

School District of Osceola County, FL

# Harmony Community School



2016-17 Schoolwide Improvement Plan

## Harmony Community School

3365 SCHOOLHOUSE RD, Harmony, FL 34773

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	No	37%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	20%

### School Grades History

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

*\*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>.

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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 Harmony Community School

DA Region and RED	DA Category and Turnaround Status
Central - <a href="#">Lucinda Thompson</a>	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.

Harmony Community School: A community that teaches, inspires, respects, and celebrates, everybody every day.

##### b. Provide the school's vision statement.

Harmony Community School: Where everyone leads by example through personal responsibility, contribution, and hard work.

#### 2. School Environment

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

Students at Harmony Community School learn the tolerance of cultures through a variety of classroom techniques infused directly into teaching. We are a Leader In Me School which provides leadership opportunities for all students and teachers.

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

We have many procedures in place to ensure students feel safe.

Emotional safety is addressed through leadership and the 7 Habits, which is practiced by everyone.

Physical safety is addressed in many ways, such as, visitors to the school must be OASIS approved. Anyone attempting to enter our campus, must present a valid ID before doors are opened. All exterior doors and classroom doors are always locked. Leadership team members carry a radio to ensure a quick response time. All procedures for safety mechanisms are reviewed annually. Some aspects covered are as follows:

Morning and afternoon duty. Lunch duty. Emergency procedures to include fire, inclement weather and lock down. Practice drills ensure students and staff all know expectations.

There is an anonymous bullying reporting system as well as district communication and initiatives passed along that include posters and lessons on bullying and internet safety.

##### 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.

Harmony Community Schools expectations are infused schoolwide. The expectations for voice level and behavior are consistent in all classrooms. Annually, administration holds grade level assemblies to review school wide expectations and consequences. Harmony has a dean of students trained to support students. The Dean is trained in the 7 Habits to ensure students are taught proactive strategies to prevent future referrals. Harmony is a Leader In Me Lighthouse School, and infuses the 7 Habits of Happy Kids and Highly Effective People. All staff has been trained in delivery of this program and students are fully aware of the expectations. The Leader in Me is a whole-school transformation model that acts like the operating system of a computer — it improves performance of all other programs. Based on The 7 Habits of Highly Effective People®, The Leader in Me produces

transformational results such as higher academic achievement, fewer discipline problems, and increased engagement among teachers and parents. Better yet, The Leader in Me equips students with the self-confidence and skills they need to thrive in the 21st century economy. Harmony Community School believes in this model and strives to unleash the potential of every student through The Leader In Me!

**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.**

Harmony Community School employs 2 full time guidance counselors, who are available to meet with students and listen to any concerns regarding students emotional state of mind. There are 2 VE teachers who ensure any student with an IEP who needs social/emotional support receive it through small group direct instruction. Harmony also holds the following community projects specifically for HCS students:

Food drive, coat drive, shoe drive. Harmony offers Leadership Clubs school wide where all students are able to chose a program to showcase leadership skills as well as have an End in Mind of community service.

Students who are in transition, receive weekly food donations as well as clothing donated from Osceola County.

Students school wide have leadership opportunities infused within the school day. We will also offer a peer mentoring program for middle school students through service learning and a Teacher Assistant Program. The recipients of this program will be HCS elementary students.

### 3. Early Warning Systems

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

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

The EWS for Harmony Community School is a proactive indicator that shows overall areas of concern for specific students and their areas of need. Those specific areas indicate a small number of students showing concern with:

attendance

discipline referrals

course failure in ELA or Math

level 1 on statewide assessment

**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	23	13	11	8	10	8	1	2	2	0	0	0	0	78
One or more suspensions	1	0	2	2	3	3	3	0	0	0	0	0	0	14
Course failure in ELA or Math	0	0	0	0	10	0	0	0	0	0	0	0	0	10
Level 1 on statewide assessment	0	0	0	23	33	30	19	8	5	0	0	0	0	118
	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	2	9	4	2	0	0	0	0	0	0	17

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

Harmony Community School believes all students can be successful. We utilize the Multi Tiered System of Support to identify, monitor and remediate students. We currently use small group instruction with the Journey's reading curriculum and Go Math. Within these programs, remediation is completed through Write In Readers (T2), Toolkits (T3). All interventions are delivered in small group. Harmony will also implement iReady, which progress monitors students academic growth with remedial opportunities within.

