Poinciana Academy Of Fine Arts

2016-17 Schoolwide Improvement Plan

Poinciana Academy Of Fine Arts

4201 RHODODENDRON AVE, Kissimmee, FL 34758

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)
Elementary School PK-5	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	93%

School Grades History

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

Informational Baseline School Grade

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

School Board Approval

This plan is pending approval by the Osceola 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 Poinciana Academy Of Fine Arts

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.

Poinciana Academy of Fine Arts will inspire all learners to reach their highest potential as responsible, productive citizens.

b. Provide the school's vision statement.

Poinciana Academy of Fine Arts will work in partnership with families and the community to ensure all learners develop the essential knowledge and skills to strengthen our thriving community.

2. School Environment

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

As a Fine Arts school we have the ability to reach out to students in various ways. Through the Arts, we incorporate all cultural backgrounds, ensuring a diverse educational experience that celebrates our differences. Teachers devote their time to interactions with the students both on campus and within the community. Our school engages in multiple community activities throughout the year. This applied learning allows for teachers and students to develop strong positive relationships. The school goal is to provide academic support to promote college and career readiness.

Our school also has a plan for migratory students. All migratory students are treated exactly the same as any other student enrolled. Migratory students are provided the same opportunities as non-migratory students. This plan has been presented and accepted by our SAC.

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

School-wide expectations are presented throughout the year, and continually emphasized to all stakeholders. These expectations outline appropriate behaviors for students at all times on campus. School rules continue to be in effect before school, during school, and after school. These expectations focus on respect and the safety of our students. Students are PAFA S.T.A.R.S. Students thinking actively, respectfully, and safely.

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.

Students have an opportunity to earn "Phantom Cash" by demonstrating positive behaviors throughout the school day. The students can use the "Phantom Cash" to receive incentives and rewards. Positive referral forms are given to students from staff members to reward desired behaviors. Teachers and staff are continuously trained on the major and minor infractions to deter negative behaviors (progressive discipline), along with promoting positive behaviors and reward systems in place. We have a color-coded cafeteria behavior system in place to decrease the number of referrals during breakfast and lunch. Classes which stay on green during lunch work towards earning incentives for their good behavior.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Our school ensures the social-emotional needs of all students by programs such as, Teacher and Peer Mentoring program, Student Mentoring Program, Families in Transition (FIT), Social Worker services, bullying prevention program, and support groups through the school counseling program. Students have the opportunity to participate in the morning mentoring student group and the PAFA Peacemakers. The school counseling program also provides individual and group counseling by a certified school counselor, and we launched the "Parents On Board" program in 2015-2016. The goal of this program is to educate parents on how to help their children to be successful at school, including learning styles and discipline strategies. Another goal of the program is to promote student attendance.

3. Early Warning Systems

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

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Poinciana Academy of Fine Arts uses a step by step problem solving process to address the Early Warning indicators.

Early Warning Indicators include:

Students who miss 10 percent or more of available instructional time
Students retained, pursuant to s. 1008.25, F.S.
Students who are not proficient in reading by third grade
Students who receive two or more negative behavior referrals
Students who receive one or more negative referrals that lead to suspension, as defined in s.1003.01(5), F.S.

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	24	20	19	22	20	20	0	0	0	0	0	0	0	125
One or more suspensions	0	4	5	16	2	6	0	0	0	0	0	0	0	33
Course failure in ELA or Math	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	79	54	58	0	0	0	0	0	0	0	191

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	23	13	11	0	0	0	0	0	0	0	47

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

Students that are exhibiting poor academic performance or behavioral challenges are identified by the problem-solving team, with a purpose of providing support and interventions in English Language Arts, math, science, and behavior. The problem solving team includes the school counselor, MTSS Coach, Literacy Coach, an administrator, school psychologist, the Math/Science Coach, the instructional team, the parents, and the student. The school provides 40-45 minutes of iii time four times each week, small groups and one on one instruction. The school also provides during and after school tutoring. A list of intervention resources is available at the school site. A student mentoring program has begun to serve student at-risk based upon the Early Warning Systems indicators.

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 available at the school site.

2. Description

-Increase number of parents who attend academic "Family Nights"
-Increase number of parents who attend SAC meetings
-Increase number of parents who attend Title I meetings

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.

