Washington County School District

Vernon Elementary School

2016-17 Schoolwide Improvement Plan

Vernon Elementary School

3665 ROCHE AVE, Vernon, FL 32462

http://ves.wcsdschools.com

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	83%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	23%

School Grades History

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

Table of Contents

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 Vernon 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.

Vernon Elementary School is committed to the personal and academic excellence for every student.

b. Provide the school's vision statement.

Vernon Elementary School will provide students the highest quality education possible, with the resources necessary, so they can achieve their maximum potential and become knowledgeable, responsible, and competent citizens.

2. School Environment

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

Vernon Elementary is a medium sized school in the area with a student population of approximately 612. We are fortunate in that many of our students' parents attended the Vernon schools from Kindergarten through 12th grade. There is an expectation from the parents and grandparents that our teachers understand and provide for our students. Many of our teachers are graduates of the Washington County school system. This experience gives our teachers a knowledge of the culture in our community and a better understanding of our children. They respect the students' cultural linguistic and family background. Our teachers relate to our students which in turn enriches their relationships. These relationships enable VES to be successful in educating our children.

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

There is a clear message projected by the school principal that the school is a safe zone. Students are reminded of this by administration and teachers. Weekly newsletters go home reminding parents that decisions and policies implemented are to promote safety of all the students. When students or their parents feel safety is threatened, they are asked to report it to administration immediately so it can be investigated and alleviated. The administration and guidance have open door policies for staff, students, parents, and community members to share their concerns.

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.

The school-wide behavioral system is discussed at the beginning of the year when we discuss in pre-planning the expectations of behavior from our students. The system has the foundation of respect. Students are asked to respect others, themselves, the campus and items used on campus. We have clear rules and guidelines that are posted in the classrooms. The rules and guidelines are embedded in the student handbook. It is also posted on the school website. Teachers manage individual and class behaviors through a well-planned management system. The teachers have received training in reporting discipline issues on line with the FOCUS system. We emphasize the importance to all school personnel of being fair and consistent when working with all students.

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.

When a student needs more intense counseling services than can be provided by the school counselor, referrals are made to Florida Therapy, Anchorage Children's Home Society or Life Management. All offer counseling services to students and families either at their offices or here on the school campus. Therapists usually schedule weekly visits with students and provide an excellent resource for crisis intervention. A School Counseling Program is the most encompassing department in schools. We address any and every need that may arise - hunger, clothing, abuse, neglect, learning ability, social skills, etc. It is our hope that every student's needs are met so that he/she can take advantage of the opportunities presented in life.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 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 schools' early warning systems include an attendance policy that focuses on excused and unexcused absences. At 4 unexcused absences in any 9 week period, the teacher notifies the Assistant Principal and a note is sent home. At 4 unexcused absences in a 9 week period, a child study team meeting is set up with the parent, guidance counselor, assistant principal and teacher. In this meeting the issues that contribute to the absenteeism are addressed and the team also brainstorms solutions. Suspensions (out of school) and detentions (in school) are also closely monitored by administration and teachers as the entire body of stakeholders understand that students must be in class to learn. Course failure in Language Arts and/or Math are flags for a teacher to bring a student to MTSS (Multi Tiered System of Supports). Students in grades 3,4, and 5 who have been retained or have scored Level 1 in Reading or in Math are also placed in MTSS for further assistance as the team determines.

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	31	22	26	17	10	27	0	0	0	0	0	0	0	133
One or more suspensions	3	3	4	2	0	2	0	0	0	0	0	0	0	14
Course failure in ELA or Math	0	0	5	8	5	7	0	0	0	0	0	0	0	25
Level 1 on statewide assessment	0	0	0	23	23	34	0	0	0	0	0	0	0	80

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	1	3	2	10	7	15	0	0	0	0	0	0	0	38

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

Students who exhibit a pattern of absences have their parents contacted and a meeting is held to discuss the issues at hand and a team helps develop a list of solutions. Students who exhibit

behavior concerns that lead to suspensions also have parents contacted and a conference is held with a team to discuss what intervention plans will be implemented at school to insure the student's success at school. Course failure in Language Arts or Math also elicits parents being contacted, MTSS, and student conferences to get the student back on the appropriate track. Students scoring below grade level on state assessments in Math or Language Arts are also reported to the MTSS team for interventions and strategies.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 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. § 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 accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/313719.

