

School District of Osceola County, FL

Harmony Community School



2017-18 Schoolwide Improvement Plan

Harmony Community School

3365 SCHOOLHOUSE RD, Harmony, FL 34773

www.osceolaschools.net

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	39%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	26%

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 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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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 Harmony Community School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Harmony Community School: A community that teaches, inspires, respects, and celebrates, everybody every day.

b. Provide the school's vision statement.

Harmony Community School: Where everyone leads by example through personal responsibility, contribution, and hard work.

2. School Environment

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

Students at Harmony Community School learn the tolerance of cultures through a variety of classroom techniques infused directly into teaching. Through guidance counselor lessons, social studies lessons and The Leader in Me, tolerance of each other and cultures helps teach and build relationships with students and adults alike. We are a Leader In Me School which provides leadership opportunities for all students and teachers. The Leader in Me follows the 7 Habits of Highly Happy Kids. Through teacher leadership, students learn and practice each of the habits that center around all decisions and choices they make at school and at home. The habits practiced are: Being Proactive (you are in charge), Begin with the End in Mind (have a plan), Put First Things First (work first, then play), Think Win-Win (everyone can win), Seek First to Understand, Then to Be Understood (listen before you talk), Synergize (together is better), Sharpen the Saw (balance is best).

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

We have many procedures in place to ensure students feel safe. Emotional safety is addressed through leadership and the 7 Habits, which is practiced by everyone. Physical safety is addressed in many ways, such as, visitors to the school must be OASIS approved. Anyone attempting to enter our campus, must present a valid ID. All exterior doors and classroom doors are always locked. Leadership team members carry a radio to ensure a quick response time. All procedures for safety mechanisms are reviewed annually. Some aspects covered are as follows: Morning and afternoon duty. Lunch duty. Emergency procedures to include fire, inclement weather and lock down. Practice drills ensure students and staff all know expectations. There is an anonymous bullying reporting system as well as district communication and initiatives passed along that include posters and lessons on bullying and internet safety.

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.

Harmony Community Schools expectations are infused schoolwide. The expectations for voice level and behavior are consistent in all classrooms. Annually, administration holds grade level assemblies to review school wide expectations and consequences. Harmony has a dean of students trained to

support students. The Dean is trained in the 7 Habits to ensure students are taught proactive strategies to prevent future referrals. Harmony is a Leader In Me Lighthouse School, and infuses the 7 Habits of Happy Kids and Highly Effective People. All staff has been trained in delivery of this program and students are fully aware of the expectations. The Leader in Me is a whole-school transformation model. It improves performance of all other programs. Based on The 7 Habits of Highly Effective People®, The Leader in Me produces transformational results such as higher academic achievement, fewer discipline problems, and increased engagement among teachers and parents. Better yet, The Leader in Me equips students with the self-confidence and skills they need to thrive in the 21st century. Harmony Community School believes in this model and strives to unleash the potential of every student through The Leader In Me!

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.

Harmony Community School employs 2 full time guidance counselors, who are available to meet with students and listen to any concerns regarding students emotional state of mind. There are 4 VE teachers who ensure any student with an IEP who needs social/emotional support through small group direct instruction. Harmony also holds the following community projects specifically for HCS students:

Food drive, coat drive, shoe drive. Harmony offers Leadership Clubs school wide where all students are able to chose a program to showcase leadership skills as well as have an End in Mind of community service.

Students who are in transition, receive weekly food donations as well as clothing donated from Osceola County.

Students school wide have leadership opportunities infused within the school day. Middle school Teacher Assistant Program will support HCS elementary students by assisting with classroom academics when called upon. Both of our school counselors will go to classrooms for lessons that expand upon a variety of topics that meet students' social-emotional needs. HCS also participates in the Bookmark Buddies program which provides one on one mentors for struggling third grade students in the area of reading.