Poinciana Academy of Fine Arts has sustained partnerships through the establishment of business partners, the School Advisory Council, the OASIS program, and regular opportunities for community involvement (Literacy Night, Mathapalooza, Science Night, "Slipping Away" Night, Arts Integration Nights). The arts integration nights allow for open admission for community members. The school has also established relationships with Solivita and Liberty High School. The dance and music programs participate annually in the Poinciana Community Christmas Parade.

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
Turchi, Sheri	Principal
Terry, Ashton	Assistant Principal

b. Duties

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

Principal/Assistant Principal-Oversee the operations of the MTSS team, and provide assistance/resources as needed.
Jamie Martin is the MTSS Coach. She monitors all students, schedules meetings for each student who is in, or is recommended for placement, in the MTSS Tier II or Tier III system.
School Psychologist-Kathleen O'Malley is a member of the MTSS team, and provides her background to support the needs of the team and each student who is placed in MTSS.
Guidance Counselor, Literacy Coach, Math/Science Coach, and Reading Recovery Learning Resource Specialist-Ms. DeJesus, Ms. Jennifer Schron, Katherine Kerr, and Renee Rickert are all members of this team. They will continue to analyze and interact with data to provide resources in all core subject areas which will serve two purposes; they will provide updated information as to the progress of each student receiving Tier II and Tier III interventions; they will also provide instructional support and resources to each teacher to help students to become college and career ready.

Ms. De Jesus and Ms. Martin also provide regular behavioral interventions for students that are facing behavioral challenges.

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 Problem Solving team at PAFA analyzes academic and behavioral data consistently to effectively monitor and support each student's individual needs, especially relating to the goals of the SIP.

Title I, Part A-To ensure students requiring additional remediation are assisted; extended learning opportunities, such as before and/or after school programs, and/or Saturday and/or summer school, are offered. The district coordinates with Title II to ensure staff development needs are provided. Learning Resource Specialists and Math/Science Coaches develop and lead program based on Florida Standards curriculum/behavior assessment and intervention approaches.

Title I, Part C-Migrant-When Migrant children are enrolled at our school, the Title I Migrant Center staff is available to ensure that all migrant students are given a fair and equitable opportunity to achieve a high-quality education. They will be contacted to help meet the needs of Migrant students, based on student achievement data, if enrolled at our school. These students will be afforded the same opportunities as all students. The liaison coordinates with Title I and other programs to ensure the student needs are met and assistance transitioning to post-secondary education or employment.

Title I, Part D-When Neglected and/or Delinquent children are enrolled in our school, we will coordinate efforts with the Alternative Programs Department to ensure that all student needs are met.

Title II-Professional Development is provided for Core Connections, Math Solutions, and Instructional Framework Design and the Instructional Leadership Pipeline. It is also used to focus on Professional Learning Community (PLC) development and facilitation

Title III-The Multicultural Department assists in the identification of Limited English Proficiency (LEP), immigrant, and Native American students most at-risk in meeting state standards. Support research-based, comprehensive educational programs are used to help reduce the educational barriers that result from cultural and linguistic needs. Schools provide help for LEP, immigrant, and Native American students to achieve the same standards as developed for other students.

IDEA provides support for students with and Individual Education Plan (IEP), students identified through the Preschool Education Evaluation Program (PEEP), and student identified through the gifted screening process for all second grade Title I students.

Title IX-To help eliminate barriers for education, the District Homeless Educational Liaison works with the school FIT Liaisons to help define and protect the rights of homeless students to enroll in, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liason provides health and academic referrals as well as vouchers for resources such as, but not limited to, shoes, transportation, and school physicals.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Renee Rickert	Teacher
Ms. Sheri Turchi	Principal
Ashton Terry, Sr.	Principal
Kirsten Russell	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

The 2016-2017 SAC will review the School Improvement Plan and monitor the implementation of goals.

b. Development of this school improvement plan

SAC is the forum to allow parents to review and approve the proposed school improvement plan at the beginning of each school year. SAC also provides parents a frequent opportunity to review school improvement data, receive information related to assisting their students at home, and gives parents an outlet to pose questions/concerns so that the school leadership team can decide if/when any improvements need to be made.