All staff has a designated time for intensive remediation for up to 30 minutes, 5 times per week. All teachers are aware of the school wide implementation of MTSS and the procedures to ensure students receive interventions specifically designed for the area they need improvement.

**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**

Harmony offers many day time and evening activities to build rapport with families. We hold an annual 7 Habits Parent Night, science and Math nights as well as band and chorus concerts. Harmony Students share their progress through student led conferences as well as daily and or weekly newsletters from parents. FOCUS is a district program that allows parents to view their students grades as well as any conference notes.

**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.**

There is a designated business partner liason who is in direct communication with the district as well as business partners. Partners are updated annually with a contract. Partners are offered sponsorship opportunities and are communicated to via email as well as face to face communication. There is a partnership area in the school displaying partner information.

**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
Davis, Johathan	Principal
Micale, Dorota	Assistant Principal
Yontz, Amanda	Dean
Osborne, Deanna	Instructional Coach
Davenport, Sandra	Assistant Principal
Dupuis, Beth	School Counselor
Besser, Susan	Instructional Media

#### b. Duties

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

To identify students, review data, put interventions into place, and then monitor that the interventions are working with feedback given as needed.

**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.**

Our IAT team plans to continue with the same strategy as last year, which involves identification of students based on data, push-in services to the classroom, and daily iii intervention services in every class. Our monitoring system includes regularly scheduled MTSS meetings to ensure progress monitoring of all students. This includes a fluid process of increasing support and enrichment as needed. Our SIP goals are designed to support the core instruction as well as those identified in our MTSS system.

SAI funding will be used for before school and Saturday interventions in Reading, Math, and Science. Local funds used to fund professional development: Writing Core Connections and Math Solutions as well as science camps and professional Development.

## 2. School Advisory Council (SAC)

#### a. Membership

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

Name	Stakeholder Group
Jon Davis	Principal
Christy Walter	Parent
Alexandra Feild	Parent
Jon Davis	Principal
Arlene Cuellar	Teacher
Michael Allen	Parent
Kelly McLees	Parent
Robert Williams	Parent
Valerie Yeager	Teacher
Eleatha Horn	Teacher
Linda Broomall	Teacher
Glen Boisseau Becker	Teacher
Dorota Micale	Parent
EstherRuth Gilbert	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*

Goal 1 was not met with success. Student reading and math proficiency did not increase. Overall proficiency school wide dropped from 71% to 64%  
Goal 2 was not met with success. Attendance of students who missed 10% or more school days decreased by 1%.

#### *b. Development of this school improvement plan*

Through the forum of monthly meetings academic initiatives are discussed and the school course is plotted.

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

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

All school improvement funds must be directly related to improving student achievement and are addressed throughout the year. No funds have been committed yet as the school year has just started.

### **3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.**

No

*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
Davis, Johathan	Principal
Micale, Dorota	Assistant Principal
Osborne, Deanna	Instructional Coach
Nichols, Chris	Teacher, K-12
Boisseau Becker, Glenn	Teacher, K-12
Besser, Susan	Instructional Media
Brennan, Marney	Teacher, K-12

#### b. Duties

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

The LLT will meet frequently to discuss the literacy needs of the school and find ways to actively engage students with literacy, via classroom activities, morning announcements, parent nights, etc.

#### 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.**

We encourage positive working relationships and collaborative planning and instruction by scheduling grade level teachers with the same block and lunch times. This time can be utilized for teachers to have common PLCs, grade level meetings, and conferences in which teachers can collaborate, review data and discuss strategies to enrich and remediate students.

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

We seek only the highest qualified candidates who fit in with our school culture and have a track record of success. A committee of administrators, teachers, and students is responsible to recruit. Everybody contributes to a positive school climate with an emphasis on "The Leader In Me".

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

Our school's plan for pairing new teachers is to pair a new teacher with a like grade level teacher and/or subject area. The pair will meet several times weekly in the beginning and then at least once a week for the remainder of the year to ensure that the new educator is fully supported.

#### 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.**

This year our school is using District Curriculum Maps for Reading/LA, Math, and Science, which were created to ensure that all Florida Standards will be taught during the school year and our core instructional programs/materials are cited as a primary resource for teachers. The Leadership Team will conduct CWTs to ensure the fidelity of standards teaching according to the Curriculum Maps.