2. Description

A PIP has been uploaded for this school or district - see the link above.

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.

While our business partners in the community are small in number, they are very supportive of our efforts in improving student achievement. We speak with our partners and share our school goals each year. They are very willing to provide incentives for our students. Whether in the form of money, "prizes" or goods, we could not accomplish the many things that we do if our business partners did not make contributions each year.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 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
Griffin, Steve	Principal
English, Latina	Assistant Principal
Simmons, Alice	School Counselor
Richards, Cindy	Instructional Coach
Bush, Debbie	Instructional Coach
Mincey, Linda	Teacher, ESE
Brown, Amy	Teacher, K-12
Castells, Lucinda	Teacher, K-12
Newcomb, Lindy	Teacher, K-12
Newell, Richelle	Teacher, K-12
Coatney, Danielle	Teacher, K-12
Haddock, Kaye	Teacher, K-12
Richards, Lee	Teacher, ESE

b. Duties

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

The roles and responsibilities of the leadership team are primarily to provide input from their team and to exchange information from administration to the grade level teams. The team leaders are selected by their team and provide leadership for their team throughout the year. In leadership team meetings, the team leaders are asked for their opinion and the teams' opinions on various issues and concerns for the school. The input from the team leaders is used by the administration to help in the decision making process for the particular item that is being discussed.

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.

During the summer, we receive our fiscal budgets from the district office. We begin to look at personnel, instructional, and curricular areas. As we plan, we look at other resources that can supplement areas that we feel may need additional funding for the year. Mr. Griffin works with the leadership team throughout the year with at least monthly meetings to keep abreast of the budget and to make sure the funding is sufficient and programs implemented at the beginning of the year are progressing as planned.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Steve Griffin	Principal
Stacey Balkcom	Parent
Gail Seaboch	Parent
Cindy Richards	Education Support Employee
Latina English	Education Support Employee
Alice Simmons	Education Support Employee
Debbie Bush	Education Support Employee
Gail Best	Teacher
George Hutton	Teacher
Renea McKenzie	Teacher
Angie Robarge	Parent
Florence Harmon	Business/Community
Latoya Harmon	Parent
Lou Cleveland	Business/Community
Lisa Glass	Education Support Employee
Amy Brown	Teacher
Cindy Causey	Parent
Tray Hawkins	Parent
Michelle Conner	Parent
Angela Newcomb	Teacher
Ashley Rester	Parent
Amanda Harris	Parent
Hannah Foster	Teacher
Florence Justice	Teacher
Tim Pickens	Business/Community
Maegon Potter	Parent
Darla Sutton	Parent
Kerry Widman	Parent
Sandra Brown	Parent
Chris Burger	Parent
Karen Ledet	Teacher
Raquel Greer	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

SAC reviews the prior year's school improvement plan in the first meeting. The goals and targets are compared to what the students/school actually accomplished. A summary is shared with the

organization to show the progress made but the work that still needs to be done.
This year SAC saw that VES did well with the lower group of children (Level 1) but is lacking in proficiency in all subjects as compared to other schools. This year's resources have been aimed at helping students reach proficiency in Reading, Math and Science (5th grade). Writing is embedded in the Reading test this year.

b. Development of this school improvement plan

SAC helped develop goals and targets for this year's school improvement plan during the first meeting. SAC meets a minimum of four times per school year. As concerns or needs are made aware, the SAC will amend the school improvement plan as it is a liquid document that is to change as the school year continues. SAC will also assist the school and administration with school site policies and procedures, and assist with fundraising ideas that will benefit VES students. They will also discuss both student and parent concerns on better communication avenues between school and home.

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

The school budget and plan focuses on school safety and student achievement. SAC is an integral part of VES. Questions addressing school budget are answered as needs are addressed with SAC funds.

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

School Improvement funds last year were allocated to the following:
Library computers- $2,000.00
The library needed a lab for Accelerated Reader testing. These funds coupled with other resources allowed for the purchase of 22 laptops for the library. Students use the computers for AR testing and district testing.

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
Griffin, Steve	Principal
English, Latina	Assistant Principal
Bush, Debbie	Instructional Coach
Richards, Cindy	Instructional Coach
Robarge, Angela	Teacher, K-12
Castells, Lucinda	Teacher, K-12
Haddock, Kaye	Teacher, K-12
Hutton, George	Teacher, ESE
Brown, Amy	Teacher, K-12
Newell, Richelle	Teacher, K-12
Ledet, Karen	Teacher, K-12
Best, Gail	Teacher, K-12

b. Duties

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

Literacy Leadership Team -- The purpose of the Literacy Leadership Team is to create capacity of reading knowledge within the school and focus on areas of literacy concern across the school.

