

Acreage Pines Elementary School

14200 ORANGE BLVD, Loxahatchee, FL 33470

<https://apes.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	58%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	47%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	A	A*	A

**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 was approved by the Palm Beach County School Board on 11/1/2017.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Acreage Pines Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Acreage Pines Community Elementary is committed to providing students with a safe and challenging academic environment where each child can reach their highest potential and succeed in the global community by developing citizenship, accountability, respect, and exploration in the fields of Biomedical and Veterinary Technology.

b. Provide the school's vision statement.

Acreage Pines Elementary is growing respectful, inquiring, global learners within a happy, caring and stimulating environment where children will recognize and achieve their fullest potential, so that they can be successful within society.

2. School Environment

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

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans

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

Our School-wide Positive Behavior Support plan, CARE, is the foundation for the safety and culture of the campus. The focus of the plan is to instill the values of Citizenship, Accountability, Respect, Exploration and an appreciation for multicultural diversity in all campus stakeholders and settings.

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.

Our School-wide Positive Behavior Support plan is CARE. Students are accountable for their behavior in all settings school-wide. The school counselor has developed lessons to be delivered during Guidance class time, which provides explicit instruction of the universal guidelines. The SwPBS committee meets monthly to monitor classroom and school-wide behavior data. In addition, the committee presents to the entire faculty throughout the year, reporting on behavior data, as well as, providing additional support for school-wide implementation.

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 school insures the social-emotional needs of all students through weekly guidance lessons, which are provided during the Fine Arts rotation. Individual and group counseling/mentoring sessions are scheduled, based on individual student needs.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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 data is available through the Unify platform. All teaching teams have worked through the platform and received training on it via PLC.

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	10	12	10	9	11	4	0	0	0	0	0	0	0	56
One or more suspensions	0	0	0	0	2	2	0	0	0	0	0	0	0	4
Course failure in ELA or Math	7	8	11	46	16	24	0	0	0	0	0	0	0	112
Level 1 on statewide assessment	0	0	0	3	14	16	0	0	0	0	0	0	0	33

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	3	3	1	18	13	13	0	0	0	0	0	0	0	51

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

Students with patterns of non-attendance are identified and interventions are provided in accordance with the district plan and in cooperation with the school counselor.

All students at Acreage Pines will be reviewed by SBT during the 17-18 school year Students who are identified as in need of support will receive Tier 2 and Tier 3 interventions.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Multiple opportunities are available for parents to get involved such as: classroom support (copy moms, shelving books in the Media Center, organizing school activities, etc.), field days, family fun nights, concerts, science and art fairs, field trips, reading to students, assisting in our medical lab, participating in school beautification projects, fundraising, parent workshops, and special events. In addition, parents are kept informed by monthly newsletters, Edline, Acreage Pines Elementary School Facebook Page, Twitter and Parent Link.

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.

Through our Bio-Medical and Veterinary Technology Academy, we are continually creating partnerships with various medical and veterinary agencies that have all committed to the support, development, and sustainability of our choice and state curriculum. Special events such as Fall festival, curriculum night and annual career day help to sustain these relationships and attract new partners.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Karbowski, Darline	Principal
Kilberis, Susan	Teacher, K-12
Kolesar, Corrie	Teacher, K-12
Foley, Rani	Teacher, ESE
Garrett, Theresa	Teacher, K-12
Nethercote, Ana Lucia	Teacher, K-12
Gooch, Lisa	School Counselor
Montez, Nina	Assistant Principal
LaVigna, Christie	Teacher, K-12
Williams, Karen	Teacher, K-12
Lanham, Jessica	Teacher, K-12

b. Duties

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

The leadership team meets once a month, or more as needed, to monitor the fidelity of instructional practices and pacing of the scope and sequence. Within the leadership team it is the Principal's responsibility to facilitate meetings, create agenda items, and monitor implementation of team decisions, as well as, provide current data as it relates to the instructional framework and student achievement.

Grade level leaders are responsible for disseminating information to grade level team members,

leading weekly grade level PLC meetings, participating in professional development, and sharing feedback with the leadership team when appropriate.