3. Early Warning Systems

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

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

The EWS for Harmony Community School is a proactive indicator that shows overall areas of concern for specific students and their areas of need. Those specific areas indicate a small number of students showing concern with:

attendance
discipline referrals
course failure in ELA or Math
level 1 on statewide assessment

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	18	12	12	15	10	22	4	3	0	0	0	0	0	96
One or more suspensions	2	2	3	2	4	6	1	3	0	0	0	0	0	23
Course failure in ELA or Math	0	0	0	0	10	0	0	0	0	0	0	0	0	10
Level 1 on statewide assessment	0	0	0	4	17	27	11	10	5	0	0	0	0	74
	1	0	0	0	0	0	0	0	0	0	0	0	0	1

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	0	1	2	4	8	3	2	0	0	0	0	0	21

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

Harmony Community School believes all students can be successful. We utilize the Multi Tiered System of Support to identify, monitor and remediate students. We currently use small group instruction with the Journey's reading curriculum and Go Math. Within these programs, remediation is completed using iReady diagnostic and standards based support. Small group intervention (T2), Toolkits and intensive small groups (T3). All interventions are delivered in small group. Harmony will also implement iReady, which progress monitors students academic growth with remedial opportunities within.

All staff has a designated time for intensive remediation for up to 40 minutes, 4 times per week as well as up to 30 minutes on Wednesday. All teachers are aware of the school wide implementation of MTSS and the procedures to ensure students receive interventions specifically designed for the area they need improvement.

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

Harmony offers many day time and evening activities to build rapport with families. We infuse the 7 Habits into monthly SAC meetings where each grade level represents a Habit to the community and stakeholders. Annual science and Math nights as well as band and chorus concerts are held. Harmony Students share their progress through student led conferences and an annual Leadership

Day. HCS utilizes the Remind App and a newsletter at the school level as well as individual classroom level. FOCUS is a district program that allows parents to view their students grades as well as any conference notes.

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.

There is a designated business partner liaison who is in direct communication with the district as well as business partners. Partners are updated annually with a contract. Partners are offered sponsorship opportunities and are communicated to via email as well as face to face communication. There is a partnership area in the school displaying partner information. Business partners include: First International Tile, Partin Corn Maze, The Corcoran Connection, Linscott Plumbing, Pediatric Dentistry of Central Florida, Walgreens, Chick-Fil-A of St. Cloud, Dragon Financial Services, Wild Florida, The Horace Mann Companies, La Rosa Realty, Jimmy Bear BBQ, Cobblestone Courtyard, Living Well Chiropractic, Bogon, Munns & Munns, P.A., Harmony Gold Preserve and Champions Grill.

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
Davenport, Sandra	Principal
Micale, Dorota	Assistant Principal
Osborne, Deanna	Instructional Coach
Besser, Susan	Instructional Media
Williams, Alissa	Dean
Andriaccio, Emily	School Counselor
Posiack, Jessica	School Counselor
DeRight, Matthew	Assistant Principal

b. Duties

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

To identify students, review data, put interventions into place, and then monitor that the interventions are working with feedback given as needed.

S. Davenport - principal, evaluations, The Leader in Me trainer, sets weekly leadership meetings to facilitate shared decision making.

D. Micale - evaluations, truancy, The Leader in Me trainer

M. DeRight - evaluations, MTSS, AVID

D. Osborne - reading coach, MTSS, AVID, teacher mentor, professional development lead, data chats

A. Williams - Dean of students, discipline data, attendance data, Math/Science support

E. Andriaccio - MTSS coach, school counselor, data chats, 504 designee

J. Posiack - test coordinator, school counselor, gifted screening

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.

Our IAT team plans to continue with the same strategy as last year, which involves identification of students based on data, push-in services to the classroom, and daily intervention services in every class. Our monitoring system includes regularly scheduled MTSS meetings to ensure progress monitoring of all students. This includes a fluid process of increasing support and enrichment as needed. Our SIP goals are designed to support the core instruction as well as those identified in our MTSS system.

