assessments and using this data to drive daily instruction.

Person Responsible

Karyn Kinzie

Schedule

Weekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Data Dig notes and action plans will be uploaded to the FHES myLearning page.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Implementation of action plans.

Person Responsible

Karyn Kinzie

Schedule

Biweekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Progress monitoring data will be analyzed during PLCs.

G1.B3 Lack of monitoring for Marzano's Desired Effects 2

🔑 B220831

G1.B3.S1 Professional Development to explicitly teach ways to monitor for scholar learning (the desired effect in Domains 2, 3, & 4). 4

🔑 S233184

Strategy Rationale

Teachers lack an understanding of how to monitor for the desired effect in Domains 2, 3 & 4.

Action Step 1 5

Schedule Framework Fun with the our Regional PD Specialist. This time will be used to backward plan instruction in order to identify areas in which monitoring will take place and then strategically plan for those times.

Person Responsible

Karyn Kinzie

Schedule

Monthly, from 5/23/2016 to 5/26/2017

Evidence of Completion

Schedule/Calendar and Unit Planner

Plan to Monitor Fidelity of Implementation of G1.B3.S1 `6`

Teachers will actively participate in guided planning time to identify areas in which monitoring can take place.

Person Responsible

Karyn Kinzie

Schedule

Monthly, from 8/8/2016 to 5/26/2017

Evidence of Completion

Unit Planner and monitoring documentation.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 `7`

Teachers will engage in intentional planning around monitoring for the desired effects.

Person Responsible

Karyn Kinzie

Schedule

Weekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

PLC notes, Unit Planner, assessment results (CFAs and Unit/Quarterly Assessments)

G1.B3.S2 Teachers will strategically plan how to monitor scholar learning throughout their daily instruction. 4

🔑 S233185

Strategy Rationale

If teachers must focus on scholar learning by monitoring for understanding/mastery of the standards.

Action Step 1 5

Staff members will participate in Peer Observations using monitoring checklist.

Person Responsible

Schedule

Monthly, from 9/15/2014 to 6/1/2016

Evidence of Completion

Checklists will be collected and analyzed and follow up from administration and coaches will occur. The data collected will also be shared with staff.

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Provide peer observation schedules and coverage

Person Responsible

Karyn Kinzie

Schedule

Quarterly, from 10/3/2016 to 5/26/2017

Evidence of Completion

Observation schedule, Coverage schedule

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 `7`

Completion of the Peer Monitoring Checklist.

Person Responsible

Karyn Kinzie

Schedule

Quarterly, from 10/3/2016 to 5/26/2017

Evidence of Completion

Monitoring Checklist data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B3.S2.A1 🔍 A298762	Staff members will participate in Peer Observations using monitoring checklist.		9/15/2014	Checklists will be collected and analyzed and follow up from administration and coaches will occur. The data collected will also be shared with staff.	6/1/2016 monthly
G1.MA1 🔍 M302981	Student benchmark data will be collected and analyzed after each quarterly testing window to...	Kinzie, Karyn	9/6/2016	Data Digs (IRLA Trajectories & Math Fluency Checks) will be held during protected PLC time. Tiered plans of action will be designed based on data. Grade level Common Formative Assessment Data will also be analyzed during PLC protected time. Grade levels will make curriculum/instructional decisions based on scholar outcomes.	5/26/2017 quarterly
G1.B1.S1.MA1 🔍 M302970	Data will be collected to monitor the effectiveness of the strategy.	Kinzie, Karyn	8/15/2016	The evidence that will be collected will include: Rigor Walkthrough data (quarterly) Teacher input through informal surveys and reflections on learning; Coaching logs will be reviewed for effectiveness of strategies; Teacher feedback follow up by administration (daily/weekly).	5/26/2017 quarterly
G1.B1.S1.MA1 🔍 M302971	Administration and Coaches are actively involved in PLC work.	Kinzie, Karyn	8/15/2016	PLC facilitators will upload agendas to the FHES myLearning page for weekly PLC work.	5/26/2017 weekly
G1.B1.S1.MA2 🔍 M302972	Administration Team will meet with Coaches.	Kinzie, Karyn	8/15/2016	Coaching notes will be reviewed and coaching needs will be discussed.	5/26/2017 weekly
G1.B1.S1.MA3 🔍 M302973	Teachers will receive timely feedback on best practices specific to recent professional development...		8/15/2016	Administration will share feedback and discuss follow-up needs with Coaching Team.	5/26/2017 weekly
G1.B1.S1.A1 🔍 A298755	Create master schedule that allows for an 80-minute protected block of time.		8/15/2016	PLCs will meet on scheduled day.	5/26/2017 weekly
G1.B2.S1.MA1 🔍 M302974	Implementation of action plans.	Kinzie, Karyn	8/22/2016	Progress monitoring data will be analyzed during PLCs.	5/26/2017 biweekly
G1.B2.S1.MA1 🔍 M302975	During PLC time, teachers will be responsible for bringing data to analyze and problem solve.	Kinzie, Karyn	8/22/2016	Action Plans will be created and monitored by PLC facilitators.	5/26/2017 weekly
G1.B2.S1.MA2 🔍 M302976	Strategic Data Digs will be scheduled each month. This will include monthly IRLA Trajectories, Math...	Kinzie, Karyn	8/22/2016	Data Dig notes and action plans will be uploaded to the FHES myLearning page.	5/26/2017 weekly
G1.B2.S1.A1 🔍 A298758	On-going professional development related to RtI, specifically focusing on Tier 2.	Kinzie, Karyn	8/15/2016	Implementation of RtI, specifically focused on fluid Tier 2 support.	5/26/2017 weekly
G1.B2.S1.A2 🔍 A298759	Create calendar to strategically map out data chats.	Kinzie, Karyn	8/15/2016	All dates available on FHES Master Calendar.	5/26/2017 one-time
G1.B2.S1.A3 🔍 A298760	PLC teams use the problem solving cycle while participating in Data Chats.	Kinzie, Karyn	9/6/2016	Action Plans created in PLCs and progress monitoring documentation.	5/26/2017 quarterly
G1.B3.S1.MA1 🔍 M302977	Teachers will engage in intentional planning around monitoring for the desired effects.	Kinzie, Karyn	8/15/2016	PLC notes, Unit Planner, assessment results (CFAs and Unit/Quarterly Assessments)	5/26/2017 weekly
G1.B3.S1.MA1 🔍 M302978	Teachers will actively participate in guided planning time to identify areas in which monitoring...	Kinzie, Karyn	8/8/2016	Unit Planner and monitoring documentation.	5/26/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.A1 🔑 A298761	Schedule Framework Fun with the our Regional PD Specialist. This time will be used to backward...	Kinzie, Karyn	5/23/2016	Schedule/Calendar and Unit Planner	5/26/2017 monthly
G1.B3.S2.MA1 🔑 M302979	Completion of the Peer Monitoring Checklist.	Kinzie, Karyn	10/3/2016	Monitoring Checklist data	5/26/2017 quarterly
G1.B3.S2.MA1 🔑 M302980	Provide peer observation schedules and coverage	Kinzie, Karyn	10/3/2016	Observation schedule, Coverage schedule	5/26/2017 quarterly
G1.B1.S1.A2 🔑 A298756	Ensure coaching support and guidance begins prior to scholars' first day.	Kinzie, Karyn	8/8/2016	Coaching logs, PLC Agendas and minutes from Coaching Meetings	6/2/2017 one-time
G1.B1.S1.A3 🔑 A298757	District-led rigor walkthroughs	Kinzie, Karyn	8/15/2016	Using the Core Action documents, district has created a walkthrough tool. Once the walkthrough occurs, data will be shared, so teachers can reflect on their practices, modify their instruction and make changes, as needed.	6/2/2017 quarterly

