Memorial Elementary School

2016-17 Schoolwide Improvement Plan

Memorial Elementary School

867 MEMORIAL DR, Avon Park, FL 33825

http://www.highlands.k12.fl.us/~mes/

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 KG-5	Yes	87%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	69%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	C*	B	F

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 Highlands 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 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 Memorial Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	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.

"Memorial Elementary, together with parents, students, and community, will provide opportunities that prepare all students to be responsible and productive citizens."

b. Provide the school's vision statement.

"Empowering today's children to become tomorrow's leaders."

2. School Environment

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

Memorial Elementary places a large emphasis on student to student and student to teacher relationships. We understand that the key to successful learning is for students to feel safe and trust their teachers. We pride ourselves on knowing that this occurs at Memorial. One way that we build relationships is through our dean of students. He provides ways for teachers to work with and help students who are displaying disruptive behaviors be more successful in class.

We work collaboratively with our guidance counselor and parents to learn about our students backgrounds and culture. Many teachers also complete an interest survey to see how students learn best and to determine students' perception of learning. We also have parent surveys that are sent home in both English and Spanish to get parental input.

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

Safety is always at the forefront of all decisions made at Memorial. To ensure that all students are safe, anyone entering the building must check in through the front office. This is the only access that people have into the building. Anyone who checks in to go to a location within the building other than the front office, the drivers license is scanned and run through a system called Raptor which notifies the school if the person checking in has been identified as a sexual predator or offender.

One way that we have helped students feel safe is that we have implemented a bully box. This is a locked box that is displayed in a common area of the school. Students are instructed by teachers that this box is an anonymous way for students to let us know if they are being bullied by another student. This box is checked on a daily basis and all situations are investigated and taken very seriously. Our code of student conduct is followed in any case where bullying has taken place.

Another program that we have implemented is the Leader In Me (LIM) program. This is a program which teaches our students character skills that will help them become more successful leaders. This program teaches respect for themselves, others, how to work collaboratively, and how to make plans and set goals.

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 Memorial, we have a school wide behavior system which is based on a color-coded chart where each color represents a different level of behavior from Excellence to Parent Contact. All teachers use the same system and parents are informed about all of the components. All students start on "Ready to Learn." Positive choices allow students to move up the chart and negative choices lead to students' clips moving down the color chart. Students can move up and down the chart throughout the entire day. We have found this to be very successful where a student who moves down, can still turn their day around and move back up the chart. Based on this implementation, we have seen a significant decrease in students "giving up" once a poor choice has been made. In order to ensure consistency, all teachers are trained on the chart, the components, and what constitutes a move down. In addition, teachers will complete a Behavior Log once a student reaches the color "blue." Parent contact will be made by the teacher so we can work collaboratively.

The behavior system also incorporates PBIS and The Leader in Me. Students are recognized and rewarded for positive actions and choices while working to mold and support the development of unique leadership skills in students. Every Friday, one student from each class is recognized as the Leader of the Week.

The principal, assistant principal and the dean attend a district-wide training for discipline. When student behavior requires that disciplinary action is taken, the administrators and the dean follow the district Code of Conduct. We encourage teachers to openly discuss concerns, and the curriculum leadership team will meet to decide what best meets the needs of our students.

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.

Our school guidance counselor meets with students to address concerns. In addition, we have a school social worker and psychologist who work with students. Students are evaluated based on need or noticeable concerns by staff members and/or parents.

The Behavior Intervention teacher, ESE Resource teacher, counselor from tri-county services and district mental health counselor meet with students to review appropriate social skills.

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 school creates a spreadsheet with all of the early warning signs. Specific student information is displayed so that students with these signs can be easily identified. The spreadsheet is broken down by grade levels so teachers are aware of the early warning signs of their incoming students. This spreadsheet includes: LY/LF status, ESE status, 10 or more absences, 1 or more absences in the first 20 days, 10 more more tardies, 2 or more tardies in the first 20 days, previous retentions, 2 or more referrals, 1 or more suspensions, Ds, Fs, or Ns in reading or math, level 1 on FSA, level 2 on FSA, and mobility.