SAI funding will be used for before school and Saturday interventions in Reading, Math, and Science. Local funds used to fund professional development: Writing Core Connections and Math Solutions as well as science camps and professional Development.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Sandra Davenport	Principal
Arlene Cuellar	Teacher
Kelly McLees	Parent
Eleatha Horn	Teacher
Glen Boisseau Becker	Teacher
Dorota Micale	Teacher
EstherRuth Gilbert	Teacher
Matthew DeRight	Teacher
Alexandra Field	Parent
Amanda Yontz	Parent
Tamara Wedin	Parent
Christine Munns	Parent
Daisy Flores	Parent
Manuel Ortiz	Parent
Michael Posiask	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

Goal 1 was not met with success. Student reading and math proficiency did not increase. Overall proficiency school wide dropped from 71% to 64%

Goal 2 was not met with success. Attendance of students who missed 10% or more school days decreased by 1%.

b. Development of this school improvement plan

Through the forum of monthly meetings academic initiatives are discussed and the school course is plotted.

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

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

All school improvement funds must be directly related to improving student achievement and are addressed throughout the year. Last year's funds expended was a total of \$2947.81. \$401.94 was spend on remediation materials to increase student achievement in math and reading. \$159.60 was spend on teacher professional development material. These materials will help teacher use research based strategies to increase student achievement. \$2386.27 was spent to send a select group of teachers to professional development training featuring guest speaker and educational motivation Mr. Ron Clark.

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
Davenport, Sandra	Principal
Micale, Dorota	Assistant Principal
Osborne, Deanna	Instructional Coach
Boisseau Becker, Glenn	Teacher, K-12
Besser, Susan	Instructional Media
Brennan, Marney	Teacher, K-12
DeRight, Matthew	Assistant Principal
Williams, Alissa	Dean

b. Duties

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

The LLT will meet frequently to discuss the literacy needs of the school and find ways to actively engage students with literacy, via classroom activities, morning announcements, parent nights, etc.

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.

We encourage positive working relationships and collaborative planning and instruction by scheduling grade level teachers with the same block and lunch times. This time can be utilized for teachers to have common PLCs, grade level meetings, and conferences in which teachers can collaborate, review data and discuss strategies to enrich and remediate students.

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

We seek only the highest qualified candidates who fit in with our school culture and have a track record of success. A committee of administrators, teachers, and students is responsible to recruit. Everybody contributes to a positive school climate with an emphasis on "The Leader In Me".

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

Our school's plan for pairing new teachers is to pair a new teacher with a like grade level teacher and/or subject area. The pair will meet several times weekly in the beginning and then at least once a week for the remainder of the year to ensure that the new educator is fully supported.

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.

This year our school is using District Curriculum Maps for Reading/LA, Math, and Science, which were created to ensure that all Florida Standards will be taught during the school year and our core instructional programs/materials are cited as a primary resource for teachers. The Leadership Team will conduct CWTs to ensure the fidelity of standards teaching according to the Curriculum Maps.

b. Instructional Strategies

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

The MTSS team, as well as the teachers, analyze current and FSA (if applicable), STAR scores, FCAT Science Osceola Writes, EWS reports as well as common formative assessments. Once students are identified with diverse needs, we determine the best path to provide appropriate instruction/intervention needs. In our master schedule, we have incorporated 30 minutes of iii time, 5 days a week, where teachers meet with their Tier 2, Tier 3, or Lowest Quartile students using intervention materials, to provide support of daily grade level lessons. Also, we use our para's to push in to assist students in the classroom during instruction/practice time.

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: Before School Program

Minutes added to school year: 1,620

Teachers will work with identified low performing students 3 times a week before school.

Strategy Rationale

Teachers will use a variety of strategies with intervention materials to aide student learning.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

The data of these students is examined frequently throughout the year by the MTSS team. 4 times a year these students will be progress monitored by using their STAR test results.

Strategy: After School Program

Minutes added to school year: 540

Identified low performing students 1 time per week after school will be supported with computer based remediation.

