

School District of Osceola County, FL

# Michigan Avenue Elementary School



2017-18 Schoolwide Improvement Plan

## Michigan Avenue Elementary School

2015 S MICHIGAN AVE, Saint Cloud, FL 34769

www.osceolaschools.net

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2016-17 Title I School</b>	<b>2016-17 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School KG-5	Yes	87%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	53%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	C	B*	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 Osceola 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 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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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>6</b>
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	13
Ambitious Instruction and Learning	14
<b>8-Step Planning and Problem Solving Implementation</b>	<b>19</b>
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	22
<b>Appendix 1: Implementation Timeline</b>	<b>28</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>29</b>
Professional Development Opportunities	29
Technical Assistance Items	30
<b>Appendix 3: Budget to Support Goals</b>	<b>30</b>

## 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 Michigan Avenue Elementary School

DA Region and RED	DA Category and Turnaround Status
Central - <a href="#">Lucinda Thompson</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

Michigan Avenue Elementary school will cultivate a collaborative community of students, parents, and teachers to ensure all can learn and grow into creative well rounded individuals.

##### b. Provide the school's vision statement.

Michigan Avenue Elementary will provide quality, effective, and rigorous instruction such that Osceola County will out-perform all other districts in the State of Florida.

#### 2. School Environment

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

Our goal is to build a trusting, supportive, and inclusive environment with all our stakeholders. Operating the school with an open door policy the administration and staff builds a family centered school with numerous activities. These activities include student recognition programs such as Bull pup of the Month where parents and family members are invited to participate in the celebration of their child's success. Family/SPIRIT Nights where parents, and other family members are invited to celebrate a cultural or academic themed activity with their children. The staff enriches the student both before school with chorus, strings and running programs then after-school until 6 pm with the S.P.I.R.I.T program. The S.P.I.R.I.T program staffed by MAE employees, works with approximately 85 children who receive enrichment activities on other cultures and countries as well as help with their academics.

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

It is hard to say which is a greater priority in education, safety for the children or an enriched educational experience. At Michigan Avenue Elementary (MAE) the teaching and guidance department on a weekly/monthly basis present character development lessons such as the, "The Bucket Filler Program" which targets a child's self-esteem as well how to treat each other. MAE has a dedicated staff member who monitors the threat of bullying as well as presenting anti-bullying learning modules on morning announcements. The staff at MAE works hard to ensure for the safety of it's children. We position staff through out the school in the morning and afternoon in order to monitor and provide a safety net during the arrival and dismissal process. We believe appropriate modeling of a desired behavior is critical so staff members work hard to be kind and considerate of themselves and our students. During our weekly Problem Solving Team (PST) meetings for the MTSS process, team member review office referrals for atypical behavioral concerns. Repetitious referrals of the same behavior are referred for counseling and behavior management plans.

##### 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.

Based on a needs assessment the staff of Michigan Avenue Elementary have implemented a Tier I school-wide Positive Behavior Intervention and Support (PBIS) system. The Assistant Principal and

seven staff members participated in a three day intensive PBIS training. The PBIS team analyzed data to determine high-needs area on campus. School-wide systems were refined and expectations were developed to support positive behavior across campus. The school-wide positive behavior system is focused on PUPS. "At Michigan Avenue Elementary School we are PUPS: Positive, Understanding, Productive, Safe Keepers." Expectations are posited in common areas and are aligned to the Michigan Avenue Elementary School PUPS system.

A classroom progressive discipline process was established where teachers document minor incidents and support student behavior needs. Discipline referrals are written for major incidents or a combination of several minor incidents. This is aligned with the school district's Code of Student Conduct.

Students are rewarded for their positive behavior choices. Students receive Bullpup Bucks and are verbally recognized by the classroom teacher when receiving a Bullpup Buck. Students are able to use their Bullpup Bucks throughout the year to purchase items from the Bullpup Store, participate in quarterly events, and receive rewards in the classroom.