Our school also has a School Attendance Review Committee (SARC) for attendance concerns. On a weekly basis, our data operator checks to see students who have missed 5, 10, or 15 school days. These families recieve notification and are required to come in and meet with the committee.

Whenever a student is suspended, parents are notified. We work diligently with the families to find ways to encourage positive behavior. We do our best to keep students in school, using suspensions as a last resort. If needed, we worked with the Children's Advocacy Center (CAC) to meet additional

student and family needs.

Each quarter all teachers meet with administraion, guidance, and the reading coach to discuss individual students. At this time, if a student is not progressing or failing a subject interventions are discussed. We discuss strategies and determine is an evaluation is needed.

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	0	20	21	11	18	9	0	0	0	0	0	0	0	79
One or more suspensions	0	6	5	2	1	0	0	0	0	0	0	0	0	14
Course failure in ELA or Math	0	16	24	2	4	47	0	0	0	0	0	0	0	93
Level 1 on statewide assessment	0	0	0	0	25	22	0	0	0	0	0	0	0	47
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	26	37	13	37	23	0	0	0	0	0	0	0	136

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

The school leadership team works together, reviewing student data, to determine appropriate resources for use to assist in meeting needs of students who have any of the early warning signs as well as the Florida Standards. Resources may include the implementation of the iReady program, a science lab, and the purchase of additional learning materials. The school leadership team works as a committee and makes decisions regarding resources necessary for the school. Funds are supplemented using grants (Leader in Me, HEC grants, etc.) and shared resources throughout the county. The school leadership team is responsible with ultimate decisions made by the principal and assistant principal. The team meets once monthly and reviews available resources and their appropriate implementation in order to achieve maximum impact.

B. Family and Community Engagement
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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. Â§ 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 available at the school site.

2. Description

Increase parent participation by involving parents in at least one of Memorial Elementary's scheduled parent involvement events.

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 strive to build community relationships. We invite community members to our monthly Student Advisory Council (SAC) meetings. We encourage and value their input.

Each year we have an annual Leadership Day. This is a student led day in which the students display and highlight our school. We send invitations to community members. In addition, seasonal chorus events are held.

Family fun nights take place to encourage parental and family involvement in academic and extracurricular activities. Some of these events include: Dads Take Your Child to School Day, Parent Nights for FSA, Orlando Science Center , Bring Your Parent to School Day, and Science and Safety Night which included the bike safety rodeo, Fish and Wildlife Commission, K9 officers, and firefighters.

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
	Principal
Esquibel, Heather	Instructional Coach
Jackson, Kayla	Teacher, K-12
Respress, Elizabeth	School Counselor
Kooiker, Stephanie	Teacher, ESE
Smith, Patricia	Teacher, K-12
Kramer, Katina	Instructional Coach
Sapp, Erin	Teacher, K-12
DeSimone, Natlie	Teacher, K-12
Shingle, Ginger	Teacher, K-12
Edwards, Jenneva	Teacher, K-12
Floyd, Courtney	Principal
Hinkle, Sullyann	Assistant Principal

b. Duties

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

Kindergarten through fifth grade curriculum leadership team members gather information through observation,data analysis, and the development of effective instructional strategies.
They will:

Analyze data
Identify problems
Set goals or objectives
Develop an intervention plan
Monitor interventions.

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.

The MTSS team will meet on a regular basis to review student performance and make improvements to the Core curriculum. In addition, they will meet with team leaders and grade levels as needed based on data. The role of the team is to analyze the success of the implemented strategies and to determine if an increased level of intensity or frequency is necessary. The role of the classroom teacher is to implement strategies with fidelity based on data and to collect and analyze the results of the implementation.

1
ELL
The ELL Parent Advisory Council is actively involved in reviewing parent education activities and strategies, as well as student instructional programs and strategies. Title I, Part A, Title I, Part C and Title III staff collaborate to provide quarterly parent education activities. Topics covered include, but are not limited to, acculturation, helping your child in school, English language acquisition, FCAT standards, graduation requirements and post secondary career opportunities.

2
Title I Part C, Migrant
Provides services to migrant students (PreK-12) and their families. The primary goal of the Migrant program is to improve academic performance of migrant students, and provide health and guidance to them. The Migrant Early Childhood Program serves 4 year old children in a full time preschool program, focusing on readiness activities. Parent involvement and education is an integral part of the Migrant Program.

