

School District of Osceola County, FL

Canoe Creek K 8



2016-17 Schoolwide Improvement Plan

Canoe Creek K 8

3600 CANOE CREEK RD, Saint Cloud, FL 34772

www.osceolaschools.net

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-8	No	86%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	72%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	B	A*	A	C

**Informational Baseline School Grade*

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

School Board Approval

N/A

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2016-17 DA Category and Statuses for Canoe Creek K 8

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Canoe Creek Charter Academy provides students with the necessary tools and skills needed to develop superior levels of achievement. We strive for academic, social and physical excellence by providing a quality and challenging curriculum. We promote positive moral and social values, foster an atmosphere of self-discipline in a safe learning environment, and maximize individual productivity to meet the needs of a changing global society. Canoe Creek Charter Academy students will be able to maximize their potential for successfully ascertaining their goals with confidence and intrinsic motivation, thereby enabling each student to become a lifelong learner and strong functional contributor to their local community as well as their global community.

b. Provide the school's vision statement.

Canoe Creek Charter Academy will serve as a foundation for our students' future. We are dedicated to educating students in a safe and positive environment. Our students will be prepared both academically and socially to enter our challenging global society.

2. School Environment

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

Canoe Creek has a culturally responsive philosophy in which all students are valued and treated as contributing members of the classroom. Multi-cultural night is one way our school embraces all of the different cultures of our students. Countries from around the world are represented through foods, music, decorations, and research. We use this as an opportunity to explain to students the differences between culture and race. Career day is a unique experience where parents and other members of the community are invited to present different occupations, which helps motivate the students and open their eyes to the endless possibilities their futures hold. We believe that creating a link between home and school can enrich all kinds of lessons.

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

Our school is a safe haven because of the nurturing environment presented by the staff. We practice a school-wide anti-bullying policy, we encourage community and parental involvement, and we have a culture of cooperation where social and emotional skills are modeled and taught. We also have an early identification and intervention for students at risk and we have a safety/emergency preparedness plan in place with excellent school communication. Finally, our campus is equipped with a complete camera surveillance security system, which helps prevent potential hazards.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

At Canoe Creek we have implemented a researched and evidenced-based approach to education, known as Responsive Classroom and Developmental Design. This approach is associated with greater teacher effectiveness, higher student achievement, and improved school climate. Our entire

faculty has been trained in the strategies of this approach. Several teachers have taken advanced training and we also have teacher facilitators who act as school support for the newer staff. This is our first year of implementation, and we intend to continue to develop and incorporate these practices as we move forward.

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.

Each class at our school begins their day with a Morning Meeting (grades K-5) or a Circle of Power and Respect (grades 6-8), gathering as a whole class each morning to greet one another, share news, and warm up for the day ahead. These practices create consistency and foster a peaceful learning focused environment throughout the school. As the children move from grade to grade and teacher to teacher, they are accustomed to a common language and a common way of doing things. This consistency helps build a stronger, shared community and keeps the focus more centered on learning.

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.

We monitor student attendance carefully, when a student has many days in a row absent, we reach out to the parents. Once they reach a threshold, we will have an attendance meeting to come up with a plan to ensure the student attends school on a regular basis.

Suspensions are closely monitored, we ensure to give the students the opportunity to make up work that is missed so that they do not fall behind.

We have in place many interventions to help students working below grade level. We offer tutoring, intensive classes, and computer programs to provide support.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	8	10	8	10	2	9	1	1	4	0	0	0	0	53
One or more suspensions	0	1	0	2	3	0	3	6	1	0	0	0	0	16
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	33	2	6	1	5	8	0	0	0	0	55

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	1	0	10	2	6	1	5	8	0	0	0	0	33

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

We offer before and after school tutoring for students who have not mastered the standards. We also ensure our lower level students receive interventions throughout the day to help them be successful.

B. Family and Community Engagement

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

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

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

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

No

1. PIP Link

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

2. Description

The parent involvement target for our school includes a plethora of areas. The goal for each family is to have twenty volunteer hours before the end of the school year. The reasons for this goal are to ensure the parent or guardian's involvement in their child's educational growth and character building process. Opportunities for parent and guardians involvement within the school range from being a member of the SAC committee, PTO, and PTC. Each of these committees partners together with the educators and parents to ensure the students success.

