

George W. Munroe Elementary School

1850 W KING ST, Quincy, FL 32351

www.gadsdenschools.org

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-3	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	98%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	D	F*	F	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 Gadsden 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 George W. Munroe Elementary School

DA Region and RED	DA Category and Turnaround Status
Northwest - Rachel Heide	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 George W. Munroe Elementary School is to provide learning opportunities that meet the unique needs of our students and experience optimal social, emotional, academic and physical success in a safe and nurturing environment. George W. Munroe Elementary School is committed to its mission by fostering a collaborative effort between school and community...strong parental partnerships, maintaining communication with all stakeholders, demonstrating a personal commitment to academic success, and continuously raising expectations for students, teachers and staff.

b. Provide the school's vision statement.

The vision of George W. Munroe Elementary School is to be an anchor for developing a community of lifelong learners that are innovative, productive, and intrinsically motivated to become problem solvers to meet the challenges of tomorrow.

2. School Environment

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

The school staff demonstrates integrity throughout the school community by exhibiting behaviors that demonstrate respect for individuals, committing to complete tasks that have been agreed upon, and being honest. The school staff takes a personal interest in the well being of its students and families and maintains open lines of communication.

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

In an effort to promote student safety and respect, the school staff will host multi-cultural activities to teach the students to embrace individual and cultural differences within the student body. Students are involved in a host of activities designed to discourage bullying and encourage high achievement throughout the school community.

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.

Each teacher has an approved behavior management tracking system which alerts parents and students of behavior occurrences. Students are given opportunities to re-direct their behavior before visiting the grade level chair. If the behavior is not sufficiently modified, the student may be sent to the guidance counselor or one of the school's behavior specialists. Once the student has gone through pre-approved interventions, and the behavior continues to manifest itself in a negative manner, the student may be sent to the Principal.

Parents are contacted after the second intervention has been employed.

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.

The guidance counselor provides character education classes weekly for all students. Students also participate in good citizenship assemblies monthly.

3. Early Warning Systems

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

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

- * The school's guidance counselor works closely with the attendance clerk to monitor student absences.
- * The Assistant Principal for discipline adheres to the district's student code of conduct policies to determine inappropriate behavior and reduce the number of students receiving out of school suspension.
- * Teachers provide additional opportunities for remediation to alleviate course failure.

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	0	0	0	0	0	0	0	0
One or more suspensions	0	0	2	18	8	11	0	0	0	0	0	0	0	39
Course failure in ELA or Math	5	7	0	2	0	1	0	0	0	0	0	0	0	15
Level 1 on statewide assessment	0	0	0	37	36	25	0	0	0	0	0	0	0	98

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	1	2	0	0	0	0	0	0	0	3

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

1. Parent Conferences
2. Attendance Incentives
3. Behavior Rewards
4. Reading Intervention
5. Computer Assistive Instruction (I-Ready)
6. Small Group Instruction

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

In order to increase parental involvement for 2013-14 school year, our school is committed to fostering and sustaining healthy relationships between and school by creating a learning community that is respectful, reciprocal, relevant, responsive and reliable. We will accomplish this target by:

- Making it possible for all parents to be involved in their child’s schooling by holding meetings that accommodate working parents as well as those parents whose dominate language is not English.
- Involving parents in the decision making process by soliciting their involvement in the PTO and School Advisory Committee.
- Providing various training sessions and meetings in the language the parents can understand.
- Ensuring that all parents understand and have equal access to information regarding policies, procedures, rules, rights, and notices by having them printed in both English and Spanish.
- Improve and increase communication between teachers and parents.
- Provide programs and resources that strengthen parenting skills and helps parents to provide better educational assistance to their children.
- Notifying parents of reading levels and providing them with the information to help improve independent reading.
- Inviting parents input through a reflection of their experiences when working with the students to complete assignments.

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.