The Literacy Leadership Team will:
• Engage in regular, ongoing, literacy professional development
• Use data to analyze the effectiveness of instruction
• Implement the Comprehensive Core Reading Program - Wonders
• Support and participate in classroom demonstrations and modeling of research-based reading strategies
• Mentor other teachers and present staff development
• Reflect on practice to improve instruction
• Participate in ongoing literacy dialogues with peers
• Create and share activities designed to promote literacy
• Support and participate in classroom research

D. Public and Collaborative Teaching
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

The school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction include: common planning for most teachers in each grade level, common lunch, professional development by academic analysts and other consultants selected by the district to meet specific instructional needs, and periodic subject area meetings for K-2 and 3-5 with administration and/or academic analysts to ensure that instructional expectations are met.
Teachers meet regularly in grade group meetings as well as subject area meetings within their grade groups.

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

The district has a system in place by which applicants apply for positions at the elementary school. Administration then screens those applicants and takes interested teachers through an interview process and reference review. Every measure is taken to hire teachers who are highly qualified and the right fit for the positions available in the school so that future loss will not occur. All teachers at the school receive instructional support from the academic coaches who can model in classroom, work with teachers one-on-one with planning, etc. Teachers are regularly informed of professional development opportunities.

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

As in the past, the teachers new to the profession and new to the district go through a district level New Teacher Induction Program. The meetings for new teachers are held throughout the year, focusing on each of the teacher evaluation domains (presently Danielson Model). Teachers meet together for an hour for specific training and information which is most needed for the domain being studied for the particular meeting. District leaders, academic analysts and other guests may lead a training. The district staff works together prior to meetings to pull the resources which are given to the teachers for permanent access in a notebook they keep for future reference.

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.

Our school and the other elementary school in the district spent much professional development time and work time together the past two summers to ensure that the Orders of Instructions for all course descriptions were aligned to the Florida Standards or New Generation Standards (as appropriate). Along with the Orders of Instructions which were mapped to cover all standards by testing date were more specific Curriculum Maps started or completed for each course description used in the district. This even includes special area courses (such as P.E. and Music). The academic analysts and administration meet with teachers to ensure that the expectations and requirements made by the district are being completed and followed. Core Curriculum is also aligned with the new standards or supplemented with other materials to make sure students are taught the mandatory standards. The district depends heavily on C-Palms as a resource for standards knowledge, standards mapping, lesson plans, and formative assessments.

b. Instructional Strategies

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

At the beginning of each school year, administration uses state assessment data and other school-site data to make instructional decisions for students. Class placements are designed to balance the classes by gender, race, retentions, and reading levels.

In grades K through 5 grade, i-Ready Diagnostics will be used to progress monitor three times a year in Reading and Mathematics. Once the Beginning of Year Diagnostic is complete, the academic analyst will have data-chats with the teachers to discuss small group changes and any necessary changes in whole-group instructional strategies.

The progress in writing is monitored with cold-writing samples 4 times per year. The teachers use grade-level rubrics to score their students' writing. In grades K and 1, there are report card assessments in the middle and at the end of each nine weeks. Teachers use this data to decide what needs to be retaught and also to make changes in small group instruction.

Science progress monitoring is done three times a year for grades 3-5 starting with a baseline in August. For Science, tests created by a Science consultant are generated and tested through Performance Matters. Once testing is completed for students, the academic analyst assists teachers in acquiring and interpreting data after the results have been imported into Performance Matters. The consultant also meets with the teachers several times a year to discuss data and next steps.

For all data, the analyst sits one-on-one to help teachers who are responsible for the subject to make grouping decisions and to determine instructional needs of students and small groups. It has been determined for this year, based on data from last year that it is equally important to remember the needs of high achieving students when instructional decisions are being made. In Performance Matters, groups of targeted students can be managed and studied throughout the year. For instance, "bubble students" can be grouped and placed in a report to be carefully monitored. At various points throughout the year, it will be important to monitor these groups to see if adequate progress is being made and instructional changes need to be made. With Performance Matters, there is the advantage of being able to quickly determine students' past performance and to determine who must have more. More, for example, may include small group time with a teacher or paraprofessional or extra time later in the year through an after school program.

