Bradford Elementary School

2016-17 Schoolwide Improvement Plan

Bradford Elementary School

3856 SE 144TH ST, Starke, FL 32091

bradfordschools.org/bes

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-6	Yes	100%

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	C	C*	D	

Informational Baseline School Grade

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

School Board Approval

This plan is pending approval by the Bradford County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2016-17 DA Category and Statuses for Bradford Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - [Cassandra Brusca](#)	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.

It is the mission of the faculty, staff, parents, community, along with all other stakeholders to recognize the value of consistent, real-world learning and growth. We will ensure students, regardless of where they live, opportunities for success while fostering excellence through academics and relationships.

b. Provide the school's vision statement.

It is our responsibility to provide a quality education for all students.

2. School Environment

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

The members of Southside Elementary use the previous years records, information from outside agencies and information from the parents or guardians to learn about student's culture and build a relationship between the teachers and students. Occasionally the administration, teachers, paraprofessional or the school guidance counselor will make home visits. During the initial school days the teachers take time to build a relationship with each student, learning more about them individually.

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

When the students arrive to school there are staff members posted in strategic areas on the campus to make sure the students are given directions to their assigned areas and to ensure safety through close supervision. The district and the local law enforcement agencies in collaboration have hired resource officers to provide proactive information to the students in regards to local and state laws, and safety. Our school is implementing the Safer, Smarter Schools curriculum which teaches students how to be safe and make smart choices in and out of school. Our school has established a partnership with Meridian Behavioral Healthcare and The Corner Drug Store to provide services to individual students and families.

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.

The district has created a student code of conduct that delineates for the students and the parents the behavioral expectations. Each teacher takes time during the first week of school and periodically throughout the year to explain, and provide behavioral training in accord with the school-wide expectations. The staff uses PBS and CHAMPS to to encourage the students to pursue excellence, both behaviorally and academically.

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.

The school has a guidance counselor and the district has several counselors including Psychologist, that ensures the social-emotional needs of all the students are being met. Our school is implementing the Safer, Smarter Schools curriculum which teaches students how to be safe and make smart choices in and out of school. Our school has established a partnership with Meridian Behavioral Healthcare and The Corner Drug Store to provide services to individual students and families.

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.

The school uses the MTSS process to determine which students need support through the Early Warning System (EWS).

Students with attendance below 90% are subject to the school's truancy process which includes parent contacts via telephone and letter, parent conferences and attendance interventions (student and parent contract). In addition, we will be adding positive attendance rewards this school year.

Students with failures/Level 1 scores in ELA or Math receive extra support through small group instruction and targeted lessons in the i-Ready computer program both at home and in school.

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	15	1	2	3	6	5	0	0	0	0	0	0	0	32
One or more suspensions	2	6	5	6	8	9	0	0	0	0	0	0	0	36
Course failure in ELA or Math	18	10	7	24	24	8	0	0	0	0	0	0	0	91
Level 1 on statewide assessment	0	0	0	40	40	29	0	0	0	0	0	0	0	109

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	10	1	2	20	7	10	0	0	0	0	0	0	0	50

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

The students that are identified by the early warning, are provided support through the MTSS process. The school wide MTSS Team will problem solve the EWS indicators and determine the appropriate support for each student.

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

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

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

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

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/317958.

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.

The community is invited via word of mouth, local newspaper, electronically, radio, and various other means of correspondence to participate in the events that are scheduled periodically to build and sustain partnerships with the local community.

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
Williams, Earnest	Principal
Ricks, Denise	Assistant Principal
Murphy, Audrey	Instructional Coach
Alvarez, Sherree	Instructional Coach
Franklin, Elaine	School Counselor
Eison, Heather	Instructional Coach

b. Duties

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

The RtI Leadership consists of an administrator- Ernest Williams, Assistant Principal-Denise Ricks,Curriculum Resource Teacher-Audrey Murphy, Guidance Counselor- Elaine Franklin, and an ESE Teacher-Ronnie Spangler. District Reading Coach-Sherree Alvarez.

