Westwood Heights Elementary School

2016-17 Schoolwide Improvement Plan

Westwood Heights Elementary School

2861 SW 9TH ST, Fort Lauderdale, FL 33312

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	97%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

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

Informational Baseline School Grade

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

School Board Approval

This plan is pending approval by the Broward 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 Westwood Heights Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Westwood Heights Elementary School is to provide a "Community of Learners" environment where each learner will be encouraged to reach his/her potential academically, socially, and emotionally by reducing distractions and increasing parental engagement.

b. Provide the school's vision statement.

The vision of Westwood Heights Elementary School is to promote a "Community of Learners" with an enriched environment where all learners will be prepared for a college and career ready path that consists of educational opportunities from school readiness to adult education. This environment will encompass technologically enriched tools that are essential for 21st century teaching and learning.

2. School Environment

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

In order to develop skills for cross cultural backgrounds, all staff will become knowledgeable of students' cultural backgrounds and experiences. By gaining general knowledge about students' cultures, this insight will give teachers a sense of perception about behavior, communication, and learning styles. Westwood Heights will provide staff with background knowledge of students' cultures by explaining culturally appropriate management strategies that continues to foster a commitment to build caring classroom communities. Learners are more likely to succeed if they feel connected to the school in a positive manner which will create a quality classroom environment. The Title I Liaison will orient staff members with the Title I program, its mission, and the services it provides to students and their families.

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

Westwood Heights is a school that promotes a safe and respectful environment before, during, and after school where the learners have an open door policy to share their concerns. The school is committed to promoting safety and respect, which is essential for teaching and learning. The school is also committed to reinforcing positive tenets of character education through guidance. In this practice, the learners are able to incorporate and model monthly expectations throughout the school year. It is critical to establish clear expectations where the students feel safe and respected by: being explicit about expectations, engaging students in discussions regarding class norms, modeling the behavior Westwood Heights Elementary expects, and providing ample opportunities for students to practice.

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.

Westwood Heights Elementary's school-wide behavioral plan involves six comprehensive steps that will help minimize distractions to keep students engaged during instructional time. Step one involves collecting behavior data and analyzing the top 10 incidents that occurred in the previous school year (2014-2015). Step two targets the behavioral benchmark (keeping all hands, body parts, and objects

to themselves) by decreasing the school-wide target behavior by 50% where the students are in compliance. Step three documents resources that are needed to reach the target behavior benchmarks. CHAMPS (Conversation, Help, Movement, Participation and Success), Character Education, Comprehensive Mentoring Programs and school-wide positive behavioral management programs (Eagle-Mart, Eagle Bucks, WHE Rock Tickets) are resources that will be implemented with fidelity to reach Westwood Height's target behavior benchmarks. Step four involves implementation of the CHAMPS Behavior Management System. Teachers and staff will be trained in CHAMPS before the beginning of the school year with recurring additional training/sharing of best practices throughout the school year to reinforce consistent use of the CHAMPS behavior program school wide. Teachers and support staff will ensure that Educational Support Professionals (ESPs) are trained. Additionally, all staff will complete any and all anti-bullying training provided by the district. All staff will implement CHAMPS daily with all students to ensure school-wide adherence and consistency. Step five targets professional development and community involvement strategies that will assist with minimizing distractions that may occur in the classrooms. Step six monitors the school-wide positive behavior plan and implementation strategies in order to make data driven decisions. Administration and support staff will monitor behavior data weekly and discuss progress at weekly support team meetings. Additionally, topics will be a standing agenda item during monthly team leader release meetings.

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.

Westwood Heights ensures the social-emotional needs of all learners are met by implementing a comprehensive mentoring program. The mentoring organizations are geared to promote positive social interactions between the learners and adults that are aligned together in order to promote authenticity, empathy, collaboration, and companionship to develop the whole child (student-centered). Westwood Heights will collaborate with the community liaison to establish partnerships with outreach programs to solicit counseling, mentoring, and pupil services. Westwood Heights will promote a healthy understanding of the developmental issues that mentees may experience to help build collaborative relationships that will lead to life-long partnerships.

