

Robert M. Paterson Elementary



2016-17 Schoolwide Improvement Plan

Robert M. Paterson Elementary

5400 PINE AVE, Orange Park, FL 32003

<http://pes.oneclay.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-6	No	32%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	26%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	B	A*	B	

**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 Clay 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 Robert M. Paterson Elementary

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	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.

R.M. Paterson Elementary seeks to create a learning environment where faculty encourages high expectations and collaboratively works together to implement the Florida State Standards that will provide a quality education to all students. Our school promotes a safe, nurturing, and supportive environment that fosters high self esteem and encourages and motivates students to do their personal best. Furthermore, we strive to have parents, teachers, and community members to be actively involved in our student's learning.

b. Provide the school's vision statement.

For teachers to continue to improve their knowledge and perfect their teaching skills through resources, workshops, and training opportunities provided by the school and district. For teachers to enhance their understanding of the new curriculum while implementing these best teaching practices in the classroom, directly impacting students to better prepare them for their continuous academic growth, college and careers in the future.

2. School Environment

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

Teachers and students build relationships through activities such as field trips, formal and informal conferences, sharing of journals and personal narrative writings, attending the winter festival provided by our parent-teacher association, teacher sponsored clubs such as the Robotics club, Run Walk club, art club, safety patrols, chorus, and participating in monthly spirit days. The Making Meaning and Being A Writer programs also provides opportunities for teachers to get to know their students and to learn about their personal lives.

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

Students, teachers, and parents are invited to quarterly award ceremonies where students are honored for their achievements in the following: A honor roll, AB honor roll, perfect attendance, and good citizenship. The Leadership committee has been working to improve the effectiveness and safety in the areas of both the cafeteria and the playgrounds. Orientation and Open House where students, parents, and teachers meet, helps students feel safe and part of a community. Safety patrols help to ensure that students are following the rules and are safe before and after school.

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.

Teachers and administrators on campus widely use the "Give Me Five" sign to gain students' attention.

Safety patrols help to ensure rules are followed before and after school. The county code of conduct is posted on the school website. School rules are published in the student's agenda and website, reviewed by teachers, and parents and students are required to review and sign. Classroom rules are

posted, reviewed, and enforced in each classroom to ensure a healthy learning environment for all students. Administration provides an assembly to review school wide policies and procedures.

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.

Guidance counselors provide teacher trainings, classroom guidance, as well as individual guidance to students in need. Teachers were trained in Social and Emotional Learning (SEL) to implement strategies to create a nurturing learning environment. Professionals provide guidance to faculty and staff to appropriately deal with abnormal school circumstances. Our school attendance team meets to ensure students are regularly coming to school. The school psychologist works to develop a plan of intervention to assist students in their academic and personal growth through observations, data, and working with faculty and staff.

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.

Reports are obtained from focus at interims and at the end of each quarter to identify any student that meets two of the four criteria. Any student that is identified will be notified of an intervention meeting involving the student's teachers, guidance, administration, and school psychologist. Data is reviewed in the areas of concern. All stake holders discuss possible rationale and strategies to enhance the student's success. Any ESE, MTSS, and 504 students who meet this criteria are already on intervention plans and are not required for EWS interventions.

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	0	0	0	0	0	0	6	0	0	0	0	0	0	6	
One or more suspensions	0	0	0	0	0	0	9	0	0	0	0	0	0	9	
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	0	0	0	0	0	0	0	0	0	0		
	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	0	0	0	1	0	0	0	0	0	0	1	

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

An attendance team consisting of administration, guidance counselor, teachers, and other support personnel are in place to ensure the student is attending school. Data is reviewed at monthly grade

level data meetings to identify at risk students. Also the MTSS process is being implemented and monitored closely by teachers, guidance, administration and the parents.

