

The School District of Palm Beach County

Frontier Elementary School



2017-18 Schoolwide Improvement Plan

Frontier Elementary School

6701 180TH AVE N, Loxahatchee, FL 33470

<https://fres.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	55%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	43%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	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 11/8/2017.

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 Frontier 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.

Frontier Elementary is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

b. Provide the school's vision statement.

To root a lasting association between plants and animals and the Frontier community family by educationally inspiring our students to become active, eco-friendly participants striving to preserve a safe and enduring environment.

2. School Environment

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

Frontier Elementary prides itself on having a Single School Culture and appreciation for multicultural diversity.

Academics: Teachers collaborate with parents, administrators, and colleagues to ensure students receive the highest quality of rigorous education. Teachers uniformly have access to student data that help them plan for their students and differentiate for all students. Through Learning Team Meetings, data is regularly discussed, disaggregated, and academic action plans are created.

Behavior: All members of our staff and student body are well versed in our Positive Behavior Support Matrix of Expectations. Community Stakeholders and parents are informed of our behavior expectations through School Advisory Meetings, School Newsletters, and EdLine.

Climate: Frontier believes that all students can succeed. We look at students as individuals and help our students in creating their academic goals as well as achieving their maximum learning potential.

Additionally, our school believes in building relationships between teachers and students through the use of a Science infused choice program offered at our school center, Environmental and Animal Science Academy. We empower all learners K-5 by providing them skills to acquire, analyze, and present specific, mathematical, engineering, and technological information.

We will create methods/formats where the characteristics of safety and respect can be assessed, monitored, and where strategies for improving can be created, discussed, and supported.

Our school will infuse the content required by Florida Statutes, Section 1003.4205, as applicable to appropriate situations, including but not limited to Disability Awareness. All students including students with disabilities are given equal consideration for recognition and awards offered by our school.

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
- * Sacrificed of Veterans

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

The Pillars of Effective Instruction lead our practices in providing all of our students with opportunities that will support their academic success. All students are:

- Collaborating in a student-centered, personalized environment: Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential.
- Empowered and supported through high expectations to be college and career ready: Students consistently experience rigorous, standards-based instruction grounded in the expectation that all students can succeed. Students have access to a support system of services to feel safe, supported, and cared for by peers, adults, and the broader community.

Student involvement in the academic processes is key. Students learn to articulate the academic targets, analyze their own data, derive feedback, and develop their plan for learning. Students also become partners in the assessment process and learn to lead conferences regarding their academic achievement.

Frontier Elementary plans on creating an environment where students feel safe and respected by the following:

- * All staff members will articulate, demonstrate, and teach the specific practices that reflect the application of our schools SwPBS Universal Guidelines to the contexts students will encounter before/during/after school;
- * Adults across the campus will clarify their expectations for positive interpersonal interactions.
- * Our school will involve non-instructional staff, including office staff, bus drivers, cafeteria personnel, and after-school personnel in the process of modeling and teaching interpersonal expectations in non-academic settings and be able to give students instructions for reporting violations to appropriate supervisors.

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 in place to minimize distractions and keep students engaged during instructional time is our S.T.A.R. Matrix of Expectations. Monthly, teachers will review our Universal Guidelines and behavior matrix to ensure students are aware of school expectations.

S.T.A.R. Matrix of Expectations:

- I am Safe
- I am Trustworthy
- I am an Active Learner
- I am Respectful

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.

Frontier Elementary ensures the social-emotional needs of all students are being met through our operational school based team that meets weekly to discuss students with barriers to academic and social success. The school based team which includes administrators, core teachers, and

supplemental teachers; will together determine a plan to provide differentiated delivery of services based on the students' needs. Our school cultivates a Single School Culture of respect and appreciation for multicultural diversity as required by School Board Policy 2.09 (8)(b)(i).

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.

Frontier Elementary is a K-5 school.

- Utilize existing data systems to identify students who have attendance, behavioral or academic concerns
- Create data decision rules for number of absences or OSS for referrals to SBT
- Ensure teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules;
- Utilize the Student Development Plan Data Driven Practices to assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making).

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	19	16	13	6	10	10	0	0	0	0	0	0	0	74
One or more suspensions	2	1	0	3	1	4	0	0	0	0	0	0	0	11
Course failure in ELA or Math	10	28	30	32	32	17	0	0	0	0	0	0	0	149
Level 1 on statewide assessment	0	0	0	19	12	14	0	0	0	0	0	0	0	45

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	6	5	3	17	15	10	0	0	0	0	0	0	0	56

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

Intervention strategies employed by Frontier Elementary to improve academic performance include SAI, iii, LLI, Wilson, Foundations, iReady, Planned Discussions, Goal Setting, and small group instructional strategies.

