

School District of Osceola County, FL

Ventura Elementary School



2016-17 Schoolwide Improvement Plan

Ventura Elementary School

275 WATERS EDGE DR, Kissimmee, FL 34743

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	92%

School Grades History

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

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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 Ventura Elementary School

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.

Meeting the needs of all students in the 21st century.

b. Provide the school's vision statement.

Ventura Elementary School will outperform all other schools in the Osceola County School District.

2. School Environment

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

At Ventura Elementary, our teachers take every effort to get to know their students. Our Dual Language Academy is a strong part of our school. They have multiple events during the school year in which we celebrate our students cultures either through ceremonies, concerts, or general meetings.

The students are always encouraged to represent their culture and appreciate the cultures of their peers.

During this school year, we are implementing interactive notebooks for multiple subjects. This is an opportunity for students and teachers to share information with each other which could also assist with building relationships.

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

At Ventura Elementary, we practice our ROAR expectations(Respectful, Organized, Accepting, Responsible) through the implementation of PBIS, Positive Behavioral Intervention and Supports. We also have paraprofessionals, teachers and staff stationed throughout the campus before and after school hours for their safety.

Students know that safety is our number one concern and that they can speak to any adult on this campus if they have a concern.

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.

Positive Behavioral Intervention & Support is the key to our schoolwide behavioral system. This consists of teaching students the behavioral expectations and rewarding the positive choices that students make.

When implementing discipline with the students for improper choices, we practice progressive discipline.

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.

At Ventura Elementary, we are staffed with a guidance counselor and a part time social worker. Each of these staff members assist in providing important services to our students. individual and small group counseling is provided. External services in counseling is provided to students with special

needs. Through our partnership with the United Way, we have built relationships with community groups to assist with meeting student needs through counseling as well as providing basic needs such as food, clothing and even gifts for the family.

We also have a group of volunteers to be part of our Bookmark Buddies team (volunteer tutors that help with academic as well as personal needs of third grade 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.

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	12	15	13	21	13	0	0	0	0	0	0	0	98
One or more suspensions	9	2	2	6	10	10	0	0	0	0	0	0	0	39
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	4	44	54	0	0	0	0	0	0	0	102

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	2	0	1	0	11	11	0	0	0	0	0	0	0	25

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

The school offers 180 extra minutes of iii time for all students during the week. Each student is prescribed a path based on their needs. The schools MTSS coach monitors each student in Tier II and Tier III. The team moves students between interventions as needed. We also provide after school tutoring in both reading and math.

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

Our parent involvement targets are to have programs and activities that teach parents how to help their children at home, as appropriate, including but not limited to, other federal programs.

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.

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
Condo, Ashley	Principal
Rivera, Jacqueline	Other
Maldonado, Melissa	Instructional Coach
Rosa, Leonor	Other
Ivey, Vivian	Instructional Coach
Tindall, Lisa	Assistant Principal
Hale, Andrea	Instructional Coach

b. Duties

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

Literacy Coach - monitoring data and providing ideas for Reading interventions
Math/Science Coach - monitoring data and providing ideas for Math interventions
Administration - monitoring implementation through classroom walk-throughs
ESOL Specialist - monitoring data and providing strategies to use with ELL students
MTSS Coach - monitoring data and implementation of interventions
School Psychologist - monitoring data and providing screenings for students as needed
Guidance Counselor - monitoring EWS and providing behavior interventions,
LRS - monitoring EWS and providing interventions
Speech Pathologist - monitoring data and providing speech/language interventions

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

The MTSS/Leadership team meets biweekly to look at school-wide data (STAR data - administered 4 times a year for students in Tier 1 and monthly for students in Tier 2) to determine effectiveness of core instruction. Based on the results we determine the need for professional development. We also use this data to regroup students' intervention groups.

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 programs 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 achieve the same standards as developed for other students.

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

Title IX

To help eliminate barriers for education the District Homeless Education 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 Liaison 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
Ashley Condo	Principal
Tanuja Cruz	Education Support Employee
Deborah Casey	Parent
Brenda Sullivan	Parent
Daiana Avendano	Parent
Mirelsa Gonzalez	Teacher
Phillip Lowry	Parent
Vivian Ivey	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 School Advisory Council consistently reviewed items on the SIP for the 2015-2016 school year. The administration continued to share student performance data as the year continued. At the beginning of the 2016-2017 school year, the members were presented with data results from the previous school year as was available from the state and our STAR Data. As we enter the 2016-2017 school year, the school has decided to continue to be sure to improve the implementation of the Florida Standards for ELA / Math and Next Generation Sunshine State Standards for Science.

b. Development of this school improvement plan

Leadership from the school analyzed school data to share with the SAC. Then SAC members were invited to attend meetings in which ideas for the CIMS were created and discussed. Then the CIMS was presented to SAC for them to approve.