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.

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

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

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

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/305501.

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

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

We use our community liaison as a resource to gain new partnerships and sustain and enhance existing partnerships. Activities are planned through out the year to highlight the strengths of each partner in a manner that best supports our community of learners. All partners are recognized at the end of the school year for their contributions.

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
Washington, Jodi	Principal
Robinson, Lavina	Assistant Principal
Wint, Mondelle	Instructional Coach
Kelleher, Kitt	Instructional Coach
Bonny, Lynne	Instructional Coach
Pellegrino, Kyle	Teacher, K-12
Waldorf, Kelly	Teacher, K-12
Hanslip, Rohan	Teacher, K-12
Duren, Obie	Teacher, K-12
Kersher, Madison	Other
Dorvil, Angeline	Teacher, K-12
Gayle, Shevaun	Teacher, K-12
Wells, Jacqueline	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.

Jodi Washington, Principal - Monitors curriculum instruction, analyzes assessment data, instructional practices, and provides support to teachers and staff. Lavina Robinson, Assistant Principal – Monitors curriculum instruction, disciplinary concerns, and provides support to teachers and staff. Jennel Mayers, Nicholas Mennecke and Kitt Kelleher, Instructional Coaches - Support curriculum instruction, mentor educators, assist in school-wide initiatives, provide professional development and analyze school-wide student and teacher data. Jacqueline Wells, Guidance Counselor - is the coordinator of the school-based Multi-Tiered Systems of Support (MTSS) Leadership Team. The Guidance Counselor, Instructional Coaches, Exceptional Student Education (ESE) Specialist, Behavior Specialist, School Psychologist and Social Worker are assigned as case managers for academic and behavioral concerns/referrals and interventions based on their specific content areas. The case manager for community and attendance referrals are the social worker and Broward Truancy Intervention Program (BTIP) liaison. Severe cases are referred to community agencies or resources. The teachers collect the data and it is submitted to the MTSS Coordinator. The MTSS Coordinator submits the data to the case manager and they consult with the teachers, conduct interviews, and complete intervention tracking forms. The data is graphed and then collected and shared with the case manager. The process is brought back to the MTSS team to review and monitor interventions and assessments. If the interventions at Tier 2 are not successful, the teacher completes a Tier 3 Collaborative Problem Solving Process Form and a meeting is scheduled for the entire team. The MTSS meetings are held bi-weekly (Tuesday and Thursdays) to discuss intervention plans for students with academic and behavioral concerns.

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 is composed of a multi-disciplinary group of educators. The members are as follows: Jodi Washington, Principal, Lavina Robinson, Assistant Principal, Jennel Mayers,

Instructional Coach , Nicholas Mennecke, Instructional Coach/ESOL Coordinator , Kitt Kelleher Instructional Coach, Jacqueline Wells, Guidance Counselor, Jessica Childers, ESE Specialist and ESOL Coordinator, Shakuanda Holt, School Psychologist, Freda Anderson, School Social Worker.