**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 key to this question is vigilance and excellent communication. At MAE the teachers are in constant communication with guidance, administration and the MTSS problem solving team (PST). Response is dependent on immediacy of need. On a weekly basis the behavioral side of the PST will address student or school wide concerns. If an immediate response is needed then staff will meet each students individual needs through finding the appropriate services that the family or students may need. Our Councilor meets with children with similar difficult issues and creates a special group session depending on the severity and need of each child. We are in contact with our local services and make sure each students gets the level of support that is necessary for them to be successful. The guidance staff is trained to use all appropriate resources at it's disposal. This includes but is not limited to our school psychologist, social worker and mental health referrals.

The school counselor works to ensure that all students have a safe adult/advocate on campus. The school counselor provides a guidance referral form for students. This form encourages student to determine a size of their concern (small, medium, large). The form is then submitted to the school counselor. The school counselor then meets with students one-on-one to process the self-referral and determine a plan of action if needed. Additionally, the school counselor encourages all students (one-on-one, small group, and whole-class lessons) to identify an adult on campus who they feel comfortable with sharing concerns.

### 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.**

Michigan Avenue Elementary has adopted the county approved Early Warning System (EWS) This tool tracks one or more suspensions, Level 1 on a statewide assessment and attendance below 90%. This data is monitored using FOCUS and the Osceola Data Management System (ODMS).

**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	16	18	12	17	11	11	0	0	0	0	0	0	0	85
One or more suspensions	3	2	3	10	0	5	0	0	0	0	0	0	0	23
Course failure in ELA or Math	0	0	0	2	23	29	0	0	0	0	0	0	0	54
Level 1 on statewide assessment	0	0	0	42	37	36	0	0	0	0	0	0	0	115

**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	1	1	2	1	7	0	0	0	0	0	0	0	13

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

At the heart of the EWS is the concern of attendance. Using the FOCUS data program the Assistant Principal, Data Entry Clerk and teachers review weekly student attendance, late arrivals and early dismissals. This information is used three ways: Firstly, referrals to the county truancy officer. Secondly, phone calls are made by both teachers and the Assistant Principal addressing the attendance concern and finally at the end of each quarter and school year, we have a recognition program for all students who have perfect attendance. Academic achievement is discussed at grade level PLC's. Students academic needs are continuously identified through common formative assessments targeting clearly identified learning targets in the Florida Standards. Those students not performing to their potential receive numerous forms of support. For example, during morning arrival (trickle in time) students receive individualized help from their homeroom teacher. During BLOCK these students are culled away using the PE waiver to receive intensive help. School-Wide, MAE has dedicated iii/enrichment time at the beginning and end of the day. Finally, through out the day their is differentiated learning during regular classroom instructional time.

Children who have three or more referrals for a particular behavior are referred to the (PST) for additional help. The Problem Solving Team reflecting the MTSS goals may write an individualized behavior plan, refer the child to social services or 504 or visit the classroom to model different classroom management issues.

**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?**

Yes

**1. PFEP 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/466357>.

**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.**

We reach out to the community to help support our needs in many different ways. We seek the help of local businesses to help us purchase curriculum materials and also to build community in our school. We include all business partners in our quarterly newsletter and encourage our parents to support these businesses. We utilize the public library to increase our students reading volume. Our students check out books and can take AR tests at school on the books they checked out. Our PTO reaches out to community partners to establish positive support systems for our school. Local businesses provide donations for events throughout the school year. For rewards at our school we have many local business that contribute to students that raise the most money. These range from putt-putt golf, to new bikes.

**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
Crook-Nichols, Diane	Principal
Baylor, Justin	Assistant Principal
Nichols, Christine	Instructional Coach
Scherer, George	Instructional Coach
Coughlin, Kimberly	Instructional Coach
Whetstone, Amy	Instructional Coach
Shiver, Amy	School Counselor
Johnson, Jeanette	Other

**b. Duties**

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

The role is to analyze data, monitor students' progress, recommend a variety of interventions and strategies to increase our students' achievement and learning gains. Members of our Leadership Committee also analyze students' academic data to drive instruction. Each grade level is represented by a person of their choice to attend the Leadership meetings and bring any issues relevant to the smooth running of the school to the Principal. They then return to the grade level to discuss these issues and return with feedback from the entire staff. Meetings are held each month or when deemed necessary.