Principal: Oversees the process. Ensures that the student success team is implementing MtSS with fidelity. Completes process checks ensure implementation of intervention support and documentation, ensures adequate professional development to support MtSS implementation, and communicates with parents regarding school-based MtSS plans and activities.

Assistant Principal: Works with the principal to provide the support for the implementation of MtSS Works with PBS Team to coordinate the implementation of Positive Behavior Support and works with the Student Success Team to ensure fidelity. Provides Tier 2 and Tier 3 mentoring/behavior instructional support.

Classroom Teachers (Curriculum Resource Teacher): Provides information about core instruction, participates in student data collection, collaborates with classroom teachers other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

District Reading Coach:
Provides guidance on K-12 reading plan; collaborates on data collection activities and data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.
School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.
Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills .

Guidance Counselor: Provides support services for students, teachers, and classrooms with identified needs in PBS. Works with the team to interpret data and devise plans for students/teachers. Helps to implement school wide PBS activities and professional development. Provides individual and small group counseling for students. Collaborates with Curriculum Resource Teacher to manage MTSS documentation.

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

The MtSS Leadership Team leads both the academic and behavioral sides of the MtSS model. The MtSS team meets monthly to discuss issues raised by Student Success Team meetings and determine what actions need to be implemented and by whom. A meeting agenda and minutes are kept and MtSS members report information back to the grade level teams.
Each grade group team meets regularly to engage in the following activities:
1. Monitor MtSS strategies
2. Insure fidelity
3. Identify and address professional development

Title I, Part A provides computer assisted instruction, material and supplies to support the academic achievement of students. After-school programs and summer school services are provided to eligible students to provide additional remediation. Professional development funds are utilized to ensure teachers receive professional development based on the goals and objectives in the Title I, Part A

plan.

Plan and provide parent involvement meetings that utilize activities such as Scholastic Book programs, Book Bingo with Reading Tips, Parent Meet and Greet, and Southside grade level showcase.

Provide resources and support needed to implement Multi Tiered System of Student Support.

Included on the academic side:

Data Analysis

Differentiated Instruction

Intervention

Progress monitoring assessments Computer based instruction

After school tutoring

On the behavior side this includes:

Positive Behavior Support (PBS)training CHAMPS Behavior Support

Title I, Part C-Migrant: Bradford partners with a migrant liaison in Alachua County. The liaison works closely with the Title I director to ensure that migrant needs are met.

Title I, Part D: Title I part D provides funds to increase teacher effectiveness through providing funds for teachers to become highly qualified. This includes fee/tuition reimbursement and incentives.

Title II: District receives supplemental funds for improving academic achievement. Bradford utilizes these funds to support reading at the secondary schools.

Title III: Services are provided through the district for educational materials to support the ELL liaison.

Title VI: Provides funds to support a drop out prevention teacher and support for implementation of educational technology through Performance Matters.

Title X - Homeless: Title I supplements the funds that are provided through Title X to support homeless students. Funds are used for student and school support. District homeless coordinator works with schools to identify and provide the necessary resources.

Supplemental Academic Instruction (SAI): SAI dollars are coordinated with Title I to provide highly qualified 3rd grade teachers and to support summer school.

Violence Prevention Programs: Bullying Prevention Education Programs (TRA – Take responsibility for your actions) and Character Education are (Character Counts, Positive Action) are implemented to help with positive behaviors and decrease discipline referrals.

Nutrition Programs: N/A

Housing Programs: N/A

Head Start: Pre-K classrooms located on and off elementary campuses help to ease the transition to Kindergarten. Active communication exists between Pre-K and the regular program. Students on campus are actively involved in the school program.

Adult Education: The Career Tech Center addresses adult education needs in Bradford County. It provides increased opportunities for training in specific fields such as nursing.

Career and Technical Education: The Career Technical Center partners with Bradford High to provide opportunities for advancement in the fields of nursing, welding, mechanics and other areas. Through the GED Exit option students at risk of not graduating are given the opportunity to learn and grow in a

nontraditional secondary environment.