Currently, George Munroe Elementary does not have an active partnership with the local community. George Munroe will build and sustain a partnership with the local Kiwanis and IFAS-The University of Florida Research and Education. In order to build and sustain partnerships, we will extend an invitation for a meet and greet, present the school's goals and vision, and develop a plan on how the partnerships can work collaboratively with us to secure and utilize resources to support the school and student achievement.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Gaines, Rebecca	Principal
Kirkland, Germaine	Assistant Principal

b. Duties

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

The Leadership Team will meet to discuss:

- School-wide data in Reading, Math, Science and Writing
- implementation of problem solving strategies
- review of progress monitoring data for each grade-level and sharing of information presented in weekly grade group meetings
- identification of staff development resources and needs
- identification and evaluation of Tier 1,2 and 3 students

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 school leadership team evaluates and assesses each available resource to determine the extent to which it will align with other resources and to which it has the capacity to meet student and school needs. The principal and assistant principal are responsible for the twice monthly meetings of the team. The assistant principal maintains an electronic inventory of all instructional materials. In addition to instructional materials and resources, the school taps into other resources, among those resources are the following:

- Multi-tiered System of Supports which is a very integral part of the Student Study Team which determines supports and resources necessary in order to meet the needs of individual students.
- Teachers receive guidance from a group of professionals and related service providers who collaborate (along with the student's parents) to determine interventions, resources and services that will appropriately meet student needs.
- The school coordinates with Title I Part A to ensure all disadvantaged children are offered instructional opportunities and support systems to close the achievement gap, including providing a full range of parent services. Every Title I parent receives required information and Annual Title I meetings are held to provide parents with a wealth of information about how Title I can help the school and their child. Parent funds from Title I assist with the development of parent involvement plans and parent expos where children and their parents come to the school for teacher conferences related to their grade reports
- The Title I Part C Migrant ensures that the needs of migrant students are met as they transition in and out of schools at different times of the year and move around to different cities and states. Services provided include language, social services, medical, and instructional.
- Title II, Part A provides professional development opportunities for teachers and paraprofessionals based on their individual needs and to help ensure that only highly qualified in-field teachers are placed in classes. Instructional coaches are provided by so that on-site modeling and progress monitoring can be provided to struggling teachers.
- Title III ensures that ESOL student needs are met through language support, various accommodations required under Federal Decree, and by working with Title II, Part A to provide ESOL endorsement training. Title III is available to offer onsite translations for parents and non-English speaking students and to assist with their registration and transcript needs.
- The Title X Homeless program is district-wide with provisions to serve all students who have been identified as homeless and their families. Title I Part A shares expenses for this program and together the two programs ensure that all instructional, social, emotional, transportation, school activities, and health needs are provided for so the homeless student will not be discriminated against and will have equal opportunity to succeed in school.
- The Supplemental Academic Instruction (SAI) allocation in the district is used to provide general funding for a district alternative school which serves students from all schools who are overage, have low grade point averages, have behavioral issues, and/or have had legal issues. As our school discovers a challenged student through our MTSS that cannot be met on our campus, we make recommendation to send alternative school for assistance. Students are remediated, provided

positive behavior support, provided interventions to allow them to catch up to their peers. Once a student has successfully completed his/her assigned area of work at the alternative school, they are returned to the school setting.