**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.**

We look at data as a team and determine specific needs of students according to this data. We provide remediation/enrichment for students and monitor monthly during our AIT committee meetings. Data is reviewed weekly by the MTSS Coach and leadership team.

#### Title I, Part A

To ensure students requiring additional remediation are assisted; extended learning opportunities, such as before and /or after school programs, and/or Saturday and/or summer school, are offered. The district coordinates with Title II to ensure staff development needs are provided. Learning Resource Specialists and Math/Science Coaches develop and lead programs based on Florida Standards curriculum/behavior assessment and intervention approaches.

#### Title I, Part C-Migrant

When Migrant children are enrolled at our school, the Title I Migrant Center staff is available to ensure that all migrant students are given a fair and equitable opportunity to achieve a high quality education. They will be contacted to help meet the needs of Migrant students, based on student achievement data, if enrolled at our school. These students will be afforded the same opportunities as all students. The liaison coordinates with Title I and other programs to ensure the student needs are met and assistance transitioning to post-secondary education or employment.

#### Title I, Part D

When Neglected and/or Delinquent children are enrolled in our school, we will coordinate efforts with the Alternative Programs Department to ensure that all student needs are met.

#### Title II

Professional Development is provided for Core Connections, Math Solutions, and Instructional Framework Design and the Instructional Leadership Pipeline. It is also used to focus on Professional Learning Community (PLC) development and facilitation.

#### Title III

The Multicultural Department assists in the identification of Limited English Proficiency (LEP), immigrant, and Native American students most at-risk in meeting state standards. Support research-based, comprehensive educational programs are used to help reduce the educational barriers that result from cultural and linguistic needs. Schools provide help for LEP, immigrant, and Native American students achieve the same standards as developed for other students.

IDEA provides support for students with an Individual Education Plan (IEP), students identified through the Preschool Education Evaluation Program (PEEP), and students identified through the gifted screening process for all second grade Title I students.

#### Title IX

To help eliminate barriers for education the District Homeless Education Liaison works with the school FIT Liaisons to help define and protect the rights of homeless students to enroll in, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health and academic referrals as well as vouchers for resources such as, but not limited to shoes, transportation, and school physicals.

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Diane Crook-Nichols	Principal
Jeanette Johnson	Teacher
Bridget Clark	Business/Community
Amy Whetstone	Teacher
Kimberly Coughlin	Parent
Jean Duval	Education Support Employee
Kim Dombo	Teacher
Jonathan Meyers	Teacher
Linda Robinson	Teacher
Christine Nichols	Teacher
Rebecca Campbell	Parent
Suzanne Dowd	Parent
Tracy Dunham	Parent
Kelli Hill	Parent
Regina Johnson	Parent
Rachel Kent	Parent
Laura Kerr	Parent
Brian Miller	Parent
Miguel Santos	Parent
Isobel Thorsby	Parent
Kelly Ulivarri	Parent
Chrisopher Wald	Parent
Melody Wald	Parent
Justin Baylor	Education Support Employee
Katy Brohlman	Teacher
Jessica Dickinson	Teacher
Jeani Johnson	Teacher
Kim Meadows	Teacher
Marty Smith	Teacher
Lynn Taylor	Teacher
Wanda Bixman	Parent
Jerome Bixman	Parent
Margarita Cervantes	Parent
Robin Cornett	Parent
Samantha Goodson	Parent
Kelli Hill	Parent
Freedom Hsu	Parent
Ramon Lambert	Parent

Name	Stakeholder Group
Dawn Dendariana	Parent
George Scherer	Teacher
Ken Meyers	Business/Community
Casey Aun	Parent
Cory Aun	Parent
Gloria Stahsburg	Principal
Patricia Toledo	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

The MAE School Improvement Plan (SIP) is reviewed and evaluated at the beginning, middle, and end of the year (July). It is recognized that the School Improvement Plan is a living document subject to revisions based on student needs. Student needs and data are continuously considered in School Advisory Committee meetings with the primary goal of fresh vision to serve student achievement.