In addition, individual student data and achievement provided by the classroom teacher is monitored further through the School Based Team (SBT). The Guidance Counselor serves as the School-based Team Leader. She prepares agendas, collects students' current progress monitoring data, is responsible for updating team members on upcoming meetings, and reporting all attendance concerns to the district.

ESE coordinator, monitors the fidelity of support services and student accommodations, keeps the team informed of changes to student IEPs, works to ensure compliance, and facilitates parent/teacher meetings.

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.

School leadership team meets once a month to align resources. During these meetings, led by the principal, current content standards, materials, and needs are addressed. Leadership members provide input on student data, materials, resources, and participate in monitoring special programs implemented by the school. When programs are not having a significant impact on student performance, this team determines whether to discontinue or make adjustments to the delivery model. The grade level team leader is responsible for keeping an accurate inventory of all instructional materials and turning it into the assistant principal each trimester. The team leader is also responsible for presenting any funding requests at the monthly leadership meeting.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Theresa Garrett	Teacher
Lorena Mills	Parent
Kiana Pate	Parent
Darline Karbowski	Principal
Ana Lucia Nerthercote	Teacher
Kim Alteri	Parent
Angela Gracia	Parent
Andrea Parades	Education Support Employee
Nicola Abdelnour	Education Support Employee
Benita Millson	Parent
Cindi Walker	Business/Community
Dee Pupo	Parent
Nicole Hubbs	Parent
Lindsay Riffle	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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

After analyzing and reflecting upon our expected school improvements in the 2017-2018 SIP, the following is what we found:

- 1) We did utilize the instructional model and achieve the desired outcome of goal 1.
- 2) High quality PLCs were positively impacting instructional practice
- 3) We determined that the school continues to make significant instructional shifts.

b. Development of this school improvement plan

Members of SAC collaborate with academic leadership teams to assess school needs and targets. Together the team used the root cause analysis to identify school wide goals and strategies that could improve student achievement. The school leadership team met to create actions steps and identify barriers. This was shared with the SIP Committee who in turn entered the information into the school improvement plan.

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

The school's annual budget was shared with SAC at the end of previous school year. The committee was informed of the impact on personnel as well as the overall operating budget and the proposal for allocations. The committee voted on the operational decisions.

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

The funds were earmarked for tutorials, field trips, and other instructional resources, however, the school was able to save some of funds in the event they would not be replenished for the 2017-18 school year.

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.

The school is working with its many business and community partners to find someone willing to participate in SAC. Committing to missing no less than 2 meetings a year is proving to be problematic.

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
	Principal
Kolesar, Corrie	Teacher, K-12
LaVigna, Christie	Teacher, K-12
Nethercote, Ana Lucia	Teacher, K-12
Norwich, Bobbi	Instructional Media
Kilberis, Susan	Teacher, K-12
Karbowski, Darline	Principal
Montez, Nina	Assistant Principal

b. Duties

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

Teachers effectively use differentiated instruction and all components of balanced literacy to meet the needs of individual students. Additional activities include push in remediation, after school tutoring, SAI, iReady, Family Night at the book fair, and school wide DEAR days.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Teachers will engage in weekly Professional Learning Communities and bi-monthly administrator led meetings to foster collaborative planning, data analysis, and collegiality. Evidence of the collaboration will be seen in the classroom. Additionally, grade level teams are provided time to dig deeper into the current unit, pull resources, and participate in instructional rounds to support cross grade level fidelity in the instructional model. Instructional Rounds are important for the fidelity and understanding of the instructional model.

All staff are encouraged to participate in school committees and community event planning. All new teachers are members of peer growth groups which fosters a positive school wide culture.

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

- 1) Provide opportunities for Professional Development activities: School Leadership Team & PDD Team
- 2) Professional Learning Communities,
- 3) Teacher Mentor Program
- 4) Coaching Cycle: Plan, Model, Observe, Reflect
- 5) School will attend district job fairs.
- 6) Host student internships from local colleges and universities

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

Acreage Pines Elementary School follows the district developed ESP (Educator Support Program). The program is a year long support for all new teachers. The developing teacher is assigned a mentor (grade level match) and a buddy teacher (outside of the grade level) that work as a team to provide support throughout the year. Frequent progress monitoring checks are conducted by the mentor teacher as well

as the supervising administrator to provide feedback and improvement strategies to aide in professional growth.