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

Frontier Elementary will encourage parents to participate in informal parent nights such as STREAM-Science, Technology, Reading, Engineering, and Mathematics Workshop, Literacy Night, Curriculum Night, Science/Math Fairs, FSA/ FCAT Night, SAC, Environmental Animal Science Academy (EASA) Showcase and parent conferences.

Additionally, we will communicate classroom and school news to parents regularly and participate in sending positive notes, letters, or making positive phone calls home to parents.

Learning opportunities and resources are provided to families of students with disabilities according to students data results.

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 Environmental and Animal Science Academy, we have built partnerships with our local community for the purpose of securing and utilizing resources that support our school and our students' academic achievement. These partnerships include area business partnerships and our local firefighter stations.

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
Groth, Susan	Principal
Suarez Wilt, Laurie	Assistant Principal
Vargo, Sherry	SAC Member
Cano, Debbie	Teacher, K-12
O'Sullivan, Michelle	Teacher, K-12
Levine, Tara	Teacher, K-12
Eddy, Jennifer	Teacher, K-12
Seren, Marianela	Teacher, K-12
Miller, Steve	Teacher, K-12
McGaw, Nicole	

b. Duties

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

The school-based MTSS/RTI Leadership Team will meet weekly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1 Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students are offered supplemental interventions and monitored over time. Those who continue to not make adequate progress are referred to the problem solving team. The SBT uses the Problem Solving Model to conduct all meetings. Based on data and discussion, the team identifies students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan is developed (PBSD form 2284) which identifies a student specific areas of deficiencies and appropriate researched-based interventions to address these deficiencies. The team ensures that necessary resources are available and the intervention is implemented with fidelity. Each care is assigned a case liaison to support the interventionist and this individual reports on all data collected in future 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.

The MTSS Leadership Team will consist of the following persons: School administration, SAI/ Intervention teachers, Primary and Intermediate Teachers, ESE teachers, School Psychologist, Speech and Language Pathologist, Student Service Personnel.

The Principal provides a common vision for the use of data-based decision-making to ensure:

- *a sound, effective academic program is in place
- *a process to address and monitor subsequent needs is created
- *the problem solving team (School Based Team) is assisting with academic and behavioral interventions
- *assessment of RTI skills of school staff is conducted
- *adequate professional development to support the RTI framework is provided and
- *effective communication with parents regarding school-based RTI Intervention plans

The RTI/Inclusion Facilitator contributes to the development of intervention plans, assists in progress monitoring, collects data, implements Tier 3 interventions and offers professional development and technical assistance.

Our school integrates Single School Culture by sharing our Universal Guidelines For Success, following our Behavior Matrix and teaching Expected Behaviors, Communication with parents, and Monitoring SwPBS. We update our Actions Plans during SwPBS Meetings. We instill an appreciation for multicultural diversity through our anti bullying/character education structured lessons, and implementation of SwPBS Programs.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Susan Groth	Principal
Red Barn	Business/Community
Marianela Seren	Teacher
Lacroix	Business/Community
Planet Kids	Business/Community
CIA Sports	Parent
Mullings	Parent
piatt	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

Students data is reviewed with the SAC committee in conjunction with the School Improvement Plan on a monthly basis.

Adjustments are made to the School Improvement Plan as data drives our instructional practices.

b. Development of this school improvement plan

SAC reviews school data under the leadership of our school administrators.

Together, SAC and Leadership discuss research-based programs and interventions that would benefit and enhance student achievement.

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

Our SAC council collaboratively discussed budgetary school needs.

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

We purchased Reflex Math to increase our students math fluency with last year SIP funds.

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.

We are actively seeking an office employee, 2 non district participants one of which needs to be a business partner to fulfill our SAC membership.

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
Groth, Susan	Principal
Suarez Wilt, Laurie	Assistant Principal
Cano, Debbie	Teacher, K-12
O'Sullivan, Michelle	Teacher, K-12
Cabrera, Rosy	Teacher, K-12
Levine, Tara	Teacher, K-12
Eddy, Jennifer	Teacher, K-12
Seren, Marianela	Teacher, K-12
Miller, Steve	Teacher, K-12
Vargo, Sherry	Teacher, K-12
	Teacher, K-12

b. Duties

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

Major initiatives this year will include-

Matching student needs to reading resources and interventions

Standards based instruction for all students

Planning for the Units of Study in Reading and Writing

Implementation of I-Ready

Small group instruction

Continuation of writing scales. Specifically, selecting standards based targets, determining student evidence of mastery, and providing a rigorous education for all students.