3
Title I Part A
Will provide funds to all district Title 1 schools, in a school wide project format, to target academic assistance to all students, professional development for teachers and parent involvement activities. This grant is also the funding source for implementing the requirements of NCLB which have not been waived by the FLDOE's waiver.

4
Title II
Provides for teacher professional development and supports all teachers and paraprofessionals to be highly qualified.

5
Title III
Supports activities to assist students become proficient in English, supports teacher professional development in ELL strategies, parent involvement, and education.

6

SAI

SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers.

7

Nutrition Programs

LEA participates in the federal Free/Reduced lunch program and the free breakfast for all stduents program. Snack is also provided for afterschool care and afterschool tutoring programs. Summer food programs are provided at various school sites and community locations. The USDA fruit and vegetable grant will also provided at Fred Wild Elementary School.

8

Adult Education

Adult Education programs are provided at South Florida State College. Numerous vocational programs, college level courses, and community interest workshops are available.

9

Title VI

Title VI provides for our Career Academy at South Florida State College which gives students vocational opportunities as well as academic education.

10

VPK

These programs are provided and facilitated through the district each summer at a school location in each community for families of all eligible incoming kindergarten students not previously served in the private sector.

11

Homeless

Students Services coordinates with Title 1 Part A to provide resources (school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education(FAPE).

12

Migrant Parent Advisory

The Migrant Parent Advisory is actively involved in reviewing parent educational activities and strategies, as well as student instructional programs.

13

Exceptional Students Education

This Parent Advisory Council is actively involved in reviewing parent educational activities and strategies.

14

IDEA

Supplemental instructional support provided by Federal funds will be discussed with parents during the development of the Students' IEP.

15

District Parent Advisory for Advance Academics

This Parent Advisory Council is actively involved in the support and increasing the advanced acacemic program.

16

District School Advisory Council
This Parent Advisory Council represents each school in the District. The DSAC reviews Code Of Conduct, Student Progression Plans, Parent Involvement Plans, and other items of concern.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Laura Waldon	Principal
Courtney Floyd	Principal
Kevin Brown	Education Support Employee
Stephanie Kooiker	Teacher
Melissa Adames	Teacher
Katrina Calwell	Parent
Amelia Duran	Parent
Kelia Ortiz	Parent
Jamie Wiggins	Parent
Carissa Marine	Business/Community
Sullyann Morales	Principal

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

Using school data, progress toward achieving the school improvement goals was reviewed periodically over the course of the 2016-17 school year. The school has held the Title 1 and initial SAC meeting in early September. State data will be thoroughly reviewed from last year at the first SAC meeting after the State releases FSA data and progress will be reviewed throughout the year .

b. Development of this school improvement plan

As the SIP is developed or updated, the SAC will review the plan and give input and recommendations on any information submitted or changes to the plan.

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

At the first SAC meeting, the schools annual budget and plan in discussed. Parent input and recommendation is encouraged and welcomed.

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

Purchase academic materials for students in 1st-5th grades to help students incorporate non-fiction text, non-fiction writing across the curriculum and math materials to improve academic achievement of all students.

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
	Principal
Floyd, Courtney	Principal
Esquibel, Heather	Teacher, K-12
Smith, Patricia	Teacher, K-12
Kramer, Katina	Instructional Coach
DeSimone, Natlie	Teacher, K-12
Edwards, Jenneva	Teacher, K-12
Shingle, Ginger	Teacher, K-12
Sapp, Erin	Teacher, K-12
Jackson, Kayla	Teacher, K-12
Kooiker, Stephanie	Teacher, ESE
Hinkle, Sullyann	Assistant Principal

b. Duties

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

The LLT will handle the major initiatives of the Florida Standards, non-fiction writing across the curriculum, and the implementation of the new curriculum. The LLT will also provide research-based strategies designed to improve literacy achievement for students who are not on grade level in K-5 as well as enrichment to those who are on or above grade level. The LLT will be overseeing the transition to the Florida Standards.

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.

