

Orange County Public Schools

Laureate Park Elementary



8-Step problem solving step zero school students strategic goals college and career mission vision public and collaborative teaching family and community involvement planning building relationships increased achievement needs assessment resources effective leadership strategies ambitious supportive environment instruction improvement

2017-18 Schoolwide Improvement Plan

Laureate Park Elementary

7800 LAUREATE BLVD, Orlando, FL 32827

<https://laureateparkes.ocps.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	22%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	58%

School Grades History

Year

Grade

School Board Approval

This plan is pending approval by the Orange 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 Laureate Park Elementary

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

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

To lead our students to success with the support and involvement of families and the community

b. Provide the school's vision statement.

To be the top producers of successful students in the nation

2. School Environment

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

Laureate Park opened August of 2017 and was over student enrollment projections in the first week of school. One of the major challenges and benefits over opening a new school is the opportunity to create a common vision, including the essential component of building relationships between teachers and students. The staff at Laureate Park Elementary will continue to embrace the cultural diversity of its students and to create a learning environment that supports all students' diverse needs. Laureate Park Elementary PTA, and SAC plans to provide several cultural awareness events throughout the school year. These events will help expose students to a variety of different cultures, so they can better understand the ideas, beliefs and values of people in their community. The talented teachers of Laureate Park will focus lessons that embed cultural icons, leaders and events that have played a significant role in shaping the culture of different societies around the world. As a student is registered at Laureate Park, parents share their culture and background on their registration forms which is used to help teachers become aware of the families' cultures and then make adjustments to their instructional practices ensuring all students have the opportunity to succeed.

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

Student safety and their well-being is a top priority of the staff/faculty at Laureate Park Elementary School. Laureate Park has an arrival and dismissal supervision plan that is strictly followed and monitored. The

plan outlines the location of each staff member and their designated duty post throughout the campus during arrival and dismissal. This intense level of supervision gives students the feeling that there is always an adult available to help them and/or keep them safe. During arrival students are held in common locations on campus based on their grade level. These rooms serve as a safety zone for the students and are to be supervised by staff until the bell rings releasing the students to their individual teachers. Laureate Park has highly trained and dedicated patrols that assist in the hallways, bus loop and car loop. These dedicated students help to ensure students are following school rules during arrival and dismissal. Having staff and faculty present in the hallways gives staff an opportunity to build relationships with the students. Positive relationships with students are proven to increase student achievement and attitudes about school. Students are also taught and encouraged to abide by Longhorns Learn, the school wide behavioral system which is displayed on posters around the campus and in classrooms and emphasizes the expectations that the school has in regards to student behavior and holds students accountable for their actions. Students needing specific supports are identified, and appropriate services and/or referrals to outside agencies are provided.

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.

A Laureate Park ES Behavior Flowchart was developed and shared with teachers and staff. This information was shared by Principal Workum with each grade level during pre-planning. The flowchart consists of tiered behavior, interventions and steps to follow. Each grade level worked together during pre-planning to develop a grade level appropriate behavior system to minimize distractions to keep students engaged during instructional time. Examples of some systems in place are Class Dojo, color charts and use of communication with parents through Blooms and Remind.

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.

Laureate Park Elementary's students social-emotional needs are met by providing information to teachers and supporting staff so they become early identifiers and active responders to social-emotional needs students may have based on behaviors they are displaying. When a staff member identifies a student need or family situation that requires support, in-school or out of school resources are accessed through the guidance counselor. Laureate Park provides comprehensive arts and physical education programs in order to support the social, emotional, interpersonal development of each child.

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.

Because the Laureate Park opened its doors for the first time this August, student records are being transferred

from the schools that are being relieved by Laureate Park . After this information is transferred and reviewed by the administrators and leadership team members, the information will be communicated to teachers. Additionally, depending on the areas of greatest needs, an action plan will be developed to support students in the area of attendance, discipline, and academic achievement.

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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Intervention time per classroom has been included for each grade level in the master schedule in order to provide consistent, research-based interventions. Diagnostic assessments will be used to determine the resources and practices needed during the designated intervention times. Additional faculty/staff members will be identified to support students, as needed.