- Parenting services are also provided onsite to assist with reducing potential drop outs and continuing to assist underage parents in their pursuit of a high school credential.
- George Munroe Elementary School has a strong safety program that includes Raptor identification at the front desk to alert the office of anyone who should not be allowed on campus; positive behavior support programs and behavior specialists work with troubled students; in-school and out-of-school suspension programs and oversight are provided; anti-bullying campaigns that support school board policies are in place to ensure that all students are safe; security cameras and fencing of grounds are in place to ensure that school leaders can protect students under their care.
- The school district has volunteered to be part of the Community Eligibility Option offering free breakfast and lunch to all students. Students in after school programs are provided nutritional snacks through the food service program at the district. The district has a grant with Healthy Foods and purchases fresh fruit and vegetables by locally grown vendors who are under contract with other district agencies.
- The school participates in the early intervention programs through Voluntary prekindergarten and Head Start on full-day schedules working with very early learners to raise the level of their basic skills so they are prepared to transition into Kindergarten ready for rigorous instruction and learning. Our school uses some of our Title I money to offer Title I blended Pre-K programs providing a full day of PreK for students with split funding from Title I. This allows us to provide even more resources for our PreK students than the state funded early learning programs.
- The AmeriCorps Gadsden Reads project works collaboratively with the school by providing volunteers to assist with tutorials and interventions in classrooms during the regular school day. All members are trained in program implementation. The AmeriCorps Vista volunteer partnership provides regional parent volunteers to the school to assist with parent liaison services. Ongoing coordination is provided to parents via Title I annual meetings, parent expos, parent town hall meetings, faith based meetings, and other community level meetings.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Kaniyah Randall	Student
Sarah Graham	Teacher
Germaine Brown	Education Support Employee
Laticia Brady	Parent
Lachrystra Mitchell	Parent
Roxana Garcia	Parent
Yadira Arzale	Parent
Renarda Kirkland	Parent
Malinda Childress	Education Support Employee
Luis Yzaguirre	Parent
Patricia Popoca	Parent
Aldhic Williams	Parent
Montoyia Tillman	Parent
Keyichee Burke	Parent
Sam Palmer	Business/Community
Paulette Chavez	Teacher
Willie Jackson	Education Support Employee
Nancy Romero	Business/Community
Earline Taylor	Business/Community

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 team assembled to analyze performance data in an effort to identify strengths and weaknesses. Based on the data, school goals for the 2016-2017 school year will address reading, science, and math.

b. Development of this school improvement plan

The SAC is involved in developing the school improvement plan by giving input to the School Leadership Team through a series of forums via open house meetings, PTA meetings and regularly scheduled SAC meetings. The SAC team then approves the document before submitting it to the district and state.

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

The SAC council meets with the Principal as needed to discuss purchases, needs, and goals.

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

No funds were provided for the use of School Improvement.

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
Kirkland, Germaine	Assistant Principal
McClendon, Ashley	Teacher, K-12
Reese, Allison	Teacher, K-12
Williams, Shannon	Teacher, K-12
Cineus, Shunteen	Teacher, K-12
Gaines, Rebecca	Principal

b. Duties

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

Implementing the Journey's Reading Program with fidelity
Provide Incentives for reading initiatives
Utilize the "Book It" Program to foster a love for Reading
The literacy team provides professional development on reading instruction for our teachers and paraprofessionals.

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.

George W Munroe Elementary works to ensure that teachers, school level resources and administration have time to collaborate through grade group meetings, data meetings, and lesson study, in which teachers collaboratively plan, observe, and analyze classroom lessons. Teachers are provided with common planning time across the grade levels so that they can discuss successes and challenges of daily instruction so that adaptations or modifications may be made as needed to foster student success.

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

George W. Munroe Elementary School is committed to recruiting and retaining highly qualified, certified-in-field, effective teachers. This charge is the primary, but not sole, responsibility of the principal. In order to help students achieve at higher levels and meet the newly adopted Common Core Standards, we need highly-effective and well-supported teachers for all children.

The Gadsden County School District is also conjointly responsible by making a concerted and coordinated effort to overhaul recruiting, preparation, induction, and support policies, which will ensure that every student has access to high-quality teaching in every classroom, every day. We believe that our teachers need to feel supported, prepared, justly rewarded, and confident in their ability to succeed in our school. We want our school to be a place where teachers want to work for many years. Our strategies for recruiting and retaining consist of:

- Improving teacher working conditions, including ensuring strong school leadership, time for teachers to develop their teaching craft, and sufficient materials and resources to teach effectively
- Improving preparation and support for beginning teachers
- Preparing teachers in new and innovative ways, which allows teachers to meet the needs of the racially, culturally, and linguistically diverse children at George Munroe and to become the agents of change who can help improve and sustain academic achievement for all students
- Solid academic instruction in pedagogy, subject matter, classroom management, and child development before the candidate begins to work in a school
- * National search for Instructors using Teacher to Teacher
- An organized and comprehensive mentoring program of support by experienced, trained mentors