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

Parents are provided direct access to student's grades and averages using the FOCUS Parent Portal System. The school publishes a monthly newsletter to inform parents about school wide events. Teachers publish newsletters that provide parents with information in the classrooms including subject area objectives/areas of study, up-coming classroom events, and other important information that parents would deem helpful. Teachers and administrators participate in formal and informal conferences and IEP review meetings. The Parent-Faculty Association or PFA holds monthly meetings to collaborate with parents and teachers to increase parent involvement and gain volunteers. In addition, both Paterson and PFA share information through social media such as Facebook. Fourth through sixth grade students use an agenda which helps in the communication between teachers and parents. All students and parents receive a weekly Wednesday folder with newsletters, flyers, and graded papers. Furthermore, edu-link phone messages are frequently sent to give important information and reminders to parents.

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.

Community business partners, such as Wal-mart, RPM, and O2B Kids help to provide our school and teachers with school supplies. The "Adopt A Class" program allows parents and business owners to adopt a classroom, which provides the teacher with extra funds to buy needed classroom supplies to enhance student learning. In addition, local churches volunteer donations to assist teachers in purchasing supplies for their classroom. Programs like Toys for Tots gives assistance to families during the holidays. Students are also working with the community to collect can goods for the local Salvation Army as well as the county food pantry.

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
	Principal
Vann, Amy	Assistant Principal
Sad, Mandy	School Counselor
Raybeck, Carrie	Teacher, K-12
O'Brian, John	Teacher, K-12
Griffis, Kristen	School Counselor

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 and Assistant Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans.

Select General Education Teachers: Primary and Intermediate: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching/inclusion.

Guidance Counselors: Participates in training staff in the MTSS process and assisting them in understanding and implementing the data collection, goal setting, strategy implementation, progress monitoring and evaluation of the MTSS process. Facilitates the Tier 3 intervention application and guide teachers through the documentation process.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Technology Coach/Specialist: Develops or facilitates technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

Staffing Specialist – ESE: Facilitates and supports data collection activities, monitoring and implementation of the Individualized Educational Plans (IEP), and reviews data and forms to determine federal and state compliance.

District Intervention Specialist: Facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2 intervention plans; assists grade levels in the implementation and documentation of strategies.

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 Leadership Team will focus meetings around one question: "How do we develop and maintain a problem-solving system to bring out the best in our schools, our teachers, and in our students?"

The team meets as needed to engage in the following activities:

Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks or at moderate risk or high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

In addition, administrators and guidance counselors attend monthly data meetings with grade levels to discuss the progress of students in the lower quartile, those receiving MTSS interventions, review data on all students in the grade level, as well as to discuss and problem-solve academic or behavioral issues for that grade level.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Mr. John O'Brian	Principal
Lisa Pierson	Teacher
Brandi Conomea	Teacher
Maggie McLaughlin	Education Support Employee
Toni Lombardi	Parent
Carrie Raybeck	Teacher
Meaghan Pabon	Parent
Jennifer Frisbee	Parent
Dawn Battle	Parent

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 members of the SAC group provided input into the school improvement plan based on assessment needs to the goals for the 14-15 school year. Goals were supported through various funding for specific approved initiatives. Teachers were provided training and resources to enhance their knowledge of new standards and teaching objectives.

b. Development of this school improvement plan

The members of the SAC group provide input into the school improvement plan based on assessed needs and/or annual parent, faculty/staff, and student surveys. They review and approve the plan yearly.

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

There are no allocations from the district specifically for the SAC committee and SIP. Teachers and staff can submit request for funding of initiatives described in the School Improvement Plan should funds be allocated for the SAC committee and SIP by the district. This may include, materials, resources, etc. as they pertain to reading, writing, and mathematics.

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

There were no funds allocated from the district in the 2015-2016 school year for use by the SAC committee for the SIP.

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
Vann, Amy	Assistant Principal
O'Brian, John	Principal
Bartel, Jody	Teacher, K-12
Griffis, Kristen	Teacher, K-12
Sad, Mandy	School Counselor
Marlowe, Linda	Instructional Media
Seco, Jen	Instructional Technology
Bonham, Stephanie	Teacher, ESE
Christopher, Nakia	Teacher, K-12
Hollinger, Lorraine	Teacher, K-12
Perez, Teresa	Teacher, K-12
Pierson, Lisa	
Cooksey, Becky	Teacher, K-12
Coursey, Alma	Teacher, K-12
Knafelc, Sandy	Teacher, K-12
Parish, Sarah	

b. Duties

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

The continued implementation of the Being a Writer program, Making Meaning program and writing across the curriculum for all teachers is one of our primary objectives. In addition, on-going training in the areas of LAFS implementation and active student engagement strategies are also areas of focus this year.