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

SAC is required to approve part of the budget to ensure service to the students that attend Poinciana Academy of Fine Arts.

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

LLI Kits-$8,892.38
Tutoring Curriculum-$1911.72
Student Supplies and Materials for Remediation-$543.98
After-School Tutoring OPS Contracts-$9,627.00
PLC Training Opportunities-$4,278.00
College/Career Readiness Materials-$145.00
Anti-Bullying Materials-$1,167.80
Fountas and Pinnell Benchmark Assessment Kits-$1,552.00

Guided Reading Leveled Readers-$14,403.81
Hot Books of the Month-$601.68
i-ready Teacher Resource Workbooks-$222.00
i-ready Student Workbooks-$3,180.00
Math Manipulatives-$1,542.00
Software Licenses-$6,400.00

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
Turchi, Sheri	Principal
Terry, Ashton	Assistant Principal
Schron, Jennifer	Instructional Coach

b. Duties

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

-To have a variety of parent nights to promote literacy outside of school.
-To provide parents and teachers resources to help their students throughout the year.
-To review School-wide Data with the team to provide effective strategies in order to increase student achievement
-Develop norms that are consistent throughout Pre K-5
-Implement a "Hot Book of the Month" program to promote school-wide literacy
-Classroom visits with read-alouds
-"Reading is our THING" AR Reading Incentive Program
-Literacy Week

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.

Poinciana Academy of Fine Arts strategies that encourage positive working relationships between teachers include: Professional Learning Communities every 1st and 3rd Wednesday, Grade Level Team planning, Leadership Team meetings, Professional Development for Fine Arts team members, New Teacher Mentoring and Support program, vertical planning, data chats, regular conferencing, and strategy sessions with coaches.

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

The school's emphasis and successes in the Fine Arts draws a group of teachers who are motivated to infuse the arts into their daily practices. Every effort is made to identify and secure candidates who share the school's vision for academic rigor and success of all students. There is a strong mentoring program for first-year teachers which is designed to retain candidates who were hired because of their certification and qualifications as elementary school instructors. A panel of school-based employees is put into place to interview potential new employees.

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

The school's mentoring program provides support for new teachers regarding grading practices, classroom management, and best instructional strategies. New teachers are assigned to a staff mentor, usually within their grade and content level, to provide daily support about school procedures and policies.. Teambuilding activities are also conducted throughout the school year to get all teachers on the same page and provide them with a support system. New teachers are encouraged to attend regular meetings throughout the year.

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.

Poinciana Academy of Fine Arts aligns instruction based on the Florida College and Career Ready Standards for English Language Arts and Mathematics. Science and Social Studies are aligned to the Next Generation Sunshine State 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.

Poinciana Academy of Fine Arts uses data to determine the appropriate instruction. Additional opportunities are offered through Extended Learning, MTSS monitoring (Tier II and Tier III), flexible grouping, grade level strategy meetings, professional development workshops to engage students in their critical thinking in instruction in order to meet the needs of students.

Data is used to determine which students need additional Tier II and Tier III supports. Early in the school year, students complete baseline assessments that provide teachers and instructional support personnel with a bird's eye view of students that need support. Through strategy sessions with coaches, teachers develop appropriate interventions that provide the most support for struggling students. These interventions focus on remediation in reading and math. In addition to benchmark assessment reviews in the area of science, we provide small group support as needed.

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

Strategy: After School Program

Minutes added to school year: 2,340

Students in grades 1-5 who have been identified as struggling in Reading/Math are invited to receive 361-hour sessions of after school tutoring. During After-school tutoring certified teachers will identify areas for intervention/improvement based on data collection, and will provide appropriate instruction to improve upon areas of need.

Strategy Rationale

The rationale behind the tutoring program is an increased percentage of student attendance and lengthier instructional time. Students will also be targeted who scored in the Lowest Quartile Group in any grade level for ELA or Math on the 2016 Florida Standards Assessment.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Terry, Ashton, ashton.terry@osceolaschools.net

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

Students in this program will be taking i-Ready tests periodically to identify benchmarks that students have improved/not improved on. Based on this ongoing data collection, teachers will work with these students in the most urgent content areas of need.

