

Hernando County School District

# John D. Floyd Elementary School



2016-17 Schoolwide Improvement Plan

## John D. Floyd Elementary School

3139 DUMONT AVE, Spring Hill, FL 34609

<https://www.hernandoschools.org/fes>

### 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	No	74%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	38%

### School Grades History

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

*\*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 Hernando 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>.

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## 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 John D. Floyd Elementary School

DA Region and RED	DA Category and Turnaround Status
Central - <a href="#">Lucinda Thompson</a>	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.

The mission of John D. Floyd Elementary School is to promote a partnership with students, parents, and the community by providing a supportive educational environment enhanced by technology that encourages problem solving and responsible choices, thus preparing all to meet tomorrow's challenges.

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

Attitude Determines Altitude...

#### 2. School Environment

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

Every school year begins with an open house event which invites all students and their families to come on campus prior to the 1st day of school to familiarize themselves with the school campus and their teacher. All faculty and staff are present at this event so that parents can meet, not only the child's respective teacher for the school year, but they can also meet the receptionist who will greet them in the front office as well as the school nurse who will, on occasion, care for their sick child. Teachers prepare "get to know you" packets for every enrolled student and parents are encouraged to complete this activity with their student. Lines of communication are established via phone, text "remind101 app", and email. Individual grade levels host "back to school" curriculum nights during the 1st nine weeks of the school year and continue to do so on a quarterly basis as needed. Grade specific Certified School Counselors attend all lunches to support student needs daily.

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

Physical safety -- Parents are notified of school hours as well as office hours. John D. Floyd Elementary School is a closed campus that is only accessible through the front office. The school operates under a zero tolerance bullying policy and district provides a student code of conduct which is made available to all parents and students in hard copy and via the district website. School wide behavior expectations are established and teachers with their students collaborate to create classroom rules. Many choose to have students sign an oath or declaration of what is acceptable behavior versus what is not. The Certified School Counselors facilitate classroom presentations to discuss bullying and harassment with all students and those rules and expectations are reinforced by administration during grade level assemblies. During this time, behavior expectations, school safety, and student code of conduct are outlined and discussed. All available faculty and staff have designated duty stations through out campus providing constant supervision before school, after school, and during passing times. John D. Floyd School of Environmental Science also practices appropriate drills regularly to ensure students know procedures in all types of emergencies.

##### 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.

Our school uses a team based planning and problem-solving approach to implement positive behavior support (PBS) within a multi-tiered system of support (MTSS). PBS is a proactive approach in that the students are taught what is expected of them in all school settings and rewarded daily for their appropriate behavior. It promotes reducing undesirable behavior by: systematically using data to identify appropriate supports for students, altering environments to prevent common problems, teaching appropriate skills, and rewarding appropriate behaviors.

Faculty training includes a rationale and lesson plans for teaching school-wide expectations and rules for common settings. The school-wide expectations are posted in all settings. Our expectations are incorporated into one word for all: SPLASH. The following are the SPLASH expectations: Showing respect, Positively participating, Listening to and following directions, Always doing your best, Staying on task, Having good manners.

**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 ensures the social-emotional needs of all students are being met through the use of a Response to Intervention (RtI) program within a multi-tiered system of support (MTSS). RtI is a multi-tiered support program that uses a problem solving approach. It provides additional academic/behavior support from Teachers, Certified School Guidance Counselors, Behavior Specialist, Social Worker and School Psychologist to students in need. There are three tiers in which Tier 1 focuses on a more universal or classroom approach. Tier 2 provides additional small group support and Tier 3 is more intensive and provides more individual support. Students who need additional behavioral/emotional support will be included in skill building intervention strategies, as needed, along with the classroom based interventions.

### 3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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.**

Student attendance is monitored closely. Every two weeks the Data Entry Secretary provides a detailed Attendance report to the Guidance Department. Three, seven, and ten day letters are sent home and subsequent meetings are scheduled with parents to address concerns. Teachers also bring concerns to Guidance and Administration when students are absent for two or more consecutive days and the parent/guardian has not been in contact with the school. Wellness calls are placed by teachers and Guidance. Teachers communicate with parents via Edline and daily agenda. Failure reports are analyzed every nine weeks. Students not meeting academic proficiency levels in ELA and Math, on both statewide and grade level assessments, are provided intensive interventions and progress monitored frequently. Students not meeting behavioral expectations are also identified and provided intervention with progress monitoring. Guidance makes parent contact and teams plan parent conferences. Referral data is analyzed on a monthly basis by the PBS team. Teacher recorded behavior data is also analyzed by guidance who over sees school wide PBS. Students identified as not proficient on statewide assessments are placed in an intensive reading/math class respectively. Grade level data chats are conducted every two weeks to identify students not meeting proficiency and/or behavior epectations, monitor progress and make instructional decisions. The School-based Leadership Team (SBLT) meets monthly to monitor school-wide data.