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.

Teachers participate in weekly PLC meetings where they collaborate in vertical teams or grade level teams focusing on topics including but not limited to Making Meaning and Being a Writer, Math, Science and Social Emotional Learning. Teachers also participate in monthly data meetings to make and discuss instructional and support decisions for their students including those in MTSS and those identified as lower quartile. Teachers participate in grade level meetings with teachers below and above their grade levels to discuss students strengths and weaknesses and to collaborate on how to better prepare our students.

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

Both administrators attend recruiting trips to various colleges and universities to meet and interview perspective teachers for our school. Resumes are reviewed and qualifications are discussed with candidates. After teachers become part of our faculty, we encourage on-going professional development and placing teachers in leadership roles to help them become an integral part of the school leadership team and to gain from their expertise. On-going activities are offered to promote positive morale and make Paterson a productive and positive workplace.

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

Grade level team members and team leaders are employed as peer mentors to assist new teachers with procedures, curriculum, and other issues. Administrators also provide support and monitor new employees as they adjust to the school. Weekly newsletters/event agendas are e-mailed to all teachers to help improve communication.

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.

Teachers use curriculum maps, pacing guides, current printed standards, performance matters data, PLC logs, website resources such as CPALMS, Learning.com and Blackboard, as well as a wealth of resources all accessible through Oneclay portal and OneclayU. Standards are posted in classrooms.

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.

Teachers use data from Performance Matters testing in both ELA and math, STAR testing which determines students' independent reading level, Moby Max, fluency checks, and FSA reading and math test results to modify and drive instruction. Teachers use this data to determine which students are in need of MTSS interventions. ESOL students are provided with support. Students with 504's are provided with the accommodations listed on their plan of support. During IDR, students are able to choose and read books on their level, while teachers are conferencing and implementing small group instruction.

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: 180

Independent tutoring is offered by individual teachers. Homework helpers tutoring is offered to assist students in grades 4-6 after school. An after school FSA tutoring program is offered annually for students with skill deficits in ELA and math in grades 3-6. This program is offered three days a week for students who are recommended by their teachers due to identification as a low quartile student, data on district or state assessments, poor test scores, grades, and /or classroom performance.

Strategy Rationale

The additional and intense interventions will enhance and facilitate students' understanding of strategies, curriculum, and criteria as they pertain to Florida state standards and state assessments.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

O'Brian, John, john.obrian@myoneclay.net

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

Attendance data is collected and monitored to be sure the maximum number of students are served in the program as well as test data from 15-16 FSA assessments.

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.

At Paterson Elementary School, all incoming Kindergarten students are assessed prior to or upon entering Kindergarten in order to assess individual strengths and weaknesses and to assist in the developmental robust instruction/intervention programs. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological

Awareness Processing. The Florida Kindergarten Reading Screening (FLKRS) is given within the first 30 days of school. The Performance Matters reading test will be administered one-on-one to all kindergarten students to determine their initial success probability in reading.

Parents are invited to Orientation and Open House meetings to meet the teacher, tour the school, become familiar with school policy, procedures, Kindergarten curriculum, and build the home/school communication bridge.

Screening data is collected and analyzed to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond the core instruction. Core Kindergarten academic and behavioral instruction will include explicit instruction, modeling, guided practice and independent practice of all academic and or social/emotional skills identified by screening data. Social skill instruction will occur daily and will be reinforced throughout the day through the use of common language, re-teaching, and positive reinforcement of pro-social behavior.

Performance Matters reading test will be administered three times per year in order to determine student learning gains to determine the need for changes of the instructional/intervention programs. Performance Matters math is also administered three times annually. Clay Writes is administered two times per year in order for students to compare two pieces of literature on similar topics and respond to literature while integrating evidence from both texts to support their work.