Academic analysts are involved in professional development on how to interpret the timely data on reports. Webinars are provided for understanding and clarification. Teachers in the school are required to use district-made "orders of instruction" and curriculum maps to ensure that every student is being taught the required Florida State Assessment Standards. Diagnostics and progress-monitoring assists with the proof that students are learning the standards.

Teachers receive training on how to better meet the needs of students. For example, if it is determined that an Exceptional Student Education (ESE) student has an instructional need in an IEP meeting, the teacher may receive support to better know how to instruct the student. During planned meetings, the team problem-solves together to meet the specific needs of students. Also, the academic analysts plan professional development after school, on professional development days, and during early release days to meet specific needs of teachers.

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: 2,700

The Washington County School District 21st Century Community Learning Centers (CCLC) will provide after-school programs at Kate M. Smith Elementary (KMS) and Vernon Elementary (VES) serving grades 3-5. Kate M. Smith and Vernon Elementary Schools are identified and participates as a School Wide Title I schools within the District. The primary goal of the program is to provide students with academic skills which will prepare them to become college and career ready by means of improving academic performance, assisting students in meeting stat student standards in core academic subjects, providing opportunities to engage in a multitude of activities, and keeping parents involved in the educational plans of the students by providing educational services to the families of participating students. Program activities are as follows: Science, Mathematics, English/Language Arts enrichment; STEM, Nutrition/Fitness, Homework Assistance, along with Parent Involvement Activities. The project will serve 250 students total at the two sites during the regular school year/3 hours per day (M-Fri), 175 days/35 weeks. The $500,000.00 grant with the assistance of Title I, Part A and Title II will support the District efforts and strategies to improve outcomes related to student performance.

Strategy Rationale

Empower all students to become well educated, productive citizens by providing appropriate, high quality, and rigorous educational programs in a safe learning environment.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Richards, Cindy , cindy.spence@wcsdschools.com

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

Report card grades, iReady scores, and student surveys will be used to determine effectiveness of the afterschool program.

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. § 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.

There is a meeting with all stakeholders before the third birthday to assure services continue from before preschool to the school setting. A kindergarten teacher meets with the local Headstart Center to share important information with the parents of the future students. Kindergarten teachers, school administration, and guidance conduct screenings for all first time enrolling kindergarten students and have basic conversations with parents about how the child performed on the screening. Students transitioning to the middle school meet with middle school administration to discuss expectations and program offerings.

b. College and Career Readiness

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

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

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

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Students will have an average of one year's growth or more on iReady Reading based on the End-of-the-Year diagnostic.

G2.   Students will have an average of one year's growth or more on iReady Math based on the End-of-the-Year diagnostic.

G3.   Fifth grade students will perform proficiently at or above the state level on the FCAT 2.0 Science assessment in 2017.

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. Students will have an average of one year's growth or more on iReady Reading based on the End-of-the-Year diagnostic. `1a`

🔍 G088387

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Gains District Assessment	80.0

Targeted Barriers to Achieving the Goal `3`

- Adjustment to instruction to comply with standards

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

- Wonders Reading Program

- iReady (diagnostic and instruction)

- Read Naturally and Great Leaps

- Read Works passages K-5

- Wonders Computer program

- Performance Coach

- Teacher Toolbox for Ready

- 21st Century Community Learning Centers After school program (3rd-5th)

- Increase in computers on campus for iReady usage

- iReady standards assessments

Plan to Monitor Progress Toward G1. `8`

iReady data will be collected and reviewed throughout the year to determine progress toward the goal of all students reaching Reading proficiency.

Person Responsible

Cindy Richards

Schedule

Monthly, from 8/10/2016 to 5/19/2017

Evidence of Completion

Data notebooks will include data on classroom assessments, grades, iReady data, and Wonders assessments for teachers to utilize to monitor student progress toward Reading proficiency.

Plan to Monitor Progress Toward G1. `8`

iReady data will be collected and reviewed throughout the year to determine progress toward the goal of all students reaching Reading proficiency.

Person Responsible
Debbie Bush

Schedule
Monthly, from 8/10/2016 to 5/19/2017

Evidence of Completion
Data notebooks will include data on classroom assessments, grades, iReady data, and Wonders assessments for teachers to utilize to monitor student progress toward Reading proficiency.

