Manatee County Public Schools

Florine J Abel Elementary School

2016-17 Schoolwide Improvement Plan

Florine J Abel Elementary School

7100 MADONNA PL, Sarasota, FL 34243

https://www.manateeschools.net/abel

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	66%

School Grades History

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

**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 Manatee 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 Florine J Abel 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.

The mission of Florine J.Abel Elementary school is to provide an academic environment for our students, families, faculty and staff. Our intentions are to create a safe and loving center for us to share skills and concepts which will help each of us to live more positive and productive. lives. Our goals include efforts to implement a student centered, standards based curriculum which will include rigorous content, fidelity to programs and ongoing student engagement in the lessons.

b. Provide the school's vision statement.

The vision of Florine J.Abel Elementary school is to strive for the highest possible achievement for student success. We are united around the proposition of community and family engagement. We foster a culture of positive collaboration to support one another. We raise our expectations for everyone. We value rigor, student engagement, fidelity to programs and standards based lesson planning.

2. School Environment

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

Family Nights
Report card conferencing
Back to School Night
Bonfire
Sweetheart Ball
Parent Workshops to review a child's data
Individual conferencing with parents
Home visits
Texting and social media

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

Promotes PBS strategies
Establishing adult contacts for student concerns, check in and check out system
Safety Drills
Safety Inspections
Social Skills groups
Character Education in the classroom
Mental Health counseling groups provided by Community Health Organization
Weekend Snacks provided by Volunteer Organization - ElksClub

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.

Abel implements the Positive Behavior Support Program. PBS aims to build effective environments in which positive behavior is more effective than problem behavior. PBS is a collaborative, assessment-based approach to developing effective interventions for problem behavior. PBS emphasizes the use of preventative, teaching, and reinforcement-based strategies to achieve meaningful and durable behavior and lifestyle outcomes. Expectations are established for each major area of the school addressing the following expectations: Be Respectful, Be Safe, Be Responsible, Be a Learner. A school-wide token economy system is in place to catch students with positive behaviors. Students redeem their earned rewards every Friday with a calendar of preferred prizes or activities. Quarterly rewards are provided to students with cumulative totals at levels to deserve a special school-wide event such as the end of the year SCOUT party.

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.

Counseling, mentoring and pupil services are provided by the Student Support Specialist, School Counselor, School Social Worker and Graduate Enhancement Tech. Small group and individual services are provided as needed. The PAWS volunteers come on a weekly basis allowing students to read and interact with therapy dogs. A check-in/check-out mentoring system has been implemented to enhance relationships among students and participating staff. Our local Mental Health Agency also provides counseling groups during the school day on a weekly basis. Individual therapy is also provided during the school day by the local agencies for students needing Tier 3 interventions. Hospice counselors also provide services and therapy to students who have lost a significant person in their life.

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.

Students are monitored daily for attendance. The school Counselor, Graduation Enhancement Technician and Social Worker will make home visits to address needs the families may have in order to improve student attendance. Students with multiple suspensions are monitored through data and antecedents, documented on the Behavior Tracking forms, and tracked by the MTSS team through conference notes and by communicating with parents as a part of the Problem Solving Process. This is all in an effort to improve behavior and decrease behaviors that lead to suspension. The students are also provided Tier 3 strategies to promote positive behavior in an individualized manner, on an as needed basis. Standards based instruction is monitored for fidelity to Tier 1, 2, and 3. The ILT and MTSS Teams review data indicating the need for support for students who experience Course Failure in either ELA or Math; however, this doesn't exclude looking at supporting data for any correlations between this data and data regarding a child's social/ emotional needs. Finally, parents are notified and welcomed to be a part of the problem solving process. This process is also true for students scoring Level 1 on the statewide assessments

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	20	12	13	18	11	12	0	0	0	0	0	0	0	86
One or more suspensions	4	2	1	0	0	1	0	0	0	0	0	0	0	8
Course failure in ELA or Math	3	1	0	0	0	0	0	0	0	0	0	0	0	4
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

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

The Instructional Specialist and two Resource Teacher provide support for teachers to assist students struggling in reading and math. The ELA Resource teacher provides support for teachers to assist students struggling in reading using Thinking Maps. . This includes use of SIOP strategies in the ELL classroom. Remediation is provided to all struggling students with i-Ready and daily remediation groups. The Student Support Specialist provides support for teachers to assist students struggling with behavior as well as working individually with students. The Graduation Enhancement Tech provides supports to families to help improve attendance and students' well-being by providing information and resources.