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.

N/A

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

N/A

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

N/A

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.

N/A

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.

N/A

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.

N/A

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.** Increase student achievement in the area of science. The number of students scoring at proficiency and above on the FCAT Science 2.0 assessment will increase to 58%.
- G2.** Increase student achievement in Reading and Language arts. The number of students scoring at proficiency will increase to 70%.
- G3.** To improve student achievement in the area of math. The number of students scoring at proficiency on the FSA Math test will increase to 72%.

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. Increase student achievement in the area of science. The number of students scoring at proficiency and above on the FCAT Science 2.0 assessment will increase to 58%. 1a

G086089

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	58.0

Targeted Barriers to Achieving the Goal 3

- Time to meet, discuss and share information pertaining to specific knowledge and standards taught across different grade levels is difficult with the abundance of other duties and responsibilities teachers have to complete during a regular work day schedule.

Resources Available to Help Reduce or Eliminate the Barriers 2

- National Geographic Teacher Kits including some hands on materials for students, Science Investigations/ Experiments, Field trips(in person and virtual) Curriculum resources available through the OneClay portal and OneClay U, and C-palms, Moby Max

Plan to Monitor Progress Toward G1. 8

Administration conducts classroom walkthroughs, collects and reviews vertical Team PLC Logs, lesson plans reflect appropriate grade level standards and objectives and Data notebooks show PM Science Data (in applicable grade levels). Data is reviewed at grade level data meetings.

Person Responsible

John O'Brian

Schedule

Semiannually, from 8/16/2016 to 4/28/2017

Evidence of Completion

Performance Matters data Vertical Team PLC Logs Lesson Plans Posted Standards or objectives
Science FSA Scores when available

G2. Increase student achievement in Reading and Language arts. The number of students scoring at proficiency will increase to 70%. 1a

G086090

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	70.0

Targeted Barriers to Achieving the Goal 3

- Time to implement the ongoing support teachers need in implementing current ELA standards and the use of the Making Meaning and Being A Writer programs.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Making Meaning and Being a Writer teacher kits and trade books, journals for all teachers, classroom journaling, writing across the curriculum, 120+ literacy block, professional development training, and materials available through the OneClay Portal can assist with barriers.

Plan to Monitor Progress Toward G2. 8

Review FSA ELA scores, FSA Writing Scores for grade 4 and ELA Performance Matters Scores as well as formal and informal conferencing with students to evaluate strategies to prepare students for FSA writing.

Person Responsible

John O'Brian

Schedule

Semiannually, from 8/17/2016 to 4/28/2017

Evidence of Completion

Increase in 2017 FSA ELA and Writing scores from the 2016 FSA Writing scores for 4th grade students, and Increase in FSA ELA scores in tested grade levels or an increase in the ELA Performance Matters scores from the first assessment to the third assessment for non-FSA tested grades.

G3. To improve student achievement in the area of math. The number of students scoring at proficiency on the FSA Math test will increase to 72%. 1a

G086091

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	72.0

Targeted Barriers to Achieving the Goal 3

- Students lack sufficient background knowledge in mathematical foundation concepts and their ability to integrate that knowledge into higher order thinking concepts.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Mathematical series and resources to integrate the MAFS into the curriculum and pacing guides. Block scheduling with teachers who are devoted to the mathematical curriculum FSA tutoring program to enhance student learning in the area of mathematics. Technology resources such as "Think Central" and Moby Max to provide assistance in improving students' comprehension of the mathematical curriculum. Vertical PLC groups focused on Math

Plan to Monitor Progress Toward G3. 8

Evaluation of Performance Matters testing to evaluate students' progress. FSA resources to prepare students for state assessments. Students are introduced to using math journals to assist in their ability to articulate process of understanding and supporting their answers. In addition, continued building on mathematical foundational concepts that will be required prior knowledge and the basis understanding for future mathematical concepts. Integrating mathematical concepts into higher order and real life problem solving.