Strategy Rationale

A variety of strategies with intervention materials to aide student learning will be used.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Micale, Dorota, dorota.micale@osceolaschools.net

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

The data of these students is examined frequently throughout the year by the MTSS team. 4 times a year these students will be progress monitored by using their STAR test results.

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.

We house a pre-k program in our school and those students all attend VPK on HCS campus. This ensures students at an early age are beginning to understand procedures and routines for the school

they will attend for K. PreK, as well as K, offer a staggered start to build positive rapport and relationships with students.

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.

Guidance provides district courses on college and career readiness to all 8th grade students. This program also provides a off campus trip to Valencia College where students receive real world experience in learning about college and options available to them. There is very little opportunity course selection at the elementary level. However students are exposed to the arts and physical education on a daily basis. Teachers are constantly making connections between what students learn and how they will apply it in the real world.

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

Our schedule the reading and language arts classes back to back in grades 1st - 8th. Our teachers employ thematic units where students are asked to make connections between academics and real life situations. In addition, we offer leadership opportunities, that put theory into practice by giving back to the community while using ELA and math strategies within the leadership club program.

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

Teachers prepare their students for middle school and high school and for a technologically changing world and we receive good feedback for the middle and high schools they attend.

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.

Teachers prepare their students for middle and high school for a technologically changing world and we receive good feedback for the middle and high schools they attend.

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 all teachers deliver rigorous instruction, which engages all students to the depth of the standards with support through monitoring, collaboration, professional development and planning, then student achievement will increase.

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 all teachers deliver rigorous instruction, which engages all students to the depth of the standards with support through monitoring, collaboration, professional development and planning, then student achievement will increase. **1a**

 G095450

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	75.0
FSA Mathematics Achievement	75.0
Statewide Science Assessment Achievement	74.0
FSA ELA Achievement - SWD	40.0
ELA/Reading Lowest 25% Gains	44.0
ELA/Reading Gains	68.0
Math Lowest 25% Gains	63.0
Math Gains	73.0
FSA Math Achievement - SWD	35.0
Algebra I EOC Pass Rate	100.0
Bio I EOC Pass	100.0
Civics EOC Pass	86.0

Targeted Barriers to Achieving the Goal **3**

- Lack of identifying students' deficiencies by standard
- Lack of knowledge of essential standards and implementation within the classroom

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

- Professional development
- Instructional Coaches
- AVID strategies
- Marzano resources - Book Study
- CPALMS
- Grade Level Meetings
- Professional Learning Communities
- The Leader In Me
- Flexible iii scheduling
- Additional VE support - personnel and scheduling
- Monitoring - Walkthrough's and Vertical Alignment

Plan to Monitor Progress Toward G1. 8

PLC Meetings

Person Responsible

Dorota Micale

Schedule

Monthly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Collection of PLC minutes, iReady data common assessments and lesson plans

Plan to Monitor Progress Toward G1. 8

Data chats with teachers - after initial I-Ready has been given, then working on a plan to help all students and monitoring throughout for effectiveness.

Person Responsible

Dorota Micale

Schedule

Quarterly, from 9/6/2017 to 5/23/2018

Evidence of Completion

iReady Data

Action Plan for Improvement

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

Problem Solving Key


G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

G1. If all teachers deliver rigorous instruction, which engages all students to the depth of the standards with support through monitoring, collaboration, professional development and planning, then student achievement will increase. 1

 G095450

G1.B1 Lack of identifying students' deficiencies by standard 2

 B256996

G1.B1.S1 Flexible grouping of students by standard. 4

 S271883

Strategy Rationale

Research shows that daily individualized intensive intervention promotes student achievement. By staggering the iii time (intensive intervention) for all grade levels as well as through collaborative planning, formative data and student flexible grouping, teachers and staff will be able to support as well as enrich individual student needs based on deficiencies.