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

The mentoring program at George W. Munroe Elementary is designed to provide new teachers with support, resources, and lessons learned from experienced and highly effective teachers with proven records of student success in the classroom. These expert teachers and coaches are providing guidance for the day-to-day challenges of classroom management and effective instruction, thus enabling new teachers to become acclimated to the new school environment, which will ultimately lead to student success. Our beginning teachers' program ensures that all new teachers are supported by comprehensive induction procedures, which allows each new teacher to perform at a higher level while their students achieve greater success. Beginning teachers are required to participate in a one-year induction program, in which during the induction period beginning teachers will have a formal orientation, mentor support, and both formative and summative evaluations. This mentoring program allows mentors to assist beginning teachers as they transition from the university or other environments to classroom practice. The primary activities of our mentoring program includes:

- group and individual mentoring sessions that provide basic teaching tips; ideas and strategies that can be immediately implemented into the classroom
- group and individual mentoring sessions that provide new ideas in teaching methodologies
- forums facilitated by experienced teachers, which allows them to share their expertise and tips

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.

The school uses state approved materials for its core instruction. The materials are aligned with the new Florida Core Standards.

b. Instructional Strategies

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

The schools uses data to plan and implement instruction so that the instruction is differentiate to meet the needs of the students based on the level of performance. An example on how instruction is modified to assist students having difficulty attaining proficiency includes: teachers providing small

segments of success, reteaching lessons, teachers provide remedial instruction to students bringing them up to grade level proficiency.

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

Strategy: Extended School Day

Minutes added to school year: 10,800

The school will provide an additional 60 minutes per day of reading during the school year.

Strategy Rationale

The strategy will provide reading interventions in grades K - 5.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

Data will be collected and analyzed through informal and formal data collection systems. The data will be extracted from performance matters (Journeys Reading core program, school-level assessments), PMRN and I- Ready reports.

Strategy: After School Program

Minutes added to school year: 5,400

We will provide enrichment activities to select students in core subject areas based on individual students needs after reviewing weekly exams, unit assessments and district interim assessments, using instructional resources for the adopted core reading, math and science programs.

Strategy Rationale

To extend and expand students' knowledge

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Kirkland, Germaine, browng@gcpsmail.com

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

Data will be collected analyzed through informal and formal data collection systems. The data will be extracted from performance matters (Journeys Reading core program, school-level assessments), PMRN and CCC Successmaker reports.

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.

The school uses a Prekindergarten transition plan for students when they move from one level or program to another. The plan provides services that are of the highest possible quality, that ensures the needs and aspirations of families and children are at the center of each child's transition, and delivers services in the least restrictive environment that is appropriate for each child.

The plan supports successful transitions for enrolled children and families from previous child care programs, Early Head start or other child care settings into Prekindergarten.

The plan supports successful transitions for enrolled children and their families from Prekindergarten into elementary schools or other childcare settings.

The plan ensures that individual prekindergarten children's relevant records are transferred to the elementary schools or next placement.

The plan encourages communication between prekindergarten staff and their counterparts in the schools and other childcare settings including principals, teachers, social workers, and health staff to facilitate continuity of the program.

The plan initiates meeting involving prekindergarten teachers, parents and kindergarten or elementary school teachers to discuss the developmental progress and abilities of individual children.

The plan assists parents in becoming their child's advocate as they transition from the home or other childcare setting into prekindergarten, through trainings and workshops.

The plan assists parents in becoming their child's advocate as they transition from the prekindergarten into elementary school or other childcare setting, through trainings and workshops.

The plan provides training for prekindergarten staff on planning for successful transitions to and from the prekindergarten program, through trainings and workshops.

The plan assists 5th grade students acclimate to the middle school environment by allowing the students to participate in the middle school orientation day.

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** 34% percent of all Fifth Grade Students will score a Level 3 or above on the 2017 Science FCAT.
- G2.** 46% of all students will score at or above the state's proficiency level on the Florida Standards Assessment in mathematics
- G3.** 38% of all students will score at or above the state's proficiency level on the Florida Standards Assessment in Reading.