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.

-Kindergarten round-up allows orientation for incoming students
-VPK and Kindergarten families are welcomed on campus for a longer extension of time over the first week of school to allow for a more comfortable transition
-VPK gives their graduating students an exit assessment which determines how successful each student could be in Kindergarten
-District Middle Schools offer new orientation camps to prepare rising sixth graders.

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.

The school is going to have "College and Career Week". This week will promote college and career readiness. The students will be exposed to college and career-themed activities, including visits from professionals in a variety of different careers. 100% of fifth grade students will participate in the Got Plans program and will be able to identify their career codes. We also have a representative from Discovery Intermediate School to address the AVID program that is available in the middle school. Fifth grade teachers identify candidates for the program and the AVID Coordinator conducts the interviews at PAFA.

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

Teachers are trained and encouraged to use cross-curricular strategies, which are found in the Florida Standards. By integrating subjects, teachers are preparing students for college and career readiness.

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

By adhering to and monitoring student progress in Florida Standards, we will provide continuous interventions and instructional strategies which will position our exiting fifth graders to be on track for success in middle school, high school, college, and beyond.

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"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. All teachers will implement effective, rigorous instruction aligned to state standards to increase achievement for all students.

G2. All stakeholders will collaborate to create an engaging, student-centered school environment.

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 achievement for all students. 1a

🔍 G085379

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	56.0
FSA ELA Achievement	54.0
FCAT 2.0 Science Proficiency	60.0

Targeted Barriers to Achieving the Goal 3

- Ineffective use of student data to drive instruction.

- Changing of district diagnostic assessment tools and how this impacts instruction at various academic tier levels.

Resources Available to Help Reduce or Eliminate the Barriers 2

- New Reading Recovery Learning Resource Specialist

- i-ready new to Osceola

- Continued PLC profressional development

- Focused PLC calendar from start to finish of school year

- Continued data-digging sessions for all teachers

- Common planning time in grade level/subject/content area

- PD days and early release days

- Administrative support

Plan to Monitor Progress Toward G1. 8

Design and deliver PD in quality instruction, Data-based problem solving, and Data-driven differentiated instruction and tasks

Person Responsible
Sheri Turchi

Schedule
Monthly, from 8/3/2016 to 5/31/2017

Evidence of Completion
Analysis of data PD logs/handouts/agenda

G2. All stakeholders will collaborate to create an engaging, student-centered school environment. 1a

🔑 G085380

Targets Supported 1b

Indicator	Annual Target
Students exhibiting two or more EWS indicators (Total)	5.0

Targeted Barriers to Achieving the Goal 3

- Lack of English language proficiency

- Less than 10 percent of students entering Kindergarten are testing at a level of Kindergarten readiness

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Coaches- Literacy, Math/Science, MTSS, Reading Recovery

- MTSS program includes reading, math, behavior, and attendance

- Title I, District Level Coaches, ELL support

- Focus Early Warning Systems Reports

- i-Ready proficiency reports

- School Attendance Committee

Plan to Monitor Progress Toward G2. 8

i-Ready Assessment Scores, Fountas and Pinnell, District Science Benchmark Assessments, Student Grades, Attendance Records, Referrals

Person Responsible

Sheri Turchi

Schedule

Weekly, from 8/17/2016 to 5/31/2017

Evidence of Completion

Data chats with all stakeholders involved including teachers, parents, students, and administrative leadership team. Evidence of progress will be shown based on the number of students that are showing proficiency in reading/math, attending school regularly, and decreasing number of suspensions.

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 achievement for all students. `1`

🔑 G085379

G1.B1 Ineffective use of student data to drive instruction. `2`

🔑 B227056

G1.B1.S1 Ongoing opportunities for all teachers to analyze and interpret student data in order to drive their future planning and instruction for the purpose of achievement from all students. `4`

🔑 S239576

Strategy Rationale

Learning gains count for four out of seven components in our school grade calculation. It is imperative that once these students are identified we monitor their progress to intervene immediately and often throughout the school year. The goal is for all stakeholders to share instructional decisions and ownership based on academic data.

Action Step 1 `5`

A variety of professional learning opportunities consisting but not limited to PLCs, strategy sessions, and data chats.