Job Training: N/A

Other: IDEA and Title I work together to ensure that the educational goal of the district are aligned to meet the needs of all students. Funds are coordinated to provide services and professional development.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Tiffanie Johnson	Parent
Kevin Baker	Business/Community
Shawna Burkholter	Parent
Earnest Williams	Principal
Esther Kelly	Business/Community
James Eison	Business/Community
Natayla Cruger	Education Support Employee
Sarah Cole	Parent

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

Last year's improvement plan focused on strategies for student achievement. The focus areas were instructional practice and knowledge of the state standards. We have concluded that this plan needed provisions that would include vocabulary instruction, language acquisition and student attendance.

b. Development of this school improvement plan

The school leadership team in conjunction with SAC and district support reviewed the school data and also the previous strategies of the SIP to write a current plan that would meet the academic and social needs of our student population.

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

The funds allocated by the district staff were reviewed by the school leadership team and the SAC to determine appropriate distribution.

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

There are no funds for the School Advisory Committee to use. Certain activities that align with SAC goals will be funded through Title 1 funds. The committee is exploring possible ways to increase funds.

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
Murphy, Audrey	Instructional Coach
Dull, Shelly	Teacher, K-12
Register, Kathy	Teacher, K-12
Ricks, Denise	Assistant Principal
Whytsell, Cynthia	Teacher, K-12
Williams, Earnest	Principal
Zipperer, Sara	Teacher, ESE
Faulkner, Jolyn	Teacher, K-12

b. Duties

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

Book Bingo, (Family Night) Fall Semester
Literacy Week: Jan PSA
Family Night: Spring Semster
Support common core resources and support
Support ongoing implementation of classrooms that are piloting the Core Knowledge Language Arts Skills Strand
Support implementation of the School Improvement Plan and Title 1 Literacy initiatives

D. Public and Collaborative Teaching
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

The administration has created a schedule that allows teachers of the same grade level to have lunch and and their planning period during the same time. Teachers have the opportunity to attend workshops and receive professional development at the same time to encourage collaboration and harmony. Periodically, the administrative staff will provide staff the opportunity to celebrate the accomplishments of each other, various holidays or celebrations.

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

We are committed to a 100% Highly Qualified teaching staff. Due to the current teacher surplus, we have highly qualified applicants. The school in collaboration with the Human Resource Department will advertise to the local universities and colleges and accentuate the positive features of the community and the school district.

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

We will be following the district mentorship program led by Randy Whytsell. The Mentee will maintain a log of activities, maintain a portfolio throughout the year, and make time to meet with the mentor. Principal will conduct an initial observation. Mentor will conduct a minimum of 3 observations. Feedback will be provided to the Mentee. Principal will do final evaluation. Principal, Mentee and Mentor will meet to review all data and observation instructions, log sheets, and the Mentee portfolio.
Appropriate observation and evaluation along with communication as directed by District and State policy.

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.

Each year skilled professionals (Curriculum Resource Teachers, Teacher Support Colleagues, Reading Coaches), that have demonstrated their expertise meet to develop the curriculum maps and pacing guides and that are aligned to the Florida standards.

Using state adopted materials that have been reviewed to ensure alignment to the Florida Standards.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

The school uses the data from various assessments and utilizes the MTSS process to identify the students evidencing difficulty with different skills and the Title 1 Team will determine the appropriate strategies and differentiate instruction to meet the needs of diverse students.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Summer Program

Minutes added to school year: 45

Our summer program will allow students to access our school computer lab and programs during the summer for enrichment.

Strategy Rationale

Developing math fluency and reading comprehension is essential for student success. Having an additional opportunities for students without technology at home will benefit those students.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Williams, Earnest, williams.earnest@mybradford.us

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

Program reports from i-Ready (Math and Reading) , Achieve 3000 (Reading) and Reflex Math will be reviewed.

Strategy: After School Program

Minutes added to school year: 36

Targeted after school program to reinforce key academic skills.

Strategy Rationale

Additional time and strategies to ensure student success on the Florida Standards Assessment

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Murphy, Audrey, murphy.audrey@mybradford.us

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

i-Ready Reading and Math data along with FSA scores.