G2. Students will have an average of one year's growth or more on iReady Math based on the End-of-the-Year diagnostic. `1a`

🔑 G088388

Targets Supported `1b`

Indicator	Annual Target
Math Achievement District Assessment	80.0

Targeted Barriers to Achieving the Goal `3`

- Students' basic skills deficit in math.

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

- Florida Go Math! Curriculum

- ThinkCentral program (with enrichment and reteaching)

- Hands-on Manipulatives

- iReady (diagnostic and instruction)

- Teacher Toolbox for Ready

- 21st Century Community Learning Centers After school program (3rd-5th)

- Performance Coach

- Small groups in math K-2

- iReady standards assessments

Plan to Monitor Progress Toward G2. `8`

Data will be collected in data notebooks and will include: grades, iReady data, Go Math assessments, and MTSS practices where relevant.

Person Responsible
Cindy Richards

Schedule
Monthly, from 8/10/2016 to 5/19/2017

Evidence of Completion
Teacher discussions, MTSS meetings, grade level meetings, paraprofessional meetings, student grades, iReady data, and Go Math scores

Plan to Monitor Progress Toward G2. `8`

Data will be collected in data notebooks and will include: grades, iReady data, Go Math assessments, and MTSS practices where relevant.

Person Responsible
Debbie Bush

Schedule
Monthly, from 8/10/2016 to 5/20/2017

Evidence of Completion
Teacher discussions, MTSS meetings, grade level meetings, paraprofessional meetings, student grades, iReady data, and Go Math scores

G3. Fifth grade students will perform proficiently at or above the state level on the FCAT 2.0 Science assessment in 2017. `1a`

🔑 G088389

Targets Supported `1b`

Indicator	Annual Target
Statewide Science Assessment Achievement	55.0

Targeted Barriers to Achieving the Goal `3`
- Students' lack of skills in science and weak science foundation.

Resources Available to Help Reduce or Eliminate the Barriers `2`
- Szpyrka Standards based Lessons
- Szpyrka Assessments
- Fusion curriculum
- Science enrichment with Mrs. Haddock in the Science Lab
- Library checkout requirement of nonfiction
- 21st Century Community Learning Centers After school program (3rd-5th)
- 21st Century Community Learning Centers After school program (3rd-5th)

Plan to Monitor Progress Toward G3. `8`

Szyprka assessment data will be collected and reviewed throughout the year to progress monitor science.

Person Responsible
Debbie Bush

Schedule
Quarterly, from 8/10/2016 to 5/20/2017

Evidence of Completion
Szyprka assessment data will be collected and used to adjust teaching. Revamped lesson plans and data notebook information will be used to monitor the progress being made.

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. Students will have an average of one year's growth or more on iReady Reading based on the End-of-the-Year diagnostic. 1

🔍 G088387

G1.B1 Adjustment to instruction to comply with standards 2

🔍 B235099

G1.B1.S1 Adjusting instruction to comply with state standards. 4

🔍 S247862

Strategy Rationale

Curriculum maps and orders of instruction have been edited and revised to ensure state standards are taught through the curriculum with fidelity and to ensure students meet/ exceed grade level expectations in reading.

Action Step 1 5

All teachers will be trained on and implement the curriculum maps and orders of instruction to provide a better understanding of the correlation between the state standards and the Wonders curriculum

Person Responsible

Cindy Richards

Schedule

Monthly, from 8/4/2015 to 5/20/2016

Evidence of Completion

Classroom walkthroughs, lesson plans, Wonders assessments, iReady

Action Step 2 5

All teachers will be trained on and implement the curriculum maps and orders of instruction to provide a better understanding of the correlation between the state standards and the Wonders curriculum

Person Responsible

Debbie Bush

Schedule

Monthly, from 8/4/2015 to 5/20/2016

Evidence of Completion

Classroom walkthroughs, lesson plans, Wonders assessments, iReady

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

Wonders weekly assessments and iReady will be administered throughout the year

Person Responsible

Cindy Richards

Schedule

Weekly, from 8/12/2015 to 5/20/2016

Evidence of Completion

Student results will be monitored weekly and placed in data notebooks. The academic analyst will have data chats with teachers twice each nine weeks.

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

Wonders weekly assessments and iReady will be administered throughout the year

Person Responsible

Debbie Bush

Schedule

Weekly, from 8/12/2015 to 5/20/2016

Evidence of Completion

Student results will be monitored weekly and placed in data notebooks. The academic analyst will have data chats with teachers twice each nine weeks.