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.

The Pillars of Effective Instruction focus on ensuring ALL students are provided with instruction that will prepare them for post-secondary success. In order to ensure all students are immersed in rigorous tasks encompassing the full intent of the standards, actively engaged in building, connecting, and applying knowledge, collaborating in a student centered, personalized environment, and empowered and supported through high expectations to be college and career ready we provide our teachers and staff opportunities to participate in collaborative planning and instruction. One venue our school uses for encouraging positive working relationships with teachers is through our weekly grade level planning meetings. The master schedule has been designed to allow teachers to meet and discuss researched-based protocols and instructional practices to focus on meeting students' academic needs. Student improvement is monitored and instruction is adjusted according to student data. Additionally, our school will participate in Professional Learning Communities for 90 minutes a day that will include unpacking standards, creating scales, determining learning targets, and creating rigorous student tasks.

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

Conduct extensive interviews of teachers cleared by the school district when positions become available. Implement a highly structured continuous educational support (ESP) for new teachers.

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

Experienced teachers will support new teachers in literacy instruction using the Readers/Writers Workshop and Best Practices in Math Concepts.

Active participation in Professional Learning Communities.

Experienced teachers will support new teachers in science, technology, and math instruction through infusion into our Environmental and Animal Science Academy.

Weekly check-ins with mentor.

Weekly Team Planning

Monthly check-ins with Asstant Principal

Rational for pairings: Partners are chosen based on strengths and ability to collaborate and work with others.

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.

Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan, discuss, and align the curriculum.

Examples of opportunities include:

Unpacking Standards Training

Instructional Walk-Throughs

Cross grade level collaboration

Professional Learning Communities

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 a variety of means.
- Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential

Frontier Elementary ensures the differentiation of instruction to meet our students diverse needs in the following ways:

* Conduct meetings on a regular basis to make decisions about literacy instruction.

* Analyze students data and Language Arts Florida Standards.

* Utilize Reader and Writers Workshop, a balanced literacy approach to teaching language arts with

fidelity.

- * Utilize a master schedule with an uninterrupted 90 minute block and 60 minute writing block.
- * Provided iii instruction based on students' needs.
- * Provide resources to support instruction such as classroom libraries.
- * Create an Environmental Choice Program that aligns to the Florida Standards.
- * Monitor student progress and grade level and Learning Team Meeting.
- * Create a schedule for ELL students to receive services throughout their academic school day.
- * Provide LLI (Leveled Literacy Intervention) instruction
- * Instruct students in outdoor science labs.
- * Infuse our curriculum with science and technology
- * Provide students hands on experiences through our Environmental and Animal Science Academy.
- * Unpack standards, create scales, establish rigorous task for all students during Professional Learning Community Planning Sessions.
- * Implement IReady with fidelity
- * Monitor fidelity of implementation of all intervention programs
- * Monitor, review, and make adjustments to student;s individual learning needs based of data from Reading Running Records, IReady, district diagnostics, and Performance Matters Benchmark Assessments.

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

Strategy: Extended School Day

Minutes added to school year: 3,600

Through K-12 Grant and After school Tutorial Funding, students will receive remediation in targeted core areas.

Strategy Rationale

Supplement learning and implement interventions based on student data.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Suarez Wilt, Laurie, laurie.suarezwilt@palmbeachschools.org

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

Data will be collected using standardized assessments such as SSS Diagnostics and weekly Progress Monitoring data.

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.

In May, flyers are distributed to all local feeder Pre-K programs and a Meet the Teachers/ Kindergarten Round-Up held to help with the transition into Elementary school.

Our Environmental and Animal Science Academy is featured in the Palm Beach County School District Choice Catalog.

Flyers explaining our Environmental Choice Program will be given to area pre-school programs and public libraries.

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.

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.

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 three.

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 three. 1a

G094940

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement - Grade 3	77.0
FSA ELA Achievement - Grade 3	77.0

Targeted Barriers to Achieving the Goal 3

- Productivity of collaborate planning sessions

Resources Available to Help Reduce or Eliminate the Barriers 2

- We will create a culture collaboration between the Environmental and Animal Science Committee and our grade levels, our school goals will be clearly communicated and our program will continue to grow. We will structure Professional Learning Community (PLC) Meetings to include our SIP goals weekly will keep our school on track for maximizing student achievement. We will conduct quality instructional planning, that directly align with standards during PLC's . We will use with fidelity, Tier 2 and 3 interventions such as Wilson, LLI, and iReady and determine student intervention needs during school-based team. Small group instructional strategies will be planned during Professional Learning Community Meetings.