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

During the school year, several community events will be held. These events are intended to develop positive interactions and relationships with the staff and the students, parents, and families of the school community. A Facebook account has been established to ensure timely communication with parents, as well as Connect Ed calls are made for families not on social media. PTA has established a full calendar of community/family events for the school year.

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.

Laureate Park has identified a staff member whose role as the Partners In Education Coordinator is to contact local businesses as well as coordinate the needs of the school with financial and in-kind donations. The PTA has been established to support critical projects at the school and to provide necessary resources that are not within the school budget.

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
Workum, Suzanne	Principal
Elkins, Kimberly	Assistant Principal
Quinn, Jamie	Instructional Coach
Furio, Judy	Instructional Media
Diaz-Quintero, Ingrid	Instructional Coach

b. Duties

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

Suzanne Workum (Principal)

- Provides a common vision for the use of data based decision-making, collaborative lesson planning an effective instructional practices and intervention
- Manages school resources, including but not limited to: facilities, budget, personnel, materials and supplies that are designed to support the school improvement goals
- Oversees high quality, ongoing professional development to ensure teacher growth and student achievement
- Maintains communication with all stakeholder groups
- Ensures instruction is rigorous, relevant and standards based
- Common Planning
- Supports assigned grade levels

Kimberly Elkins (Assistant Principal):

- Ensures that the school based team is implementing MTSS and addressing goals and targets in the SIP
- Ensures implementation of intervention support and documentation
- Ensures adequate professional development to support MTSS implementation
- Discipline
- Ensures instruction is rigorous, relevant and standards based
- Common Planning
- Supports assigned grade levels

Jamie Quinn (CRT/Instructional Coach)

- Develops documents necessary to manage and display data that addresses goals and targets identified in the SIP
- Provides professional development to teachers and staff regarding data management and use to drive instruction
- Facilitates all district and state assessments
- Collaborates with staff to ensure student needs are met and SIP goals are addressed
- Provides guidance with K-12 ELA Plan
- Facilitates supports data collection activities
- Assists in data analysis
- Provides professional development and technical assistance to teachers in regards to data-based instructional planning

Ingrid Diaz-Quintero (CCT/Instructional Coach)

- Provides guidance with K-12 Math Plan
- Facilitates supports data collection activities
- Assists in data analysis
- Provides professional development and technical assistance to teachers in regards to data-based instructional planning
- Supports ELL students with assessments and strategies for ELL assistance and compliance
- Facilitates and supports data collection activities
- Assists in data analysis
- Supports the implementation of Tier I, Tier II and Tier III intervention plans that address goals identified in

Staci Bond (Guidance Counselor/Staffing Specialist)

- Documents interventions and provides follow-up to ensure student success

- Facilitates and supports data collection activities
- Assists in data analysis
- Supports the implementation of Tier I, II and III intervention plans that address goals identified in the SIP.
- Supports ESE students with assessments and strategies for ELL assistance and compliance
- Monitors FTE

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The district provides the budget based on student FTE to the principal. The principal, in coordination with the leadership team and SAC, determines the number of teachers needed to meet the projected enrollment. All resources are inventoried and maintained through a digital inventory system. The CRT, Media Specialist, and the Technology Specialist maintain the records of the resources, inventoried items and

materials assigned to the school. All district guidelines and timelines are followed exactly. The leadership team and the SAC make recommendations, as needed.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Susan Workum	Principal
Ingrid Diaz	Teacher
Mrs. Harrington	Teacher
Amy Benson	Parent
Summer Walker	Parent
Cindy Senquiz	Education Support Employee
Natalie Foote	Business/Community
Ashley Ohmart	Teacher
	Student

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

Laureate Park opened in 2017, therefore, this is the initial School Improvement Plan. The leadership team members reviewed the SIPs from the feeder schools that were relieved by the construction of Laureate Park in order to identify previously identified priorities.

b. Development of this school improvement plan

Input from teachers, staff, families and community members were accessed during initial meetings throughout the construction and opening process. As SAC and PTA membership develop, the SIP team will continue to solicit feedback and support.

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

The principal has created an annual and long term budget and plan, based on the allocations from the district. As the groups are formed, the principal will access input in order to amend the plan.