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 work very closely with the community by forming partnerships. Our school has a business partner coordinator which keeps in close contact with our partners to ensure they are involved in our school activities. There are different ways that they get involved, they may donate items to help our event or come and participate in the event. As a school we also participate in different community events such as holiday parades, and business expos.

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
Ramirez, Julie	Principal
McKeon, Kathryn	Dean
Roush, April	Instructional Coach
Tejada, Shavonne	Other

b. Duties

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

The team is comprised of Administration, ESE Specialist, Classroom Teacher, Osceola County School Psychologist and Curriculum Resource Teacher. The Curriculum Resource Teacher, Talia Zito is the chairperson of the MTSS Leadership Team. It is her responsibility to schedule meetings, set an agenda and facilitate the meetings. Several members of the MTSS Leadership team aided in the development of the SIP by reviewing specific targets as well as academic and social needs. The team also worked together to establish and set clear expectations for instruction, processes, and procedures.

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

The MTSS team meets weekly to discuss and monitor students, who are in need of academic and/or behavioral interventions. The team collaborates with each student's teacher as well as the pullout teachers, to review interventions and collect data such as standardized test scores, classroom assessments, and benchmark assessments. The team makes recommendations for additional interventions to be put in place, based on the outcome of interventions. Each student is assigned a case manager on the team, who provides additional support to the teacher along with feedback to the team as to the progress of the tiers. The cases are monitored throughout each tier until it is deemed necessary to continue on for further evaluation at the District level, or remain a case in which it should continue to be monitored at the school level.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
April Roush	Education Support Employee
Julie Ramirez	Principal
Melissa Vega	Education Support Employee
	Student
Kathryn McKeon	Education Support Employee

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 years plan was evaluated and we found that many activities included helped us increase our school grade. We will further analyze each component to help the school grow in other ways.

b. Development of this school improvement plan

The SAC is responsible for assisting in preparing and approving the school improvement plan. The SAC is involved in sharing the SIP with the school community. The SAC also works directly with the school to ensure the SIP is implemented and monitored appropriately throughout the school year.

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

The SAC will meet to support the school in making decisions on things that would need to be purchased to help student achievement, and meeting the other school wide goals.

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

The SAC supports the PTO in dispersement of funds they raise. SAC also has a decision making power for budgetary needs and allocation of 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
Ramirez, Julie	Principal
McKeon, Kathryn	Dean
Roush, April	Instructional Coach
Zamora, Eva	Teacher, K-12

b. Duties

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

The major initiatives of the Literacy Leadership Team will be to promote reading success. The LLT will meet regularly to discuss and analyze assessment data to establish needs that promote student achievement. In addition to regular meetings, the team will revisit and re-evaluate curriculum to be sure it is consistent across grade levels and that it is following the CSUSA guidelines as set forth in the Curriculum Maps. Designated members will meet with grade level teams to share plans for the school year. Grade level leaders will keep their teams' administrative team member informed of team decisions as well as professional needs to strengthen student learning,

D. Public and Collaborative Teaching

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

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

Our goal is to ensure a positive working environment for all our teachers. We have weekly team meetings where teachers can collaborate on lesson plans by analyzing student data, and planning to ensure needs are met. Bi Monthly Professional Development sessions are held and team building and teamwork activities are incorporated into the meetings.

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

We offer teachers a career path and opportunities for growth throughout Charter Schools USA. Our company's drive for superior culture is supported by company-wide recognition programs, staff climate surveys, communication teams that build collaboration and trust, and performance management systems that support a pay-for-performance superior culture. Charter Schools USA is an Equal Opportunity Employer.

We work closely with the school district to ensure all of our teachers are highly qualified and certified teachers. Our Business Manager along with the administration team works on recruiting, interviewing, and hiring teachers.

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

We have a new teacher mentoring program set into place where we have highly qualified experienced teacher working with a new teacher. Mentors will meet with the teacher and help with different aspects of lesson planning, classroom management, and effective instructional strategies.

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.

All teachers are provided with curriculum maps that include all the current state standards that need to be taught throughout the year. The materials that are provided to the teachers are aligned to the standards. This is monitored by reviewing teacher lesson plans as well as walking through classrooms, to ensure fidelity in the implementation of the 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.