Our master schedule provides teachers with collaborative planning of 50 minutes daily. This time is to be used to plan lessons, analyze data, determine student needs, and work together to form a plan of upcoming instruction. Our school uses an online lesson planner, OnCourse, in which the teachers are able to view and share plans and activities. Teams meet weekly to plan professional learning communities using data after school. Team members give input and concerns to team leaders who discuss it at the curriculum leadership meeting with other team leaders and administrators.

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

We, the administration, advertise through Human Resources, interview ESOL preferred applicants, aim to hire highly qualified instructors, ensure that employees enroll in coursework and participate in professional development, and recruit from the teach-in. Current employees pursue and maintain appropriate certification. Administration supports teachers through subject area and grade level meetings. We also have informal mentors, coaches, and support from team leaders.

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

First year teachers are assigned to a mentor on the same grade level, who has been trained in Clin Ed. Mentors are effective/highly effective, experienced educators who model and guide effective teaching strategies. First year and experienced teachers who are new or who may be struggling will be assigned a peer evaluator by the district. Informal mentors are determined at the school level. These are experienced teachers who have an effective/highly effective rating. These mentors provide support through observations, informal conferencing, and are available for questions or concerns.

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.

Before the school district purchases new curriculum, the curriculum and materials are reviewed by all of the schools in the county and district to ensure the materials are aligned with Florida Standards. Groups of teacher leaders meet together to curriculum map, review and unpack the standards, and add additional resources to areas that do not strongly teach the standard.

The school teams have weekly,monthly and quarterly data chats, progress monitoring meetings, professional development that focuses on data, and we review the performance data. Within each classroom differentiated instruction is provided based on students' ability levels. We provide remediation classes; iReady, extra literacy time, remediation time, III, and MTSS/RTI meetings.

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.

Each year, teachers are given individual student data. We use this data to determine student needs.

Grade levels meet weekly to discuss student data and form small group instruction. In addition, grade groups meet and form learning teams for teachers. MTSS time is provided in the daily schedule. Teachers meet with students based on individual student needs.

We also have two resource teachers (a STEM coach and reading coach), gifted enrichment teacher, and guidance counselor to assist students who are below grade level or need enrichment.

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:** Summer Program |
| **Minutes added to school year:** |

Strategy Rationale

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

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

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.

Re-evaluations and transition staffings are held each spring for students transitioning from ESE Pre-K to Kindergarten programs. Families are also notified about the staffings and are also encouraged to have their children participate in ESY and VPK at participating elementary schools.

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. All teachers will increase the learning gains of students through data driven instruction, differentiated instruction and the implementation of effective research-based instructional strategies.

G2. Teachers will consistently use the school wide behavior system and the implementation of Leader in Me and PBIS to reduce disruptive behaviors, resulting in OSS (Out Of School Suspension) days.

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. All teachers will increase the learning gains of students through data driven instruction, differentiated instruction and the implementation of effective research-based instructional strategies. `1a`

🔍 G083565

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - All Students	74.0
AMO Math - All Students	76.0
FCAT 2.0 Science Proficiency	50.0

Targeted Barriers to Achieving the Goal `3`

- Limited knowledge on how to best teach and utilize the new Florida Standards with current curriculum and/or resources.

- Student attendance/tardy rates

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

- iReady Reading and Math curriculum; iReady Writing; Florida Standards and Next Generation Sunshine State Science Standards

- Technology: iReady; iReady Writing lessons; Performance Matters Science

- Professional Development: Florida Standards, Think Alouds, Text based evidence, Leader in Me, Marzano High Yield strategies; Weekly collaboration with team members, iReady

- Data Reviews

- Classroom Walkthroughs and Feedback.

- Common Planning

- Literacy Coach, STEM Coach

Plan to Monitor Progress Toward G1. `8`

Teachers will review data and standards at the grade level, class level and individual student level. As teachers determine the names of students and skills which are deficient, teachers are expected to brainstorm additional strategies, reteach skills and determine if progress took place. Administration will review weekly data results which are submitted with team notes and discuss at CLT meetings. Also, administration will meet quarterly with each teacher to review individual student data which includes all academic and early warning system data.