#### b. Development of this school improvement plan

The School Advisory Council (SAC) met Summer 2017 for a SAC Retreat with the sole purpose of analyzing data , establishing goals for the 2017-2018 SSIP, and developing strategies to help meet these goals. The retreat is well attended and small groups are formed to review a specific academic area. Led by Mrs.Crook-Nichols (Principal) the group reviewed the data, and helped create the goals and barriers for our school. Three members of the SAC and the administrators attended a data dig workshop through the district. There we discussed our issues and came up with areas to improve.

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

The bookkeeper creates a report on the budget that the Principal and AP have created. The SAC members are presented with this report and they discuss the ways the monies are to be spent and how we could utilize our resources to the maximum potential.

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

Florida Legislation allocated \$3,159.56 to the MAES SAC budget for the 2016-2017 school year.. Expenditures for the 2016-2017 school year by SAC totaled \$2,727.99. SAC provided funding for the Bullpup Store (\$300.00), Substitute teachers for 1/2 day teacher planning sessions - aligned with the School Improvement Plan (\$1,000.00), Materials for STEM Club (\$200.00), Education Awards (\$300.00), Extended Learning Science materials (\$500.00), and teacher conferences (\$427.99). Unused Teacher Lead Money was allocated to SAC funding, which amounted to \$1,101.20. The remaining SAC balance at the end of the 2016-2017 school year was \$1,532.77.

### 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
Crook-Nichols, Diane	Principal
Baylor, Justin	Assistant Principal
Tumbleson, Mary	Teacher, K-12
Kuhn, Kristin	Teacher, K-12
Cook, Elizebeth	Teacher, K-12
Coughlin, Kimberly	Instructional Media
Nichols, Christine	Instructional Coach
Partin, Kathy	Teacher, K-12

#### b. Duties

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

The MAE Literacy Leadership Team analyzes school data from PLC team driven assessment tools (Formative and Summative Assessments) as well as the county mandated i READY data assessment tool. A Teacher Needs Assessment Survey is given and helps provide teacher input making it possible for the LLT to plan appropriate professional development for MAE. The LLT collaborates, organizes and leads Literacy based parent information nights/events each year. In addition to parent nights, the LLT promotes literacy within the school through planning and coordinating during the State Literacy Week spotlighting literacy and the importance of reading. The LLT creates incentives for AR levels and encourages all students to read and succeed through more challenging texts supported through the classroom teachers. The quarterly homeroom goals and school wide reading goal is determined and established by the LLT.

### 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.

This year funded through SAC money and the use of all staff, MAE will offer extended planning time and sessions for all teachers each month. This will be achieved by the purchase of substitutes to cover classes as well as use of paraprofessionals to cover classes. Administration will support the Professional Learning Community by providing additional time, setting aside dedicated times for PLC's to occur during the month and supplemental training .

During the 2017-18 school year, PLC's will be held on Wednesday afternoons. One member of the Leadership Team will be assigned to a grade level to attend PLCs and support collaborative strategies (i.e Common Assessments, data analysis, flexible grouping, etc...).

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

The Administration at MAE strives to maintain a positive and supportive culture for everyone. A sense of family and support is meaningful to new and seasoned teachers. Retaining good teachers is easy if they feel connected, involved, and supported. Sometimes this means supporting their need for resources in the classroom. Often times, support comes in the way of supporting them during difficult decision making and/or parent conferences. When a position comes available, the position is posted, resumes are gathered and reviewed, and a team of faculty members interview perspective candidates. Decisions are made regarding the selection using a collaborative approach. Faculty/staff want to be involved in the decision making that takes place with the hiring of new personnel. The respect and appreciate their input being valued and heard.

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

Teachers are paired based on their teaching assignment. The mentor selected is an experienced teacher who is respected by their peers and has good communication skills. Teachers new to a grade level meet with the Grade Level Team to learn about team and grade level discipline procedures as well as academic goals as reflected in the School Improvement Plan (SIP). Additional support is provided by the Reading Coach, Science and Math Coach, MTSS coordinator and Administration in the areas of curriculum and lesson development. A Lead Mentor is selected by Administration at every school. Mentor/mentee pairings are discussed and determined by Administration and the Lead Mentor. A checklist of important information has been prepared for the mentor. This checklist serves as a guide to ensure all important information is shared.

