Hernando County School District

Explorer K 8

2016-17 Schoolwide Improvement Plan

Explorer K 8

10252 NORTHCLIFFE BLVD, Spring Hill, FL 34608

https://www.hernandoschools.org/ek8

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)
Combination School PK-8	Yes	83%

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

School Grades History

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

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 Explorer K 8

DA Region and RED	DA Category and Turnaround Status
Central - [Lucinda Thompson](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

All stakeholders in our community will work collaboratively to promote an environment of high expectations where all of our young explorers (students) will have the opportunity to receive a quality, interactive education in a nurturing, safe and secure environment.

b. Provide the school's vision statement.

Explore today....Conquer tomorrow!

2. School Environment

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

Explorer K-8 is a Title I School. Many of the programs provided are family and community based that help Explorer build positive relationships with students and families. These are accomplished by teachers with support from Title I site-based and district staff members. Title I staff will support various school events and meetings throughout the school year to assist and educate families.

Teachers use informal surveys at the beginning of the year to learn about their students and families. Teachers have data chats with students and also meet with families to discuss investment in the school's Title I compact. Teachers regularly update Edline as a means of communicating with families.

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

Explorer has duty stations where teacher and staff monitor students outside and inside the campus. School teachers and staff use a school behavior initiative - Positive Behavior Supports (PBS) to help students feel welcome and safe at school at all times. The school also has a School Resource Officer which helps maintain safety and helps build positive relationships between school and community stakeholders.

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.

Explorer K-8 participates school- wide in Positive Behavior Support (PBS). We teach our students positive behavior through our R.O.A.R. expectations which address: Respect, On task behavior, A+ attitude, and Responsibility. Teachers create their classroom management programs based on these expectations and students are rewarded for positive behaviors. Student rewards are provided through experiences and events throughout the school year.

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.

Explorer K-8 MTSS Problem Solving Team provides leadership to help all stakeholders comply with the school's MTSS plan. Guidance counselors and behavior specialists provide student support

through individual and group meetings. Students are also serviced via; Functional Behavior Assessments (FBA) and Behavioral Intervention Plans (BIP). Guidance and other school staff also monitor student needs to other behavior plans or other interventions. Our school's guidance counselors review behavior and discipline data via RtI-B to monitor progress to aid student support.

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.

Explorer K-8's early warning systems include:

Explorer K-8 utilizes strategies to help students become successful at school. Using a perfect attendance initiative and a tardy policy, Explorer K-8 has put into place components to help our students strive for academic excellence. Students receive recognition for upholding the ROAR standards.

Attendance: When students miss 7 or more days of school per 90 days of instruction, guidance counselors and the school social worker meet with parents to discuss truancy and develop a plan of action to improve attendance. Explorer K-8 also recognizes perfect attendance each month through guidance counselors.

Suspensions: Discipline data is reviewed by the school's Dean of Students and the Positive Behavior Support Team (PBS), The School Based Leadership Team (SBLT) reviews the data to determine behavior interventions for students experiencing one or more suspensions.

Course Failure: The Middle School procedure requires that administrators receive quarterly reports from teachers regarding all students who are currently failing courses, plus a submission of a plan of action to close the gaps for those students. Elementary teachers schedule a problem solving meeting with the Differentiated Instruction Coach when students start exhibiting failing grades. Strategies are implemented which are designed to close gaps.

Level 1 State Assessments: Middle School students who previously earned a Level 1 in Reading or Math are placed in Intensive Courses. Intensive Math and Reading teachers use interventions to close the gaps between poor performing students and their grade level peers, as evidenced by progress-monitoring 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	8	8	6	19	5	12	6	4	13	0	0	0	0	81
One or more suspensions	11	14	16	9	8	27	19	20	18	0	0	0	0	142
Course failure in ELA or Math	8	7	8	25	0	0	3	13	0	0	0	0	0	64
Level 1 on statewide assessment	0	0	0	36	55	71	61	59	51	0	0	0	0	333

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	8	6	7	9	6	21	15	14	16	0	0	0	0	102

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

When students are identified by teachers as not meeting grade level benchmarks, Tier 2 interventions are put into place immediately. These interventions are designed to meet the specific areas of deficiency. If students are unable to close the gap with the interventions in place, the MTSS team meets to problem solve and evaluate the need for Tier 3 interventions.

B. Family and Community Engagement

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

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

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

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

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/310775.