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. 34% percent of all Fifth Grade Students will score a Level 3 or above on the 2017 Science FCAT. 1a

G086915

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	33.0

Targeted Barriers to Achieving the Goal 3

- Lack of background and content knowledge

Resources Available to Help Reduce or Eliminate the Barriers 2

- Pearson Interactive Science Curriculum, Science Lab, Science Coach, Greenhouse

Plan to Monitor Progress Toward G1. 8

Science Observations and Performance Matters Data Management will be used to decide if progress toward the goal is satisfactory. Success will be measured by student performance on monthly science assessments.

The items chosen for the assessments will be drafted per the NGSSS item specifications and the FLDOE Test Design summary (<http://fcata.fldoe.org/pdf/designsummary.pdf>), so as to prepare students for the rigor of the FCAT.

It is expected that 60% of the students will score 70% or better on the assessments. If that criteria is not reached, then the content will be retaught.

Daily Maintenance will occur on previously taught content. The teachers and coach will collaborate to assure that maintenance includes all assessed content and in particular those benchmarks that are specifically historically troublesome to 5th grade students.

Person Responsible

Rebecca Gaines

Schedule

Monthly, from 9/26/2016 to 5/12/2017

Evidence of Completion

FCAT, Baseline and Interim District Assessments, Teacher Created Assessments

G2. 46% of all students will score at or above the state's proficiency level on the Florida Standards Assessment in mathematics **1a**

G086916

Targets Supported **1b**

Indicator	Annual Target
AMO Math - All Students	71.0

Targeted Barriers to Achieving the Goal **3**

- Limited support/ training from Go Math & Journeys Publishers
- students lack prerequisite skills and content

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

- Go Math Curriculum, Think Central technology CCC Successmaker, ETO Math Specialist, Administrative support

Plan to Monitor Progress Toward G2. **8**

Baseline Acaletics Math Assessment, data meetings and group group meetings

Person Responsible

Germaine Kirkland

Schedule

Weekly, from 9/19/2016 to 5/12/2017

Evidence of Completion

data logs and chats

G3. 38% of all students will score at or above the state's proficiency level on the Florida Standards Assessment in Reading. 1a

G086917

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	65.0

Targeted Barriers to Achieving the Goal 3

- Large population of novice teachers
- Absence of a Reading Coach to support K-5 teachers.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Journey's Reading program, Assistant Principal (former Reading Coach), District ETO Specialists

Plan to Monitor Progress Toward G3. 8

Professional Development

Person Responsible

Germaine Kirkland

Schedule

Biweekly, from 8/15/2016 to 5/12/2017

Evidence of Completion

End of year surveys, teacher evaluations, results of standardized assessments

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. 34% percent of all Fifth Grade Students will score a Level 3 or above on the 2017 Science FCAT. **1**

 G086915

G1.B1 Lack of background and content knowledge **2**

 B231012

G1.B1.S1 Ensure science curriculum is taught with fidelity. **4**

 S243750

Strategy Rationale

To provide students with a foundation that's essential to understanding science concepts

Action Step 1 **5**

Science to be taught on a daily basis. The curriculum chosen will be aligned to Item Specifications

Person Responsible

Rebecca Gaines

Schedule

Weekly, from 8/15/2016 to 5/12/2017

Evidence of Completion

Pacing Guide, Focus Calendar, Assessments

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

The Science Curriculum will be taught according to a Pacing Guide and Focus Calendar that assures that requisite science benchmarks are taught and learned. Science Observations and Performance Matters Data Management will allow stakeholders to determine if the strategies are implemented.

Person Responsible

Germaine Kirkland

Schedule

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

Evidence of Completion

Observations, Grade Group Meeting Minutes, Data from Assessments

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

Data to be collected will be scores and item analysis from Performance Matters. For each assessment, the monitoring team will determine how effective implementation strategies have been. If data indicates a specific percentage of students did not master the content, it will be retaught. In addition, data will be monitored to determine the maintenance activities per the FCIM Model.