## **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.***

We follow the district's recommendations for textbooks and purchase materials which are aligned to the standards. Working collaboratively in weekly PLC meetings, the teachers identify specific learning targets in the standards. These standards are then assessed by a common assessment tools agreed upon by the grade-level team. This data is then used to drive instruction. Teachers implement county and state assessment tools and implement county timelines which lay out how and when to address the Florida Standards.

#### **b. Instructional Strategies**

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

Students are given the iReady test in Reading and Mathematics 3 times a year and progress monitor monthly. Teachers use this data for small groups and individualized instruction at that child's level. Teachers also use the test scores to group students and instruct them in areas of need. Students who are below level are monitored via the MTSS program. Interventions are developed by the teacher and the Problem Solving Team (PST), These at risk students are pulled during their BLOCK time (PE Waiver) for remediation, during our school-wide iii/enrichment time. Teachers differentiate their instruction during their Reading and Math instruction by bringing students to a small group teacher station.

**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:** 5,760

#### DESCRIPTION OF STRATEGY

Reading Strategy I: Applying data collected from iReady Reading assessments conducted 3 times a year, during their block students in the lowest quartile are provided 45 minute remediation sessions, 4 times a week. The intervention relies on direct teacher input and the Leveled Literacy Intervention Program by Heinamen. Additional services include the Guided Reading library and Florida Center for Reading Resources, (FCRR).

Reading Strategy II: Applying data collected from IReady diagnostic reading assessments, students in the lowest quartile are provided (iii) reading remediation 4 times a week during the last 30-40 minutes of the day. The intervention relies on direct teacher instruction using iReady and iReady workbooks.

Reading Strategy III: Applying data collected from quarterly iReady Reading assessments, students in Tier 3 of the MTSS pyramid are provided reading remediation, 4 times a week, 40 minutes a day during their (iii) time. Intervention materials include: Guided Reading library, Florida Center for Reading Resources, (FCRR) and LLI and iReady lessons.

Math Strategy I: Applying data collected from iReady Reading assessments conducted 3 times a year, (6-8) students in the lowest quarter of Grades (3-5) are provided services 4 days per week. Teachers will be using i Ready, Do The Math, by Marilyn Burns and Go Math ThinkCentral as their primary curriculum resources.

Math Strategy II: Twenty minutes of each day is set aside by the teachers, (K-5) to work on the individual needs of their children. This (iii) time, scheduled within the math block time, is spent with varied activities based on student need. Using the strategy of flexible grouping amongst the grade level teachers target specific student needs based on the common formative assessment.

#### **Strategy Rationale**

Increase instructional time and small group teacher directed instruction accompanied by Progress Monitoring is beneficial to student growth and helps close the achievement gap.

#### **Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

#### **Person(s) responsible for monitoring implementation of the strategy**

Crook-Nichols, Diane, [diane.crooknichols@osceolaschools.net](mailto:diane.crooknichols@osceolaschools.net)

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

##### HOW IS DATA COLLECTED...

iReady Math & Reading data and writing prompt data will be collected, collated, and provided to both administration and teacher of record. Analysis will take place during Data Chats, PLC's, and Administrative conferences for the effectiveness of the strategy.

## 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 of each school year, MAES hosts a Kindergarten Round Up which provides early testing, enrollment, and a meet and greet with the Kindergarten teachers. This meet and greet allows the teachers to introduce the parents to the expectations of Kindergarten. These expectations include curriculum and social expectations. s. During the promotion period at the end of each year teachers generate an academic screenshot of each child in their class. This screen shot reviews academic strengths and weaknesses, behavioral concerns or successes, attendance concerns and any special programs such as ELL, ESE and 504. This data sheet is provided to the new teacher to provide an insight to the new student.