2. Description

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

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

Through the scheduling of monthly Title I Committee meetings, held in conjunction on the same night with PTSA and SAC, we are able to sustain and nurture our partnerships with the local community. All stakeholders are provided information on the status of student achievement and are given the opportunity to review and evaluate the school's goals for improvement. The Title I staff collaborates with all stakeholders to provide highly effective parent workshops. They are able to utilize this partnership to secure resources that will be used to support student achievement. In addition to encouraging parents/families to attend our leadership meetings (Title I Committee, PTSA, SAC, Literacy Leadership Team and Family Involvement Team-District) we also partner with community organizations. During our Annual Title I Meetings we will invite local business partners to help support our school. We survey the participants after each parent event to obtain feedback on how the process is working to ensure the partnerships are sustained.

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
Braithwaite, Lisa	Principal
Witt, Roxanne	Other
Barrett, Melinda	Instructional Coach
Fischer, Jocelyn	Instructional Coach
Sardogan, Carmela	School Counselor
Ridenour, Ana	School Counselor
Healy, Chris	Assistant Principal
Weed, Donald	Administrative Support
Anderson, Erin	Instructional Coach
Eineman, Wanda	Instructional Technology
Pinder, Rachelle	Other
MacGregor, Andrew	Assistant Principal
Sweeney, Julie	Instructional Coach
Day, Ashley	School Counselor

b. Duties

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

Principal (Mrs. Lisa Braithwate): Provides a common vision that leads and guides the team's decision making and procedure development to create an effective learning organization. She supports and emphasizes the use of data based decisions, ensures the school based team is implementing MTSS and that all school members are employing intervention support and documentation based on grade level PBS team decisions, and communicates with all school stakeholders' relevant MTSS plans and activities. She meets with each team (elementary) and department (middle school) for Professional Learning Communities (PLC) using progress monitoring data. These meetings address school-wide and grade level data to help identify and address data trends. Ms. Braithwaite monitors the fidelity of instruction and interventions through regular classroom observations.

Assistant Principals (Mr. Chris Healy and Mr. Andrew MacGregor): Support the principal's vision that leads and guides the team's decision making and procedure development. They support and emphasize the use of data based decisions, ensure the school based team is implementing MTSS and that all school members are employing intervention support and documentation based on grade level PBS team decisions, ensure MTSS professional development is provided to staff, and communicate with all school stakeholders' relevant MTSS plans and activities. They both address grade level, classroom, and individual data by conducting classroom walk-throughs to monitor the fidelity of instruction and interventions.

Title I Instructional Practice Coach - MTSS/DI Coordinator (Melinda Barrett): Supports the principal's vision and guides the team's decision making and procedure development. She facilitates individual student meetings and participates in the collection, interpretation, and analysis of data by facilitating and monitoring the intervention plans. She provides support for intervention fidelity and documentation. She provides MTSS professional development and technical assistance for problem-solving activities for all teachers. She also supports the principal's vision and actively participates in data driven grade level RtI-B meetings to determine Tier 1 and Tier 2 interventions for PBS. She coordinates individual student meetings and participates in the collection, interpretation and analysis of data. She provides assistance with the implementation and monitoring of the school-wide Positive

Behavioral Support (PBS) component of MTSS. She provides interventions and documentation strategies for all teachers. She develops and conducts professional development in-service activities to provide staff with additional information on: basics of behavior analysis; data collection; antecedent control of behaviors; effective use of consequences and aggression control or prevention.

Title I Facilitator (Rachelle Pinder): Supports the principal's vision that leads and guides the team's decision making and procedure development. She supports and emphasizes the use of data based decision, ensures the school based team is implementing MTSS and that Title I regulations are adhered to, proves MTSS professional development to staff when appropriate, and communicates with all school stakeholders relevant MTSS plans and activities. She has a special role to relay information from district Title I meetings to the school based MTSS team. She is responsible for the coordination and integration of federal, state, and local services and programs for EK-8.

Assessment Teacher (Roxanne Witt): Gathers and disaggregates school assessment data; identifies and analyzes problem areas within the data; organizes, supports and monitors assessments and screenings being given at grade level or school-wide.

Guidance Counselors (Carmela Sardogan, Ashley Day and Ana Ridenour): Collect, analyze, and interpret school-wide, grade level, subgroup and individual student data. They facilitate the development/adoption of intervention plans, forms and procedures. They provide professional development, support, and technical assistance for problem-solving activities, including data collection, data analysis, and intervention planning. They attend individual student meetings based on the grade levels they serve, as well as establish and facilitate social skills groups and individual/group counseling sessions.