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

There were no school improvement funds allocated last year because this is Year 1 of the school.

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
Higgins, Marla	Teacher, K-12
Schwartz, Katie	Teacher, K-12
Paros, Rebecca	Teacher, K-12
Pagan, Doris	Teacher, K-12
Howard, Isbel	Teacher, K-12
Longo, Nancy	Teacher, K-12

b. Duties

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

The LLT promotes literacy within the school by supporting the effective use of instructional strategies designed during collaborative lesson planning. The LLT will plan, coordinate and host events during Literacy Week. There will be a school wide focus on independent reading through the Accelerated Reading Program, on reading comprehension through fiction and non-fiction text and the use of I-Ready. The LLT will maintain the validity of AR as well as create and implement and incentive plan. Also, the LLT will plan and support professional development on small group instruction of using close reading strategies. The LLT has a strong knowledge on the literacy expectations per grade level.

D. Public and Collaborative Teaching

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

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

The principal and assistant principal have communicated the expectations related to collaborative planning and what a school teams engages in during their productive planning sessions. The following strategies have been developed to support the collaboration and common planning: 1) A schedule of common planning has been developed per grade level; 2) The principal or assistant principal has been assigned to each grade level team to guide the lesson planning process; 3) Professional development related to the needs assessment survey will be created, effective instructional strategies and lesson design will be provided; 4) Lesson plans will be reviewed and feedback will be provided; 5) Ongoing, prescriptive coaching will be provided.

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

The school uses the district's eRecruiting system to identify teacher candidates. After hiring has taken place, each new teacher is paired with a mentor, typically on the same grade level, to provide ongoing support. New teachers participate in the school induction program, based on the district and state guidelines. Each teacher is provided with opportunities to participate in professional development to accelerate professional growth.

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

All teachers are new to Laureate Park Elementary due to the newly constructed relief school. Collaborative teams are supported by administration, leadership team members, and individual pairings will be established, if needed, based on teacher needs. New teachers will be paired with a mentor.

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.

OCPS has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the standards-based resources during daily instruction. Laureate Park has been provided with print and digital resources of the adopted instructional programs. CRMS have also been created for teacher use.

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.

Teacher leaders will develop formative and summative assessments that are used to identify the learning needs of specific students. The results of these assessments are used during in order to differentiate instruction. Teachers provide group and individual student support to increase student learning. Intervention and enrichment periods are built into the master schedule for each grade level. During these periods, students participate in tiered interventions, focused on specific areas of deficiency.

Individual student goal setting and progress monitoring systems will be established so students will track their own progress in learning.

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

Strategy: After School Program

Minutes added to school year: 0

Art Club will be offered to students in grades K-5 to enrich the arts curriculum and to support the developmental needs of the students.

Strategy Rationale

Laureate Park students in grades K-5 will be offered the opportunity to participate in the arts curriculum and to support the developmental needs of the students through the use of canvas and clay.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Elkins, Kimberly, kimberly.elkins@ocps.net

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

Student samples will be collected. Student and family input and feedback will be collected and analyzed to inform the future of the club. Participation will be monitored

Strategy: After School Program

Minutes added to school year: 0

Chorus

Strategy Rationale

Students will participate in chorus practice and production in anticipation of elective selection at middle school.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Elkins, Kimberly, kimberly.elkins@ocps.net

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

Participation will be monitored.

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.

Communication resources have been developed to keep stakeholders informed. Invitations to participate in school events, including Meet Your Teacher and Open House have been delivered via email and personal invitation. Throughout the year, new students who enroll, and their families, will be given a school tour and grade level orientation. Towards the end of the year, the school leadership team will communicate with the middle school to ensure student transitions are smooth.

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 t-shirt days is promoted to support a college going culture. Teach In features various careers, highlighting local businesses and families.

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

At the present time, there are no industry certifications available to elementary school students. There is an ongoing focus on digital technology and applications, as well as participation in STEM activities and projects in preparation for future industry certification programs.

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

At the present time, there are no specific academic courses that integrate career and technical education in elementary schools in OCPS. However, students at Laureate Park Elementary are provided with rigorous instruction in preparation for future success in college and/or career.