### 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.**

College readiness can never start too early. In the classroom teachers stress and model organizational skills and goal setting with visions of academic success that translated from elementary to middle school to high school then college. Michigan Avenue Elementary hosts a full week of activities for students which spotlights the importance of college readiness. The week culminates with students wearing their favorite college colors on Friday.

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

n/a

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

n/a

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

n/a

## II. Needs Assessment

The school's completion of this 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 the school is authentically active in data analysis, collaborative planning, and on-going professional development targeting purposeful and rigorous instruction, then all students will achieve proficiency leading to learning gains.

## 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 the school is authentically active in data analysis, collaborative planning, and on-going professional development targeting purposeful and rigorous instruction, then all students will achieve proficiency leading to learning gains. 1a

G095424

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	60.0
ELA/Reading Lowest 25% Gains	60.0
FSA ELA Achievement - ELL	30.0
FSA ELA Achievement - SWD	15.0
ELA/Reading Gains	60.0
Math Lowest 25% Gains	60.0
FSA Mathematics Achievement	65.0
Math Gains	70.0
FSA Math Achievement - SWD	40.0
FSA Math Achievement - ELL	40.0
Statewide Science Assessment Achievement	65.0

**Targeted Barriers to Achieving the Goal** 3

- Due to the lack of in-depth knowledge of the standards (grade level and vertical), is preventing student growth and mastery.

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

- Professional Development provided by the District
- I- ready
- Go Math!
- CPALMS
- Moby Max
- Math and Science Coach
- MYON
- Journey's
- Timelines/ Curriculum Maps
- Increase classroom assistance
- MTSS Coach
- Bookmark Buddies
- Literacy Coach
- Interventionists
- School Counselor
- Positive school-wide behavior systems

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

iReady data, formative and summative assessment data, lesson plans, PLC meeting notes, classroom walkthroughs

**Person Responsible**

Diane Crook-Nichols

**Schedule**

Weekly, from 8/10/2017 to 5/25/2018

**Evidence of Completion**

I- Ready assessments (diagnostic and progress monitoring), formative assessment data, classroom walkthrough data, reflective visit feedback data will be analyzed to identify the effectiveness of the progress toward meeting the goal.

## 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 the school is authentically active in data analysis, collaborative planning, and on-going professional development targeting purposeful and rigorous instruction, then all students will achieve proficiency leading to learning gains. **1**

 G095424

**G1.B1** Due to the lack of in-depth knowledge of the standards (grade level and vertical), is preventing student growth and mastery. **2**

 B256906

**G1.B1.S1** Collaboration with peers and PLC/ extended planning to analyze data, plan lessons, and develop formative assessments to monitor progress of students **4**

 S271796

### Strategy Rationale

Teachers will be involved in a professional learning community to learn from each other and support each other through the process of teaching standards-based curriculum.

### Action Step 1 **5**

Teachers will participate in weekly PLC (Professional Learning Communities) sessions to focus on collaborative planning, formative assessment development, and data analysis, .

#### **Person Responsible**

Diane Crook-Nichols

#### **Schedule**

Weekly, from 8/3/2017 to 5/25/2018

#### **Evidence of Completion**

PLC meeting notes, leadership team observations, classroom walkthroughs

### Action Step 2 **5**

Standards-based instruction professional development will be offered to teachers to support their knowledge of the standards and Depth of Knowledge (DOK) indicated in each standard.

#### **Person Responsible**

Diane Crook-Nichols

#### **Schedule**

Weekly, from 8/3/2017 to 5/25/2018

#### **Evidence of Completion**

Lesson plans, classroom walkthroughs, proficiency scales, PLC meeting notes

### Action Step 3 5

Professional development opportunities will be offered to support teachers with rigorous instruction in the classroom.

**Person Responsible**

Diane Crook-Nichols

**Schedule**

Quarterly, from 8/3/2017 to 5/25/2018

**Evidence of Completion**

Classroom walkthroughs, lesson plans, teacher observations

### Action Step 4 5

Targeted instruction resources (use of iReady toolbox, common formative assessments, and proficiency scales) will be reviewed with teachers during optional grade-level meetings, PLC's and school-wide professional development.