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

This year the target for parental involvement will be for each parent to volunteer a minimum of two hours per year or five hours per year to chaperone field trips. Parent Involvement Workshops will meet monthly targeting areas of parental support for student success.

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

Abel Elementary has established partnerships with a wide variety of businesses, community organizations and volunteers to provide support for our students. The Foundation for Manatee County Schools provides resources to support our reading buddy program which was initiated at Abel

Elementary and has now been expanded to several elementary schools in our district. The FELT (feeding empty little tummies) is a program which was also initiated at Abel elementary and expanded to every elementary school. The Elks club cooperates with local resources and volunteers to pack a weekend food bag for students in need. Abel supports a partnership with the Manatee County Public Library - Main Branch. A representative from the library meets with classes on a monthly basis to share information about how the public library can help them. In return, Abel Elementary provides space during our family evening events for a library representative to set up a table for families to register for a library card. Our second grade classes have partnered with the local Junior Achievement organization to learn workplace skills. Weekly volunteers work with third grade students on literacy and life skills through our "Reading Ladies" program and provide mentoring and academic support to our struggling readers. Our PAWs volunteers provide reading support with the weekly visit from the therapy dogs Lockheed Martin provides grant money each year for Science field trips and activities. A local church provides our students with an after school opportunity called the "Good News Club". The Boy and Girl Scouts provide our families with informational meeting nights and opportunities to learn and join scouting.

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
Horner, James	Principal
Nanney, Margi	Teacher, K-12
Bleicher, Michelle	Instructional Coach
Britto, Rebecca	Assistant Principal
Runde, Karen	Teacher, K-12
	Psychologist
Ramirez, Olga	Teacher, K-12
Sefton, Nicole	Teacher, K-12
Alfaro, Chandra	Teacher, K-12
Artis, Heather	Teacher, K-12

b. Duties

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

The Principal convenes and schedules meetings. The MTSS Chairperson facilitates the weekly meetings and collaborates with grade level case managers. Guidance Counselor, School Psychologist and Speech Language Therapists serve as additional Case Managers. Classroom Teachers provide feedback and data to support Core Instruction at Tier One. Content Area Specialists provide curriculum supports and support the MTSS team with appropriate intervention designs.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s)

responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The MTSS Team meets every Thursday to review Tier 1 Instruction and to ensure that all students are continuing to make progress within the core. The MTSS Team, in conjunction with classroom teachers, Content Area Specialists, the Guidance Counselor, School Psychologist and Speech Language Therapists and Principal meet regularly. Teachers utilize performance data to indicate student success and need for further tiered support.

The school collaborates with federal programs including Title I Part A, Title II, Title III and Title X to help support the students at Abel Elementary. There are also programs funded and provided by business partners to help the students understand bullying and violence prevention. The school participates in free breakfast and lunch programs that are offered by the district through government programs.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
James Horner	Principal
Geri Haynes	Business/Community
Lissette Haslem	Teacher
Gloria Velez	Education Support Employee
Debra Apolinar	Parent
Gracie Quinonez	Parent
Sandra Hernandez	Parent
Mariaga LaFleur	Parent
	Student

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

Evaluation of last year's school improvement plan
The SAC continuously monitored last year's goal by progress monitoring the strategies outlined in the SIP. SAC evaluation was conducted on April 26 2016 and was rated as Effective.
Development of this school improvement plan
The SAC will review FSA data, Cella Data, District Assessments, 5 Essentials Survey data from staff, parents and students. SIP input was reviewed by the leadership team, the district support staff, Instruction Leadership Team and Data Team members. Our parents were presented data, goals and strategies for this year at our Annual Title I meeting and SAC meeting, All are provided opportunities of input through discussion, face to face conversation and written feedback.
Preparation of the school's annual budget and plan
At our Annual Title I meeting, and SAC meeting our parents were presented with the Title One Budget and the suggestions from last year on how best to use these limited resources.
Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Utilized of Title One funds for 2016-17 will fund an Instructional Coach a primary ELA resource teacher and and Intermediate Resource Teacher. Our funds will continue to support the IXL math online resources for students and provide funds for teachers to have quarterly planning days. School Improvement funds will provide for substitute teachers in the classrooms when a teacher needs to attend training during a school day. ESE teachers and para-professionals need to be trained yearly in Professional Crisis Management.

b. Development of this school improvement plan

The SAC is presented with information such as student achievement data, school budget information, 5 Essentials School Survey data, school staffing situations, curriculum changes and barriers to highest student achievement. The SAC members ask questions, provide suggestions, vote on the use of SIP funds and vote to approve the SIP.