Person Responsible

Germaine Kirkland

Schedule

Monthly, from 8/15/2016 to 5/12/2017

Evidence of Completion

Observation notes, notes from Leadership Team, Data from Performance Matters

G2. 46% of all students will score at or above the state's proficiency level on the Florida Standards Assessment in mathematics **1**

 G086916

G2.B1 Limited support/ training from Go Math & Journeys Publishers **2**

 B231014

G2.B1.S1 Ensure that Go Math is taught with fidelity at all levels (K-5), and provide adequate enrichment activities (labs, centers, and hands-on activities). **4**

 S243751

Strategy Rationale

To provide multiple opportunities for students to excel

Action Step 1 **5**

classroom observations and walk -throughs

Person Responsible

Rebecca Gaines

Schedule

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

Evidence of Completion

observation forms, weekly professional development which is based upon the needs of the teachers

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

daily observations and walk-throughs

Person Responsible

Rebecca Gaines

Schedule

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

Evidence of Completion

observation forms, data logs

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

observations, walk-throughs

Person Responsible

Germaine Kirkland

Schedule

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

Evidence of Completion

data logs

G2.B2 students lack prerequisite skills and content 2

B231015

G2.B2.S1 Employ a tiered framework designed to differentiate, accelerate, and extend learning. FCIMS

4

S243752

Strategy Rationale

Scaffold instruction to increase student achievement

Action Step 1 5

thorough use of assessment data (baseline, mid-year, summative, and benchmark data) to analyze and evaluate students' progression and the effectiveness of our instruction and newly adopted programs.

Person Responsible

Rebecca Gaines

Schedule

Monthly, from 9/19/2016 to 5/12/2017

Evidence of Completion

data reports, data chat forms

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

thorough use of assessment data (baseline, mid-year, summative, and benchmark data) to analyze and evaluate students' progression and the effectiveness of our instruction and newly adopted programs.

Person Responsible

Rebecca Gaines

Schedule

Monthly, from 9/19/2016 to 5/12/2017

Evidence of Completion

data reports, data chat forms

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

thorough use of assessment data (baseline, mid-year, summative, and benchmark data) to analyze and evaluate students' progression and the effectiveness of our instruction and newly adopted programs.

Person Responsible

Rebecca Gaines

Schedule

Monthly, from 9/19/2016 to 5/12/2017

Evidence of Completion

data reports, data chat forms

G3. 38% of all students will score at or above the state's proficiency level on the Florida Standards Assessment in Reading. 1

G086917

G3.B1 Large population of novice teachers 2

B231017

G3.B1.S1 On-going weekly professional development by administrators and district Educational Transformational Office(ETO) 4

S243753

Strategy Rationale

To enhance instructional practices and increase student achievement

Action Step 1 5

Surveys, student data reports, classroom walk-through forms, grade level meeting with administrators

Person Responsible

Rebecca Gaines

Schedule

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

Evidence of Completion

End of year surveys, teacher evaluations, results of standardized assessments

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

Professional Development

Person Responsible

Rebecca Gaines

Schedule

Evidence of Completion

End of year surveys, teacher evaluations, results of standardized assessments

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

Professional Development

Person Responsible

Rebecca Gaines

Schedule

Evidence of Completion

End of year surveys, teacher evaluations, results of standardized assessments

G3.B1.S2 On going meetings with administrators to address teacher and student needs 4