Person Responsible
Courtney Floyd

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

Evidence of Completion
Team notes, CLT meeting agenda and notes and progress monitoring charts will be collected.

G2. Teachers will consistently use the school wide behavior system and the implementation of Leader in Me and PBIS to reduce disruptive behaviors, resulting in OSS (Out Of School Suspension) days. `1a`

`G083566`

Targets Supported `1b`

Indicator	Annual Target
Discipline incidents	150.0

Targeted Barriers to Achieving the Goal `3`

- Consistently following the school wide behavior system.

- Frustration/Attention Seeking behaviors.

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

- Dean / Resource teacher

- Leader in Me

- Consistent school-wide behavior system

Plan to Monitor Progress Toward G2. `8`

Discipline Reports, Informal Walkthroughs

Person Responsible

Courtney Floyd

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Reduction of OSS (Out of school suspension) days as evidence by the cumulative comparision report from 2015-16 school year to this year.

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. All teachers will increase the learning gains of students through data driven instruction, differentiated instruction and the implementation of effective research-based instructional strategies. [1]

🔑 G083565

G1.B1 Limited knowledge on how to best teach and utilize the new Florida Standards with current curriculum and/or resources. [2]

🔑 B221725

G1.B1.S1 Training and curriculum alignment. [4]

🔑 S233946

Strategy Rationale

Provide teachers with curriculum and resources that align with the Florida Standards.

Action Step 1 [5]

Provide training on updated curriculum

Person Responsible

Courtney Floyd

Schedule

On 7/20/2016

Evidence of Completion

Sign-in sheet

Action Step 2 [5]

Provide grade level planning day

Person Responsible

Sullyann Hinkle

Schedule

On 8/2/2016

Evidence of Completion

Needs Assessment from each grade level to plan future professional developments.

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

Administration and coaches will attend planning days as well as follow up with CLT.

Person Responsible

Courtney Floyd

Schedule

Monthly, from 7/25/2016 to 5/23/2017

Evidence of Completion

Teams will meet a create a curriculum map/pacing guide. Teachers will analyze and review upcoming standards. Teachers will provide standards discussed in grade level notes.

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

Walkthroughs, data discussions, feedback

Person Responsible

Schedule

Monthly, from 7/25/2016 to 5/23/2017

Evidence of Completion

Pacing guide/plan; grade level notes

G1.B1.S2 Monthly, at grade level meetings, teachers will review the upcoming standards and discuss areas of strength and weaknesses. 4

🔑 S233947

Strategy Rationale

Consistency among the grade level; development of knowledge of the Florida Standards.

Action Step 1 5

District created curriculum aligned with Florida Standards

Person Responsible

Sullyann Hinkle

Schedule

Daily, from 7/25/2016 to 5/26/2017

Evidence of Completion

Lesson plans; Pacing guides

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Walkthroughs, conversations, grade level meetings

Person Responsible

Sullyann Hinkle

Schedule

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

Evidence of Completion

Lesson Plans; administrative notes

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

CLT meetings/Grade level meetings; walkthroughs.

Person Responsible

Courtney Floyd

Schedule

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

Evidence of Completion

Lesson plans compared to walkthrough notes

G1.B1.S3 World Tour: Teachers observe other teachers twice monthly. `4`

🔧 S233948

Strategy Rationale

Teachers will gain ideas/strategies from their peers.

Action Step 1 `5`

Teachers will observe peers

Person Responsible

Courtney Floyd

Schedule

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

Evidence of Completion

Teachers will create a passport with reflection notes.

Plan to Monitor Fidelity of Implementation of G1.B1.S3 `6`

Review of teacher passports

Person Responsible

Courtney Floyd

Schedule

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

Evidence of Completion

Completion of teacher passports and reflection guide.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 `7`

Monthly check of passports

Person Responsible

Courtney Floyd

Schedule

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

Evidence of Completion

Completion of teacher passports/reflection notes; teacher conversation and feedback (survey results).

G1.B2 Student attendance/tardy rates 2

🔑 B221726

G1.B2.S1 Leadership Loot Tickets: Students will receive a ticket for each day they are in attendance and on time. 4

🔑 S233949

Strategy Rationale

Motivate students to come to school on a regular basis.