Title I, Part A
The funds are used to support personnel positions and they are used to employ substitute teachers to relieve teachers for staff/professional development. They are also used for parental involvement, which include parent trainings, seminars and materials.
Title I, Part C- Migrant
N/A
Title I, Part D
N/A
Title II
The funds are to relieve teachers for trainings and conferences. For example: GO Math, Journeys Common Core, Science (DELTA KITS), Writing Process, Technology and the New Common Core Standards.
Title III
N/A
Title X- Homeless
The Homeless Liaison assists in identifying students and parents in need of shelter assistance, free meals and supplies. The social worker provides resources (clothing, school supplies and social services referrals) to students identified as homeless under the McKinney-Vento Act.
Supplemental Academic Instruction (SAI)
Supplemental Academic Instruction (SAI) - Regular salary /After School Tutoring
Violence Prevention Programs
Violence Prevention Programs- Bullying assemblies/presentations for parents, teachers and staff members provided by Broward County Public Schools (BCPS) Police (Victor Smith) and school Guidance counselor.
Anti –Bullying Brainshark for staff
Discipline assemblies by Administration
Gang Awareness Assemblies (Grades 4-5) presented by BCPS Police/Investigator
I Am Thumbody Program for self-esteem, bullying prevention by National Institute of Mental Health
Red-Ribbon Week "Say No to Drugs"
Office of Prevention Events: No-Name Calling Week, Choose Peace Not Violence Week
Nutrition Programs
The school participates in the Healthy Schools Program to improve nutrition, physical activity and staff wellness.
Housing Programs
N/A
Early Childhood Education (ECE)
There are three Head Start classes, two Voluntary Pre-Kindergarten (VPK) classes and one ESE specialized preschool classroom. The program is designed to prepare pre-school students to transition into kindergarten.
Adult Education
N/A
Career and Technical Education
School-wide Career Day - Various community leaders are invited to share information about their profession.
5th Grade students attend Junior Achievement Biz Town to introduce the students to various career opportunities.
Job Training
N/A

Other
N/A

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Jodi Washington	Principal
Brittany Fane	Teacher
Nicholas Mennecke	Teacher
Rohan Hanslip	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

Last year the school improvement plan was developed and submitted with feedback and input from the School Advisory Council (SAC) committee throughout the year.

b. Development of this school improvement plan

The School Advisory Council's function is to assist in the process of developing the School Improvement Plan. Monthly meetings are held to address the curriculum plan and long and short term goals. The council works collaboratively with the school, parents, and community to monitor the progress and implementation of the school improvement plan.

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

Allocations secured through accountability dollars will be discussed and agreed upon through the SAC process during the 2016 - 2017 school year. discussion last year centered around increasing technology and media resources.

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

Increase classroom literacy through purchase of content based resources. (i.e: non-fiction text, content based literature, Science Technology Reading Engineering Arts and Mathematics (STREAM) resources).
Approximately-$3,000.00

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
Wint, Mondelle	Instructional Coach
Kelleher, Kitt	Instructional Coach
Bonny, Lynne	Instructional Coach
Robinson, Lavina	Assistant Principal
Pellegrino, Kyle	Teacher, K-12
Waldorf, Kelly	Teacher, K-12
Hanslip, Rohan	Teacher, K-12
Duren, Obie	Teacher, K-12
Kersher, Madison	Other
Dorvil, Angeline	Teacher, K-12
Gayle, Shevaun	Teacher, K-12
Washington, Jodi	Principal

b. Duties

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

To engage in and provide literacy professional development, Professional Learning Communities and Study Groups that support the school's literacy goals. Data will be analyzed to evaluate the effectiveness of instruction and to modify instruction and resources to meet the needs of the students. The comprehensive core reading and intensive programs will be implemented with fidelity as ongoing progress monitoring will occur. Literacy activities and dialog among peers will be promoted school-wide. Additional support will include the modeling of research-based literacy strategies and the team will mentor other teachers.

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.

A collaborative school culture can affect the quality of teaching in urban settings by enriching the work of quality teachers. Schools that work collaboratively share common characteristics that involve: complex problem-solving and extensive sharing to deepen knowledge, strong professional networks to share information,
risk-taking and experimentation that will provide teachers with support and feedback, common technical language that will be shared by educators in the school that can transfer into the classroom. Westwood Heights will be engaged in grade level team planning, vertical planning, and professional development through Instructional Coach Professional Development which will assist teachers to incorporate rigorous standard-based quality instruction.