**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	33	34	50	30	35	31	30	27	35	0	0	0	0	305
One or more suspensions	4	5	10	13	14	22	9	9	15	0	0	0	0	101
Course failure in ELA or Math	17	2	2	6	7	3	3	9	10	0	0	0	0	59
Level 1 on statewide assessment	0	0	0	41	37	58	0	0	0	0	0	0	0	136

**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	18	8	16	24	44	50	52	37	57	0	0	0	0	306

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

The Master schedule has embedded Response to Intervention (RtI) time for K-5 for both reading and math. During this 30 minute small group instruction block, students are provided intensive intervention on targeted skills. All available personnel are facilitating remediation groups or enrichment projects. A Reading Resource teacher provides daily, intensive intervention to Tier III students. For students who require speech services our speech therapist utilizes a partial inclusion model. Students assigned to In School Suspension are provided small group instruction by the ISS Monitor. Professional development in the Multi-tiered System of Supports (MTSS) is provided to all staff facilitating interventions and/or enrichment within the first 4 weeks of school. Test item analysis is utilized on grade level, common assessments to identify core instructional issues and plan for targeted re-teaching of standards. Grade level data chats are conducted every two weeks to identify students not meeting proficiency and/or behavior expectations, monitor progress and make instructional decisions. The School-based Leadership Team (SBLT) meets monthly to monitor school-wide data.

**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?**

No

**1. PIP Link**

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

**2. Description**

At the beginning of every school year, we host an Open House where parents are invited to meet the teachers, visit classrooms and tour the campus. During this event representatives from PTA, SAC, STEAM, and YMCA are among the many organizations available to talk with families about school and community initiatives, as well as, parental involvement. Our Volunteer Coordinator is also available to facilitate the volunteer process with parents and family members. Parents are kept informed of their child's progress on a daily basis via agenda's and weekly on Edline. Important information about school activities is also posted regularly on our Facebook page. PTA hosts many



activities to support John D. Floyd Elementary. These include skate nights, Holiday House, social events and Movie Nights.

**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.**

John D. Floyd School of Environmental Science has developed partnerships with many local businesses in the Hernando County community and have received support for events such as teacher luncheons during preschool week and teacher appreciation week. Local businesses donate incentives for students who achieve academic excellence and are part of the reward and recognition process for PBS.

**C. Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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
Fulton, Caroline	Teacher, K-12
Anderson, Kara	Teacher, K-12
Swartout, Tammy	School Counselor
Lewis, Joyce	Principal
Tomlinson, Melissa	Assistant Principal
Audette, Edward	Teacher, K-12
Grover, Lisa	Teacher, K-12

**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(SBLT) which consists of the Administrative Team, School Counselors, Assessment, and all Team Leaders is scheduled to meet monthly to discuss status of school initiatives driven by the SIP. During this time the team has open discussion regarding student progress monitoring data, curriculum/resource concerns, walkthrough data, professional development, status of the MTSS process and students who are moving through the tiers. Administration on a regular basis attends grade level team meetings to discuss student data, the instructional needs of the team, and how/what resources are needed at this particular time to help makes students successful. SIP strategies are evaluated based on effectiveness and if changes are to be made, communication is formulated and distributed. Walk-throughs are done on a daily basis and observations are discussed. Prior professional development opportunities are evaluated on their continued effectiveness and new opportunities are planned. Exemplary practices are shared with faculty and collegiality is encouraged.

**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.**

As a non-Title 1 school, all professional development is paid through Title II funds. All PD is facilitated by instructional leaders, administration, and district assigned reading/math coaches. Professional Development is determined by district initiatives and school based needs assessment. Needs are assessed on a daily basis depending on walk-through observations and subsequent reflection. Teachers are provided opportunities to schedule visits to other classrooms and neighboring schools to observe best practices. To increase opportunities for additional tiered support based on student performance the master schedule was redesigned to increase student support and maximize key personnel during DIVE (Tier 2 and Tier 3 instruction). The master schedule was re-organized to allow for grades k-5 to provide enrichment and tiered support across the campus at a specific time, by grade level to increase availability of personnel while providing Tiered support. In grades 6-8 intensive math and reading is provided in place of an elective for students who are not proficient in reading and/or math.