Action Step 1 5

Students will receive "Leadership Loot" for each day they are in attendance.

Person Responsible

Kayla Jackson

Schedule

Daily, from 8/10/2016 to 5/26/2017

Evidence of Completion

Homeroom teachers will distribute Loot to students in attendance daily.

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

A meeting will be held before school starts to ensure that all staff is aware of the change.

Person Responsible

Kayla Jackson

Schedule

On 8/3/2016

Evidence of Completion

Agenda; sign in sheet

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

Tickets will be provided to each homeroom teacher and a training will be held.

Person Responsible

Kayla Jackson

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Students will "spend" their Loot at the school store.

G1.B2.S2 SARC: Consistently pull and review attendance records. Follow up by meeting with families.
4

S233950

Strategy Rationale

Include families in the educational system. Encourage good attendance; teach the importance of being to school on time.

Action Step 1 5

A system will be develop to analyze and review student attendance data.

Person Responsible

Courtney Floyd

Schedule

Monthly, from 9/5/2016 to 5/26/2017

Evidence of Completion

Attendance data will be pulled from Gensis

Action Step 2 5

After analyzing data, a team will meet to discuss students with significant attendance needs.

Person Responsible

Sullyann Hinkle

Schedule

Monthly, from 10/3/2016 to 5/1/2017

Evidence of Completion

Attendance data including tardies and absences will be presented to the team.

Action Step 3 5

The team will meet with the family to discuss strategies and ways the school can support the family.

Person Responsible

Courtney Floyd

Schedule

Monthly, from 10/4/2016 to 5/2/2017

Evidence of Completion

The data operator will present the families with attendance records and required documents.

Action Step 4 5

The team will continue to meet to determine if progress is being made.

Person Responsible

Sullyann Hinkle

Schedule

Monthly, from 11/1/2016 to 5/15/2017

Evidence of Completion

Attendance records for individual students.

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Data will be reviewed and analyzed. Parents will be invited in to meet with administration.

Person Responsible

Courtney Floyd

Schedule

Monthly, from 9/5/2016 to 5/26/2017

Evidence of Completion

Attendance data; meeting notes; meeting schedule

G2. Teachers will consistently use the school wide behavior system and the implementation of Leader in Me and PBIS to reduce disruptive behaviors, resulting in OSS (Out Of School Suspension) days. 1

🔍 G083566

G2.B1 Consistently following the school wide behavior system. 2

🔍 B221727

G2.B1.S1 Training for all staff on behavior strategies, policies, and procedures. 4

🔍 S233951

Strategy Rationale

All staff members will be on the same page and will develop effective behavior management strategies.

Action Step 1 5

Training will be provided by administration, dean, and ISS paraprofessional prior to the start of school.

Person Responsible

Courtney Floyd

Schedule

On 8/3/2016

Evidence of Completion

Agenda; sign in sheet

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

Teachers will be required to use 4x4 system for monitoring misbehaviors.

Person Responsible

Courtney Floyd

Schedule

Daily, from 8/10/2016 to 5/26/2017

Evidence of Completion

4x4 discipline sheets

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

Prior to referrals, staff members will be required to complete required 4x4 document

Person Responsible

Courtney Floyd

Schedule

Daily, from 8/10/2016 to 5/26/2017

Evidence of Completion

4x4 sheets; days of ISS/OSS

G2.B2 Frustration/Attention Seeking behaviors. `2`
🔑 B221728

G2.B2.S1 School Store consisting of items as well as special "rewards" such as time spent with the assistant principal, principal, dean, etc. `4`
🔑 S233952

Strategy Rationale

Students will focus on gaining attention in a positive manner.

Action Step 1 `5`

A PBIS store will be created, consisting on tangible and non-tangible items.