Strategy: After School Program

Minutes added to school year: 552

We will work closely with the Aspire program to provide additional instruction and enrichment activities to promote student success.

Strategy Rationale

Through the additional instruction and enrichment students will acquire additional vocabulary and language acquisition skills and background knowledge.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Alvarez, Sherree, alvarez.sherree@mybradford.us

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

i-Ready reports, FSA data and the Aspire grant related data will be reviewed for effectiveness.

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.

Southside currently has a close relationship with the District Voluntary Pre Kindergarten program. Students
receive developmentally appropriate instruction to best prepare students to enter Kindergarten ready to
learn. Students with problems, are identified and the intervention process can begin at the earliest
appropriate time. We include the pre-K programs at Southside in a number of opportunities such as;
assemblies and programs, faculty meetings, fall and spring PTO festivals and concerts.
The Pre-K parents are solicited to enroll and participate in orientation activities at the earliest time.
PRE SCHOOL TRANSITION: To assist preschool children from early childhood programs to our elementary
school program, the following occurs:
*Special needs students are identified, diagnosed and provided with the necessary services (OT/PT, Speech, Language, assisted technology, and other health related needs).
*Public notice of kindergarten availability (newspaper, radio, area preschools, etc.)
*Public notification of Kindergarten registration and requirements.
*Kindergarten orientation program for parents and guardians.
*Kindergarten Readiness Test (KRT);
*Parent Teacher Organization (PTO) sponsored events (Fall and Spring Festival, fundraisers).
*Meetings between PRE-K and Kindergarten teachers.

b. College and Career Readiness

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

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

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

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

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

The following documents were submitted as evidence for this section:

No files were uploaded

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

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Student scores will increase at or above grade proficiency when: a. teachers understand the Florida Standards and b. when they implement the Standards with the appropriate level of rigor.

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. Student scores will increase at or above grade proficiency when: a. teachers understand the Florida Standards and b. when they implement the Standards with the appropriate level of rigor. `1a`

🔍 G084503

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	60.0
FSA Mathematics Achievement	60.0

Targeted Barriers to Achieving the Goal `3`

- Student attendance
- Lack conceptual understanding of math principles
- Student language deficiencies.

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

- Faculty training and use of high-yield research based instructional strategies.
- Curriculum Resource Teacher, Title 1 Interventionist and District Reading Coach supporting and providing instructional scaffolding to classrooms.
- Promotion of genuine positive relationships between teacher, student and families.
- Guidance from District Office with data throughout the year.
- Extending the Reading Block to at least 120 minutes per day.
- Guided planning sessions and training from the District Teacher Support Colleague in Math and Science.
- Piloting new curriculum in targeted classrooms for ELA and Math (CKLA and Eureka).
- ELL support from the District ESOL Coach
- Guided planning sessions and training from District Reading Coach.
- FOCUS- school data system

Plan to Monitor Progress Toward G1. `8`

i-Ready scores

Person Responsible
Earnest Williams

Schedule
Quarterly, from 9/26/2016 to 1/31/2017

Evidence of Completion
Increased scores on i-Ready reports.

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. Student scores will increase at or above grade proficiency when: a. teachers understand the Florida Standards and b. when they implement the Standards with the appropriate level of rigor. 1

🔑 G084503

G1.B1 Student attendance 2

🔑 B224512

G1.B1.S1 Increase the amount of time that students are in class to benefit from rigorous instruction in the Florida Standards. 4

🔑 S236955

Strategy Rationale

Research indicates that students with chronic truancy score poorly on standardized assessments.

Action Step 1 5

Implement a more immediate reward system for improved/regular attendance.

Person Responsible

Elaine Franklin

Schedule

Weekly, from 10/3/2016 to 5/12/2017

Evidence of Completion

List of students who earn rewards. Documentation of multiple ways to recognize improved/regular attendance.

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

Review of weekly attendance percentages on FOCUS.