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Juan Triana	Parent
Lori White	Teacher
Jennifer O'dell	Teacher
Arlene Cotto	Teacher
Annie Jordan	Parent
Stacey Donohue	Teacher
Dodee Vossler	Teacher
Amber Holmes	Parent
Kevin McManus	Teacher
Amy Parks	Teacher
Stacey Donohue	Teacher
Wendi Rode	Parent
Jessica Touati	Parent
Akindeji Hill	Parent
Jennifer Pontrelli	Parent
Susan Roth	Teacher
Mary Frank	Teacher
Joshua Miller	Parent
Terisha Miller	Parent
	Student

### 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*

The activities of the School Advisory Council are as follows: assisted in developing, reviewing and monitoring the implementation of the School Improvement Plan for school improvement and increased student achievement, assisted in planning school-based, academic related parent involvement activities, such as Parent Information Nights, and provided feedback on the quality of the school and suggestions to improve areas of concern. Administration presented SIP updates throughout the year which focused on meeting our goals, overcoming barriers, and offering effective strategies.

*b. Development of this school improvement plan*

Our first SAC meeting for the 2015-2016 school year was held on September 1, 2015. The Chair presented the Council of Council's Report which reviewed the purpose of SAC-Quality Education through support of SIP and our goals. Afterwards, the Principal lead a discussion and received input from members on the evolution of our School Improvement Plan. The members offered feedback on the main goal and focus of Professional Development to improve instructional practices and student achievement. Future meeting dates were selected and plans were made to update SAC on progress meeting goals.

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

The activities of the School Advisory Council involving budgets and plans are as follows: contributing input on policy development, reviewing and approving SAC budget proposals through approved SAC member votes, being well-informed about the various programs John D. Floyd K-8 offers, such as our Environmental Science programs, assisting in the recruitment efforts to ensure that the SAC is an adequate representation of all stakeholders to include the principal, assistant principal, faculty members, parents, students, local business people and community members, and learning as much information as possible about John D. Floyd K-8 School of Environmental Science and using the information gathered to create a plan that will help our school and its children become more successful.

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

\*\$6,019.20--July beginning balance

\*\$2,088.24--Agendas (K-5)

\*\$250.00—Economic Project- PBS

\*\$500.00--Newspaper (School Newspaper)

\*\$3,180.96—Balance

Pending requests--

RC licensing \$1,250.00

Splash rewards \$250.00

MS Agenda's

**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
Lewis, Joyce	Principal
Tomlinson, Melissa	Assistant Principal
Fulton, Caroline	Teacher, K-12
O'dell, Jennifer	Teacher, K-12
Grover, Lisa	Teacher, K-12
Cohen, Sara	Teacher, K-12

#### **b. Duties**

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

The Literacy Leadership Team meetings are held monthly beginning in October. The purpose of the Literacy (Reading) Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The Administrative Team (Principal, Assistant Principal, Elementary Assistant Administrator) promotes the culture of reading throughout the school by being active members of the team. The Reading Leadership Team plans literacy activities and or events that promote best practices among teachers. The Team promotes that every teacher teaches reading and as such must be involved with the school-wide reading initiatives such as Reading Counts. The Assistant Principal, as a key member of the team, uses collaborative efforts to coordinate with the reading department chair and district reading coaches to provide the necessary professional development that improves: The knowledge of teachers, the use of effective instructional strategies, methods, and skills, the use of challenging state academic content standards and student academic achievement 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. Â§ 6314(b)(1)(D).

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

Professional Learning Community (PLC) opportunities are embedded within the Master Schedule utilizing a common, teacher planning time. A Professional Development Plan has been created based on current data. Meaningful professional development is provided, including collaboration on lesson plans, focused discussions on instructional delivery, problem solving and use of common assessments. Teachers work collaboratively to make data based Instructional decisions regarding core instruction and students not meeting academic proficiency. Grade level data chats are conducted every two weeks to monitor student progress, target specific standards needing reteaching and adjust interventions as needed. Teachers in grades 1 - 5 work as departmentalized teams, teaching either ELA/Social Studies or Math/Science. This provides opportunities for collaborative planning of instruction, common behavior expectations and utilizing each other as a resource to become expert teachers in their specific content area. Grade level teacher walk-through opportunities will be provided throughout the year with follow-up time for feedback, reflection and sharing of ideas.