Person Responsible

Kayla Jackson

Schedule

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

Evidence of Completion

School store log

Plan to Monitor Fidelity of Implementation of G2.B2.S1 `6`

Classroom teacher input; CLT feedback

Person Responsible

Courtney Floyd

Schedule

Monthly, from 9/5/2016 to 5/26/2017

Evidence of Completion

CLT meeting notes; student/teacher surveys

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

ISS/OSS data will be closely monitored

Person Responsible

Courtney Floyd

Schedule

Weekly, from 9/5/2016 to 5/26/2017

Evidence of Completion

ISS/OSS data sheets

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.B1.S1.A1 🔍 A300497	Provide training on updated curriculum	Floyd, Courtney	7/18/2016	Sign-in sheet	7/20/2016 one-time
G1.B1.S1.A2 🔍 A300498	Provide grade level planning day	Hinkle, Sullyann	8/2/2016	Needs Assessment from each grade level to plan future professional developments.	8/2/2016 one-time
G1.B2.S1.MA1 🔍 M304980	A meeting will be held before school starts to ensure that all staff is aware of the change.	Jackson, Kayla	8/3/2016	Agenda; sign in sheet	8/3/2016 one-time
G2.B1.S1.A1 🔍 A300506	Training will be provided by administration, dean, and ISS paraprofessional prior to the start of...	Floyd, Courtney	8/3/2016	Agenda; sign in sheet	8/3/2016 one-time
G1.B2.S2.A2 🔍 A300503	After analyzing data, a team will meet to discuss students with significant attendance needs.	Hinkle, Sullyann	10/3/2016	Attendance data including tardies and absences will be presented to the team.	5/1/2017 monthly
G1.B2.S2.A3 🔍 A300504	The team will meet with the family to discuss strategies and ways the school can support the...	Floyd, Courtney	10/4/2016	The data operator will present the families with attendance records and required documents.	5/2/2017 monthly
G1.B2.S2.A4 🔍 A300505	The team will continue to meet to determine if progress is being made.	Hinkle, Sullyann	11/1/2016	Attendance records for individual students.	5/15/2017 monthly
G1.B1.S1.MA1 🔍 M304973	Walkthroughs, data discussions, feedback		7/25/2016	Pacing guide/plan; grade level notes	5/23/2017 monthly
G1.B1.S1.MA1 🔍 M304974	Administration and coaches will attend planning days as well as follow up with CLT.	Floyd, Courtney	7/25/2016	Teams will meet a create a curriculum map/pacing guide. Teachers will analyze and review upcoming standards. Teachers will provide standards discussed in grade level notes.	5/23/2017 monthly
G1.MA1 🔍 M304982	Teachers will review data and standards at the grade level, class level and individual student...	Floyd, Courtney	9/5/2016	Team notes, CLT meeting agenda and notes and progress monitoring charts will be collected.	5/26/2017 quarterly
G2.MA1 🔍 M304987	Discipline Reports, Informal Walkthroughs	Floyd, Courtney	8/10/2016	Reduction of OSS (Out of school suspension) days as evidence by the cumulative comparision report from 2015-16 school year to this year.	5/26/2017 weekly
G1.B2.S1.MA1 🔍 M304979	Tickets will be provided to each homeroom teacher and a training will be held.	Jackson, Kayla	8/10/2016	Students will "spend" their Loot at the school store.	5/26/2017 weekly
G1.B2.S1.A1 🔍 A300501	Students will receive "Leadership Loot" for each day they are in attendance.	Jackson, Kayla	8/10/2016	Homeroom teachers will distribute Loot to students in attendance daily.	5/26/2017 daily
G2.B1.S1.MA1 🔍 M304983	Prior to referrals, staff members will be required to complete required 4x4 document	Floyd, Courtney	8/10/2016	4x4 sheets; days of ISS/OSS	5/26/2017 daily
G2.B1.S1.MA1 🔍 M304984	Teachers will be required to use 4x4 system for monitoring misbehaviors.	Floyd, Courtney	8/10/2016	4x4 discipline sheets	5/26/2017 daily
G2.B2.S1.MA1 🔍 M304985	ISS/OSS data will be closely monitored	Floyd, Courtney	9/5/2016	ISS/OSS data sheets	5/26/2017 weekly
G2.B2.S1.MA1 🔍 M304986	Classroom teacher input; CLT feedback	Floyd, Courtney	9/5/2016	CLT meeting notes; student/teacher surveys	5/26/2017 monthly
G2.B2.S1.A1 🔍 A300507	A PBIS store will be created, consisting on tangible and non-tangible items.	Jackson, Kayla	8/15/2016	School store log	5/26/2017 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.MA1 M304975	CLT meetings/Grade level meetings; walkthroughs.	Floyd, Courtney	8/15/2016	Lesson plans compared to walkthrough notes	5/26/2017 weekly
G1.B1.S2.MA1 M304976	Walkthroughs, conversations, grade level meetings	Hinkle, Sullyann	8/15/2016	Lesson Plans; administrative notes	5/26/2017 weekly
G1.B1.S2.A1 A300499	District created curriculum aligned with Florida Standards	Hinkle, Sullyann	7/25/2016	Lesson plans; Pacing guides	5/26/2017 daily
G1.B2.S2.MA1 M304981	Data will be reviewed and analyzed. Parents will be invited in to meet with administration.	Floyd, Courtney	9/5/2016	Attendance data; meeting notes; meeting schedule	5/26/2017 monthly
G1.B2.S2.A1 A300502	A system will be develop to analyze and review student attendance data.	Floyd, Courtney	9/5/2016	Attendance data will be pulled from Gensis	5/26/2017 monthly
G1.B1.S3.MA1 M304977	Monthly check of passports	Floyd, Courtney	8/15/2016	Completion of teacher passports/ reflection notes; teacher conversation and feedback (survey results).	5/26/2017 monthly
G1.B1.S3.MA1 M304978	Review of teacher passports	Floyd, Courtney	8/15/2016	Completion of teacher passports and reflection guide.	5/26/2017 monthly
G1.B1.S3.A1 A300500	Teachers will observe peers	Floyd, Courtney	8/15/2016	Teachers will create a passport with reflection notes.	5/26/2017 monthly