School Psychologist (Caryn Ingle): Participates in collection, analysis, and interpretation of school-wide, grade level, subgroups and individual student data. She facilitates development/adoption of intervention plans, forms, and procedures. She provides MTSS professional development, support, and technical assistance for problem-solving activities, including data collection, data analysis, and intervention planning. She attends and participates in grade level PBS/RtI grade level meetings, and provides support for intervention fidelity and documentation.

Instructional Practice Coaches (Erin Anderson, Wanda Eineman, Julie Sweeney, and Jocelyn Fischer): Actively participate in data driven team and department level MTSS meetings to determine Tier 2 and Tier 3 interventions. Additionally, they are involved in determining additional resources to use with Tier 3 students. They train staff on chief programs and processes related to subject areas and provide support through the coaching cycle for Tier 1 instruction.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Explorer K-8 school's SBLT will focus on solving problems identified with our student performance data; using current data the team will identify school-wide, grade level, and subgroup problem areas and apply problem solving techniques to design appropriate researched based interventions and strategies aimed at improving these problem areas. The team will meet bi-monthly to discuss current assessment data such as iReady (K-2) FAIR (Grades 3-8), SAM, Pearson SuccessMaker progress monitoring data, etc. We will analyze school-wide level, grade level, individual teacher and then subgroup data. Based on this information the team will develop interventions for the problem areas, identify professional development needs, then communicate with and train the staff. Various members of the team will meet on an as needed basis with grade level PBS teams to assist in data

analysis, problem solving, and focus lesson development; persistent problems will be brought back to the SBLT meetings for further investigation.

Individual student data, both academic and behavioral, is the basis for determining the development and implementation of the School Improvement Plan (SIP). SIP development team teachers survey the staff, analyze student performance, discipline, and attendance data, and then develop the goals, barriers, strategies and evaluation processes and tools aimed at improving student performance at EK-8. Professional Learning Communities meet weekly to examine performance data. The MTSS problem solving process is applied to the new data; data is analyzed, problem areas identified, interventions developed, and tracking methods established, then trainings and interventions are applied which are all designed to meet the SIP goals. The grade level teams re-evaluate these strategies as they review the next set of performance data and modifications are made when data indicates a need to fine-tune strategies as well as implement or exit students from the process. The MTSS team determines school-based, grade level, and subject-level needs. In addition, the team ensures students are receiving appropriate Tier 1, 2 and 3 services/interventions with fidelity. The team further evaluates the professional development needs of the staff and appropriate tools for the overall implementation of MTSS to increase successful infrastructure development.

Explorer K-8 is a school-wide Title I program. Following the Technical Assistance guideline provided by the LEA District Title I department, Explorer K-8 is dedicated to providing a supplementary Title I education service for all students. The Title I Facilitator (TIF) collaborates with the District's Coordinator of Family Involvement to build home support networks that will facilitate targeted student success. The TIF will coordinate with the SBLT to provide tutoring for targeted students based on the previous school year data: FSA, FCAT, FAIR, iReady and SAM scores. The Title I (Part A) services at Explorer K-8 will be coordinated with other federally-funded programs, including use of Title II funds to support additional research-based professional development programs and teacher recruitment and retention activities, use of Title III funds to support additional services for our English Language Learners (ELLs), use of Title X funds to provide additional services for our homeless students, and use of IDEA funds to support additional supplemental services for our disabled students (SWDs). District Title I funds are used to provide a specialized social worker who serves as the district's homeless liaison and who coordinates exemplary local public school homeless education programs and services.

At the end of the year, the Title I Comprehensive Needs Assessment indicated a necessity for increased student supports through additional staff including Math and ELA resource teachers in both Elementary and Middle School. The Assessment also suggested increasing the amount of time for instruction in reading, math, writing and science for a select targeted student population. Using criteria formulated by student assessment data, students will be invited to attend the Title I Extended Learning program. The students will be monitored by the tutors (highly qualified teachers) using a pre/post test data. The targeted students will have their individual progress analyzed and reported to all stakeholders. Pearson SuccessMaker data will be cross-referenced with State assessment tests and Performance Matters data to determine effectiveness of the Title I Extended Learning program.