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

Our administrative team is visible on campus daily and conduct regular classroom walk-throughs. Administration participates in parent conferences, staffings, and Individual Problem Solving meetings to support teachers in academic and behavioral instructional decisions. Mentors are assigned to first year teachers, teachers new to the district and any teacher in need of support. New Teacher/Mentor meetings are facilitated by the Assistant Principal monthly to provide a safe supportive environment for new

teachers to express feelings, share ideas, and discuss issues/concerns specific to being a first year teacher. Veteran teachers are invited to provide specific information and/or professional development. as needed to new teachers. teachers/teams are involved in the interview process when positions become vacant. Monthly professional development opportunities are provided focusing on specific, grade level PD needs and Model Classroom Best Practices. Teacher also are afforded opportunities and encouraged to observe other teachers at John D. Floyd Elementary School.

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

A highly effective veteran teacher is assigned as Floyd's Lead Mentor. All first year teachers are assigned a CET certified Mentor to provide assistance and support in the learning process associated with the first year of teaching. Mentors are paired with mentees based on common grade levels, content areas and/or areas of expertise. New Teacher/Mentor meetings are held monthly and facilitated by the Assistant Principal where professional development specific to the needs of a new teacher is provided, as well as, a safe, open forum for meaningful discussions. Teachers who identify themselves as needing assistance are paired with a fellow colleague to provide support and direction. New teachers are given the opportunity to visit model classrooms to observe best practices and procedures. Reciprocally, mentor teachers conduct informal observations of new teachers and provide feedback and reflection opportunities. Planned activities include professional development in the MTSS process, how to access and utilize student data, who to go to for what, the Danielson Framework for Teaching, classroom management strategies, unpacking standards/lesson planning and how to conduct a meaningful parent conference.

## **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 District Office has provided training on implementing Florida Standards and Curriculum Resource Maps have been created/provided as the tools to guide instruction. Administration conducts regular classroom walk-throughs in order to monitor use of the Resource Maps, lesson plans, the alignment of Essential Questions/Standards/Objectives and materials used to support instructional delivery. Teachers have access to CPALMS and are encouraged to use this resource. Continuous Professional development in how to unpack the standards is embedded in the Professional Development Plan.

#### **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.***

Administration facilitates school wide data chats and the team leaders facilitate grade level data analysis meetings. School wide data analysis provides direction for master schedule opportunities to accommodate for both enrichment and remediation. Student data is used to plan for differentiated centers within the classroom and intensive intervention for students not meeting academic proficiency. The elementary master schedule was revised to accommodate common planning for professional development and data discussion around progress monitoring data and common assessment, as well as, embedded Response to Intervention (RtI) times.

**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:** After School Program

**Minutes added to school year:** 0

STEAM

**Strategy Rationale**

**Strategy Purpose(s)**

- Core Academic Instruction

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

Roth, Susan, roth\_s@hcsb.k12.fl.us

**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. Â§ 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.**

John D. Floyd Elementary School hosts a Kindergarten Round Up in May for students who are zoned for the elementary school. Incoming Kindergarten students and their families are invited to meet the teachers, tour the classrooms, media center, cafeteria, playground, and take a ride on a school bus. Kindergarten expectations of skills are provided. The Kindergarten Team provides materials, strategies and suggestions on how parents can work with their incoming Kindergarten student at home in order to help support their academic success. In August, a separate Kindergarten Open House occurs the week prior to school starting to allow students to meet the teacher they are assigned to and see their classroom. Students in grade 5 will visit their zoned schools or representatives from those schools will come speak to the students about transitioning to middle school.

**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.**

Students have the opportunity to attend our afterschool STEAM program that integrates higher order thinking activities into their learning.

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

N/A

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

N/A



**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.**

N/A

## II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 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" 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 the staff focuses on rigorous standards based instruction then student achievement will improve.

### 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 the staff focuses on rigorous standards based instruction then student achievement will improve. **1a**

 G084321

#### Targets Supported **1b**

Indicator	Annual Target
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#### Targeted Barriers to Achieving the Goal **3**

- Teachers lack an understanding of how to unpack standards and backwards plan.

#### Resources Available to Help Reduce or Eliminate the Barriers **2**

- District reading, math, and science coach, professional development, teacher leaders

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

Increased student achievement by 3% in both ELA and math.