Person Responsible

Ashton Terry

Schedule

Biweekly, from 8/3/2016 to 5/31/2017

Evidence of Completion

Meeting minutes, student data

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

Common location meetings, data reflection forms/activities, common assessments

Person Responsible

Katherine Kerr

Schedule

Biweekly, from 8/3/2016 to 5/31/2017

Evidence of Completion

Meeting minutes, common grade-level formative assessments, data reflection pieces

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

Administrative/coaching Presence at all school-wide data analysis opportunities; coaches and administrators will be readily available to support grade-level and department data analysis teams.

Person Responsible

Sheri Turchi

Schedule

Biweekly, from 8/3/2016 to 5/31/2017

Evidence of Completion

i-Ready reports, common formative assessment data, district assessment data, meeting notes, e-mails

G1.B2 Changing of district diagnostic assessment tools and how this impacts instruction at various academic tier levels. 2

🔑 B227057

G1.B2.S1 Coaches are offering a variety of continuous PD opportunities to familiarize the teachers with the district diagnostic assessment tools that measure achievement with the current curriculum and Florida Common Core Standards. 4

🔑 S239578

Strategy Rationale

In order to effectively plan meaningful and purposeful standards-based instructions/interventions that target student growth and proficiency. All stakeholders need to be able to create a data-driven action plan.

Action Step 1 5

Design and deliver PD in quality instruction, Data-based problem solving, Gradual Release, and Data-driven differentiated instruction and tasks

Person Responsible

Jennifer Schron

Schedule

Monthly, from 8/3/2016 to 5/31/2017

Evidence of Completion

PD training logs, samples of handouts given at trainings, email communication, walkthrough/observation logs

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

i-Ready (Reading and Math) Data, District assessment data, Grade-level common assessment data

Person Responsible

Jamie Martin

Schedule

On 5/31/2017

Evidence of Completion

Tracking i-Ready Scores, tracking district assessment data, tracking grade-level common assessment data, classroom walk-through and observation data.

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

Design and deliver PD in quality instruction, Data-based problem solving, and Data-driven differentiated instruction and tasks

Person Responsible

Jennifer Schron

Schedule

Monthly, from 8/3/2016 to 5/31/2017

Evidence of Completion

FSA scores, i-Ready scores, Fountas and Pinnell Scores, LLI, District Formative Assessments, Common Formative Assessments

G2. All stakeholders will collaborate to create an engaging, student-centered school environment. `1`

🔑 G085380

G2.B1 Lack of English language proficiency `2`

🔑 B227062

G2.B1.S1 All teachers and ESOL paraprofessionals will receive Professional Development opportunities tied to assisting ELL students. `4`

🔑 S239582

Strategy Rationale

A very low percentage of ELL students are demonstrating proficiency on state exams; we have a high number of ELL students at our school.

Action Step 1 `5`

There will be training for teachers on ESOL strategies by the school's ESOL Compliance Specialist

Person Responsible

Ashton Terry

Schedule

Monthly, from 9/6/2016 to 5/2/2017

Evidence of Completion

PD Plans, PD logs, agendas, minutes, handouts

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

Walkthroughs, class and/or district level testing, leadership team meetings, collaboration between administration/coaches and ESOL department, professional conversations among leadership team and teachers.

Person Responsible

Ashton Terry

Schedule

Monthly, from 9/6/2016 to 5/2/2017

Evidence of Completion

walkthrough logs, test data, meeting logs and minutes

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

FSA scores should reflect higher proficiency among ELL students. In addition, i-ready data will be available to monitor these students in all grades throughout the school year

Person Responsible

Ashton Terry

Schedule

Quarterly, from 9/5/2016 to 5/31/2017

Evidence of Completion

FSA Scores, i-ready reports

G2.B2 Less than 10 percent of students entering Kindergarten are testing at a level of Kindergarten readiness 2

🔑 B227063

G2.B2.S1 Emphasis on whole-team collaboration in all subject areas and remediation efforts such as iii, Wednesday Interventions, i-ready, Footsteps to Brilliance, and Accelerated Reader. School-wide and team-level PLC meetings with fidelity will also be emphasized. There will also be a mentoring program to serve students with two or more EWS indicators. 4

🔑 S239584

Strategy Rationale

Improve students in their readiness for state-mandated testing once they enter intermediate grades, as well as to decrease the number of students who meet the criteria for two or more EWS indicators.