Explorer K-8 implements PLC's with core curriculum teachers during scheduled times to discuss changes in instruction, strategies, and/or school improvement activities. Teachers will work in collaboration with the Instructional Practice Coaches (IPCs) to disaggregate the student data for core curriculum using the Student Work Analysis Protocol (SWAP). The IPC associated with integrated technology (Wanda Eineman) will be working with all core teachers. These teachers will be utilizing Promethean board technology to increase student engagement in the classroom.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Gary Korman	Parent
Christopher Healy	Principal
Gisette Korman	Teacher
Jeannine Rotella	Teacher
Alice Ulgasan	Education Support Employee
Jocelyn Fischer	Teacher
Heather Dono	Parent
Crystal Silverthorn	Parent
James Thedford	Parent
Lisa Braithwaite	Principal
Andrew MacGregor	Education Support Employee
Cindy Perreti	Business/Community
Barbara Nassar	Parent
Loretta Darmstadt	Teacher

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

Administration presented and reviewed the school-wide FSA data that supported the School Improvement Plan.

b. Development of this school improvement plan

SAC members are invited to contribute suggestions on the direction of the goals for the 2016-2017 school year. The draft SIP is presented to the committee for review, revision and approval by all stakeholders. A checklist of mandatory components is given to the SAC members to evaluate the draft, which will enable all stakeholders to voice their agreement or disagreement on the draft.

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

The school's SAC annual budget is presented to the committee so that the members are aware of how all monies are being spent. This allows the committee to be constantly updated on the status of the budget.

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

In the year 2015-2016 the School Advisory Council funded teacher subscriptions to Planbook.com to provide a structured format for teachers to develop and submit lesson plans to administrators for bi-weekly review. The cost of this subscription was $8.00 per teacher. A school wide subscription to Brainpop was also purchased for one year for a total of $2,840.00 to support the school improvement plan goal for increased student engagement through integrated technology use.
The School Advisory Council purchased two portable Promethean Boards to support the integrated technology initiative. The committee has a balance of $9,888.74 remaining in the account.

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
Braithwaite, Lisa	Principal
Fischer, Jocelyn	Instructional Coach
Liebler, Shannon	Teacher, K-12
Kruck, Jen	Teacher, K-12
Langdon, Jessica	Teacher, K-12
Leonard, Jennifer	Teacher, K-12
Pease, Shannon	Teacher, K-12
Sessa, Brittany	Teacher, K-12
McAfee, Sonya	SAC Member
Todd, Tom	Teacher, K-12
Seitz, Bethany	Teacher, K-12
Darmstadt, Loretta	Teacher, K-12
Healy, Chris	Assistant Principal
Ollivent, Amy	Teacher, K-12
Montgomer, Marjorie	Teacher, K-12
Sweeney, Julie	Instructional Coach

b. Duties

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

The Explorer K-8 Literacy Leadership Team meets monthly to review relevant data such as FSA scores, iReady, FAIR-FS assessments, placement tests, writing assessments, Lexile scores, and fluency scores to determine literacy goals for the school. The Literacy Leadership team analyzes the data to determine creative and motivational ways to increase the literacy levels of each learner. The Literacy Leadership members represent their grade level teams or departments and communicate recommendations for professional development as they relate to literacy and student needs. The Literacy Leadership Team will organize and implement approved literacy activities as a means to motivate and reward students. The Literacy Leadership Team also reviews the latest reading research and published articles to determine implementation at the school level to positively affect literacy outcomes.

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.

Explorer K-8 utilizes many strategies which promote positive working relationships between teachers. Various teams meet regularly in small and large groups to brainstorm, problem solve and promote effective collaboration through Professional Learning Communities (PLC), professional development opportunities, Positive Behavior Support (PBS) teams, Multi-tiered System of Support (MTSS) team and School Based Leadership team (SBLT),

Organizing to Lead: "Cat Herders" is a site-based team, which represents all staff and is designed to problem solve school-wide issues and concerns.

Literacy Leadership: Staff members and parents are invited to join this committee, which promotes all aspects of literacy. This committee plans activities for Literacy Week and Read Across America. This group also sponsors a monthly writing activity and rewards a winning student from each grade level. Team Meetings: Staff members will meet with their grade level peers (elementary level), and department peers (middle school level) in a team meeting every 7 days. All team leaders (elementary and middle) meet once a month with administration, elementary team leaders meet once an month and middle team leaders meet once a month. These meetings allow for administration to share information from the district office, and staff will discuss any concerns and voice questions. These meetings also allow staff to share best practices and materials found, help each other problem solve and build a collaborative culture.

Professional Learning Communities: Teachers meet with their team/department with administration and Instructional Practices Coaches to discuss the most current data for the students they serve. These teacher led discussions are an opportunity for teachers to discuss the assessments that their students have recently completed and any barriers that were found from those assessments. Teachers are able to then discuss plans to help those students who will need remediation based on their performance. These meetings are also an opportunity for teachers to begin the MTSS process by discussing their students who they feel need to progress from Tier 1 instruction to receiving Tier 2 interventions (or if receiving Tier 2 and need to progress to Tier 3).