#### Person Responsible

Joyce Lewis

#### Schedule

Quarterly, from 8/10/2016 to 6/2/2017

#### Evidence of Completion

Common district assessments, FSA ELA and math assessment, FCAT science assessment data

## 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

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Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

**G1.** If the staff focuses on rigorous standards based instruction then student achievement will improve. 1

G084321

**G1.B1** Teachers lack an understanding of how to unpack standards and backwards plan. 2

B224045

**G1.B1.S1** Provide ongoing professional development on unpacking the standards and lesson planning.

4

S236424

### Strategy Rationale

Teachers being able to unpack the standards and backwards plan will enable them to provide rigorous standards based instruction.

### Action Step 1 5

Teachers will receive initial professional development on Student Work Analysis Protocol.

#### Person Responsible

Melissa Tomlinson

#### Schedule

On 8/31/2016

#### Evidence of Completion

Protocol sheet, formative assessment, ERO Sign-in

### Action Step 2 5

Grade level facilitators will provide focused support during PLC following district training.

#### Person Responsible

Joyce Lewis

#### Schedule

Biweekly, from 9/1/2016 to 5/1/2017

#### Evidence of Completion

Agendas with minutes provided by each team, disaggregated data, classroom walkthroughs

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

Administration observation and participation in the PD/PLC, lesson plans and classroom activities correlate with administrative walkthrough data.

**Person Responsible**

Joyce Lewis

**Schedule**

Biweekly, from 8/31/2016 to 5/2/2017

***Evidence of Completion***

Edivate Observe walkthrough data

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

Improved instructional practice through the use of professional development.

**Person Responsible**

Joyce Lewis

**Schedule**

Biweekly, from 8/4/2016 to 5/17/2017

***Evidence of Completion***

Evidence of effectiveness monitored through student work and assessment data.

**G1.B1.S2** Time is given during team PLC to common plan and unpack standards. 4

S236425

### Strategy Rationale

Providing a structured system of support for teachers. .

### Action Step 1 5

Team facilitators will provide sign-in sheets and meeting agenda notes. Administration will also attend the PLCs to check for appropriate use of time for planning.

#### Person Responsible

Joyce Lewis

#### Schedule

Biweekly, from 8/22/2016 to 5/31/2017

#### Evidence of Completion

Sign-in sheets, meeting agendas and walkthrough data for Domain 4D.

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

Administration will sit-in on PLCs to ensure planning and unpacking the standards is occurring. Classroom walkthroughs will be conducted to monitor implementation.

#### Person Responsible

Joyce Lewis


#### Schedule

Biweekly, from 8/4/2016 to 5/31/2017

#### Evidence of Completion

Sign-in sheets, agenda, formative assessment worksheets, walkthrough data in Domain 4D

**G1.B1.S3** Grades 1-5 departmentalize in order to allow teachers to focus on 1 or 2 subject areas. 4

 S236426

**Strategy Rationale**

Teachers can target their focus on the content specific lessons/standards.

**Action Step 1** 5

The master schedule was revised in order to allow for departmentalizing.

**Person Responsible**

Joyce Lewis

**Schedule**

On 8/31/2016

***Evidence of Completion***

Master scheduled

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

Walk-throughs will be conducted looking for the fidelity of instruction as outlined in the master schedule.

**Person Responsible**

Joyce Lewis

**Schedule**

Weekly, from 8/10/2016 to 5/31/2017

***Evidence of Completion***

Walkthrough data provided by Edivate Observe.

**G1.B1.S4** Dedicated professional development time is built into the master schedule. 4

 S236427

### **Strategy Rationale**

Consistent weekly learning opportunities (PD or PLC).

### **Action Step 1** 5

Master schedule was revised to include a dedicated PD time

#### **Person Responsible**

Joyce Lewis

#### **Schedule**

On 8/31/2016

#### ***Evidence of Completion***

Copy of master schedule, sign-in sheets for PD time.

### **Plan to Monitor Fidelity of Implementation of G1.B1.S4** 6

Administration will sit in on PD time to ensure the time is being used effectively. PD/PLC time is scheduled bi-weekly according to our schedule.

#### **Person Responsible**

Joyce Lewis

#### **Schedule**

Biweekly, from 8/10/2016 to 5/31/2017

#### ***Evidence of Completion***

Sign-in sheets and agendas, walkthrough data from domain 4D, PD/PLC schedule



**Plan to Monitor Effectiveness of Implementation of G1.B1.S4** 7

Professional development will be monitored through sign-in sheets, agenda, follow-up assignments. Administration will sit-in on both PD and PLC to ensure teachers are focused on the skills being learned.