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

Mentoring new teachers in the classroom by providing support and monthly workshops to enhance student achievement (Person responsible:TIER Liaison, Teacher Incentive Fund (TIF) Clinical Ed

Coaches, BLA (Building Level Administrator), District Instructional Facilitators (Literacy, Math, Science). Teachers and Coaches will meet and share learning practices that are utilized in the classroom to enhance student achievement (Person responsible:Instructional Coaches)
Participate in professional learning communities (PLC) and collaborate in grade level learning team meetings and vertical planning to develop strategies to increase student achievement. (Person responsible:Principal/Assistant Principal, Support Staff, and Team Leaders)

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

Teacher Incentive Fund (TIF) Mentors and Mentees
Mentor: Jennel Mayers, Mentees: Patricia Rogers and Shavaun Gayle -Reason:Assistance with instruction/leadership aspirations.
Mentor: Nicholas Mennecke, Mentees: Corey Pendleton, Rohan Hanslip, and Samson-Reason:Reason:Assistance with instruction/leadership aspirations.
Mentor: Kitt Kelleher, Mentees: Laurie Capello, Patricia Satine, and Karen Miller-Reason:New to District and School as well as assistance with instruction.

Teacher Induction for Effectiveness and Retention (TIER)
TIER LIason: Kyle Pellegrino

Induction Coach (I3 District Grant)
Reason: New Teachers
Mentor: Kizzy Dailey
Mentees: Erin Kraszewski,Theodore Campo, Tara Searl

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

The school ensures that its core instructional programs and materials are aligned to the Florida Standards by having a clear plan on how to provide teachers with aligned instructional materials and curricula by developing model lesson plans and pacing guides (district's unit of studies). The plan also includes high-quality professional developments by State/District and Support Staff that focus on the standards and how to monitor the implementation process and student progress.

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 data to provide and differentiate instruction to meet the diverse needs of all learners by providing an appropriate level of challenge (below grade level skills, on grade level, and beyond grade level). This is accomplished by providing varying learning opportunities and differentiating learning for all students, which will assist learners in acquiring information and making connections of various concepts and skills. Instruction is adjusted or supplemented to assist students who are having difficulty on state assessments, by providing access to a variety of materials which target different learning preferences and reading abilities, developing activities that target various learning styles,

establishing centers for inquiry-based and independent learning activities, creating activities that vary in levels of complexity and degree of abstract thinking, and using flexible grouping in the classroom to organize students based on content, ability, and assessment results.

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

Strategy: Extended School Day

Minutes added to school year: 10,800

Westwood Heights has an extended day. School starts at 8:00am and ends at 3:00pm. This one hour (60mins) of extended learning time is used to increase academic achievement in reading across grade levels Kindergarten through fifth.

Strategy Rationale

The purpose of the extended school day is to increase academic achievement in reading across grade levels Kindergarten through fifth.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Washington, Jodi, jodi.washington@browardschools.com

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

Data is collected and analyzed through bi-weekly assessment tests, formative assessments, and Broward Standards Assessment (BSA).

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.

The Early Childhood Education Program (ECE) continues to implement literacy, math, and science curricula to ensure school readiness. The curriculum is titled Opening the World of Learning (OWL). The OWL's curriculum and instructional strategies are also consistent with state preschool standards and the draft version of the National Association for the Education of Young Children (NAEYC) standards. OWL's goals are to ensure that teachers help all children achieve standards in language, literacy, math, science, creative arts, motor skills, social competence, and emotional regulation. Head Start communicates to our parents and community stakeholders by sending out monthly newsletters about the different workshops that we offer. The workshops consist of various information that is beneficial for parents to learn, such as various transitions, academic suggestions and community information. An end-of-the-year curriculum continuum report, detailing students' ongoing assessment results and progress, is placed in the students' cumulative folder. This information will be used to familiarize future 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.

N/A

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

N/A

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

N/A

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

N/A

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 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 all learners are actively engaged in effective literacy instruction to include listening, speaking, reading, and writing across all content areas, then learners will demonstrate gains as evidenced by assessments.