Professional Development opportunities: PD is provided to all staff members throughout the year on a number of topics. Topics are chosen based on the needs of the staff in relation to the School Improvement Plan. Professional Development opportunities are site based, led by school and district staff.

Positive Behavior Support: Explorer K-8 currently implements this program which addresses problem behavior within a Response to Intervention (RtI:B) framework. This program builds an environment where positive behavior is recognized and rewarded and problem behavior is addressed in a meaningful way through the use of interventions and a tiered system of leveled support. The focus on positive behaviors allows teachers to build a classroom environment where less time is spent on problem behaviors, taking away from instructional time. The school wide system allows for students to know expected behaviors at all times, which also minimizes problem behaviors.

Multi-tiered System of Support - MTSS is used in both academic and behavioral settings at Explorer K-8. This system is used to develop an individualized plan for students who are demonstrating a need for additional support. The MTSS team consists of teachers, administration, and ESE personnel. Interventions are chosen based on the student's data. Interventions are re-visited after a determined amount of time to determine if they are being effective. This system allows teachers to ensure that their students are receiving the additional support necessary to be successful.

Title I - Explorer K-8 qualifies for the Title I program with a population of 82.17% of students who qualify

for free or reduced lunch. Title I funding is being used currently to fund the following staff positions: five Instructional Practices Coaches, four resource teachers, two SuccessMaker lab supervisors, and a Title I Facilitator. The funding also provides materials for parent workshops, extended day tutoring, site wide access to SuccessMaker, and has recently added 12 Promethean boards in Phase 3 and now have a total of 82 interactive whiteboards, and two interactive tables.

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

Explorer K-8 is a Title I school, therefore all teachers MUST be highly qualified in order to obtain employment on our campus. All teachers new to our school are given a "Welcome to Our School" training and problem solving session before school begins as support staff is introduced and school-wide expectations and programs are explained. A mentoring program is provided for all probationary contract teachers. The teachers chosen to be mentors have successfully completed the state level Clinical Educator Training and have volunteered to take on a mentee. This program allows new staff members to have a 'go-to' person with questions they may not feel comfortable asking their team leader or administration. Developing professional relationships helps retain these highly qualified teachers as well.

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

Explorer K-8's mentoring program requires that all probationary contract teachers employed on our campus are assigned a highly qualified mentor who has successfully completed the Clinical Educator's Training. These probationary teachers are matched to CET trained educators who teach either at their grade level or one grade level above or below. In middle school, mentees are matched to mentors who are experienced in their department's instruction, and ESE teachers are matched to ESE certified instructors who most closely match the needs of the mentee as based on a needs analysis. The mentors are required to meet with their mentees at least once a week, complete a needs analysis on their mentee, and observe them during instructional time at least 30 minutes per semester. Mentors and mentees meet as a group on the first Tuesday of each month to collaborate, problem-solve, and provide support. The mentees are provided with opportunities to research the Four Domains of the Charlotte Danielson model, and present to the group suggested artifacts to build their portfolios.

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.

Explorer K-8 is a school-wide Title I school and is required to comply with all audited components of ESEA-NCLB in order to receive its allocation for federal funding from the LEA. The first method of documentation of compliance is through the School Improvement Plan/School-wide Plan (SIP/SWP). The second documentation is a through a well-organized Title I audit file. Explorer K-8 completed the comprehensive needs assessment (CNA) for the entire school based on data associated with district progress monitoring tools such as iReady, FAIR, SAM, and SuccessMaker. Using this data the school determined the effectiveness methods and instructional strategies needed to strengthen the core instructional programs aligned to Florida's standards. Title I funds are used to support the core instructional programs by providing additional supplemental materials in the classroom. Explorer K-8 also increases the amount and quality of learning by providing additional classroom resources, professional development and extended learning programs.

Explorer K-8 administration and SBLT ensure our core instructional programs and materials are aligned to Florida's standards by hiring highly qualified teachers who develop lesson plans which are standards based. The teachers will use the Florida Standards based lesson plans in CPalms and the district's curriculum maps to implement the Florida's standards in their teaching. Explorer K-8 administration will conduct classroom observations to identify the lessons being taught and provide feedback using the Danielson Framework for Effective Teaching.

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.

Teachers are required in grades K-5 to track their students' individual data and provide remediation using resources found on the school's research based supplemental resources map for Tier 2 and 3 materials. Administration use walk-through documentation to ensure effective strategies are being utilized in the classrooms. Performance Matters data will be analyzed to determine levels of student growth and progress and to identify students who may need additional support in meeting the standards. In the Middle School, remediation is being delivered by core teachers in Math and Reading during a designated intensive class period. These students are also utilizing the Middle School SuccessMaker, and iReady programs for additional differentiation on specific skill deficits.