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

In order for funds to be spent from the budget, the administration and staff has to prepare an official document for requesting funds. The SAC is also presented the CIMS for their agreement in accepting the plan. If the members have suggestions they are considered for implementation as well.

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

Last year we budgeted SAC money on items and presentations that would benefit the students, teachers and community. As listed below we were able to purchase diverse items from Orlando Science Center to Custodial equipment.

Orlando Science Center \$630.50
Pride Enterprises Car Tags \$890.50
Math and Science Olymiad Shirts \$213.47
CPR Training \$136.00
Custodial Supplies \$2,328.30
Labels \$266.50
Art Supplies \$407.49
KID BIZ Gift Cards and Ice Cream \$173.49
Tiger Ticket Prizes \$68.97

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
Condo, Ashley	Principal
Maldonado, Melissa	Instructional Coach
Ikram, Syheeda	Teacher, K-12
Atkinson, Rebecca	Teacher, K-12
Chamberlain, Kira	Teacher, K-12
Fontaine, Alma	Teacher, K-12
Fortune, Calah	Teacher, K-12
Kreig, Janice	Teacher, K-12
Kunce, Kendice	Teacher, K-12

b. Duties

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

This year the literacy council is focusing on three areas: Parental involvement, high-level curriculum implementation and collaborative planning with an emphasis on Common Assessment and Common procedures during the 90 minute block.

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.

All grade levels have a common planning time during the school day. Each grade level has a grade chair who has the responsibility of overseeing their team to make sure that all members are involved and participating. Each grade level also has a leadership team member assigned to their grade level to be a liason between the grade level and leadership.

The school leadership has also provided 4 half day planning opportunities for each grade level using Title I discretionary funds. During this time the teams are to collaboratively plan common assessments in line with the standards that have been established for their grade level.

Each grade level meets weekly in a professional learning community where they set goals aligned to the school goals, develop common assessments, share strategies to meet specific students' needs and progress monitor to evaluate the effectiveness of their strategies.

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

At Ventura Elementary School, we initially depend on the Human Resources Department at our school district office to recruit the applicants for our teaching positions. We also count on word of mouth discussions with our current staff to those seeking employment. We advertise our current teaching positions and selectively choose those to be interviewed. If the candidate is of high quality, the administration then sends an receives an email stating the highly qualified status of the candidate. After these effective teachers are hired, it is the responsibility of the principal and assistant principal to keep them motivated to remain at Ventura Elementary. We build a team attitude that should be contagious and increase the desire of teachers to stay and new candidates to join. During the employees time at Ventura Elementary, we make it an expectation to help the teacher grow and achieve the goals that they set for themselves.

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

During pre-planning, the administration met with the new teachers/staff to Ventura Elementary school in order to make them feel welcome. The teachers/staff were then given the opportunity to meet with their assigned mentor. The assignment of the mentors was based on their area of expertise. An example would be: a fifth grade teacher that is teaching reading was assigned a fifth grade reading teacher and so forth. The mentors will meet regularly with the new teachers/staff to provide support with instructional practices, curriculum, classroom management, and any other procedural things that relate to Ventura Elementary School.

The new teachers/staff will meet with administration at least quarterly to discuss any concerns, needs, or questions about upcoming events.

The ELL coach has established a monthly time to meet with the new instructors as well to inform them of key topics/expectations at the school.

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.

At Ventura Elementary School, we use the resources that are the selected textbooks for all core instructional programs. We also review lesson plans to be sure the appropriate materials are being used as well. Our instructional coaches also review and share the appropriate ways to implement the resources that align to the Florida Standards.

b. Instructional Strategies

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

At Ventura Elementary, iReady to progress monitor our students. From these assessments, we are able to level the students according to their instructional levels as well as skill needs. From this data we provide iii time for reading in which each grade level distributes the students for smaller group instruction based on level or skill need between all the teachers in their grade level as well as paraprofessionals. Math intervention time has also been established for each grade level in which students are given extra time to address individual needs through a push in model.