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

Teachers will monitor student data and place in data notebooks.

Person Responsible

Cindy Richards

Schedule

Monthly, from 8/12/2015 to 5/20/2016

Evidence of Completion

Data notebooks inclusive of: iReady Data, Wonders assessments, informal and formal classroom assessments; discussions with academic analysts inclusive of reflections on grades and classroom assessments, and participation in MTSS meetings.

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

Teachers will monitor student data and place in data notebooks.

Person Responsible

Debbie Bush

Schedule

Monthly, from 8/12/2015 to 5/20/2016

Evidence of Completion

Data notebooks inclusive of: iReady Data, Wonders assessments, informal and formal classroom assessments; discussions with academic analysts inclusive of reflections on grades and classroom assessments, and participation in MTSS meetings.

G2. Students will have an average of one year's growth or more on iReady Math based on the End-of-the-Year diagnostic. [1]

🔑 G088388

G2.B1 Students' basic skills deficit in math. [2]

🔑 B235100

G2.B1.S1 Intense, skill based small group instruction. [4]

🔑 S247863

Strategy Rationale

Through small group instruction with a teacher or paraprofessional, students will receive intervention based on their individual needs.

Action Step 1 [5]

Rigorous skill based small groups based on individual student needs.

Person Responsible

Cindy Richards

Schedule

Daily, from 8/12/2015 to 5/20/2016

Evidence of Completion

Data notebooks, iReady reports, and teacher lesson plan books.

Action Step 2 [5]

Rigorous skill based small groups based on individual student needs.

Person Responsible

Debbie Bush

Schedule

Daily, from 8/12/2015 to 5/20/2016

Evidence of Completion

Data notebooks, iReady reports teacher lesson plan books.

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

Academic analysts will meet with teachers and paraprofessional monthly to discuss effectiveness and address necessary changes.

Person Responsible

Cindy Richards

Schedule

Monthly, from 8/12/2015 to 5/20/2016

Evidence of Completion

Academic analysts will monitor teacher lesson plans, paraprofessional planners, and MTSS documentation.

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

Academic analysts will meet with teachers and paraprofessionals monthly to discuss effectiveness and address necessary changes.

Person Responsible

Debbie Bush

Schedule

Monthly, from 8/12/2015 to 5/20/2016

Evidence of Completion

Academic analysts will monitor teacher lesson plans, paraprofessional planners, and MTSS documentation.

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

Academic Analysts will hold meetings with teachers and paraprofessionals to discuss what is happening in small group instruction.

Person Responsible

Cindy Richards

Schedule

Monthly, from 8/12/2015 to 5/20/2016

Evidence of Completion

Team chairs will take notes/minutes of the data meeting discussions. These discussions will include delving into student data, identifying student weaknesses, and addressing curriculum usage in small groups to help students achieve proficiency in their weak areas.

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

Academic Analysts will hold meetings with teachers and paraprofessionals to discuss what is happening in small group instruction.

Person Responsible

Debbie Bush

Schedule

Monthly, from 8/12/2015 to 5/20/2016

Evidence of Completion

Team chairs will take notes/minutes of the data meeting discussions. These discussions will include delving into student data, identifying student weaknesses, and addressing curriculum usage in small groups to help students achieve proficiency in their weak areas.

G3. Fifth grade students will perform proficiently at or above the state level on the FCAT 2.0 Science assessment in 2017. 1

🔑 G088389

G3.B1 Students' lack of skills in science and weak science foundation. 2

🔑 B235101

G3.B1.S1 Teachers will teach science standards. 4

🔑 S247864

Strategy Rationale

Teachers will teach science using the revised orders of instruction focusing on Dr. Szyprka (science consultant) lessons and the FUSION curriculum to ensure that Florida Standards in Science are taught with fidelity.

Action Step 1 5

Teachers will follow the created and revised orders of instruction and curriculum maps when teaching Science.

Person Responsible

Cindy Richards

Schedule

Monthly, from 8/12/2015 to 5/20/2016

Evidence of Completion

Progress Monitoring through Szyprka assessments, classroom observations, lesson plans

Action Step 2 5

Teachers will follow the created and revised orders of instruction and curriculum maps from Dr. Szyprka (science consultant) when teaching Science.