Action Step 1 5

PLC meetings

Person Responsible

Sandra Davenport

Schedule

Weekly, from 8/9/2017 to 5/30/2018

Evidence of Completion

Minutes from meetings and student formative data

Action Step 2 5

Marzano Elements Book Study (Essentials for Achieving Rigor series)

Person Responsible

Dorota Micale

Schedule

Monthly, from 8/9/2017 to 5/2/2018

Evidence of Completion

PGS Feedback

Action Step 3 5

PD on Flexible Grouping of Students by Deficiency

Person Responsible

Deanna Osborne

Schedule

Quarterly, from 9/13/2017 to 5/25/2018

Evidence of Completion

Flexible Grouping Documentation

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

PLC Meetings

Person Responsible

Sandra Davenport

Schedule

Weekly, from 8/9/2017 to 5/30/2018

Evidence of Completion

PLC Minutes and student formative data

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

PST Meetings (MTSS)

Person Responsible

Matthew DeRight

Schedule

Quarterly, from 8/9/2017 to 5/30/2018

Evidence of Completion

Quarterly data chats with IAT Members to review individual student data and progress.

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

Classroom walkthroughs

Person Responsible

Dorota Micale

Schedule

Monthly, from 8/16/2017 to 5/30/2018

Evidence of Completion

Walkthrough data compiled in MYPGS

G1.B2 Lack of knowledge of essential standards and implementation within the classroom 2

 B256997

G1.B2.S1 We will provide professional development to instructional staff to support an increased knowledge of current standards and how to implement within the classroom setting. 4

 S271884

Strategy Rationale

Providing focused professional development on collaboration, planning and standards will deepen teacher knowledge to deliver engaging instruction.

Action Step 1 5

Targeted professional development will be offered to teachers.

Person Responsible

Deanna Osborne

Schedule

Every 2 Months, from 8/10/2017 to 5/25/2018

Evidence of Completion

Growth on iready Progress Monitoring, CWT's and FSA Results

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Classroom walk throughs will be conducted to ensure best practices are being used while teaching the ELA and Math Florida Standards.

Person Responsible

Sandra Davenport

Schedule

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

Evidence of Completion

The Leadership team will conduct walk throughs, collect anecdotal evidence and deliver feedback. Timely feedback will allow for best practices to be reinforced and areas of growth to be addressed.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

The Leadership, PST Team, and teachers will analyze data to see that students are making gains in both reading and math.

Person Responsible

Sandra Davenport

Schedule

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

Evidence of Completion

We will look at benchmark assessments as well as iready assessments to see that students are improving in the areas of reading and math.

G1.B2.S2 Academic coaches will provide resources and coaching for ELA and Math teachers. 4

 S271885

Strategy Rationale

Providing resources and modeling by coaches, instructional capacity and knowledge of the standards will increase.

Action Step 1 5

Literacy and Math/Science Coach will model lessons using best practices, goals and scales and standards.

Person Responsible

Deanna Osborne

Schedule

Monthly, from 9/4/2017 to 5/25/2018

Evidence of Completion

Usage of Goals and Scales within the classroom

Action Step 2 5

Literacy and Math/Science Coach will provide PD on essential standards and implementation within the classroom.

Person Responsible

Deanna Osborne

Schedule

Monthly, from 10/16/2017 to 3/9/2018

Evidence of Completion

Teacher created goals and scales as well as evidence during walkthrough's

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Classroom Walkthrough's and Data Chats

Person Responsible

Deanna Osborne

Schedule

Monthly, from 10/16/2017 to 3/9/2018

Evidence of Completion

Teachers will be using strategies modeled and given to them during PD and modeled lessons.

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Classroom Walkthrough's

Person Responsible

Sandra Davenport

Schedule

Monthly, from 9/11/2017 to 5/25/2018

Evidence of Completion

MYPGS data for all classroom walk through's and feedback given.

G1.B2.S3 Essential Standards will be identified, taught and evaluated by Common Formative Assessments through the PLC Process 4

 S271886

Strategy Rationale

When essential standards are identified, assessed and retaught for mastery through the PLC process students will make learning gains.