Action Step 1 5

Using data from FOCUS, i-ready, Footsteps to Brilliance, and Accelerated Reader during PLC's, we will identify students at-risk in one or more EWS categories, and determine appropriate methods to assist these students.

Person Responsible

Ashton Terry

Schedule

Weekly, from 8/3/2016 to 5/31/2017

Evidence of Completion

Data reports, progress monitoring, PD handouts and resources, meeting minutes, PLC agendas and notes

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Administrative Leadership Team will meet regularly to discuss data, student/teacher progress, and determine next steps for continued student growth.

Person Responsible

Sheri Turchi

Schedule

Weekly, from 8/17/2016 to 5/31/2017

Evidence of Completion

EWS Report in Focus, Student Mentoring Logs, i-ready and other diagnostic tools, formative assessment data

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

Follow up with all stakeholders that are tied to students at risk based off of the EWS report

Person Responsible

Jamie Martin

Schedule

Monthly, from 8/17/2016 to 5/31/2017

Evidence of Completion

MTSS documentation, Student intervention action plans, Student grade book reports, EWS reports

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					
G2.B1.S1.MA1 M317764	Walkthroughs, class and/or district level testing, leadership team meetings, collaboration between...	Terry, Ashton	9/6/2016	walkthrough logs, test data, meeting logs and minutes	5/2/2017 monthly
G2.B1.S1.A1 A310196	There will be training for teachers on ESOL strategies by the school's ESOL Compliance Specialist	Terry, Ashton	9/6/2016	PD Plans, PD logs, agendas, minutes, handouts	5/2/2017 monthly
G1.MA1 M317762	Design and deliver PD in quality instruction, Data-based problem solving, and Data-driven...	Turchi, Sheri	8/3/2016	Analysis of data PD logs/handouts/ agenda	5/31/2017 monthly
G2.MA1 M317780	i-Ready Assessment Scores, Fountas and Pinnell, District Science Benchmark Assessments, Student...	Turchi, Sheri	8/17/2016	Data chats with all stakeholders involved including teachers, parents, students, and administrative leadership team. Evidence of progress will be shown based on the number of students that are showing proficiency in reading/ math, attending school regularly, and decreasing number of suspensions.	5/31/2017 weekly
G1.B1.S1.MA1 M317752	Administrative/coaching Presence at all school-wide data analysis opportunities; coaches and...	Turchi, Sheri	8/3/2016	i-Ready reports, common formative assessment data, district assessment data, meeting notes, e-mails	5/31/2017 biweekly
G1.B1.S1.MA1 M317753	Common location meetings, data reflection forms/activities, common assessments	Kerr, Katherine	8/3/2016	Meeting minutes, common grade-level formative assessments, data reflection pieces	5/31/2017 biweekly
G1.B1.S1.A1 A310189	A variety of professional learning opportunities consisting but not limited to PLCs, strategy...	Terry, Ashton	8/3/2016	Meeting minutes, student data	5/31/2017 biweekly
G1.B2.S1.MA1 M317754	Design and deliver PD in quality instruction, Data-based problem solving, and Data-driven...	Schron, Jennifer	8/3/2016	FSA scores, i-Ready scores, Fountas and Pinnell Scores, LLI, District Formative Assessments, Common Formative Assessments	5/31/2017 monthly
G1.B2.S1.MA1 M317755	i-Ready (Reading and Math) Data, District assessment data, Grade-level common assessment data	Martin, Jamie	8/3/2016	Tracking i-Ready Scores, tracking district assessment data, tracking grade-level common assessment data, classroom walk-through and observation data.	5/31/2017 one-time
G1.B2.S1.A1 A310190	Design and deliver PD in quality instruction, Data-based problem solving, Gradual Release, and...	Schron, Jennifer	8/3/2016	PD training logs, samples of handouts given at trainings, email communication, walkthrough/observation logs	5/31/2017 monthly
G2.B1.S1.MA1 M317763	FSA scores should reflect higher proficiency among ELL students. In addition, i-ready data will be...	Terry, Ashton	9/5/2016	FSA Scores, i-ready reports	5/31/2017 quarterly
G2.B2.S1.MA1 M317767	Follow up with all stakeholders that are tied to students at risk based off of the EWS report	Martin, Jamie	8/17/2016	MTSS documentation, Student intervention action plans, Student grade book reports, EWS reports	5/31/2017 monthly
G2.B2.S1.MA1 M317768	Administrative Leadership Team will meet regularly to discuss data, student/ teacher progress, and...	Turchi, Sheri	8/17/2016	EWS Report in Focus, Student Mentoring Logs, i-ready and other diagnostic tools, formative assessment data	5/31/2017 weekly
G2.B2.S1.A1 A310197	Using data from FOCUS, i-ready, Footsteps to Brilliance, and Accelerated Reader during PLC's, we...	Terry, Ashton	8/3/2016	Data reports, progress monitoring, PD handouts and resources, meeting minutes, PLC agendas and notes	5/31/2017 weekly