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: Before School Program

Minutes added to school year: 1,800

Targeted students will be provided with additional instructional time by highly qualified teachers before and/or after school to address academic deficiencies.

Strategy Rationale

During the Comprehensive Needs Assessment, it was determined that there is a need for increasing the amount of instructional time for a targeted student population. This process ensures that struggling students will receive effective and timely additional assistance.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Pinder, Rachelle, pinder_r2@hcsb.k12.fl.us

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

Students data will be monitored by the tutors (highly qualified teachers) using pre/post test data. All students will be utilizing the Pearson SuccessMaker program, and reports will be run to show individual growth in either reading or math. At the end of the Extended Learning program, the Title I Facilitator will disaggregate the student performance data and complete the LEA data analysis report.

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.

Pre-Kindergarten to Kindergarten: Explorer K-8 holds a "Kindergarten Round-Up" event in the spring, which parents are invited to so they can register their child(ren) for Kindergarten. Parents will also be able to meet the kindergarten teachers, join the PTSA or SAC, find out about the Title I program, FDLRS and the public library, and will receive a packet of introductory work to use with their child over the summer. Teachers will administer a preliminary assessment to the students to establish a base line of data.

Elementary to Middle School: Fifth grade students transitioning to middle school are given the opportunity to 'shadow' a middle school student for a day. The students are also introduced to the different electives that they are able to sign up for through a presentation by the elective teachers and students who are currently enrolled in the electives. Fourth and Fifth grade students are also able to join a chorus club to begin developing skills that they will use when enrolled in the electives the next school year.

Middle to High School: Middle school students transitioning to high school are given the opportunity to visit Pasco-Hernando State College for a day to learn about what they will need to start working on to be prepared for college entrance by the end of their high school career. The students learn about the academic and financial expectations that entering college will bring. The day long trip allows the students to ask any questions they may have and discuss any concerns with the staff members of the college. By exposing the students to this information before entering high school, it allows the students and their families to begin an academic and financial plan before it is too late.

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.

Explorer K-8 offers, through the Hernando E-School, an opportunity for the grades 4-8 students to earn an industry-certification in Microsoft Word. Additionally, Middle School students may participate in the CAPE Digital Program and earn industry-certification.

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

Explorer K-8 offers multiple academic courses in which students can enroll that will assist them in their high school courses leading towards their future careers. These include courses in the arts (band and chorus), foreign language (Spanish), Algebra 1, and technology (CAPE). Courses on higher levels are also available through the e-school program that is offered through the county. Students can also enroll in courses available through Florida Virtual School.

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. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

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

The following documents were submitted as evidence for this section:

No files were uploaded

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

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

 1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   If we develop a system that drives professional development, facilitates professional learning communities, and monitors instructional practices, then standards-based instruction will occur and student engagement will increase as indicated by ELA low gains increasing from 43% to 48%.

Strategic Goals Detail

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

G1. If we develop a system that drives professional development, facilitates professional learning communities, and monitors instructional practices, then standards-based instruction will occur and student engagement will increase as indicated by ELA low gains increasing from 43% to 48%. 1a

🔑 G084334

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains District Assessment	48.0

Targeted Barriers to Achieving the Goal 3

- The school community has not effectively developed a systematic approach to student assessment and performance data.

- There is inconsistent instructional practice in regard to standards-based instruction.

- Professional development on school wide programs (such as Kagan/Promethean) was not attended by all staff members, which makes school-wide implementation of programs difficult.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Practices Coaches: Technology, Differentiation, Reading, Math, Middle School Literacy

- Support personnel: 2 Lab Managers for SuccessMaker labs

- Supplemental materials: Reading, Writing, Math, Science, Technology

- Professional Learning Communities

- Edivation

- Cpalms

- Administrators

- Problem Solving Teams for Elementary and Middle School

- District Reading, Science and Math Coaches

- Curriculum Maps

- Resource teachers - Elementary Math, Elementary ELA, Middle School Math, Middle School ELA

- Extended Learning Opportunities for Students

Plan to Monitor Progress Toward G1. 8

School based leadership team will compile and analyze i-Ready classroom/grade level reports (grades K-5 and 6-8 intensive reading students) to monitor gains made by bottom quartile students.