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

Our SAC will consider the amount of funds in the school's budget and the committee will vote to approve/disapprove expenditures presented to them. SAC has had an active role in deciding how to spend the funds in the budget by reviewing the school's needs and areas of focus and determine where funds can best be allocated. This would be done at the last SAC meeting of the year in preparation for the following school year. The SAC provides input on how Title One Funds should be invested and they provide suggestions for a wish list should other funds become available.

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

Funds were used to provide for substitute teachers for classrooms so that the teachers may attend training opportunities. An example of teacher training during a school day would be for the renewal of CPR certificates and Professional Crisis Management which is a training for the safe handling of difficult and dangerous students. Teachers also train for curriculum interventions such as sending one teacher to bring ideas back to the group.

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.

Abel's SAC is out of compliance because more Hispanic parent members are needed to be representative of our school population. Current SAC members and staff members have been tasked with locating parents who would like to become members of SAC. Notices have been sent out in the school newsletter. The meeting time has been changed so that child care can be provided and pizza dinners are planned for after the meetings.

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
Horner, James	Principal
Bleicher, Michelle	Instructional Coach
Runde, Karen	Teacher, K-12
Nanney, Margi	Teacher, K-12
Alfaro, Chandra	Teacher, K-12
Sefton, Nicole	Teacher, K-12
Britto, Rebecca	Assistant Principal
Artis, Heather	Teacher, K-12

b. Duties

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

The LLT will focus on providing professional development for teachers in grades K-5. The focus of the professional development will be to continue to use district curriculum guidelines to develop and follow standards based lesson planning. A continuation of the implementation of Thinking Maps which help to facilitate increased student engagement and review of programs and the teachers' fidelity to I-ready. The team will provide input and feedback concerning the effectiveness of implementation of the professional development. Team members will analyze data from school wide i-Ready measures and District benchmark assessments to guide instructional decisions within the classrooms and grade level teams.

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.

Professional development is provided for all teachers grades pre-K - 5. All teachers meet for professional development during planning period on Wednesdays(except for Professional development Wednesday when PD is provided during an early out student day). On Thursdays, grade level teams meet for collaborative training. Data is discussed along with how it can be used to drive instruction. Teachers are encouraged to collaborate and share their expertise in instructional strategies during weekly Professional Development meetings or after school Professional Learning Communities.

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

In order to recruit highly qualified, certified-in-field, effective teachers to our school, we only interview qualified candidates. We use a team interview process with pre-determined questions which are analyzed and discussed among team members. We review written references and contact previous principals for a reference. We retain teachers by offering support for classroom needs, continuing professional development and time for reflective discussions. Title One funds help to provide teachers with extra resources and bonus funds.

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

Team leaders are given a supplement in order to facilitate team meetings and to offer ongoing support. The master schedule provides three opportunities each day for teachers to meet and plan. As part of our Title One teacher incentive bonus teachers meet in grade level teams for professional development on

Wednesdays and for collaborative planning on Thursdays. Title One funding supports our school with an Instructional Coach and two Resource teachers.

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.

Abel Elementary uses the Wonders Reading Series, Go Math Series and Top Score Writing. Our District has developed road maps and YAAG (year at a glance) in each discipline that align with Florida standards. These road maps guide teachers through the curriculum so that they may provide their students with rigorous instruction. These materials are provided to all teachers to ensure that each child is instructed at their current grade level. Teachers collaborate to plan instruction that uses the standard as the basis for lesson design.
Instructional programs are used as a resource to support and enhance instruction. Teachers pull from a variety of resources to differentiate, remediate and enrich students based on students' instructional levels or zone of proximal development.

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.

Data is discussed at weekly grade level professional development. From this data, intervention groups are identified along with groups for enrichment. The instructional coach, and resource teachers also participate in the professional development to provide support for the teachers in meeting students' needs. Remediation groups receive daily additional instruction of 40 minutes to bring their skills up to grade level. Enrichment groups are provide supplemental instruction to enhance the core.