We use many different data points to help ensure all our students needs are met. All teachers have within their math and reading blocks a targeted instruction(differentiated instruction) time. During this time students receive instruction based on their needs. We use data from our benchmark tests and monthly assessments to determine exactly what areas the student needs extra support.

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

Academic Assistance is a program offered to every student at Canoe Creek Charter Academy. Twice a week classroom teachers schedule a time either before or after school where students can come in for additional academic support in a small group setting.

Strategy Rationale

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Roush, April , aroush@canoecreekcharteracademy.org

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

Data is collected through Benchmark Assessments, FAIR test data, classroom assessments, teacher observations, and IFC post assessments. During weekly data chats, the data is reviewed and analyzed. Students struggling with particular skills are identified and invited and provided with the extended learning opportunity.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

In May of each school year, the Canoe Creek Charter Academy's VPK classes and students who are registered to begin Kindergarten in the fall, tour the Kindergarten classrooms of Canoe Creek. The objective of the tour is to provide students with the opportunity to interact with the Kindergarten teachers and the Kindergarten setting as the prepare to soon transition to the regular elementary school setting. When registering a child for VPK and Kindergarten at Canoe Creek, parents are provided and welcomed with the opportunity to schedule a visit to the VPK and Kindergarten classrooms to observe teacher instruction, participate in classroom activities, and engage in a question and answer session with the highly qualified teachers. Parents are also encouraged to bring their child to "Meet Your Teacher" during teacher preplanning week to help ease transition into Kindergarten.

Within the first few weeks of school students are given a benchmark assessment to help create their personal learning plans and ensure they will be successful.

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. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** All teachers will implement effective, rigorous instruction aligned to state standards to increase student achievement in all subjects.
- G2.** Canoe Creek Charter Academy will implement rigorous, standards based instruction through professional learning communities. Instructional personnel will utilize effective collaborative planning strategies, common monthly assessments, and data analysis in order to improve classroom instruction and lead to successful student performance,

Strategic Goals Detail

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

G1. All teachers will implement effective, rigorous instruction aligned to state standards to increase student achievement in all subjects. 1a

G085330

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	55.0
ELA/Reading Gains	50.0
ELA/Reading Lowest 25% Gains	60.0
FSA Mathematics Achievement	55.0
Math Gains	60.0
Math Lowest 25% Gains	60.0
FCAT 2.0 Science Proficiency	50.0
Civics EOC Pass	60.0
Algebra I EOC Pass Rate	60.0

Targeted Barriers to Achieving the Goal 3

- Teaching all Florida Standards to mastery
- Scheduling time to provide extended support focusing on targeted learning needs
- Students having access to computers

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instruction Software (Reading Eggs, Mathseads, Reading Plus, Think Through Math, Lexia, Plato)
- Wonder Reading Materials
- Envision Math Resources
- Coach Books

Plan to Monitor Progress Toward G1. 8

Data chats with teachers to review Benchmark Data, Fluency results, and classroom assessment data.

Person Responsible

Julie Ramirez

Schedule

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

Evidence of Completion

Completed Data worksheets.

G2. Canoe Creek Charter Academy will implement rigorous, standards based instruction through professional learning communities. Instructional personnel will utilize effective collaborative planning strategies, common monthly assessments, and data analysis in order to improve classroom instruction and lead to successful student performance, **1a**

 G085331

Targets Supported **1b**

Indicator	Annual Target
Effective+ Teachers (Performance Rating)	85.0

Targeted Barriers to Achieving the Goal **3**

- Teachers understanding the strategies and data.
- Time for teachers to plan together and review the data.

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

•

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. All teachers will implement effective, rigorous instruction aligned to state standards to increase student achievement in all subjects. **1**

 G085330

G1.B1 Teaching all Florida Standards to mastery **2**

 B226895

G1.B1.S1 PLCs will meet monthly to analyze and interpret data. The PLC will address concerns and needs and provide suggestions for intervention strategies for students who are below grade level. **4**

 S239366

Strategy Rationale

It takes all of staff members to ensure student success.

Action Step 1 **5**

Frequent monitoring of all student learning progress. Provide ongoing progress monitoring for all Tier 2 and Tier 3 students.

Person Responsible

April Roush

Schedule

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

Evidence of Completion

NWEA Testing, Monthly Common Assessments, FSA

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

Frequent monitoring of all student learning progress. Provide ongoing progress monitoring for all Tier 2 and Tier 3 students.