V. Professional Development Opportunities

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

G1. If we implement the characteristics of a proactive environment for all stakeholders by focusing on high impact instruction, data driven decisions and providing a collaborative culture then learning outcomes for scholars will increase.

G1.B1 Lack of understanding elements of Evidence Guide & Core Action Shifts

G1.B1.S1 Provide protected time and proper coaching using Evidence Guides and Core Action Shifts.

PD Opportunity 1

District-led rigor walkthroughs

Facilitator

Coaching Team

Participants

All instructional staff, as needed.

Schedule

Quarterly, from 8/15/2016 to 6/2/2017

G1.B2 Untimely use of data; lack of progress monitoring

G1.B2.S1 Provide professional development to instructional staff on how to gather, analyze and use data to drive instruction, specifically focusing on Tier 2 (More of the Core). Teachers will engage in the problem solving cycle to make decisions based on scholars' needs. Calendar of strategically scheduled data chats will be provided to instructional staff.

PD Opportunity 1

On-going professional development related to RtI, specifically focusing on Tier 2.

Facilitator

Student Services Leadership Team & Regional Support Team

Participants

All PLC Teams

Schedule

Weekly, from 8/15/2016 to 5/26/2017

PD Opportunity 2

PLC teams use the problem solving cycle while participating in Data Chats.

Facilitator

Student Services Leadership Team

Participants

All staff

Schedule

Quarterly, from 9/6/2016 to 5/26/2017

G1.B3 Lack of monitoring for Marzano's Desired Effects

G1.B3.S1 Professional Development to explicitly teach ways to monitor for scholar learning (the desired effect in Domains 2, 3, & 4).

PD Opportunity 1

Schedule Framework Fun with the our Regional PD Specialist. This time will be used to backward plan instruction in order to identify areas in which monitoring will take place and then strategically plan for those times.

Facilitator

PD Specialist

Participants

Instructional Staff

Schedule

Monthly, from 5/23/2016 to 5/26/2017

G1.B3.S2 Teachers will strategically plan how to monitor scholar learning throughout their daily instruction.

PD Opportunity 1

Staff members will participate in Peer Observations using monitoring checklist.

Facilitator

Administration/Coaches

Participants

Instructional Staff

Schedule

Monthly, from 9/15/2014 to 6/1/2016

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Create master schedule that allows for an 80-minute protected block of time.	$0.00
2	G1.B1.S1.A2	Ensure coaching support and guidance begins prior to scholars' first day.	$0.00
3	G1.B1.S1.A3	District-led rigor walkthroughs	$0.00
4	G1.B2.S1.A1	On-going professional development related to RtI, specifically focusing on Tier 2.	$0.00
5	G1.B2.S1.A2	Create calendar to strategically map out data chats.	$0.00
6	G1.B2.S1.A3	PLC teams use the problem solving cycle while participating in Data Chats.	$0.00
7	G1.B3.S1.A1	Schedule Framework Fun with the our Regional PD Specialist. This time will be used to backward plan instruction in order to identify areas in which monitoring will take place and then strategically plan for those times.	$0.00
8	G1.B3.S2.A1	Staff members will participate in Peer Observations using monitoring checklist.	$0.00
		Total:	$0.00