Person Responsible
Lisa Braithwaite

Schedule
Triannually, from 8/10/2016 to 5/25/2017

Evidence of Completion
Class Profile report from i-Ready

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

`1` = Problem Solving Step   🔑 S123456 = Quick Key

G1. If we develop a system that drives professional development, facilitates professional learning communities, and monitors instructional practices, then standards-based instruction will occur and student engagement will increase as indicated by ELA low gains increasing from 43% to 48%. `1`

🔑 G084334

G1.B1 The school community has not effectively developed a systematic approach to student assessment and performance data. `2`

🔑 B224078

G1.B1.S1 Teachers will attend weekly PLC sessions using the Student Work Analysis Protocol to determine each student's need in order to drive classroom instruction. `4`

🔑 S236464

Strategy Rationale

PLC sessions that are focused on the Student Work Analysis Protocol will empower teachers to implement their findings and adjust instruction as necessary.

Action Step 1 `5`

Weekly Professional Learning Communities will focus on the Student Work Analysis Protocol.

Person Responsible

Lisa Braithwaite

Schedule

Weekly, from 8/23/2016 to 5/11/2017

Evidence of Completion

Student Work Analysis Protocol Tool and Student Work Samples

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

Create a calendar of dates, assemble agenda items and provide checklist of criteria met

Person Responsible

Jocelyn Fischer

Schedule

Weekly, from 8/23/2016 to 4/30/2017

Evidence of Completion

Sign-in sheets, SWAP data collection sheets and checklist

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

Student scores on formative assessments will increase.

Person Responsible

Lisa Braithwaite

Schedule

Monthly, from 9/13/2016 to 5/25/2017

Evidence of Completion

Student score data collection sheet

G1.B2 There is inconsistent instructional practice in regard to standards-based instruction. `2`

🔑 B224079

G1.B2.S1 Update a digital walk-through tool to be used by the SBLT team to check for the application and implementation of Professional Development initiatives and Model Classroom Best Practices. `4`

🔑 S236466

Strategy Rationale

The SBLT along with instructional staff will be better informed on how to direct their level of support within the coaching cycle.

Action Step 1 `5`

Update a data collection tool that is fluid and adjusts as teachers meet goals and move on to the next areas of need in instructional practice.

Person Responsible

Jocelyn Fischer

Schedule

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

Evidence of Completion

Data collection tool graphs will be collected and compiled to determine areas of instructional practice that are increasing in effectiveness and areas of need for professional development

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

Pull reports quarterly.

Person Responsible

Jocelyn Fischer

Schedule

Quarterly, from 10/13/2016 to 5/25/2017

Evidence of Completion

Graphs

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

Compare quarterly data

Person Responsible

Lisa Braithwaite

Schedule

Quarterly, from 10/13/2016 to 5/25/2017

Evidence of Completion

Pre and post coaching cycle data should indicate increase in best practices

G1.B3 Professional development on school wide programs (such as Kagan/Promethean) was not attended by all staff members, which makes school-wide implementation of programs difficult. 2

🔍 B224080

G1.B3.S1 Staff will be offered Professional Development opportunities on school wide initiatives throughout the year to ensure that all staff is familiar and proficient in these programs. 4

🔍 S236467

Strategy Rationale

Staff is not always available to attend Professional Development sessions which occur beyond the school day, or are new to Explorer. Offering Professional Development throughout the year allows all staff to receive the training in the programs that are being used school wide.

Action Step 1 5

Professional development which addresses school-wide initiatives such as Kagan and Promethean along with the District's Model Classroom Best Practices Wheel.

Person Responsible

Lisa Braithwaite

Schedule

Monthly, from 8/30/2016 to 4/26/2017

Evidence of Completion

ERO registration, Sign in/out sheets, agendas, take-away, follow up walk-thrus

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

Professional Development calendar will be established, topics will be determined "just in time"