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 all learners are actively engaged in effective literacy instruction to include listening, speaking, reading, and writing across all content areas, then learners will demonstrate gains as evidenced by assessments.
1a

🔑 G084507

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	33.0
FCAT 2.0 Science Proficiency	32.0
FSA ELA Achievement	30.0

Targeted Barriers to Achieving the Goal 3

- Teachers will require assistance on how to effectively plan quality standard-based instruction.

- Teachers will require assistance in utilizing ongoing progress monitoring strategies.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Teacher Incentive Fund (GRANT), Title One, Professional Learning Communities (PLC), Mentors, Professional Development, TIER, I3,Go Math!, ScienceFusion, Journey's, Science4us, Wilson, Defining the Core, Fundations, Phonics For Reading, Touch Math, Reflex, Accelerated Reader, Unique Learning, Edmark, Great Leaps, Super QAR, Moving with Math, Diagnostic Assessment Reading, KeyMath 3, Developmental Reading Assessment, Leveled Literacy Intervention, Innovations for Learning, D4/D5, Khan Academy, Ablenet STEM, The Flying Classroom, Expanding Expression Tool, Language for Learning, Lively Letters, Schoology, Canvas, Ten Marks, and SchoolCity

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Plan to Monitor Progress Toward G1. 8

Various formal and informal assessments of the Florida Standards and Access Points.

Person Responsible

Lavina Robinson

Schedule

Monthly, from 8/29/2016 to 5/26/2017

Evidence of Completion

Test Scores, Progress Monitoring Reports, Interim Reports, Report Cards, Conferences, CARE Cycle Assessments.

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 all learners are actively engaged in effective literacy instruction to include listening, speaking, reading, and writing across all content areas, then learners will demonstrate gains as evidenced by assessments. 1

🔑 G084507

G1.B1 Teachers will require assistance on how to effectively plan quality standard-based instruction. 2

🔑 B224525

G1.B1.S1 All instructional staff will be provided opportunities to participate in mentorship initiatives (mentee/mentor). 4

🔑 S236966

Strategy Rationale

All instructional staff will be given mentorship opportunities to assist with the development and delivery of quality standard-based instruction.

Action Step 1 5

Identification of staff members who need assistance

Person Responsible

Jodi Washington

Schedule

Weekly, from 8/29/2016 to 5/26/2017

Evidence of Completion

Agendas, Action Plan, Classroom Walkthroughs, Observations, conferences, lesson plans, data chats, level/type of experience, follow-up activity

Action Step 2 5

Determine specific support needed to address staff member needs

Person Responsible

Lavina Robinson

Schedule

On 5/26/2017

Evidence of Completion

Classroom Walkthroughs, Observations, conferences, lesson plans, data chats, level/type of experience

Action Step 3 `5`

Monitor the support and the impact evidence of the support

Person Responsible

Lavina Robinson

Schedule

On 5/26/2017

Evidence of Completion

Action Plan, Classroom Walkthroughs, Observations, conferences, lesson plans, data chats, level/type of experience, follow-up activity, formative assessment tools

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

Ensure consistent ongoing planning, shadowing, modeling, and co-teaching

Person Responsible

Lavina Robinson

Schedule

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

Evidence of Completion

Classroom Walkthroughs Data Chats Authentic Student Work Formative Assessment Tools Observations Support Team Meetings

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

Learner data/outcomes, educator data/outcomes, Scheduling, walkthroughs, and data chats with instructional coaches, grade levels teams and individual teachers.

Person Responsible

Lavina Robinson

Schedule

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

Evidence of Completion

Classroom Walkthroughs Data Chats Authentic Student Work Formative Assessment Tools Observations Support Team Meetings

G1.B1.S2 All (K-5) instructional staff will participate in professional learning focused on the development of learning goals and scales. 4

🔑 S236967

Strategy Rationale

Through learning goals and scales teachers will gain an understanding of Florida Standards and how they guide instructional planning and delivery.