Person Responsible

Elaine Franklin

Schedule

Monthly, from 10/3/2016 to 5/12/2017

Evidence of Completion

Review the rewards list and weekly attendance rates.

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

Monitor FOCUS for improved attendance percentages.

Person Responsible

Elaine Franklin

Schedule

Monthly, from 10/3/2016 to 5/12/2017

Evidence of Completion

FOCUS attendance reports showing an increase in attendance.

G1.B2 Lack conceptual understanding of math principles `2`

🔑 B224513

G1.B2.S1 Guided planning sessions and training by the District Teacher Support Colleague for math instruction using the researched based curriculum (Eureka). `4`

🔑 S236956

Strategy Rationale

Students are able to apply math concepts appropriately when the teachers provides rigorous standards based instruction. After careful review and updated research it was determined that the Eureka math program could provide better support of the Florida Standards.

Action Step 1 `5`

Purchase Eureka curriculum and needed manipulatives.

Person Responsible

Audrey Murphy

Schedule

On 9/16/2016

Evidence of Completion

Purchase receipts and delivery of materials.

Action Step 2 `5`

Teacher training and guided planning sessions of the Eureka program with the district Teacher Support Colleague.

Person Responsible

Heather Eison

Schedule

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

Evidence of Completion

Sign in sheets, coaches log, email schedules.

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

Periodic walk-throughs and observations of classrooms, lesson plan checks and data meetings.

Person Responsible

Earnest Williams

Schedule

Monthly, from 10/3/2016 to 5/19/2017

Evidence of Completion

iObservation reports, lesson plans, walk-through results.

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

Monitor i-Ready reports.

Person Responsible

Earnest Williams

Schedule

Monthly, from 10/3/2016 to 5/19/2017

Evidence of Completion

Increased scores on i-Ready, increased scores on formative math assessments.

G1.B6 Student language deficiencies. 2

🔑 B224517

G1.B6.S1 The teachers will participate in lesson study which focused on research based strategies for vocabulary instruction. Teachers will collaborate to implement specific vocabulary strategies to support the content. 4

🔑 S236960

Strategy Rationale

Based on standardized assessments (data) students have demonstrated the need for support in vocabulary.

Action Step 1 5

Plan the Lesson Study "Strategies for Vocabulary Instruction"

Person Responsible

Earnest Williams

Schedule

Weekly, from 9/6/2016 to 12/16/2016

Evidence of Completion

Notes, dates/times of training and follow-up professional development, participants

Action Step 2 5

The Implementation of the PLC "Strategies for Vocabulary Instruction"

Person Responsible

Earnest Williams

Schedule

Weekly, from 9/23/2016 to 12/16/2016

Evidence of Completion

Sign in sheet, copy of power point presentation, notes/lessons and materials for each participating group.

Plan to Monitor Fidelity of Implementation of G1.B6.S1　6

The execution of the vocabulary strategies taught in the lesson study.

Person Responsible

Earnest Williams

Schedule

Weekly, from 9/26/2016 to 12/16/2016

Evidence of Completion

Review the minutes of the Lesson Study to ensure that the procedures and guidelines (Agenda) were followed and secure a coy of the sign in sheet. The administration will collect artifacts, review lesson plans, and conduct classroom walk throughs and observations.

Plan to Monitor Effectiveness of Implementation of G1.B6.S1　7

Data from i-ready assessments in the area of vocabulary.

Person Responsible

Earnest Williams

Schedule

Quarterly, from 9/26/2016 to 1/31/2017

Evidence of Completion

Comparison of i-ready baseline data and the mid-year update.