Plan to Monitor Progress Toward G1. 8

Data that will be reviewed throughout the year to determine progress towards our goal will include IReady reports, district diagnostic data, Reading Running Record data.

Person Responsible

Susan Groth

Schedule

Biweekly, from 8/21/2017 to 6/1/2018

Evidence of Completion

Growth trajectory for students based on data collected from IReady reports, district diagnostic data, Reading Running Record data. Reading Proficiency Goals: K-86% , 1st -85% , 2nd-78%, 3rd-77%, 4th-74%, 5th-82%

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 three. 1

G094940

G1.B4 Productivity of collaborate planning sessions 2

B255443

G1.B4.S1 Provide teachers with job embedded professional opportunities. 4

S269956

Strategy Rationale

Providing support and job embedded professional development will enhance the ability for instructors to unpack standards, create scales, focus of learning targets, and rigor student tasks during collaborative planning sessions.

Action Step 1 5

Professional support during collaboration meetings/Professional Learning Communities.

Person Responsible

Susan Groth

Schedule

Daily, from 8/22/2017 to 6/1/2018

Evidence of Completion

Evidence will include Professional Learning Community Agendas with notes indicating the unpacked standards, a scale created for the standard, learning tasks at the level of the rigor of the standard, and tasks for differentiate for all students (small group instruction).

Action Step 2 5

Teachers will use data to design personalized lessons during PLC's

Person Responsible

Susan Groth

Schedule

Biweekly, from 8/22/2017 to 6/1/2018

Evidence of Completion

Action Step 3 5

Instructional staff will identify areas of need during PLC's by analyzing data.

Person Responsible

Susan Groth

Schedule

On 6/1/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Daily Professional Learning Community Meetings

Person Responsible

Susan Groth

Schedule

Daily, from 8/22/2017 to 6/1/2018

Evidence of Completion

Evidence collected will include PLC agendas and working documents such as unpacked standards, differentiated lesson plans, and student tasks of high rigor.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Performance matters data, I-Ready data, and Reading Running Record data

Person Responsible

Susan Groth

Schedule

On 6/1/2018

Evidence of Completion

Student growth as indicated on Performance matters data, I-Ready data, Reading Running Record data and a minimum of one year's growth on FSA.

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.MA1  M385700	Data that will be reviewed throughout the year to determine progress towards our goal will include...	Groth, Susan	8/21/2017	Growth trajectory for students based on data collected from IReady reports, district diagnostic data, Reading Running Record data. Reading Proficiency Goals: K-86% , 1st -85% , 2nd-78%, 3rd-77%, 4th-74%, 5th-82%	6/1/2018 biweekly
G1.B4.S1.MA1  M385698	Performance matters data, I-Ready data, and Reading Running Record data	Groth, Susan	8/22/2017	Student growth as indicated on Performance matters data, I-Ready data, Reading Running Record data and a minimum of one year's growth on FSA.	6/1/2018 one-time
G1.B4.S1.MA1  M385699	Daily Professional Learning Community Meetings	Groth, Susan	8/22/2017	Evidence collected will include PLC agendas and working documents such as unpacked standards, differentiated lesson plans, and student tasks of high rigor.	6/1/2018 daily
G1.B4.S1.A1  A360994	Professional support during collaboration meetings/Professional Learning Communities.	Groth, Susan	8/22/2017	Evidence will include Professional Learning Community Agendas with notes indicating the unpacked standards, a scale created for the standard, learning tasks at the level of the rigor of the standard, and tasks for differentiate for all students (small group instruction).	6/1/2018 daily
G1.B4.S1.A2  A360995	Teachers will use data to design personalized lessons during PLC's	Groth, Susan	8/22/2017		6/1/2018 biweekly
G1.B4.S1.A3  A360996	Instructional staff will identify areas of need during PLC's by analyzing data.	Groth, Susan	8/22/2017		6/1/2018 one-time

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 three.

G1.B4 Productivity of collaborate planning sessions

G1.B4.S1 Provide teachers with job embedded professional opportunities.

PD Opportunity 1

Teachers will use data to design personalized lessons during PLC's

Facilitator

Teacher Leaders and Leadership

Participants

All grade level and resource teachers

Schedule

Biweekly, from 8/22/2017 to 6/1/2018

PD Opportunity 2

Instructional staff will identify areas of need during PLC's by analyzing data.

Facilitator

Participants

Schedule

On 6/1/2018