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: 3,180

October 21st-March 19th

1. 3-5 students in the urgent intervention and intervention section of STAR Reading baseline assessment are participating in small group extra assistance with a teacher 2 days a week for 50 minutes for reading. Grades 3-5 teachers are using guided reading and Kidbiz.
2. K-1 students in the urgent intervention section of Early Literacy baseline assessment are participating in small group extra assistance with a teacher 2 days a week for 50 minutes for reading. K and 1 teachers are using Journeys Write-in Readers.
3. 4-5 students in the lowest 30% for math only are participating in small group extra assistance with a teacher 2 days a week for 50 minutes. 4-5 teachers are using Do the Math and Moby Math.

Strategy Rationale

The purpose is to provide extra time for the students to increase proficiency as well as increase school wide learning gains

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Tindall, Lisa, tindalll@osceola.k12.fl.us

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

iReady will be used for progress monitoring.

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.

This is the third year in which Ventura Elementary School is hosting two half-day VPK classes. As the year, continues, the leadership and school staff will include and invite students and families from these classes to participate in our school-wide events. We also will be sure to include those families in our Kindergarten Round-up that occurs in the Spring to introduce them to our Kindergarten Programs.

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 instruction aligned to the standards with the purpose of increasing school wide proficiency and learning gains.
- G2.** Successful implementation of Professional Learning Communities in order to address EWS, student performance, proficiency and instructional practices.

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 instruction aligned to the standards with the purpose of increasing school wide proficiency and learning gains. 1a

 G085435

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	53.0
FSA Mathematics Achievement	55.0

Targeted Barriers to Achieving the Goal 3

- Knowledge of standards

Resources Available to Help Reduce or Eliminate the Barriers 2

- PLC Conference
- Variety of PLC Support Books
- One Note notebook for PLC facilitators to share
- PD for PLC facilitators at Ventura and neighboring schools.

Plan to Monitor Progress Toward G1. 8

PLC facilitators will meet to analyze data and collaborate with each other to prepare and lead their teams to focus on student achievement; administration will visit each collaborative team during meetings.

Person Responsible

Lisa Tindall

Schedule

Biweekly, from 9/1/2016 to 5/29/2017

Evidence of Completion

Agenda minutes, written SMART goals, and common assessments will be collected to demonstrate monitoring.

G2. Successful implementation of Professional Learning Communities in order to address EWS, student performance, proficiency and instructional practices. 1a

G085436

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	66.0
FCAT 2.0 Science Proficiency	60.0
Math Gains	52.0

Targeted Barriers to Achieving the Goal 3

- Content knowledge of the teachers in relation to Florida State Standards and the Next Generation Sunshine State Standards

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Coaches-Literacy coach, Math & Science Coach, Learning Resource Specialist, MTSS Coach, and ESOL Coach
- Supporting Programs: Achieve 3000 (Non-fiction leveled computer based program), STAR Renaissance, CAFE, MFAS
- Reading Buddies for select students, Triple I targeted instruction
- Guided Reading Library..... with the addition of the Appendix B books supporting the FL Standards

Plan to Monitor Progress Toward G2. 8

Data Chats with Teachers (Assessment Data, CWT, Grades, iReady)

Person Responsible

Ashley Condo

Schedule

Every 6 Weeks, from 8/22/2016 to 6/5/2017

Evidence of Completion

Data Tracker reflecting student data

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 instruction aligned to the standards with the purpose of increasing school wide proficiency and learning gains. **1**

 G085435

G1.B3 Knowledge of standards **2**

 B227225

G1.B3.S1 Provide four coaching cycle based on a Marzano Element aligned to Standards. **4**

 S239739

Strategy Rationale

Through these coaching cycle the staff will be able to connect the importance of the Marzano elements on the standard. How using #6 and scales will drive instruction and work towards proficiency.

Action Step 1 **5**

Four coaching cycles one every 6 weeks. Classroom walkthroughs and modeling will be provided in each grade level by a Leadership team member.

Person Responsible

Vivian Ivey

Schedule

Every 6 Weeks, from 9/12/2016 to 6/5/2017

Evidence of Completion

Classroom walkthrough data, coaching feedback

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

Weekly meetings with coaches to discuss progress of teachers. Where we are in the coaching cycle.

Person Responsible

Ashley Condo

Schedule

Weekly, from 9/12/2016 to 6/5/2017

Evidence of Completion

Walk through data, coaching data notebooks and teacher feedback.

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

During the PD Scales will be developed. These scales will guide and move instruction while using specific Marzano elements effectively. It will aid the teachers in gaining more knowledge in the standard and what the prerequisites are for the standard.