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.B2.S1.A1 🔍 A305997	Purchase Eureka curriculum and needed manipulatives.	Murphy, Audrey	8/8/2016	Purchase receipts and delivery of materials.	9/16/2016 one-time
G1.B6.S1.MA1 🔍 M312094	The execution of the vocabulary strategies taught in the lesson study.	Williams, Earnest	9/26/2016	Review the minutes of the Lesson Study to ensure that the procedures and guidelines (Agenda) were followed and secure a coy of the sign in sheet. The administration will collect artifacts, review lesson plans, and conduct classroom walk throughs and observations.	12/16/2016 weekly
G1.B6.S1.A1 🔍 A306001	Plan the Lesson Study "Strategies for Vocabulary Instruction"	Williams, Earnest	9/6/2016	Notes, dates/times of training and follow-up professional development, participants	12/16/2016 weekly
G1.B6.S1.A2 🔍 A306002	The Implementation of the PLC "Strategies for Vocabulary Instruction"	Williams, Earnest	9/23/2016	Sign in sheet, copy of power point presentation, notes/lessons and materials for each participating group.	12/16/2016 weekly
G1.MA1 🔍 M312095	i-Ready scores	Williams, Earnest	9/26/2016	Increased scores on i-Ready reports.	1/31/2017 quarterly
G1.B6.S1.MA1 🔍 M312093	Data from i-ready assessments in the area of vocabulary.	Williams, Earnest	9/26/2016	Comparison of i-ready baseline data and the mid-year update.	1/31/2017 quarterly
G1.B1.S1.MA1 🔍 M312083	Monitor FOCUS for improved attendance percentages.	Franklin, Elaine	10/3/2016	FOCUS attendance reports showing an increase in attendance.	5/12/2017 monthly
G1.B1.S1.MA1 🔍 M312084	Review of weekly attendance percentages on FOCUS.	Franklin, Elaine	10/3/2016	Review the rewards list and weekly attendance rates.	5/12/2017 monthly
G1.B1.S1.A1 🔍 A305996	Implement a more immediate reward system for improved/regular attendance.	Franklin, Elaine	10/3/2016	List of students who earn rewards. Documentation of multiple ways to recognize improved/regular attendance.	5/12/2017 weekly
G1.B2.S1.MA1 🔍 M312085	Monitor i-Ready reports.	Williams, Earnest	10/3/2016	Increased scores on i-Ready, increased scores on formative math assessments.	5/19/2017 monthly
G1.B2.S1.MA1 🔍 M312086	Periodic walk-throughs and observations of classrooms, lesson plan checks and data meetings.	Williams, Earnest	10/3/2016	iObservation reports, lesson plans, walk-through results.	5/19/2017 monthly
G1.B2.S1.A2 🔍 A305998	Teacher training and guided planning sessions of the Eureka program with the district Teacher...	Eison, Heather	8/8/2016	Sign in sheets, coaches log, email schedules.	5/26/2017 weekly

V. Professional Development Opportunities

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

G1. Student scores will increase at or above grade proficiency when: a. teachers understand the Florida Standards and b. when they implement the Standards with the appropriate level of rigor.

G1.B2 Lack conceptual understanding of math principles

G1.B2.S1 Guided planning sessions and training by the District Teacher Support Colleague for math instruction using the researched based curriculum (Eureka).

PD Opportunity 1

Teacher training and guided planning sessions of the Eureka program with the district Teacher Support Colleague.

Facilitator

Heather Eison

Participants

Classroom math teachers implementing Eureka math curriculum.

Schedule

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

G1.B6 Student language deficiencies.

G1.B6.S1 The teachers will participate in lesson study which focused on research based strategies for vocabulary instruction. Teachers will collaborate to implement specific vocabulary strategies to support the content.

PD Opportunity 1

The Implementation of the PLC "Strategies for Vocabulary Instruction"

Facilitator

Earnest Williams

Participants

All Teachers

Schedule

Weekly, from 9/23/2016 to 12/16/2016

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Implement a more immediate reward system for improved/regular attendance.	$0.00
2	G1.B2.S1.A1	Purchase Eureka curriculum and needed manipulatives.	$0.00
3	G1.B2.S1.A2	Teacher training and guided planning sessions of the Eureka program with the district Teacher Support Colleague.	$0.00
4	G1.B6.S1.A1	Plan the Lesson Study "Strategies for Vocabulary Instruction"	$0.00
5	G1.B6.S1.A2	The Implementation of the PLC "Strategies for Vocabulary Instruction"	$0.00
		Total:	$0.00