**Person Responsible**

Joyce Lewis

**Schedule**

Biweekly, from 8/10/2016 to 5/31/2017

***Evidence of Completion***

Sign-in sheet, agenda, follow-up activities, rating on Domain 4D

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2017</b>					
G1.B1.S1.A1 A304957	Teachers will receive initial professional development on Student Work Analysis Protocol.	Tomlinson, Melissa	8/31/2016	Protocol sheet, formative assessment, ERO Sign-in	8/31/2016 one-time
G1.B1.S3.A1 A304960	The master schedule was revised in order to allow for departmentalizing.	Lewis, Joyce	8/1/2016	Master scheduled	8/31/2016 one-time
G1.B1.S4.A1 A304961	Master schedule was revised to include a dedicated PD time	Lewis, Joyce	7/25/2016	Copy of master schedule, sign-in sheets for PD time.	8/31/2016 one-time
G1.B1.S1.A2 A304958	Grade level facilitators will provide focused support during PLC following district training.	Lewis, Joyce	9/1/2016	Agendas with minutes provided by each team, disaggregated data, classroom walkthroughs	5/1/2017 biweekly
G1.B1.S1.MA1 M310897	Administration observation and participation in the PD/PLC, lesson plans and classroom activities...	Lewis, Joyce	8/31/2016	Edivate Observe walkthrough data	5/2/2017 biweekly
G1.B1.S1.MA1 M310896	Improved instructional practice through the use of professional development.	Lewis, Joyce	8/4/2016	Evidence of effectiveness monitored through student work and assessment data.	5/17/2017 biweekly
G1.B1.S2.MA1 M310898	Administration will sit-in on PLCs to ensure planning and unpacking the standards is occurring....	Lewis, Joyce	8/4/2016	Sign-in sheets, agenda, formative assessment worksheets, walkthrough data in Domain 4D	5/31/2017 biweekly
G1.B1.S2.A1 A304959	Team facilitators will provide sign-in sheets and meeting agenda notes. Administration will also...	Lewis, Joyce	8/22/2016	Sign-in sheets, meeting agendas and walkthrough data for Domain 4D.	5/31/2017 biweekly
G1.B1.S3.MA1 M310899	Walk-throughs will be conducted looking for the fidelity of instruction as outlined in the master...	Lewis, Joyce	8/10/2016	Walkthrough data provided by Edivate Observe.	5/31/2017 weekly
G1.B1.S4.MA1 M310900	Professional development will be monitored through sign-in sheets, agenda, follow-up assignments....	Lewis, Joyce	8/10/2016	Sign-in sheet, agenda, follow-up activities, rating on Domain 4D	5/31/2017 biweekly
G1.B1.S4.MA1 M310901	Administration will sit in on PD time to ensure the time is being used effectively. PD/PLC time is...	Lewis, Joyce	8/10/2016	Sign-in sheets and agendas, walkthrough data from domain 4D, PD/ PLC schedule	5/31/2017 biweekly
G1.MA1 M310902	Increased student achievement by 3% in both ELA and math.	Lewis, Joyce	8/10/2016	Common district assessments, FSA ELA and math assessment, FCAT science assessment data	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 the staff focuses on rigorous standards based instruction then student achievement will improve.

**G1.B1** Teachers lack an understanding of how to unpack standards and backwards plan.

**G1.B1.S1** Provide ongoing professional development on unpacking the standards and lesson planning.

### PD Opportunity 1

Teachers will receive initial professional development on Student Work Analysis Protocol.

#### Facilitator

District Reading Coach

#### Participants

All Instructional Staff

#### Schedule

On 8/31/2016

### PD Opportunity 2

Grade level facilitators will provide focused support during PLC following district training.

#### Facilitator

teacher leaders

#### Participants

All Instructional Staff

#### Schedule

Biweekly, from 9/1/2016 to 5/1/2017

## 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	Teachers will receive initial professional development on Student Work Analysis Protocol.	\$0.00
2	G1.B1.S1.A2	Grade level facilitators will provide focused support during PLC following district training.	\$0.00
3	G1.B1.S2.A1	Team facilitators will provide sign-in sheets and meeting agenda notes. Administration will also attend the PLCs to check for appropriate use of time for planning.	\$0.00
4	G1.B1.S3.A1	The master schedule was revised in order to allow for departmentalizing.	\$0.00
5	G1.B1.S4.A1	Master schedule was revised to include a dedicated PD time	\$0.00
Total:			\$0.00