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: 4,000

Instruction in core academic subject areas occurs with academic centers being conducted four days per week during the after school program.

Strategy Rationale

With support for homework and participation in academic centers, students will better understand concepts being taught in classrooms therefore, student achievement will increase.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Horner, James, hornerj@manateeschools.net

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

The after school program also offers enrichment clubs for interested students. While clubs have not yet started this year, past clubs have included: technology, art and music, knitting, team sports, board games, Odyssey of the Mind, and a gardening club.

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.

Abel Elementary has three preschool units. Preschool children are incorporated into the Breakfast and Lunch program and use the cafeteria facilities at the same time as other students. These children are being mentored by fifth grade student patrols and are monitored by paraprofessionals. In addition to breakfast and lunch, preschool children are part of our School Mentor Reading Buddy Program and are provided with a Reading Buddy from grades 3-4 two times per week. Preschool children are guided at dismissal by fifth grade patrols, para-professionals and teachers.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

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"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. Develop and implement a model for standards-based instruction aligned to student outcomes to increase student proficiency rate and math gains to increase 25% as measured by the 2016-17 FSA scores over our 2015-16 FSA scores

G2. Develop and implement a model for standards-based instruction aligned to student outcomes to increase student proficiency rate and ELA gains to increase 25% as measured by the 2016-17 FSA scores over our 2015-16 FSA scores

G3. Develop and implement a model for standards-based instruction aligned to student outcomes to increase student proficiency on FCAT science to increase 25% as measured by the 2016-17 FCAT Science 2.0 scores over our 2015-16 FCAT Science 2.0 scores

G4. Student achievement will increase when parents are connected to the school and receive appropriate resources.

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. Develop and implement a model for standards-based instruction aligned to student outcomes to increase student proficiency rate and math gains to increase 25% as measured by the 2016-17 FSA scores over our 2015-16 FSA scores 1a

G085943

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	54.0
Math Gains	65.0
Math Lowest 25% Gains	51.0

Targeted Barriers to Achieving the Goal 3

Resources Available to Help Reduce or Eliminate the Barriers 2

- School based instructional coach and District provided Instructional Specialist to provide guidance and support to teachers to plan the math block for whole group, small group, paired and individualized instruction.

Plan to Monitor Progress Toward G1. 8

Data will be collected by the use of i-Ready diagnostic assessments, district benchmark assessments and classroom data based on formal and informal assessments

Person Responsible

James Horner

Schedule

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

Evidence of Completion

I-Ready reports, Benchmark assessment results, teachers' gradebooks

G2. Develop and implement a model for standards-based instruction aligned to student outcomes to increase student proficiency rate and ELA gains to increase 25% as measured by the 2016-17 FSA scores over our 2015-16 FSA scores 1a

G085944

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	54.0
ELA/Reading Lowest 25% Gains	57.0
ELA/Reading Gains District Assessment	65.0

Targeted Barriers to Achieving the Goal 3

- Professional Development needed for staff to use resources and strategies to meet the needs of our students
- Professional learning for standard based teaching lesson planning, student engagement and fidelity to programs.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Wonders Reading Series, I-Ready computer assisted instruction, classroom libraries, Thinking Maps school-wide continued implementation,
- Thinking Maps are continuing to be implemented to support standard based teaching and assessment.

Plan to Monitor Progress Toward G2. 8

Person Responsible
James Horner

Schedule
Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion
I-Ready Reports. District Benchmark Assessments, teachers' gradebook

Plan to Monitor Progress Toward G2. 8

Data for achievement increase, with improved attendance

Person Responsible
Olga Ramirez

Schedule
Monthly, from 8/24/2015 to 5/27/2016

Evidence of Completion
Data from focus reports and district assessments

G3. Develop and implement a model for standards-based instruction aligned to student outcomes to increase student proficiency on FCAT science to increase 25% as measured by the 2016-17 FCAT Science 2.0 scores over our 2015-16 FCAT Science 2.0 scores 1a

G085945

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	58.0

Targeted Barriers to Achieving the Goal 3

- Training of Science curriculum materials has not been extensive enough to teach the Science standards.