Action Step 1 5

Plan professional learning for Learning Goals and Scales

Person Responsible

Mondelle Wint

Schedule

Monthly, from 8/29/2016 to 5/26/2017

Evidence of Completion

Agendas, Action Plan, Classroom Walkthroughs, Observations, conferences, lesson plans, data chats, level/type of experience, follow-up activity

Action Step 2 5

Delivery of professional learning for Learning Goals and Scales

Person Responsible

Mondelle Wint

Schedule

Weekly, from 8/29/2016 to 5/26/2017

Evidence of Completion

Agendas, Action Plan, Classroom Walkthroughs, Observations, conferences, lesson plans, data chats, level/type of experience, follow-up activity

Action Step 3 `5`

Monitor utilization of learning goals and scales in planning and delivery of instruction

Person Responsible

Mondelle Wint

Schedule

Weekly, from 8/29/2016 to 5/26/2017

Evidence of Completion

Classroom Walkthroughs, Observations, conferences, lesson plans, data chat, follow-up activity

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

Ensure consistent use of learning goals and scales.

Person Responsible

Lavina Robinson

Schedule

Weekly, from 8/29/2016 to 5/26/2017

Evidence of Completion

Classroom Walkthroughs Data Chats Authentic Student Work Formative Assessment Tools Observations Support Team Meetings

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

Learner data/outcomes, educator data/outcomes, Scheduling, walkthroughs, and data chats with instructional coaches, grade levels teams and individual teachers.

Person Responsible

Lavina Robinson

Schedule

On 5/26/2017

Evidence of Completion

Classroom Walkthroughs Data Chats Authentic Student Work Formative Assessment Tools Observations Support Team Meetings

G1.B2 Teachers will require assistance in utilizing ongoing progress monitoring strategies. 2

🔑 B224526

G1.B2.S1 All instructional staff will participate in ongoing professional development focusing on the Curriculum, Assessment, Remediation, Enrichment (CARE) Model to drive effective instructional cycles while incorporating speaking, listening, reading, and writing across the curriculum. 4

🔑 S236968

Strategy Rationale

Implementation of the CARE Model will ensure fidelity of curriculum delivery and utilization of assessment data to maximize student achievement.

Action Step 1 5

Conduct a needs assessment to determine the focus for professional development.

Person Responsible

Lavina Robinson

Schedule

Monthly, from 8/29/2016 to 5/26/2017

Evidence of Completion

PLC minutes, Learner data/outcomes, educator data/outcomes, walkthroughs, and data chats with instructional coaches, grade levels teams and individual teachers.

Action Step 2 5

Develop and/or provide professional development based on the results of the needs assessment.

Person Responsible

Lavina Robinson

Schedule

Every 3 Weeks, from 8/29/2016 to 5/26/2017

Evidence of Completion

PLC minutes, PLC feedback forms, learner data/outcomes, educator data/outcomes, walkthroughs, and data chats with instructional coaches, grade levels teams and individual teachers.

Action Step 3 5

Create a CARE schedule, Assign Role Responsibilities and Expectations

Person Responsible

Lavina Robinson

Schedule

On 5/26/2017

Evidence of Completion

place grade-level meetings on school calendar, ensure staff is assigned to grade-levels, model CARE expectations, collect and analyze data

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

Ensure professional learning is implemented throughout instructional practices.

Person Responsible

Lavina Robinson

Schedule

Every 3 Weeks, from 8/29/2016 to 5/26/2017

Evidence of Completion

Focus of Instructional Coach support, Learner data/outcomes, educator data/outcomes, walk-throughs, data chats with instructional coaches, grade levels teams and individual teachers, and PLC minutes.

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

Analyze learner data/outcomes, educator data/outcomes, Walkthroughs, data chats with instructional coaches, grade levels teams and individual teachers, PLC feedback, and PLC minutes in order to evaluate the impact of the CARE Model on learner achievement.