Person Responsible

Vivian Ivey

Schedule

Every 6 Weeks, from 10/10/2016 to 6/5/2017

Evidence of Completion

Scales, instructional walkthroughs,


G2. Successful implementation of Professional Learning Communities in order to address EWS, student performance, proficiency and instructional practices. 1

 G085436

G2.B2 Content knowledge of the teachers in relation to Florida State Standards and the Next Generation Sunshine State Standards 2

 B227227

G2.B2.S1 Provide professional development in relation to content knowledge of standards. 4

 S239743

Strategy Rationale

Having knowledge of the standards will lead to teachers using effective instructional strategies to ensure mastery and proficiency.

Action Step 1 5

Professional Development in which the teachers were coached on standards and scale building.

Person Responsible

Melissa Maldonado

Schedule

Monthly, from 8/22/2016 to 8/21/2017

Evidence of Completion

PD sign-in sheets, lesson plans, CT meeting agenda minutes

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

Classroom Observations & Walk-throughs

Person Responsible

Ashley Condo

Schedule

Weekly, from 8/22/2016 to 8/21/2017

Evidence of Completion

Classroom Observation & Walk-through data

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

Common Assessment Data

Person Responsible

Lisa Tindall

Schedule

Every 6 Weeks, from 8/22/2016 to 8/21/2017

Evidence of Completion

Data Tracker, Classroom Grades

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 M318097	PLC facilitators will meet to analyze data and collaborate with each other to prepare and lead...	Tindall, Lisa	9/1/2016	Agenda minutes, written SMART goals, and common assessments will be collected to demonstrate monitoring.	5/29/2017 biweekly
G2.MA1 M318106	Data Chats with Teachers (Assessment Data, CWT, Grades, iReady)	Condo, Ashley	8/22/2016	Data Tracker reflecting student data	6/5/2017 every-6-weeks
G1.B3.S1.MA1 M318095	During the PD Scales will be developed. These scales will guide and move instruction while using...	Ivey, Vivian	10/10/2016	Scales, instructional walkthroughs,	6/5/2017 every-6-weeks
G1.B3.S1.MA1 M318096	Weekly meetings with coaches to discuss progress of teachers. Where we are in the coaching cycle.	Condo, Ashley	9/12/2016	Walk through data, coaching data notebooks and teacher feedback.	6/5/2017 weekly
G1.B3.S1.A1 A310422	Four coaching cycles one every 6 weeks. Classroom walkthroughs and modeling will be provided in...	Ivey, Vivian	9/12/2016	Classroom walkthrough data, coaching feedback	6/5/2017 every-6-weeks
G2.B2.S1.MA1 M318104	Common Assessment Data	Tindall, Lisa	8/22/2016	Data Tracker, Classroom Grades	8/21/2017 every-6-weeks
G2.B2.S1.MA1 M318105	Classroom Observations & Walk-throughs	Condo, Ashley	8/22/2016	Classroom Observation & Walk-through data	8/21/2017 weekly
G2.B2.S1.A1 A310425	Professional Development in which the teachers were coached on standards and scale building.	Maldonado, Melissa	8/22/2016	PD sign-in sheets, lesson plans, CT meeting agenda minutes	8/21/2017 monthly

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 instruction aligned to the standards with the purpose of increasing school wide proficiency and learning gains.

G1.B3 Knowledge of standards

G1.B3.S1 Provide four coaching cycle based on a Marzano Element aligned to Standards.

PD Opportunity 1

Four coaching cycles one every 6 weeks. Classroom walkthroughs and modeling will be provided in each grade level by a Leadership team member.

Facilitator

Vivian Ivey

Participants

All teachers

Schedule

Every 6 Weeks, from 9/12/2016 to 6/5/2017

G2. Successful implementation of Professional Learning Communities in order to address EWS, student performance, proficiency and instructional practices.

G2.B2 Content knowledge of the teachers in relation to Florida State Standards and the Next Generation Sunshine State Standards

G2.B2.S1 Provide professional development in relation to content knowledge of standards.

PD Opportunity 1

Professional Development in which the teachers were coached on standards and scale building.

Facilitator

Andrea Hale (Math & Science Coach), Melissa Maldonado (Literacy Coach) & Vivian Ivy (LRS)

Participants

All teachers

Schedule

Monthly, from 8/22/2016 to 8/21/2017

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	Four coaching cycles one every 6 weeks. Classroom walkthroughs and modeling will be provided in each grade level by a Leadership team member.	\$0.00
2	G2.B2.S1.A1	Professional Development in which the teachers were coached on standards and scale building.	\$0.00
Total:			\$0.00