Person Responsible

Amy Vann

Schedule

Quarterly, from 8/17/2016 to 4/28/2017

Evidence of Completion

Performance Matters test, formal and informal assessments, lesson plans, math journals, Math PLC Logs

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

 = Problem Solving Step  S123456 = Quick Key

G1. Increase student achievement in the area of science. The number of students scoring at proficiency and above on the FCAT Science 2.0 assessment will increase to 58%. 1

 G086089

G1.B1 Time to meet, discuss and share information pertaining to specific knowledge and standards taught across different grade levels is difficult with the abundance of other duties and responsibilities teachers have to complete during a regular work day schedule. 2

 B228746

G1.B1.S1 Working in vertical teams to maximize the learning of standards and building knowledge across the grade levels to increase proficiency. Implementation of vertical teams focusing on science standards on PLC days that are scheduled into the regular work week. Sharing of information at grade level team meetings or via email. 4

 S241207

Strategy Rationale

Teachers use their time effectively to achieve our goals.

Action Step 1 5

Vertical teams/ Science PLC's have been implemented into the regular work week. Teachers are provided with district adopted curriculum and materials for teaching science as well as with curriculum guides and pacing maps to use for planning and implementing the standards in the classroom. Opportunities to share information across grade levels is provided during the regularly scheduled workday and at least one representative from each grade level participates in a vertical science team and will help facilitate and share information with their grade level. Information beneficial or applicable to all grade levels will be shared via email or other online method such as google documents/sheets etc. to minimize time teachers spend attending meetings. Collect vertical team science PLC logs.

Person Responsible

John O'Brian

Schedule

Semiannually, from 8/17/2016 to 4/28/2017

Evidence of Completion

Science vertical team PLC logs, walk-throughs, science notebooks, lesson plans, in-service follow up forms, performance matters science scores in applicable grade levels.

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

Vertical Team PLC will meet and complete a log on PLC days. Plc's will be visited periodically by administration. Administrators also review PLC logs. Classroom walkthroughs are conducted throughout the school year. PLC logs from other groups should reflect sharing of information from the Vertical team science PLC periodically. Lesson plans and posted standards or objectives should reflect proper grade level standards that follow county curriculum guides.

Person Responsible

John O'Brian

Schedule

Semiannually, from 8/16/2016 to 4/28/2017

Evidence of Completion

PLC Logs Classroom Walkthroughs Lesson Plans Posted Standards FCAT Science scores

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

PM data will be collected and evaluated in applicable grade levels. Science Vertical Team logs are collected and reviewed by administrators. Standards and objectives are posted in classrooms and students are aware of these objectives. Lesson plans and students Science notebooks reflect each grade levels standards and objectives. Administration conducts periodic classroom walk through visits.

Person Responsible

John O'Brian


Schedule

Semiannually, from 8/16/2016 to 4/28/2017

Evidence of Completion

Performance Matters data, PLC Logs, Science FCAT Scores when available, Formal and informal walk-throughs, DATA notebooks

G2. Increase student achievement in Reading and Language arts. The number of students scoring at proficiency will increase to 70%. **1**

 G086090

G2.B1 Time to implement the ongoing support teachers need in implementing current ELA standards and the use of the Making Meaning and Being A Writer programs. **2**

 B228747

G2.B1.S1 Ongoing LAFS training through professional development by faculty who have participated in special trainings by outside professionals and district specialists. Participation in PLC teams and data meetings, Online District resources on One Clay Portal and OneClay U, and C-Palms sites, MobyMax and Accelerated Reader STAR test programs. Identify LQ students. **4**

 S241208

Strategy Rationale

Ongoing training and support will help strengthen ELA instructional practices and support strong learning gains.

Action Step 1 **5**

Provide Opportunities for Professional Development in the ELA area through the district clay connected conference.

Person Responsible

John O'Brian

Schedule

Quarterly, from 8/16/2016 to 4/28/2017

Evidence of Completion

In-service Follow-up forms (clay connected PD) ELA Performance Matters Scores ELA FSA Scores FSA Writing scores Journal entries PLC Logs

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

Review of classroom implementation, PLC logs, Review of PM data at grade level data meetings.