Action Step 1 5

PLCs will meet to identify essential standards. Common assessments will be created from identified essential standards. Data from the assessment will be shared in the PLC and used to drive instruction to include: reteaching and enrichment. Essential standards will be taught until mastery is accomplished by each student.

Person Responsible

Sandra Davenport

Schedule

Monthly, from 9/4/2017 to 5/18/2018

Evidence of Completion

PLC meeting notes, Common Assessments, student data. Sandra Davenport - Assistant Principal

Plan to Monitor Fidelity of Implementation of G1.B2.S3 6

Flexible Grouping of students during iii time.

Person Responsible

Sandra Davenport

Schedule

Daily, from 10/17/2017 to 5/18/2018

Evidence of Completion

Students will be grouped by mastery or deficiency of essential standards. common assessments will be used as well as attendance sheets to show mastery.

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 7

iReady Reports will be pulled to monitor for growth of students after skills are remediated.

Person Responsible

Emily Andriaccio


















Schedule

Monthly, from 8/21/2017 to 5/18/2018


Evidence of Completion

Growth on iReady as Progress Monitoring tool.

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.B2.S2.MA1  M390198	Classroom Walkthrough's and Data Chats	Osborne, Deanna	10/16/2017	Teachers will be using strategies modeled and given to them during PD and modeled lessons.	3/9/2018 monthly
G1.B2.S2.A2  A364602	Literacy and Math/Science Coach will provide PD on essential standards and implementation within...	Osborne, Deanna	10/16/2017	Teacher created goals and scales as well as evidence during walkthrough's	3/9/2018 monthly
G1.B1.S1.A2  A364598	Marzano Elements Book Study (Essentials for Achieving Rigor series)	Micale, Dorota	8/9/2017	PGS Feedback	5/2/2018 monthly
G1.B2.S3.MA1  M390199	iReady Reports will be pulled to monitor for growth of students after skills are remediated.	Andriaccio, Emily	8/21/2017	Growth on iReady as Progress Monitoring tool.	5/18/2018 monthly
G1.B2.S3.MA1  M390200	Flexible Grouping of students during iii time.	Davenport, Sandra	10/17/2017	Students will be grouped by mastery or deficiency of essential standards. common assessments will be used as well as attendance sheets to show mastery.	5/18/2018 daily
G1.B2.S3.A1  A364603	PLCs will meet to identify essential standards. Common assessments will be created from identified...	Davenport, Sandra	9/4/2017	PLC meeting notes, Common Assessments, student data. Sandra Davenport - Assistant Principal	5/18/2018 monthly
G1.MA2  M390202	Data chats with teachers - after initial I-Ready has been given, then working on a plan to help all...	Micale, Dorota	9/6/2017	iReady Data	5/23/2018 quarterly
G1.B1.S1.A3  A364599	PD on Flexible Grouping of Students by Deficiency	Osborne, Deanna	9/13/2017	Flexible Grouping Documentation	5/25/2018 quarterly
G1.B2.S1.MA1  M390195	The Leadership, PST Team, and teachers will analyze data to see that students are making gains in...	Davenport, Sandra	8/10/2017	We will look at benchmark assessments as well as iready assessments to see that students are improving in the areas of reading and math.	5/25/2018 quarterly
G1.B2.S1.MA1  M390196	Classroom walk throughs will be conducted to ensure best practices are being used while teaching...	Davenport, Sandra	8/10/2017	The Leadership team will conduct walk throughs, collect anecdotal evidence and deliver feedback. Timely feedback will allow for best practices to be reinforced and areas of growth to be addressed.	5/25/2018 weekly
G1.B2.S1.A1  A364600	Targeted professional development will be offered to teachers.	Osborne, Deanna	8/10/2017	Growth on iready Progress Monitoring, CWT's and FSA Results	5/25/2018 every-2-months
G1.B2.S2.MA1  M390197	Classroom Walkthrough's	Davenport, Sandra	9/11/2017	MYPGS data for all classroom walk through's and feedback given.	5/25/2018 monthly
G1.B2.S2.A1  A364601	Literacy and Math/Science Coach will model lessons using best practices, goals and scales and...	Osborne, Deanna	9/4/2017	Usage of Goals and Scales within the classroom	5/25/2018 monthly
G1.MA1  M390201	PLC Meetings	Micale, Dorota	8/10/2017	Collection of PLC minutes, iReady data common assessments and lesson plans	5/30/2018 monthly
G1.B1.S1.MA1  M390192	Classroom walkthroughs	Micale, Dorota	8/16/2017	Walkthrough data compiled in MYPGS	5/30/2018 monthly
G1.B1.S1.MA1  M390193	PLC Meetings	Davenport, Sandra	8/9/2017	PLC Minutes and student formative data	5/30/2018 weekly
G1.B1.S1.MA3  M390194	PST Meetings (MTSS)	DeRight, Matthew	8/9/2017	Quarterly data chats with IAT Members to review individual student data and progress.	5/30/2018 quarterly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1  A364597	PLC meetings	Davenport, Sandra	8/9/2017	Minutes from meetings and student formative data	5/30/2018 weekly