## **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 MTSS team, as well as the teachers, analyze current and FSA (if applicable), STAR scores, FCAT Science Osceola Writes, EWS reports as well as common formative assessments. Once students are identified with diverse needs, we determine the best path to provide appropriate instruction/intervention needs. In our master schedule, we have incorporated 30 minutes of iii time, 5 days a week, where teachers meet with their Tier 2, Tier 3, or Lowest Quartile students using intervention materials, to provide support of daily grade level lessons. Also, we use our para's to push in to assist students in the classroom during instruction/practice time.

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

**Strategy:** Before School Program

**Minutes added to school year:** 1,620

Teachers will work with identified low performing students 3 times a week before school.

### **Strategy Rationale**

Teachers will use a variety of strategies with intervention materials to aide student learning.

### **Strategy Purpose(s)**

- Core Academic Instruction

### **Person(s) responsible for monitoring implementation of the strategy**

Davis, Johathan, davisj@osceola.k12.fl.us

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

The data of these students is examined frequently throughout the year by the MTSS team. 4 times a year these students will be progress monitored by using their STAR test results.

**Strategy: After School Program**

**Minutes added to school year: 540**

Identified low performing students 1 time per week after school will be supported with computer based remediation.

**Strategy Rationale**

A variety of strategies with intervention materials to aide student learning will be used.

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Micale, Dorota, dorota.micale@osceolaschools.net

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

The data of these students is examined frequently throughout the year by the MTSS team. 4 times a year these students will be progress monitored by using their STAR test results.

**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.**

We house a pre-k program in our school and those students all attend VPK on HCS campus. This ensures students at an early age are beginning to understand procedures and routines for the school they will attend for K. PreK, as well as K, offer a staggerd start to build positive rapore and relationships with students.

**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.**

Guidance provides district courses on college and career readiness to all 8th grade students. This program also provides a off campus trip to Valencia College where students receive real world experience in learning about college and options available to them. There is very little opportunity course selection at the elementary level. However students are exposed to the arts and physical education on a daily basis. Teachers are constantly making connections between what students learn and how they will apply it in the real world.

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

Our schedule the reading and language arts classes back to back in grades 1st - 8th. Our teachers employ thematic units where students are asked to make connections between academics and real life situations. In addition, we offer leadership opportunities, that put theory into practice by giving back to the community while using ELA and math strategies within the leadership club program.

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

Teachers prepare their students for middle school and high school and for a technologically changing world and we receive good feedback for the middle and high schools they attend.

**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.**

Teachers prepare their students for middle and high school for a technologically changing world and we receive good feedback for the middle and high schools they attend.

## 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 deliver instruction which engages students to the depth of the standards with support through collaboration, professional development and planning.

## 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 deliver instruction which engages students to the depth of the standards with support through collaboration, professional development and planning. 1a

G085403

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Gains	80.0
Math Gains	80.0

**Targeted Barriers to Achieving the Goal** 3

- Lack of knowledge of essential standards and implementation within the classroom

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

- Professional development
- Instructional Coaches
- AVID strategies
- Marzano resources
- CPALMS
- Grade Level Meetings
- Professional Learning Communities
- The Leader In Me

**Plan to Monitor Progress Toward G1.** 8

PLC meeting data, common formative assessments, lesson plans

**Person Responsible**

Dorota Micale

**Schedule**

Monthly, from 8/3/2016 to 6/2/2017

**Evidence of Completion**

Collection of PLC binders, common assessments and lesson plans

**Plan to Monitor Progress Toward G1.** 8

Classroom walkthroughs

**Person Responsible**

Johathan Davis

**Schedule**

Weekly, from 8/10/2016 to 5/31/2017

**Evidence of Completion**

## 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 deliver instruction which engages students to the depth of the standards with support through collaboration, professional development and planning. **1**

 **G085403**

**G1.B3** Lack of knowledge of essential standards and implementation within the classroom **2**

 **B227128**

**G1.B3.S1** We will provide professional development to instructional staff to support an increased knowledge of current standards and how to implement within the classroom setting. **4**

 **S239647**

### Strategy Rationale

Providing focused professional development on collaboration, planning and standards will deepen teacher knowledge to deliver engaging instruction.

### Action Step 1 **5**

Targeted professional development will be offered to teachers. t

#### Person Responsible

Deanna Osborne

#### Schedule

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

#### Evidence of Completion

Growth on iready Progress Monitoring, CWT's and FSA Results

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

Classroom walk throughs will be conducted to ensure best practices are being used while teaching the ELA and Math Florida Standards .