Resources Available to Help Reduce or Eliminate the Barriers 2

- National Geographic curriculum, District road maps,STEM grant and STEM class, Thinking Maps

Plan to Monitor Progress Toward G3. 8

Benchmark Assessments, Teachers' gradebook

Person Responsible
James Horner

Schedule
Quarterly, from 8/10/2016 to 5/31/2017

Evidence of Completion
Benchmark assessment reports, teachers' gradebook

G4. Student achievement will increase when parents are connected to the school and receive appropriate resources. 1a

G085946

Targets Supported 1b

Indicator	Annual Target
District Parent Survey	80.0

Targeted Barriers to Achieving the Goal 3

- Parent workshops, resources and materials

Resources Available to Help Reduce or Eliminate the Barriers 2

- G.E.T support, workshops, newsletters

Plan to Monitor Progress Toward G4. 8

School and Grade Level attendance data will be collected and analyzed. The Graduate Enhancement Tech will work with students and families to improve attendance

Person Responsible
Olga Ramirez

Schedule
Monthly, from 8/17/2016 to 5/30/2017

Evidence of Completion
Attendance records will be reviewed and needs will be addressed on a student to student basis

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

G2. Develop and implement a model for standards-based instruction aligned to student outcomes to increase student proficiency rate and ELA gains to increase 25% as measured by the 2016-17 FSA scores over our 2015-16 FSA scores 1

G085944

G2.B1 Professional Development needed for staff to use resources and strategies to meet the needs of our students 2

B228375

G2.B1.S1 Grade level teams meet weekly to track trends for best implementation of Thinking Maps. 4

S240932

Strategy Rationale

If Thinking Maps are implemented, then student achievment will increase.

Action Step 1 5

Walk throughs every 3 weeks

Person Responsible

James Horner

Schedule

Every 3 Weeks, from 9/26/2016 to 5/31/2017

Evidence of Completion

Walk through and observation data will show evidence of student engagement and standards based lesson planning

G2.B1.S2 The G.E.T. will track data on student attendance to see what resources should be allocated. She will develop a system to suppport students and their families for tardies and unexcused/excused days absent. [copy] 4

S240933

Strategy Rationale

If the students attendance increases, then student achievement will increase.

Action Step 1 5

Parents who attend workshops and read agendas will positively affect student achievement.

Person Responsible

Olga Ramirez

Schedule

Monthly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Connect-ed messages, school newsletters, family sign-in sheets, and flyers

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Person Responsible

Schedule

Evidence of Completion

G3. Develop and implement a model for standards-based instruction aligned to student outcomes to increase student proficiency on FCAT science to increase 25% as measured by the 2016-17 FCAT Science 2.0 scores over our 2015-16 FCAT Science 2.0 scores 1

G085945

G3.B1 Training of Science curriculum materials has not been extensive enough to teach the Science standards. 2

B228377

G3.B1.S1 Professional development on materials and development of formative science assessments. Continued training and implementation of Thinking Maps graphic organizers to help in student comprehension of science content 4

S240935

Strategy Rationale

students will respond better to testing content when they have had memorable experiences with the content in their classes

Action Step 1 5

Develop and implement PD with specific science focus

Person Responsible

Michelle Bleicher

Schedule

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

Evidence of Completion

Agendas, sign-in sheets and benchmark assessment data.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Administrative walk throughs and observations will collect data on student engagement, fidelity to programs and evidence of standards based lesson planning

Person Responsible

James Horner

Schedule

Quarterly, from 10/3/2016 to 5/31/2017

Evidence of Completion

Teacher evaluation data will include reference to teacher's lesson plans, observed student engagement and fidelity to programs

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Professional development opportunities as well as administrative observation

Person Responsible

Rebecca Britto

Schedule

On 5/31/2017

Evidence of Completion

Data will be collected on teacher lesson planning, observation of student engagement and fidelity to programs

G4. Student achievement will increase when parents are connected to the school and receive appropriate resources. 1

G085946

G4.B1 Parent workshops, resources and materials 2

B228378

G4.B1.S1 The G.E.T. will track data on student attendance to see what resources should be allocated. She will develop a system to suppport students and their families for tardies and unexcused/excused days absent. 4

S240936

Strategy Rationale

If the students attendance increases, then student achievement will increase.

Action Step 1 5

Parents who attend workshops and read agendas will positively affect student achievement.