Person Responsible

John O'Brian

Schedule

On 4/28/2017

Evidence of Completion

Walk through logs Journals Inservice follow-up forms Informal observations PLC Logs Data Notebooks

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

Review ELA Performance Matters scores at grade level data meetings and FSA Writing scores.

Person Responsible

John O'Brian


Schedule

Semiannually, from 8/17/2016 to 4/28/2017

Evidence of Completion

ELA Performance Matters scores, FSA ELA Scores and FSA Writing score improvement


G3. To improve student achievement in the area of math. The number of students scoring at proficiency on the FSA Math test will increase to 72%. **1**

 G086091

G3.B1 Students lack sufficient background knowledge in mathematical foundation concepts and their ability to integrate that knowledge into higher order thinking concepts. **2**

 B228748

G3.B1.S1 Require students to use prior mathematical concepts and integrate that knowledge to build present and future understanding. Students will be expected to articulate their understanding and application of mathematical concepts by applying it to real world problems. This will enhance their ability for higher order thinking and rationale. **4**

 S241209

Strategy Rationale

To promote higher order thinking, understanding and application.

Action Step 1 **5**

Use Performance Matters data and scores to evaluate students' progress. FSA resources to prepare students for state assessments. Students are introduced to using math journals to assist in their ability to articulate process of understanding and supporting their answers. In addition, continued building on mathematical foundational concepts that will be required prior knowledge and the basis understanding for future mathematical concepts. Integrating mathematical concepts into higher order and real life problem solving.

Person Responsible

Amy Vann

Schedule

Quarterly, from 8/17/2015 to 4/29/2016

Evidence of Completion

Performance Matters FSA Math Scores Formal and Informal assessments Math Journals
Lesson Plans Math PLC Logs

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

Review Math PLC Logs
Review Performance Matters Math data at grade level data meetings
Review lesson plans
Review student math journal entries

Person Responsible

Amy Vann

Schedule

Quarterly, from 8/17/2015 to 4/29/2016

Evidence of Completion

PLC Logs Performance Matters Math Scores FSA Math scores Data Notebooks Lesson plans Math Journals

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

Review Performance Matters Data
Review lesson plans and student journal entries
Math PLC Logs

Person Responsible

Amy Vann

Schedule

Quarterly, from 8/17/2016 to 4/28/2017

Evidence of Completion

FSA Scores when available Performance Matters Data Lesson plans Science journals Math PLC Logs