**Person Responsible**

Diane Crook-Nichols

**Schedule**

Weekly, from 8/3/2017 to 5/25/2018

**Evidence of Completion**

Classroom walkthroughs, lesson plans, teacher observations, iReady data

### Action Step 5 5

Intervention and enrichment opportunities will be available for students.

**Person Responsible**

Amy Whetstone

**Schedule**

Weekly, from 8/10/2017 to 5/25/2018

**Evidence of Completion**

PLC meeting notes, Lesson Plans, classroom walkthroughs, iReady data, teacher observations

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

Administration will conduct classroom walk throughs, review lesson plans, and analyze data from standards based benchmark assessment tools.

**Person Responsible**

Diane Crook-Nichols

**Schedule**

Weekly, from 8/10/2017 to 5/25/2018

**Evidence of Completion**

Formative and summative classroom assessments.

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

Classroom walk throughs, grade level meetings, data from assessments, and teacher collaboration.

**Person Responsible**

Diane Crook-Nichols

**Schedule**

Daily, from 8/10/2016 to 5/30/2017

**Evidence of Completion**

Lesson Plans, PLC meeting notes, classroom walkthroughs, iReady data

**G1.B1.S2** Provide teachers additional time for meeting on student data, common assessment and formation of learning goals. 4

 S271797

### **Strategy Rationale**

Must have ample time to meet, analyze data and form individual/ small group learning goals.

### **Action Step 1** 5

Teachers will be provided with a 1/2 day PLC collaboration session to analyze data, plan lessons, and develop future formative assessments.

#### **Person Responsible**

Diane Crook-Nichols

#### **Schedule**

On 9/29/2017

#### **Evidence of Completion**

PLC meeting notes, lesson plans, proficiency scales, data from formative assessments

### **Plan to Monitor Fidelity of Implementation of G1.B1.S2** 6

Lesson plans and PLC meeting notes will be reviewed upon completion of 1/2 day planning sessions

#### **Person Responsible**

Justin Baylor

#### **Schedule**

On 9/29/2017

#### **Evidence of Completion**

Grade levels will complete PLC meeting notes as well as lesson plans during the PLC planning sessions

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7**

Classroom walkthroughs, lesson plans, and formative assessments

**Person Responsible**

Diane Crook-Nichols

**Schedule**

Weekly, from 8/21/2017 to 5/25/2018

***Evidence of Completion***

Administration will complete classroom walkthroughs and review lesson plans. Teachers will participate in data chats with the MTSS coach to identify areas of concern at all student levels.

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G1.B1.S1.MA1 M389945	Classroom walk throughs, grade level meetings, data from assessments, and teacher collaboration.	Crook-Nichols, Diane	8/10/2016	Lesson Plans, PLC meeting notes, classroom walkthroughs, iReady data	5/30/2017 daily
G1.B1.S2.MA1 M389948	Lesson plans and PLC meeting notes will be reviewed upon completion of 1/2 day planning sessions	Baylor, Justin	8/21/2017	Grade levels will complete PLC meeting notes as well as lesson plans during the PLC planning sessions	9/29/2017 one-time
G1.B1.S2.A1 A364441	Teachers will be provided with a 1/2 day PLC collaboration session to analyze data, plan lessons,...	Crook-Nichols, Diane	8/21/2017	PLC meeting notes, lesson plans, proficiency scales, data from formative assessments	9/29/2017 one-time
G1.MA1 M389949	iReady data, formative and summative assessment data, lesson plans, PLC meeting notes, classroom...	Crook-Nichols, Diane	8/10/2017	I- Ready assessments (diagnostic and progress monitoring), formative assessment data, classroom walkthrough data, reflective visit feedback data will be analyzed to identify the effectiveness of the progress toward meeting the goal.	5/25/2018 weekly
G1.B1.S1.MA1 M389946	Administration will conduct classroom walk throughs, review lesson plans, and analyze data from...	Crook-Nichols, Diane	8/10/2017	Formative and summative classroom assessments.	5/25/2018 weekly
G1.B1.S1.A1 A364436	Teachers will participate in weekly PLC (Professional Learning Communities) sessions to focus on...	Crook-Nichols, Diane	8/3/2017	PLC meeting notes, leadership team observations, classroom walkthroughs	5/25/2018 weekly
G1.B1.S1.A2 A364437	Standards-based instruction professional development will be offered to teachers to support their...	Crook-Nichols, Diane	8/3/2017	Lesson plans, classroom walkthroughs, proficiency scales, PLC meeting notes	5/25/2018 weekly
G1.B1.S1.A3 A364438	Professional development opportunities will be offered to support teachers with rigorous...	Crook-Nichols, Diane	8/3/2017	Classroom walkthroughs, lesson plans, teacher observations	5/25/2018 quarterly
G1.B1.S1.A4 A364439	Targeted instruction resources (use of iReady toolbox, common formative assessments, and...	Crook-Nichols, Diane	8/3/2017	Classroom walkthroughs, lesson plans, teacher observations, iReady data	5/25/2018 weekly
G1.B1.S1.A5 A364440	Intervention and enrichment opportunities will be available for students.	Whetstone, Amy	8/10/2017	PLC meeting notes, Lesson Plans, classroom walkthroughs, iReady data, teacher observations	5/25/2018 weekly
G1.B1.S2.MA1 M389947	Classroom walkthroughs, lesson plans, and formative assessments	Crook-Nichols, Diane	8/21/2017	Administration will complete classroom walkthroughs and review lesson plans. Teachers will participate in data chats with the MTSS coach to identify areas of concern at all student levels.	5/25/2018 weekly