Person Responsible

Debbie Bush

Schedule

Monthly, from 8/12/2015 to 5/20/2016

Evidence of Completion

Progress Monitoring through Szyprka assessments, classroom observations, lesson plans

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

Classroom observations, walkthroughs, and data notebook discussions

Person Responsible

Debbie Bush

Schedule

Monthly, from 8/4/2015 to 5/26/2016

Evidence of Completion

Szyprka (science consultant) assessments measuring student knowledge of the standards will be used to determine if the strategy is implemented with fidelity.

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

Dr. Szyprka assessments, consultations discussing whether data supports coverage of standards

Person Responsible

Steve Griffin

Schedule

Monthly, from 8/12/2015 to 5/20/2016

Evidence of Completion

Szyprka test 3 data will be collected to demonstrate the effectiveness of the implementation.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.MA1 M336319	Teachers will monitor student data and place in data notebooks.	Richards, Cindy	8/12/2015	Data notebooks inclusive of: iReady Data, Wonders assessments, informal and formal classroom assessments; discussions with academic analysts inclusive of reflections on grades and classroom assessments, and participation in MTSS meetings.	5/20/2016 monthly
G1.B1.S1.MA4 M336320	Teachers will monitor student data and place in data notebooks.	Bush, Debbie	8/12/2015	Data notebooks inclusive of: iReady Data, Wonders assessments, informal and formal classroom assessments; discussions with academic analysts inclusive of reflections on grades and classroom assessments, and participation in MTSS meetings.	5/20/2016 monthly
G1.B1.S1.MA1 M336321	Wonders weekly assessments and iReady will be administered throughout the year	Richards, Cindy	8/12/2015	Student results will be monitored weekly and placed in data notebooks. The academic analyst will have data chats with teachers twice each nine weeks.	5/20/2016 weekly
G1.B1.S1.MA2 M336322	Wonders weekly assessments and iReady will be administered throughout the year	Bush, Debbie	8/12/2015	Student results will be monitored weekly and placed in data notebooks. The academic analyst will have data chats with teachers twice each nine weeks.	5/20/2016 weekly
G1.B1.S1.A1 A322897	All teachers will be trained on and implement the curriculum maps and orders of instruction to...	Richards, Cindy	8/4/2015	Classroom walkthroughs, lesson plans, Wonders assessments, iReady	5/20/2016 monthly
G1.B1.S1.A2 A322898	All teachers will be trained on and implement the curriculum maps and orders of instruction to...	Bush, Debbie	8/4/2015	Classroom walkthroughs, lesson plans, Wonders assessments, iReady	5/20/2016 monthly
G2.B1.S1.MA1 M336325	Academic Analysts will hold meetings with teachers and paraprofessionals to discuss what is...	Richards, Cindy	8/12/2015	Team chairs will take notes/minutes of the data meeting discussions. These discussions will include delving into student data, identifying student weaknesses, and addressing curriculum usage in small groups to help students achieve proficiency in their weak areas.	5/20/2016 monthly
G2.B1.S1.MA4 M336326	Academic Analysts will hold meetings with teachers and paraprofessionals to discuss what is...	Bush, Debbie	8/12/2015	Team chairs will take notes/minutes of the data meeting discussions. These discussions will include delving into student data, identifying student weaknesses, and addressing curriculum usage in small groups to help students achieve proficiency in their weak areas.	5/20/2016 monthly
G2.B1.S1.MA1 M336327	Academic analysts will meet with teachers and paraprofessional monthly to discuss effectiveness and...	Richards, Cindy	8/12/2015	Academic analysts will monitor teacher lesson plans, paraprofessional planners, and MTSS documentation.	5/20/2016 monthly
G2.B1.S1.MA3 M336328	Academic analysts will meet with teachers and paraprofessionals monthly to discuss effectiveness...	Bush, Debbie	8/12/2015	Academic analysts will monitor teacher lesson plans, paraprofessional planners, and MTSS documentation.	5/20/2016 monthly
G2.B1.S1.A1 A322899	Rigorous skill based small groups based on individual student needs.	Richards, Cindy	8/12/2015	Data notebooks, iReady reports, and teacher lesson plan books.	5/20/2016 daily
G2.B1.S1.A2 A322900	Rigorous skill based small groups based on individual student needs.	Bush, Debbie	8/12/2015	Data notebooks, iReady reports teacher lesson plan books.	5/20/2016 daily
G3.B1.S1.MA1 M336331	Dr. Szyprka assessments, consultations discussing whether data supports coverage of standards	Griffin, Steve	8/12/2015	Szyprka test 3 data will be collected to demonstrate the effectiveness of the implementation.	5/20/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.A1 A322901	Teachers will follow the created and revised orders of instruction and curriculum maps when...	Richards, Cindy	8/12/2015	Progress Monitoring through Szyprka assessments, classroom observations, lesson plans	5/20/2016 monthly
G3.B1.S1.A2 A322902	Teachers will follow the created and revised orders of instruction and curriculum maps from Dr....	Bush, Debbie	8/12/2015	Progress Monitoring through Szyprka assessments, classroom observations, lesson plans	5/20/2016 monthly
G3.B1.S1.MA1 M336332	Classroom observations, walkthroughs, and data notebook discussions	Bush, Debbie	8/4/2015	Szyprka (science consultant) assessments measuring student knowledge of the standards will be used to determine if the strategy is implemented with fidelity.	5/26/2016 monthly
G1.MA1 M336323	iReady data will be collected and reviewed throughout the year to determine progress toward the...	Richards, Cindy	8/10/2016	Data notebooks will include data on classroom assessments, grades, iReady data, and Wonders assessments for teachers to utilize to monitor student progress toward Reading proficiency.	5/19/2017 monthly
G1.MA2 M336324	iReady data will be collected and reviewed throughout the year to determine progress toward the...	Bush, Debbie	8/10/2016	Data notebooks will include data on classroom assessments, grades, iReady data, and Wonders assessments for teachers to utilize to monitor student progress toward Reading proficiency.	5/19/2017 monthly
G2.MA1 M336329	Data will be collected in data notebooks and will include: grades, iReady data, Go Math...	Richards, Cindy	8/10/2016	Teacher discussions, MTSS meetings, grade level meetings, paraprofessional meetings, student grades, iReady data, and Go Math scores	5/19/2017 monthly
G2.MA2 M336330	Data will be collected in data notebooks and will include: grades, iReady data, Go Math...	Bush, Debbie	8/10/2016	Teacher discussions, MTSS meetings, grade level meetings, paraprofessional meetings, student grades, iReady data, and Go Math scores	5/20/2017 monthly
G3.MA1 M336333	Szyprka assessment data will be collected and reviewed throughout the year to progress monitor...	Bush, Debbie	8/10/2016	Szyprka assessment data will be collected and used to adjust teaching. Revamped lesson plans and data notebook information will be used to monitor the progress being made.	5/20/2017 quarterly