Person Responsible

Lavina Robinson

Schedule

Every 3 Weeks, from 8/29/2016 to 5/26/2017

Evidence of Completion

Learner data/outcomes, educator data/outcomes, Walkthroughs, and data chats with instructional coaches, grade levels teams and individual teachers, PLC feedback, and PLC minutes.

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

Adjust the focus of professional development to address instructional practice needs.

Person Responsible

Lavina Robinson

Schedule

Every 3 Weeks, from 8/29/2016 to 5/26/2017

Evidence of Completion

Learner data/outcomes, educator data/outcomes, Walkthroughs, and data chats with instructional coaches, grade levels teams and individual teachers, PLC feedback, and PLC minutes.

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.MA1 🔍 M312118	Various formal and informal assessments of the Florida Standards and Access Points.	Robinson, Lavina	8/29/2016	Test Scores, Progress Monitoring Reports, Interim Reports, Report Cards, Conferences, CARE Cycle Assessments.	5/26/2017 monthly
G1.B1.S1.MA1 🔍 M312111	Learner data/outcomes, educator data/outcomes, Scheduling, walkthroughs, and data chats with...	Robinson, Lavina	9/5/2016	Classroom Walkthroughs Data Chats Authentic Student Work Formative Assessment Tools Observations Support Team Meetings	5/26/2017 biweekly
G1.B1.S1.MA1 🔍 M312112	Ensure consistent ongoing planning, shadowing, modeling, and co-teaching	Robinson, Lavina	9/5/2016	Classroom Walkthroughs Data Chats Authentic Student Work Formative Assessment Tools Observations Support Team Meetings	5/26/2017 biweekly
G1.B1.S1.A1 🔍 A306012	Identification of staff members who need assistance	Washington, Jodi	8/29/2016	Agendas, Action Plan, Classroom Walkthroughs, Observations, conferences, lesson plans, data chats, level/type of experience, follow-up activity	5/26/2017 weekly
G1.B1.S1.A2 🔍 A306013	Determine specific support needed to address staff member needs	Robinson, Lavina	8/29/2016	Classroom Walkthroughs, Observations, conferences, lesson plans, data chats, level/type of experience	5/26/2017 one-time
G1.B1.S1.A3 🔍 A306014	Monitor the support and the impact evidence of the support	Robinson, Lavina	8/29/2016	Action Plan, Classroom Walkthroughs, Observations, conferences, lesson plans, data chats, level/type of experience, follow-up activity, formative assessment tools	5/26/2017 one-time
G1.B2.S1.MA1 🔍 M312115	Analyze learner data/outcomes, educator data/outcomes, Walkthroughs, data chats with instructional...	Robinson, Lavina	8/29/2016	Learner data/outcomes, educator data/outcomes, Walkthroughs, and data chats with instructional coaches, grade levels teams and individual teachers, PLC feedback, and PLC minutes.	5/26/2017 every-3-weeks
G1.B2.S1.MA3 🔍 M312116	Adjust the focus of professional development to address instructional practice needs.	Robinson, Lavina	8/29/2016	Learner data/outcomes, educator data/outcomes, Walkthroughs, and data chats with instructional coaches, grade levels teams and individual teachers, PLC feedback, and PLC minutes.	5/26/2017 every-3-weeks
G1.B2.S1.MA1 🔍 M312117	Ensure professional learning is implemented throughout instructional practices.	Robinson, Lavina	8/29/2016	Focus of Instructional Coach support, Learner data/outcomes, educator data/outcomes, walk-throughs, data chats with instructional coaches, grade levels teams and individual teachers, and PLC minutes.	5/26/2017 every-3-weeks
G1.B2.S1.A1 🔍 A306018	Conduct a needs assessment to determine the focus for professional development.	Robinson, Lavina	8/29/2016	PLC minutes, Learner data/outcomes, educator data/outcomes, walkthroughs, and data chats with instructional coaches, grade levels teams and individual teachers.	5/26/2017 monthly
G1.B2.S1.A2 🔍 A306019	Develop and/or provide professional development based on the results of the needs assessment.	Robinson, Lavina	8/29/2016	PLC minutes, PLC feedback forms, learner data/outcomes, educator data/outcomes, walkthroughs, and data chats with instructional coaches, grade levels teams and individual teachers.	5/26/2017 every-3-weeks
G1.B2.S1.A3 🔍 A306020	Create a CARE schedule, Assign Role Responsibilities and Expectations	Robinson, Lavina	8/29/2016	place grade-level meetings on school calendar, ensure staff is assigned to grade-levels, model CARE expectations, collect and analyze data	5/26/2017 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S2.MA1 🔍 M312113	Learner data/outcomes, educator data/outcomes, Scheduling, walkthroughs, and data chats with...	Robinson, Lavina	8/26/2016	Classroom Walkthroughs Data Chats Authentic Student Work Formative Assessment Tools Observations Support Team Meetings	5/26/2017 one-time
G1.B1.S2.MA1 🔍 M312114	Ensure consistent use of learning goals and scales.	Robinson, Lavina	8/29/2016	Classroom Walkthroughs Data Chats Authentic Student Work Formative Assessment Tools Observations Support Team Meetings	5/26/2017 weekly
G1.B1.S2.A1 🔍 A306015	Plan professional learning for Learning Goals and Scales	Wint, Mondelle	8/29/2016	Agendas, Action Plan, Classroom Walkthroughs, Observations, conferences, lesson plans, data chats, level/type of experience, follow-up activity	5/26/2017 monthly
G1.B1.S2.A2 🔍 A306016	Delivery of professional learning for Learning Goals and Scales	Wint, Mondelle	8/29/2016	Agendas, Action Plan, Classroom Walkthroughs, Observations, conferences, lesson plans, data chats, level/type of experience, follow-up activity	5/26/2017 weekly
G1.B1.S2.A3 🔍 A306017	Monitor utilization of learning goals and scales in planning and delivery of instruction	Wint, Mondelle	8/29/2016	Classroom Walkthroughs, Observations, conferences, lesson plans, data chat, follow-up activity	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. If all learners are actively engaged in effective literacy instruction to include listening, speaking, reading, and writing across all content areas, then learners will demonstrate gains as evidenced by assessments.