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 achievement for all students.

G1.B1 Ineffective use of student data to drive instruction.

G1.B1.S1 Ongoing opportunities for all teachers to analyze and interpret student data in order to drive their future planning and instruction for the purpose of achievement from all students.

PD Opportunity 1

A variety of professional learning opportunities consisting but not limited to PLCs, strategy sessions, and data chats.

Facilitator

Kerr, Martin, Rickert, Schron (Coaches)

Participants

All instructional teachers and support staff

Schedule

Biweekly, from 8/3/2016 to 5/31/2017

G1.B2 Changing of district diagnostic assessment tools and how this impacts instruction at various academic tier levels.

G1.B2.S1 Coaches are offering a variety of continuous PD opportunities to familiarize the teachers with the district diagnostic assessment tools that measure achievement with the current curriculum and Florida Common Core Standards.

PD Opportunity 1

Design and deliver PD in quality instruction, Data-based problem solving, Gradual Release, and Data-driven differentiated instruction and tasks

Facilitator

Jennifer Schron

Participants

All instructional and support teachers

Schedule

Monthly, from 8/3/2016 to 5/31/2017

G2. All stakeholders will collaborate to create an engaging, student-centered school environment.

G2.B1 Lack of English language proficiency

G2.B1.S1 All teachers and ESOL paraprofessionals will receive Professional Development opportunities tied to assisting ELL students.

PD Opportunity 1

There will be training for teachers on ESOL strategies by the school's ESOL Compliance Specialist

Facilitator

ESOL Compliance Specialist

Participants

All teachers and ESOL paras

Schedule

Monthly, from 9/6/2016 to 5/2/2017

G2.B2 Less than 10 percent of students entering Kindergarten are testing at a level of Kindergarten readiness

G2.B2.S1 Emphasis on whole-team collaboration in all subject areas and remediation efforts such as iii, Wednesday Interventions, i-ready, Footsteps to Brilliance, and Accelerated Reader. School-wide and team-level PLC meetings with fidelity will also be emphasized. There will also be a mentoring program to serve students with two or more EWS indicators.

PD Opportunity 1

Using data from FOCUS, i-ready, Footsteps to Brilliance, and Accelerated Reader during PLC's, we will identify students at-risk in one or more EWS categories, and determine appropriate methods to assist these students.

Facilitator

Terry, Turchi, Schron, Kerr, Martin, Rickert

Participants

All instructional staff

Schedule

Weekly, from 8/3/2016 to 5/31/2017

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	A variety of professional learning opportunities consisting but not limited to PLCs, strategy sessions, and data chats.	$0.00
2	G1.B2.S1.A1	Design and deliver PD in quality instruction, Data-based problem solving, Gradual Release, and Data-driven differentiated instruction and tasks	$0.00
3	G2.B1.S1.A1	There will be training for teachers on ESOL strategies by the school's ESOL Compliance Specialist	$0.00
4	G2.B2.S1.A1	Using data from FOCUS, i-ready, Footsteps to Brilliance, and Accelerated Reader during PLC's, we will identify students at-risk in one or more EWS categories, and determine appropriate methods to assist these students.	$0.00
		Total:	$0.00