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.

By implementing the first Pillar, students are immersed in rigorous tasks encompassing the full intent of the standards.

- Students are actively engaged with complex texts, tasks, and talk using evidence from the text and creating work samples that are standards-based and rigorous.
- Students are actively engaged in a coherent progression of mathematical practices that relate new concepts to prior skills and target the aspect of rigor called for by the standards.

During teacher planning, professional development, PLC, Peer Growth groups, and other content focused meetings, administration and staff created and follow a scope and sequence that outlines all Florida Standards in a cross-curricular approach. The focus of our planning sessions is on performance scales and monitoring the content covered in each grade level as well as how that content builds across grade levels.

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.

By implementing the third Pillar, students collaborate in a student-centered, personalized environment.

- Students take ownership of their learning through voice and choice in order to demonstrate mastery through implementation of the Palm Beach Model of Instruction which provides a collaborative environment and multiple opportunities for teachers to assess student mastery in formal and informal ways.
- Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential

All instructional staff continuously uses data (state, district, and grade level assessments, classroom observations, scales) to facilitate and guide instruction in helping each child reach the learning goals/targets. As both formal and informal data is gathered and analyzed teachers work in teams as well as individually to modify the pacing and instructional delivery. Small group instruction is paramount in meeting the individual needs of each child.

When a child is unable to meet the learning target(s) after small group intervention, appropriate referrals are made to SBT or CST, for additional tiered interventions. The school has in place a MTSS for students that need tier 2 and tier 3 interventions. The additional interventions is implemented through SAI, or other support personnel. In reading, students are supported through LLI, iStation, or other research based guided reading strategies. In math, student interventions are conducted in small group guided instruction. Progress monitoring logs are kept weekly and revisited by the team after 6 weeks.

Children who have met proficiency but are in need of additional enrichment have multiple opportunities for accelerations. Weekly Guided reading and math groups by student ability allow the classroom teacher to move students deeper into the Florida Standards. iReady is also used for students that score at a level 4 or 5 to monitor growth throughout the year. Additionally, students proficient in math are enrolled in Kahn Academy to monitor and chart growth. Top students in all content areas are invited to participate in Academic Games.

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: 12,960

After school tutorial programs are offered for intensive interventions in core content areas. Additionally, enrichment activities for proficient students are offered as an extension of the daily classroom instruction.

Strategy Rationale

Providing students with small group intensive interventions or enrichment in the target area(s) of need allows for more customized and explicit instruction in the standards. These additional interventions are not viable during the school day.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Karowski, Darline, darline.karowski@palmbeachschools.org

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

Formal and informal assessments through specifically used programs as well as state assessment data will be used to determine the effectiveness of the strategy. A pre and post assessment are given to each child that participates in the program. The leadership team will review data collected and make appropriate changes in the materials and or instructors for the program.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

As an early intervention to increase reading on grade level by third grade and to increase student readiness to enter kindergarten, Acreage Pines offers a school year Voluntary Prekindergarten (VPK) program that is supplemented with enrichment hours. This VPK program is supported by the

Department of Early Childhood Education and follows all statutes, rules and contractual mandates in the Florida VPK Statewide Provider Agreement, including the use of a developmentally appropriate curriculum that enhances the age-appropriate progress of children in attaining each of the performance standards adopted by the Florida DOE. Participating children are expected to transition to kindergarten ready to learn and be successful in school and later life.

To assist with the transition of school-based and community children into the kindergarten program at Acreage Pines, we engage in the following kindergarten transition activities:

Distribution of a Summer Transition to Kindergarten Backpack with books, transition activities, and a parent guide for its enrolled VPK students (provided by the Dept. of Early Childhood Education)

Providing home learning activities to families to help them prepare children for kindergarten entry

All incoming Kindergarten students are assessed upon entering Kindergarten

The Work Sampling System will be used to determine students' print/letter knowledge and level of phonological awareness/processing.

Data will be used to plan daily academic instruction for all students. Florida Standards will be taught through daily rigorous instruction, modeling, guided practice, and independent practice of all academics.