Person Responsible

Lisa Braithwaite

Schedule

Quarterly, from 10/4/2016 to 5/25/2017

Evidence of Completion

sign in sheets, agendas, takeaways

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

Data collected through administrative classroom observations

Person Responsible

Lisa Braithwaite

Schedule

Quarterly, from 9/28/2016 to 5/25/2017

Evidence of Completion

classroom observation data graphs

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B3.S1.A1 A305025	Professional development which addresses school-wide initiatives such as Kagan and Promethean along...	Braithwaite, Lisa	8/30/2016	ERO registration, Sign in/out sheets, agendas, take-away, follow up walk-thrus	4/26/2017 monthly
G1.B1.S1.MA1 M310993	Create a calendar of dates, assemble agenda items and provide checklist of criteria met	Fischer, Jocelyn	8/23/2016	Sign-in sheets, SWAP data collection sheets and checklist	4/30/2017 weekly
G1.B1.S1.A1 A305023	Weekly Professional Learning Communities will focus on the Student Work Analysis Protocol.	Braithwaite, Lisa	8/23/2016	Student Work Analysis Protocol Tool and Student Work Samples	5/11/2017 weekly
G1.MA1 M310998	School based leadership team will compile and analyze i-Ready classroom/grade level reports (grades...	Braithwaite, Lisa	8/10/2016	Class Profile report from i-Ready	5/25/2017 triannually
G1.B1.S1.MA1 M310992	Student scores on formative assessments will increase.	Braithwaite, Lisa	9/13/2016	Student score data collection sheet	5/25/2017 monthly
G1.B2.S1.MA1 M310994	Compare quarterly data	Braithwaite, Lisa	10/13/2016	Pre and post coaching cycle data should indicate increase in best practices	5/25/2017 quarterly
G1.B2.S1.MA1 M310995	Pull reports quarterly.	Fischer, Jocelyn	10/13/2016	Graphs	5/25/2017 quarterly
G1.B3.S1.MA1 M310996	Data collected through administrative classroom observations	Braithwaite, Lisa	9/28/2016	classroom observation data graphs	5/25/2017 quarterly
G1.B3.S1.MA1 M310997	Professional Development calendar will be established, topics will be determined "just in time"	Braithwaite, Lisa	10/4/2016	sign in sheets, agendas, takeaways	5/25/2017 quarterly
G1.B2.S1.A1 A305024	Update a data collection tool that is fluid and adjusts as teachers meet goals and move on to the...	Fischer, Jocelyn	9/6/2016	Data collection tool graphs will be collected and compiled to determine areas of instructional practice that are increasing in effectiveness and areas of need for professional development	5/26/2017 semiannually

V. Professional Development Opportunities

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

G1. If we develop a system that drives professional development, facilitates professional learning communities, and monitors instructional practices, then standards-based instruction will occur and student engagement will increase as indicated by ELA low gains increasing from 43% to 48%.

G1.B3 Professional development on school wide programs (such as Kagan/Promethean) was not attended by all staff members, which makes school-wide implementation of programs difficult.

G1.B3.S1 Staff will be offered Professional Development opportunities on school wide initiatives throughout the year to ensure that all staff is familiar and proficient in these programs.

PD Opportunity 1

Professional development which addresses school-wide initiatives such as Kagan and Promethean along with the District's Model Classroom Best Practices Wheel.

Facilitator

Administration and Instructional Practices Coaches

Participants

All instructional staff

Schedule

Monthly, from 8/30/2016 to 4/26/2017

VI. Technical Assistance Items

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

G1. If we develop a system that drives professional development, facilitates professional learning communities, and monitors instructional practices, then standards-based instruction will occur and student engagement will increase as indicated by ELA low gains increasing from 43% to 48%.

G1.B1 The school community has not effectively developed a systematic approach to student assessment and performance data.

G1.B1.S1 Teachers will attend weekly PLC sessions using the Student Work Analysis Protocol to determine each student's need in order to drive classroom instruction.

TA Opportunity 1

Weekly Professional Learning Communities will focus on the Student Work Analysis Protocol.

Facilitator

Principal, Assisstant Principals, and Instructional Practices Coaches

Participants

All instructional staff

Schedule

Weekly, from 8/23/2016 to 5/11/2017

G1.B2 There is inconsistent instructional practice in regard to standards-based instruction.

G1.B2.S1 Update a digital walk-through tool to be used by the SBLT team to check for the application and implementation of Professional Development initiatives and Model Classroom Best Practices.

TA Opportunity 1

Update a data collection tool that is fluid and adjusts as teachers meet goals and move on to the next areas of need in instructional practice.

Facilitator

Jocelyn Fischer, Melinda Barrett, Erin Anderson, Wanda Eineman, Rachelle Pinder, Julie Sweeney, Christopher Healy, Andrew MacGregor, Lisa Braithwaite

Participants

Instructional Staff

Schedule

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

		VII. Budget	
1	G1.B1.S1.A1	Weekly Professional Learning Communities will focus on the Student Work Analysis Protocol.	$0.00
2	G1.B2.S1.A1	Update a data collection tool that is fluid and adjusts as teachers meet goals and move on to the next areas of need in instructional practice.	$0.00
3	G1.B3.S1.A1	Professional development which addresses school-wide initiatives such as Kagan and Promethean along with the District's Model Classroom Best Practices Wheel.	$0.00
		Total:	$0.00