**Person Responsible**

Johathan Davis

**Schedule**

Weekly, from 8/10/2016 to 6/2/2017

***Evidence of Completion***

The Leadership team will conduct walk throughs, collect anecdotal evidence and deliver feedback.

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

The Leadership, IAT Team, and teachers will analyze data to see that students are making gains in both reading and math.

**Person Responsible**

Beth Dupuis

**Schedule**

Quarterly, from 8/3/2016 to 6/2/2017

***Evidence of Completion***

We will look at benchmark assessments as well as iready assessments to see that students are improving in the areas of reading and math.

**G1.B3.S2** Academic coaches will provide resources and coaching for ELA and Math teachers. 4

 S239648

**Strategy Rationale**

By providing resources and modeling for coaches, instructional capacity and knowledge of the standards will increase.

**Action Step 1** 5

**Person Responsible**

**Schedule**

***Evidence of Completion***

**G1.B3.S3** Essential Standards will be identified, taught and evaluated by Common Formative Assessments through the PLC Process 4

 S239649

**Strategy Rationale**

When essential standards are identified, assessed and retaught for mastery through the PLC process students will make learning gains.

**Action Step 1** 5

PLCs will meet to identify essential standards. Common assessments will be created from identified essential standards. Data from the assessment will be shared in the PLC and used to drive instruction to include: reteaching and enrichment. Essential standards will be taught until mastery is accomplished by each student.

**Person Responsible**

**Schedule**

Monthly, from 8/15/2016 to 5/26/2017

***Evidence of Completion***

PLC meeting notes, Common Assessments, student data. Sandra Davenport - Assistant Principal

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B3.S2.A1 A310298	[no content entered]		No Start Date		No End Date one-time
G1.B3.S1.A1 A310297	Targeted professional development will be offered to teachers. t	Osborne, Deanna	8/3/2016	Growth on iready Progress Monitoring, CWT's and FSA Results	5/3/2017 monthly
G1.B3.S3.A1 A310299	PLCs will meet to identify essential standards. Common assessments will be created from identified...		8/15/2016	PLC meeting notes, Common Assessments, student data. Sandra Davenport - Assistant Principal	5/26/2017 monthly
G1.MA2 M317906	Classroom walkthroughs	Davis, Johathan	8/10/2016		5/31/2017 weekly
G1.MA1 M317905	PLC meeting data, common formative assessments, lesson plans	Micale, Dorota	8/3/2016	Collection of PLC binders, common assessments and lesson plans	6/2/2017 monthly
G1.B3.S1.MA1 M317903	The Leadership, IAT Team, and teachers will analyze data to see that students are making gains in...	Dupuis, Beth	8/3/2016	We will look at benchmark assessments as well as iready assessments to see that students are improving in the areas of reading and math.	6/2/2017 quarterly
G1.B3.S1.MA1 M317904	Classroom walk throughs will be conducted to ensure best practices are being used while teaching...	Davis, Johathan	8/10/2016	The Leadership team will conduct walk throughs, collect anecdotal evidence and deliver feedback.	6/2/2017 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 deliver instruction which engages students to the depth of the standards with support through collaboration, professional development and planning.

**G1.B3** Lack of knowledge of essential standards and implementation within the classroom

**G1.B3.S1** We will provide professional development to instructional staff to support an increased knowledge of current standards and how to implement within the classroom setting.

### PD Opportunity 1

Targeted professional development will be offered to teachers. t

#### Facilitator

Math and Literacy Coaches and District Trainers

#### Participants

ESE and Regular Education Teachers and ELL Support Staff

#### Schedule

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

**G1.B3.S3** Essential Standards will be identified, taught and evaluated by Common Formative Assessments through the PLC Process

### PD Opportunity 1

PLCs will meet to identify essential standards. Common assessments will be created from identified essential standards. Data from the assessment will be shared in the PLC and used to drive instruction to include: reteaching and enrichment. Essential standards will be taught until mastery is accomplished by each student.

#### Facilitator

Liz Salvato, district facilitator for the PLC process.

#### Participants

teachers

#### Schedule

Monthly, from 8/15/2016 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.B3.S1.A1	Targeted professional development will be offered to teachers. t	\$0.00
2	G1.B3.S2.A1		\$0.00
3	G1.B3.S3.A1	PLCs will meet to identify essential standards. Common assessments will be created from identified essential standards. Data from the assessment will be shared in the PLC and used to drive instruction to include: reteaching and enrichment. Essential standards will be taught until mastery is accomplished by each student.	\$0.00
Total:			\$0.00