V. Professional Development Opportunities

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

G1. If all teachers deliver rigorous instruction, which engages all students to the depth of the standards with support through monitoring, collaboration, professional development and planning, then student achievement will increase.

G1.B1 Lack of identifying students' deficiencies by standard

G1.B1.S1 Flexible grouping of students by standard.

PD Opportunity 1

Marzano Elements Book Study (Essentials for Achieving Rigor series)

Facilitator

Leadership Team

Participants

Classroom Teachers

Schedule

Monthly, from 8/9/2017 to 5/2/2018

PD Opportunity 2

PD on Flexible Grouping of Students by Deficiency

Facilitator

Deanna Osborne and Tina Kading

Participants

Classroom TEachers

Schedule

Quarterly, from 9/13/2017 to 5/25/2018

G1.B2 Lack of knowledge of essential standards and implementation within the classroom

G1.B2.S1 We will provide professional development to instructional staff to support an increased knowledge of current standards and how to implement withing the classroom setting.

PD Opportunity 1

Targeted professional development will be offered to teachers.

Facilitator

Math and Literacy Coaches and District Trainers

Participants

ESE and Regular Education Teachers and ELL Support Staff

Schedule

Every 2 Months, from 8/10/2017 to 5/25/2018

G1.B2.S3 Essential Standards will be identified, taught and evaluated by Common Formative Assessments through the PLC Process

PD Opportunity 1

PLCs will meet to identify essential standards. Common assessments will be created from identified essential standards. Data from the assessment will be shared in the PLC and used to drive instruction to include: reteaching and enrichment. Essential standards will be taught until mastery is accomplished by each student.

Facilitator

Liz Salvato, district facilitator for the PLC process.

Participants

teachers

Schedule

Monthly, from 9/4/2017 to 5/18/2018

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	PLC meetings	\$0.00
2	G1.B1.S1.A2	Marzano Elements Book Study (Essentials for Achieving Rigor series)	\$0.00
3	G1.B1.S1.A3	PD on Flexible Grouping of Students by Deficiency	\$0.00
4	G1.B2.S1.A1	Targeted professional development will be offered to teachers.	\$0.00
5	G1.B2.S2.A1	Literacy and Math/Science Coach will model lessons using best practices, goals and scales and standards.	\$0.00
6	G1.B2.S2.A2	Literacy and Math/Science Coach will provide PD on essential standards and implementation within the classroom.	\$0.00
7	G1.B2.S3.A1	PLCs will meet to identify essential standards. Common assessments will be created from identified essential standards. Data from the assessment will be shared in the PLC and used to drive instruction to include: reteaching and enrichment. Essential standards will be taught until mastery is accomplished by each student.	\$0.00
Total:			\$0.00