V. Professional Development Opportunities

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

G1. All teachers will increase the learning gains of students through data driven instruction, differentiated instruction and the implementation of effective research-based instructional strategies.

G1.B1 Limited knowledge on how to best teach and utilize the new Florida Standards with current curriculum and/or resources.

G1.B1.S1 Training and curriculum alignment.

PD Opportunity 1

Provide training on updated curriculum

Facilitator

Tina Starling

Participants

All Teachers (voluntary)

Schedule

On 7/20/2016

PD Opportunity 2

Provide grade level planning day

Facilitator

CLT members

Participants

All teachers

Schedule

On 8/2/2016

G1.B1.S3 World Tour: Teachers observe other teachers twice monthly.

PD Opportunity 1

Teachers will observe peers

Facilitator

All Teachers

Participants

All Teachers

Schedule

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

G2. Teachers will consistently use the school wide behavior system and the implementation of Leader in Me and PBIS to reduce disruptive behaviors, resulting in OSS (Out Of School Suspension) days.

G2.B1 Consistently following the school wide behavior system.

G2.B1.S1 Training for all staff on behavior strategies, policies, and procedures.

PD Opportunity 1

Training will be provided by administration, dean, and ISS paraprofessional prior to the start of school.

Facilitator

Robert Germaine

Participants

All staff

Schedule

On 8/3/2016

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	Provide training on updated curriculum	$0.00
2	G1.B1.S1.A2	Provide grade level planning day	$0.00
3	G1.B1.S2.A1	District created curriculum aligned with Florida Standards	$0.00
4	G1.B1.S3.A1	Teachers will observe peers	$0.00
5	G1.B2.S1.A1	Students will receive "Leadership Loot" for each day they are in attendance.	$0.00
6	G1.B2.S2.A1	A system will be develop to analyze and review student attendance data.	$0.00
7	G1.B2.S2.A2	After analyzing data, a team will meet to discuss students with significant attendance needs.	$0.00
8	G1.B2.S2.A3	The team will meet with the family to discuss strategies and ways the school can support the family.	$0.00
9	G1.B2.S2.A4	The team will continue to meet to determine if progress is being made.	$0.00
10	G2.B1.S1.A1	Training will be provided by administration, dean, and ISS paraprofessional prior to the start of school.	$0.00
11	G2.B2.S1.A1	A PBIS store will be created, consisting on tangible and non-tangible items.	$0.00
		Total:	$0.00