Person Responsible

April Roush

Schedule

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

Evidence of Completion

NWEA Testing, Monthly Common Assessments, FSA

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

Frequent monitoring of all student learning progress. Provide ongoing progress monitoring for all Tier 2 and Tier 3 students. Conduct Walkthroughs to ensure standards are being addressed.

Person Responsible

April Roush

Schedule

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


Evidence of Completion

NWEA Testing, Monthly Common Assessments, FSA

G1.B2 Scheduling time to provide extended support focusing on targeted learning needs 2

 B226896

G1.B2.S1 Students in the lowest 25th percentile will receive daily intensive reading support for 30 minutes with a trained paraprofessional using instructional strategies based on student data while focusing on the needs of students. 4

 S239368

Strategy Rationale

Action Step 1 5

Students will receive an additional 30 minutes a day 3-5 times per week of reading Instruction using the reading program Lexia Core5

Person Responsible

Eva Zamora

Schedule

Daily, from 8/22/2016 to 5/26/2017

Evidence of Completion

Attendance tracking sheet, weekly pre and post assessments, common monthly assessments, NWEA

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

Use of the program Lexia Core 5 with students in the lowest 25th percentile as identified based on FSA test data to improve reading skills.

Person Responsible

April Roush

Schedule

Biweekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Attendance tracking sheet, weekly pre and post assessments, common monthly assessments, NWEA

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

Review data of lowest 25% and monitor online program and how students are progressing.

Person Responsible

Julie Ramirez








Schedule

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

Evidence of Completion

Attendance tracking sheet, weekly pre and post assessments, common monthly assessments, NWEA

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  M317370	Data chats with teachers to review Benchmark Data, Fluency results, and classroom assessment data.	Ramirez, Julie	9/6/2016	Completed Data worksheets.	5/26/2017 biweekly
G1.B1.S1.MA1  M317362	Frequent monitoring of all student learning progress. Provide ongoing progress monitoring for all...	Roush, April	8/26/2016	NWEA Testing, Monthly Common Assessments, FSA	5/26/2017 biweekly
G1.B1.S1.MA1  M317363	Frequent monitoring of all student learning progress. Provide ongoing progress monitoring for all...	Roush, April	8/29/2016	NWEA Testing, Monthly Common Assessments, FSA	5/26/2017 monthly
G1.B1.S1.A1  A309984	Frequent monitoring of all student learning progress. Provide ongoing progress monitoring for all...	Roush, April	8/29/2016	NWEA Testing, Monthly Common Assessments, FSA	5/26/2017 monthly
G1.B2.S1.MA1  M317366	Review data of lowest 25% and monitor online program and how students are progressing.	Ramirez, Julie	8/29/2016	Attendance tracking sheet, weekly pre and post assessments, common monthly assessments, NWEA	5/26/2017 monthly
G1.B2.S1.MA1  M317367	Use of the program Lexia Core 5 with students in the lowest 25th percentile as identified based on...	Roush, April	8/22/2016	Attendance tracking sheet, weekly pre and post assessments, common monthly assessments, NWEA	5/26/2017 biweekly
G1.B2.S1.A1  A309985	Students will receive an additional 30 minutes a day 3-5 times per week of reading Instruction...	Zamora, Eva	8/22/2016	Attendance tracking sheet, weekly pre and post assessments, common monthly assessments, NWEA	5/26/2017 daily

V. Professional Development Opportunities

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

G1. All teachers will implement effective, rigorous instruction aligned to state standards to increase student achievement in all subjects.

G1.B1 Teaching all Florida Standards to mastery

G1.B1.S1 PLCs will meet monthly to analyze and interpret data. The PLC will address concerns and needs and provide suggestions for intervention strategies for students who are below grade level.

PD Opportunity 1

Frequent monitoring of all student learning progress. Provide ongoing progress monitoring for all Tier 2 and Tier 3 students.

Facilitator

April Roush

Participants

K-8 Teachers

Schedule

Monthly, 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	Frequent monitoring of all student learning progress. Provide ongoing progress monitoring for all Tier 2 and Tier 3 students.	\$0.00
2	G1.B2.S1.A1	Students will receive an additional 30 minutes a day 3-5 times per week of reading Instruction using the reading program Lexia Core5	\$0.00
Total:			\$0.00