V. Professional Development Opportunities

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

G3. Fifth grade students will perform proficiently at or above the state level on the FCAT 2.0 Science assessment in 2017.

G3.B1 Students' lack of skills in science and weak science foundation.

G3.B1.S1 Teachers will teach science standards.

PD Opportunity 1

Teachers will follow the created and revised orders of instruction and curriculum maps when teaching Science.

Facilitator

Cindy Richards

Participants

Kindergarten, First, and Second Grade Teachers

Schedule

Monthly, from 8/12/2015 to 5/20/2016

PD Opportunity 2

Teachers will follow the created and revised orders of instruction and curriculum maps from Dr. Szyprka (science consultant) when teaching Science.

Facilitator

Debbie Bush

Participants

Third, Fourth and Fifth Grade Teachers

Schedule

Monthly, from 8/12/2015 to 5/20/2016

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	**All teachers will be trained on and implement the curriculum maps and orders of instruction to provide a better understanding of the correlation between the state standards and the Wonders curriculum**	**$0.00**
2	G1.B1.S1.A2	**All teachers will be trained on and implement the curriculum maps and orders of instruction to provide a better understanding of the correlation between the state standards and the Wonders curriculum**	**$0.00**
3	G2.B1.S1.A1	**Rigorous skill based small groups based on individual student needs.**	**$0.00**
4	G2.B1.S1.A2	**Rigorous skill based small groups based on individual student needs.**	**$0.00**
5	G3.B1.S1.A1	**Teachers will follow the created and revised orders of instruction and curriculum maps when teaching Science.**	**$0.00**
6	G3.B1.S1.A2	**Teachers will follow the created and revised orders of instruction and curriculum maps from Dr. Szyprka (science consultant) when teaching Science.**	**$0.00**
		Total:	**$0.00**