 S243754

Strategy Rationale

To assist teachers in using student data as a tool to inform instruction

Action Step 1 5

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Person Responsible

Rebecca Gaines

Schedule

Evidence of Completion

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 M327069	Professional Development	Gaines, Rebecca	No Start Date	End of year surveys, teacher evaluations, results of standardized assessments	No End Date one-time
G3.B1.S1.MA1 M327070	Professional Development	Gaines, Rebecca	No Start Date	End of year surveys, teacher evaluations, results of standardized assessments	No End Date one-time
G3.B1.S2.MA1 M327071	[no content entered]	Gaines, Rebecca	No Start Date		No End Date one-time
G3.B1.S2.MA1 M327072	[no content entered]		No Start Date		No End Date one-time
G3.B1.S2.A1 A315414	[no content entered]		No Start Date		No End Date one-time
G1.MA1 M327063	Science Observations and Performance Matters Data Management will be used to decide if progress...	Gaines, Rebecca	9/26/2016	FCAT, Baseline and Interim District Assessments, Teacher Created Assessments	5/12/2017 monthly
G2.MA1 M327068	Baseline Acaletics Math Assessment, data meetings and group group meetings	Kirkland, Germaine	9/19/2016	data logs and chats	5/12/2017 weekly
G3.MA1 M327073	Professional Development	Kirkland, Germaine	8/15/2016	End of year surveys, teacher evaluations, results of standardized assessments	5/12/2017 biweekly
G1.B1.S1.MA1 M327061	Data to be collected will be scores and item analysis from Performance Matters. For each...	Kirkland, Germaine	8/15/2016	Observation notes, notes from Leadership Team, Data from Performance Matters	5/12/2017 monthly
G1.B1.S1.MA1 M327062	The Science Curriculum will be taught according to a Pacing Guide and Focus Calendar that assures...	Kirkland, Germaine	9/6/2016	Observations, Grade Group Meeting Minutes, Data from Assessments	5/12/2017 monthly
G1.B1.S1.A1 A315410	Science to be taught on a daily basis. The curriculum chosen will be aligned to Item Specifications	Gaines, Rebecca	8/15/2016	Pacing Guide, Focus Calendar, Assessments	5/12/2017 weekly
G2.B1.S1.MA1 M327064	observations, walk-throughs	Kirkland, Germaine	9/6/2016	data logs	5/12/2017 weekly
G2.B1.S1.MA1 M327065	daily observations and walk-throughs	Gaines, Rebecca	9/6/2016	observation forms, data logs	5/12/2017 weekly
G2.B1.S1.A1 A315411	classroom observations and walk - throughs	Gaines, Rebecca	9/6/2016	observation forms, weekly professional development which is based upon the needs of the teachers	5/12/2017 weekly
G2.B2.S1.MA1 M327066	thorough use of assessment data (baseline, mid-year, summative, and benchmark data) to analyze and...	Gaines, Rebecca	9/19/2016	data reports, data chat forms	5/12/2017 monthly
G2.B2.S1.MA1 M327067	thorough use of assessment data (baseline, mid-year, summative, and benchmark data) to analyze and...	Gaines, Rebecca	9/19/2016	data reports, data chat forms	5/12/2017 monthly
G2.B2.S1.A1 A315412	thorough use of assessment data (baseline, mid-year, summative, and benchmark data) to analyze and...	Gaines, Rebecca	9/19/2016	data reports, data chat forms	5/12/2017 monthly
G3.B1.S1.A1 A315413	Surveys, student data reports, classroom walk-through forms, grade level meeting with administrators	Gaines, Rebecca	9/6/2016	End of year surveys, teacher evaluations, results of standardized assessments	5/12/2017 weekly

V. Professional Development Opportunities

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

G1. 34% percent of all Fifth Grade Students will score a Level 3 or above on the 2017 Science FCAT.

G1.B1 Lack of background and content knowledge

G1.B1.S1 Ensure science curriculum is taught with fidelity.

PD Opportunity 1

Science to be taught on a daily basis. The curriculum chosen will be aligned to Item Specifications

Facilitator

Administrators

Participants

All Science Teachers

Schedule

Weekly, from 8/15/2016 to 5/12/2017

G3. 38% of all students will score at or above the state's proficiency level on the Florida Standards Assessment in Reading.

G3.B1 Large population of novice teachers

G3.B1.S1 On-going weekly professional development by administrators and district Educational Transformational Office(ETO)

PD Opportunity 1

Surveys, student data reports, classroom walk-through forms, grade level meeting with administrators

Facilitator

Reading Coach

Participants

Classroom Teachers

Schedule

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

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	Science to be taught on a daily basis. The curriculum chosen will be aligned to Item Specifications	\$0.00
2	G2.B1.S1.A1	classroom observations and walk -throughs	\$0.00
3	G2.B2.S1.A1	thorough use of assessment data (baseline, mid-year, summative, and benchmark data) to analyze and evaluate students' progression and the effectiveness of our instruction and newly adopted programs.	\$0.00
4	G3.B1.S1.A1	Surveys, student data reports, classroom walk-through forms, grade level meeting with administrators	\$0.00
5	G3.B1.S2.A1		\$0.00
Total:			\$0.00