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					
G3.B1.S1.MA1 M321353	Review Math PLC Logs Review Performance Matters Math data at grade level data meetings Review...	Vann, Amy	8/17/2015	PLC Logs Performance Matters Math Scores FSA Math scores Data Notebooks Lesson plans Math Journals	4/29/2016 quarterly
G3.B1.S1.A1 A312194	Use Performance Matters data and scores to evaluate students' progress. FSA resources to prepare...	Vann, Amy	8/17/2015	Performance Matters FSA Math Scores Formal and Informal assessments Math Journals Lesson Plans Math PLC Logs	4/29/2016 quarterly
G1.MA1 M321348	Administration conducts classroom walkthroughs, collects and reviews vertical Team PLC Logs, lesson...	O'Brian, John	8/16/2016	Performance Matters data Vertical Team PLC Logs Lesson Plans Posted Standards or objectives Science FSA Scores when available	4/28/2017 semiannually
G2.MA1 M321351	Review FSA ELA scores, FSA Writing Scores for grade 4 and ELA Performance Matters Scores as well as...	O'Brian, John	8/17/2016	Increase in 2017 FSA ELA and Writing scores from the 2016 FSA Writing scores for 4th grade students, and Increase in FSA ELA scores in tested grade levels or an increase in the ELA Performance Matters scores from the first assessment to the third assessment for non-FSA tested grades.	4/28/2017 semiannually
G3.MA1 M321354	Evaluation of Performance Matters testing to evaluate students' progress. FSA resources to prepare...	Vann, Amy	8/17/2016	Performance Matters test, formal and informal assessments, lesson plans, math journals, Math PLC Logs	4/28/2017 quarterly
G1.B1.S1.MA1 M321346	PM data will be collected and evaluated in applicable grade levels. Science Vertical Team logs are...	O'Brian, John	8/16/2016	Performance Matters data, PLC Logs, Science FCAT Scores when available, Formal and informal walk-throughs, DATA notebooks	4/28/2017 semiannually
G1.B1.S1.MA1 M321347	Vertical Team PLC will meet and complete a log on PLC days. Plc's will be visited periodically by...	O'Brian, John	8/16/2016	PLC Logs Classroom Walkthroughs Lesson Plans Posted Standards FCAT Science scores	4/28/2017 semiannually
G1.B1.S1.A1 A312192	Vertical teams/ Science PLC's have been implemented into the regular work week. Teachers are...	O'Brian, John	8/17/2016	Science vertical team PLC logs, walk-throughs, science notebooks, lesson plans, in-service follow up forms, performance matters science scores in applicable grade levels.	4/28/2017 semiannually
G2.B1.S1.MA1 M321349	Review ELA Performance Matters scores at grade level data meetings and FSA Writing scores.	O'Brian, John	8/17/2016	ELA Performance Matters scores, FSA ELA Scores and FSA Writing score improvement	4/28/2017 semiannually
G2.B1.S1.MA1 M321350	Review of classroom implementation, PLC logs, Review of PM data at grade level data meetings.	O'Brian, John	8/17/2016	Walk through logs Journals Inservice follow-up forms Informal observations PLC Logs Data Notebooks	4/28/2017 one-time
G2.B1.S1.A1 A312193	Provide Opportunities for Professional Development in the ELA area through the district clay...	O'Brian, John	8/16/2016	In-service Follow-up forms (clay connected PD) ELA Performance Matters Scores ELA FSA Scores FSA Writing scores Journal entries PLC Logs	4/28/2017 quarterly
G3.B1.S1.MA1 M321352	Review Performance Matters Data Review lesson plans and student journal entries Math PLC Logs	Vann, Amy	8/17/2016	FSA Scores when available Performance Matters Data Lesson plans Science journals Math PLC Logs	4/28/2017 quarterly

V. Professional Development Opportunities

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

G2. Increase student achievement in Reading and Language arts. The number of students scoring at proficiency will increase to 70%.

G2.B1 Time to implement the ongoing support teachers need in implementing current ELA standards and the use of the Making Meaning and Being A Writer programs.

G2.B1.S1 Ongoing LAFS training through professional development by faculty who have participated in special trainings by outside professionals and district specialists. Participation in PLC teams and data meetings, Online District resources on One Clay Portal and OneClay U, and C-Palms sites, MobyMax and Accelerated Reader STAR test programs. Identify LQ students.

PD Opportunity 1

Provide Opportunities for Professional Development in the ELA area through the district clay connected conference.

Facilitator

Multiple

Participants

Instructional Staff

Schedule

Quarterly, from 8/16/2016 to 4/28/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Vertical teams/ Science PLC's have been implemented into the regular work week. Teachers are provided with district adopted curriculum and materials for teaching science as well as with curriculum guides and pacing maps to use for planning and implementing the standards in the classroom. Opportunities to share information across grade levels is provided during the regularly scheduled workday and at least one representative from each grade level participates in a vertical science team and will help facilitate and share information with their grade level. Information beneficial or applicable to all grade levels will be shared via email or other online method such as google documents/sheets etc. to minimize time teachers spend attending meetings. Collect vertical team science PLC logs.	\$0.00
2	G2.B1.S1.A1	Provide Opportunities for Professional Development in the ELA area through the district clay connected conference.	\$0.00
3	G3.B1.S1.A1	Use Performance Matters data and scores to evaluate students' progress. FSA resources to prepare students for state assessments. Students are introduced to using math journals to assist in their ability to articulate process of understanding and supporting their answers. In addition, continued building on mathematical foundational concepts that will be required prior knowledge and the basis understanding for future mathematical concepts. Integrating mathematical concepts into higher order and real life problem solving.	\$0.00
Total:			\$0.00