Acreage Pines will hold a Kindergarten Round-up/Orientation for incoming Kindergarten students and parents during the spring semester.

In the spring, the local middle schools will visit the 5th graders, distributing information regarding their programs offered to all incoming 6th graders. The middle schools also sponsor parent nights in the spring, allowing 5th graders and their parents the opportunity to visit their campus.

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.

Third grade reading scores showed a 15% increase in proficiency to 75%. In order to continue to grow in this area, students need to be identified early to receive supports and interventions

1. Students in grades K-2 are frequently not being identified early for referral to SBT and the RTI process.
2. Many teachers lack the training and resources to implement interventions with fidelity.

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.

Many teachers were trained several years ago or not trained at all on implementing interventions. Teachers need to be trained on current research based interventions and they need to have the resources to implement said interventions.

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.** If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by grade 3.

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. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by grade 3. **1a**

G094919

Targets Supported **1b**

Indicator	Annual Target
ELA Achievement District Assessment	72.0

Targeted Barriers to Achieving the Goal **3**

- Failure to identify students in need of intervention in K-2

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

- Blender
- Florida State Standards
- LSI Professional Development
- Marzano Instructional Framework
- Fountas and Pinnell Benchmark Assessment System
- Think Central
- Khan Academy
- Continuum of Literacy Learning
- iReady Reading and Math
- "Essentials for Achieving Rigor" book series
- RTI training

Plan to Monitor Progress Toward G1. **8**

Assessment data

Person Responsible

Schedule

Weekly, from 8/15/2017 to 6/1/2018

Evidence of Completion

Student gains, Tracker Data

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by grade 3. **1**

 G094919

G1.B5 Failure to identify students in need of intervention in K-2 **2**

 B255384

G1.B5.S1 Have all students presented to SBT during the 2017-2018 school year **4**

 S269879

Strategy Rationale

Failure to identify students early only puts them further behind and widens the gap. Through early identification students can receive needed support and remediation.

Action Step 1 **5**

SBT will attend training to obtain knowledge of how other schools have implemented SBT for all.

Person Responsible

Darline Karbowski

Schedule

On 9/15/2017

Evidence of Completion

Data sheets used to collaborate on Acreage Pines Students

Action Step 2 **5**

All students will be presented to SBT by their classroom teacher

Person Responsible

Lisa Gooch

Schedule

Triannually, from 9/18/2017 to 6/1/2018

Evidence of Completion

Completed data sheets on each student

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Principal will attend SBT meetings

Person Responsible

Darline Karbowski

Schedule

Triannually, from 9/15/2017 to 6/1/2018

Evidence of Completion

SBT meeting notes and data

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Number of students identified for tier 2 and 3

Person Responsible

Lisa Gooch

Schedule

Weekly, from 9/15/2017 to 6/1/2018

Evidence of Completion

Number of students identified for tier 2 and 3

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B5.S1.A1 A360837	SBT will attend training to obtain knowledge of how other schools have implemented SBT for all.	Karbowski, Darline	9/15/2017	Data sheets used to collaborate on Acreage Pines Students	9/15/2017 one-time
G1.MA1 M385527	Assessment data		8/15/2017	Student gains, Tracker Data	6/1/2018 weekly
G1.B5.S1.MA1 M385525	Number of students identified for tier 2 and 3	Gooch, Lisa	9/15/2017	Number of students identified for tier 2 and 3	6/1/2018 weekly
G1.B5.S1.MA1 M385526	Principal will attend SBT meetings	Karbowski, Darline	9/15/2017	SBT meeting notes and data	6/1/2018 triannually
G1.B5.S1.A2 A360838	All students will be presented to SBT by their classroom teacher	Gooch, Lisa	9/18/2017	Completed data sheets on each student	6/1/2018 triannually

V. Professional Development Opportunities

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

G1. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by grade 3.

G1.B5 Failure to identify students in need of intervention in K-2

G1.B5.S1 Have all students presented to SBT during the 2017-2018 school year

PD Opportunity 1

SBT will attend training to obtain knowledge of how other schools have implemented SBT for all.

Facilitator

Participants

Schedule

On 9/15/2017

VI. Technical Assistance Items

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