G1.B2 Teachers will require assistance in utilizing ongoing progress monitoring strategies.

G1.B2.S1 All instructional staff will participate in ongoing professional development focusing on the Curriculum, Assessment, Remediation, Enrichment (CARE) Model to drive effective instructional cycles while incorporating speaking, listening, reading, and writing across the curriculum.

PD Opportunity 1

Develop and/or provide professional development based on the results of the needs assessment.

Facilitator

Instructional Coaches

Participants

Teachers

Schedule

Every 3 Weeks, from 8/29/2016 to 5/26/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Identification of staff members who need assistance	$0.00
2	G1.B1.S1.A2	Determine specific support needed to address staff member needs	$0.00
3	G1.B1.S1.A3	Monitor the support and the impact evidence of the support	$0.00
4	G1.B1.S2.A1	Plan professional learning for Learning Goals and Scales	$0.00
5	G1.B1.S2.A2	Delivery of professional learning for Learning Goals and Scales	$0.00
6	G1.B1.S2.A3	Monitor utilization of learning goals and scales in planning and delivery of instruction	$0.00
7	G1.B2.S1.A1	Conduct a needs assessment to determine the focus for professional development.	$0.00
8	G1.B2.S1.A2	Develop and/or provide professional development based on the results of the needs assessment.	$0.00
9	G1.B2.S1.A3	Create a CARE schedule, Assign Role Responsibilities and Expectations	$0.00
		Total:	$0.00