## V. Professional Development Opportunities

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

**G1.** If the school is authentically active in data analysis, collaborative planning, and on-going professional development targeting purposeful and rigorous instruction, then all students will achieve proficiency leading to learning gains.

**G1.B1** Due to the lack of in-depth knowledge of the standards (grade level and vertical), is preventing student growth and mastery.

**G1.B1.S1** Collaboration with peers and PLC/ extended planning to analyze data, plan lessons, and develop formative assessments to monitor progress of students

### PD Opportunity 1

Standards-based instruction professional development will be offered to teachers to support their knowledge of the standards and Depth of Knowledge (DOK) indicated in each standard.

#### Facilitator

Leadership team members

#### Participants

Classroom Teachers

#### Schedule

Weekly, from 8/3/2017 to 5/25/2018

### PD Opportunity 2

Professional development opportunities will be offered to support teachers with rigorous instruction in the classroom.

#### Facilitator

Literacy Coaches, MTSS Coach, Math/Science Coach

#### Participants

Classroom Teachers

#### Schedule

Quarterly, from 8/3/2017 to 5/25/2018

## 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	Teachers will participate in weekly PLC (Professional Learning Communities) sessions to focus on collaborative planning, formative assessment development, and data analysis, .				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0271 - Michigan Avenue Elementary School	Other		\$0.00
			<i>Notes: District Funded Professional Development - Core connections</i>			
2	G1.B1.S1.A2	Standards-based instruction professional development will be offered to teachers to support their knowledge of the standards and Depth of Knowledge (DOK) indicated in each standard.				\$0.00
3	G1.B1.S1.A3	Professional development opportunities will be offered to support teachers with rigorous instruction in the classroom.				\$0.00
4	G1.B1.S1.A4	Targeted instruction resources (use of iReady toolbox, common formative assessments, and proficiency scales) will be reviewed with teachers during optional grade-level meetings, PLC's and school-wide professional development.				\$0.00
5	G1.B1.S1.A5	Intervention and enrichment opportunities will be available for students.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		120-Classroom Teachers	0271 - Michigan Avenue Elementary School	Other		\$0.00
6	G1.B1.S2.A1	Teachers will be provided with a 1/2 day PLC collaboration session to analyze data, plan lessons, and develop future formative assessments.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		140-Substitute Teachers	0271 - Michigan Avenue Elementary School	Other		\$1,000.00
			<i>Notes: Substitute teachers will be utilized to cover classes during 1/2 PLC collaboration sessions</i>			
					<b>Total:</b>	<b>\$1,000.00</b>