Person Responsible

Olga Ramirez

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Connect-ed messages, school newsletters, family sign-in sheets, and flyers

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.S2.MA1 M320783	[no content entered]		No Start Date		No End Date one-time
G2.MA1 M320785	Data for achievement increase, with improved attendance	Ramirez, Olga	8/24/2015	Data from focus reports and district assessments	5/27/2016 monthly
G4.B1.S1.A1 A311884	Parents who attend workshops and read agendas will positively affect student achievement.	Ramirez, Olga	8/24/2015	Connect-ed messages, school newsletters, family sign-in sheets, and flyers	6/9/2016 monthly
G4.MA1 M320789	School and Grade Level attendance data will be collected and analyzed. The Graduate Enhancement...	Ramirez, Olga	8/17/2016	Attendance records will be reviewed and needs will be addressed on a student to student basis	5/30/2017 monthly
G2.MA1 M320784	[no content entered]	Horner, James	8/10/2016	I-Ready Reports. District Benchmark Assessments, teachers' gradebook	5/31/2017 monthly
G3.MA1 M320788	Benchmark Assessments, Teachers' gradebook	Horner, James	8/10/2016	Benchmark assessment reports, teachers' gradebook	5/31/2017 quarterly
G2.B1.S1.A1 A311881	Walk throughs every 3 weeks	Horner, James	9/26/2016	Walk through and observation data will show evidence of student engagement and standards based lesson planning	5/31/2017 every-3-weeks
G3.B1.S1.MA1 M320786	Professional development opportunities as well as administrative observation	Britto, Rebecca	8/10/2016	Data will be collected on teacher lesson planning, observation of student engagement and fidelity to programs	5/31/2017 one-time
G3.B1.S1.MA1 M320787	Administrative walk throughs and observations will collect data on student engagement, fidelity to...	Horner, James	10/3/2016	Teacher evaluation data will include reference to teacher's lesson plans, observed student engagement and fidelity to programs	5/31/2017 quarterly
G3.B1.S1.A1 A311883	Develop and implement PD with specific science focus	Bleicher, Michelle	8/10/2016	Agendas, sign-in sheets and benchmark assessment data.	5/31/2017 monthly
G2.B1.S2.A1 A311882	Parents who attend workshops and read agendas will positively affect student achievement.	Ramirez, Olga	8/15/2016	Connect-ed messages, school newsletters, family sign-in sheets, and flyers	5/31/2017 monthly

V. Professional Development Opportunities

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

G3. Develop and implement a model for standards-based instruction aligned to student outcomes to increase student proficiency on FCAT science to increase 25% as measured by the 2016-17 FCAT Science 2.0 scores over our 2015-16 FCAT Science 2.0 scores

G3.B1 Training of Science curriculum materials has not been extensive enough to teach the Science standards.

G3.B1.S1 Professional development on materials and development of formative science assessments. Continued training and implementation of Thinking Maps graphic organizers to help in student comprehension of science content

PD Opportunity 1

Develop and implement PD with specific science focus

Facilitator

Michelle Bleicher

Participants

Teachers K-5th

Schedule

Monthly, from 8/10/2016 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	**G2.B1.S1.A1**	**Walk throughs every 3 weeks**				**$143,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	1141	100-Salaries	0621 - Florine J Abel Elementary School	Title I, Part A		$143,000.00
			Notes: Title One funds will be used to hire a reading coach, a math resource teacher, ESOL resource teacher and an extra half day of our school psychologist. These resources will help to prepare the teachers with professional development and support for their students			
2	**G2.B1.S2.A1**	**Parents who attend workshops and read agendas will positively affect student achievement.**				**$1,200.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	1141	239-Other	0621 - Florine J Abel Elementary School	Title I, Part A		$1,200.00
			Notes: Materials and refreshments for parents will be purchased with Title One Parent Involvement funds			
3	**G3.B1.S1.A1**	**Develop and implement PD with specific science focus**				**$1,200.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	1141	140-Substitute Teachers	0621 - Florine J Abel Elementary School	Title I, Part A		$1,200.00
			Notes: Title One funds will be used to provide substitute teachers to our classroom teachers for their opportunities for training			
4	**G4.B1.S1.A1**	**Parents who attend workshops and read agendas will positively affect student achievement.**				**$2,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	1141	239-Other	0621 - Florine J Abel Elementary School			$2,000.00
			Notes: Title One funds will be used to purchase student agendas as a primary method of communication			
					Total:	**$147,400.00**