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.

NA

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Student achievement will increase as a result of teachers' understanding and implementation of Florida Standards.
- G2.** Increase rigorous instruction through deliberate purposeful planning, meetings with the DPLC and intentional use of effective teaching strategies. (Division Priority-Ensure College and Career Readiness).

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. Student achievement will increase as a result of teachers' understanding and implementation of Florida Standards. 1a

 G095597

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	80.0

Targeted Barriers to Achieving the Goal 3

- Teachers lack the expertise of implementing Florida Standards

Resources Available to Help Reduce or Eliminate the Barriers 2

- Administration and Instructional Support Teachers have a strong understanding of Florida Standards
- Teams plan weekly together to unpack standards with the assistance of administration

Plan to Monitor Progress Toward G1. 8

Student data will determine the progress of the goal.

Person Responsible

Kimberly Elkins

Schedule

Monthly, from 8/28/2017 to 6/29/2018

Evidence of Completion

Student classroom data

G2. Increase rigorous instruction through deliberate purposeful planning, meetings with the DPLC and intentional use of effective teaching strategies. (Division Priority-Ensure College and Career Readiness).

1a

 G095598

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	80.0

Targeted Barriers to Achieving the Goal 3

- Teachers have various levels of expertise when teaching students close reading strategies of complex text.

Resources Available to Help Reduce or Eliminate the Barriers 2

- School based DPLC has been established.
- CRMs are available for teachers to use as a guide.
- Professional Development has been scheduled to ensure the proper use of close reading strategies

Plan to Monitor Progress Toward G2. 8

Classroom data relating to close reading of complex text will be analyzed and discussed with the leadership team, DPLC as well as classroom teachers.

Person Responsible

Kimberly Elkins

Schedule

Monthly, from 8/28/2017 to 6/29/2018

Evidence of Completion

Classroom data and PLC notes

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. Student achievement will increase as a result of teachers' understanding and implementation of Florida Standards. **1**

 G095597

G1.B1 Teachers lack the expertise of implementing Florida Standards **2**

 B257414

G1.B1.S1 Through common planning and dissecting the standards, teachers will ensure continued growth. **4**

 S272350

Strategy Rationale

Teachers will plan weekly to ensure proper implementation of the standards.

Action Step 1 **5**

Provide professional development on deconstructing standards.

Person Responsible

Jamie Quinn

Schedule

Annually, from 8/21/2017 to 6/4/2018

Evidence of Completion

Teachers will be able to deconstruct standards in PLC meetings.

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

Weekly PLC meetings will be attended by administration to ensure the standards are being addressed fully.

Person Responsible

Kimberly Elkins

Schedule

Weekly, from 8/21/2017 to 6/4/2018

Evidence of Completion

Teachers will create plans that will be uploaded and monitored to Share Point that address standards fully.

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

Observations will ensure that the planning sessions have created effective lesson plans.

Person Responsible

Suzanne Workum

Schedule

Monthly, from 8/21/2017 to 6/4/2018

Evidence of Completion

I-observation data and feedback will provide the evidence needed to ensure effective teacher of the standards. Iready data will also be monitored for consistent growth.

G2. Increase rigorous instruction through deliberate purposeful planning, meetings with the DPLC and intentional use of effective teaching strategies. (Division Priority-Ensure College and Career Readiness). 1

 G095598

G2.B1 Teachers have various levels of expertise when teaching students close reading strategies of complex text. 2

 B257415

G2.B1.S1 Provide PD to teachers focusing on implementation of close reading strategies. 4

 S272351

Strategy Rationale

PD will ensure consistency in implementation strategies of close reading with a focus on complex tasks.

Action Step 1 5

Develop PD calendar

Person Responsible

Jamie Quinn

Schedule

Annually, from 8/28/2017 to 6/29/2018

Evidence of Completion

School Calendar of Professional Development Trainigs

Action Step 2 5

Identify resources/personnel needed for PD

Person Responsible

Jamie Quinn

Schedule

Annually, from 8/28/2017 to 6/29/2018

Evidence of Completion

School Calendar of Professional Development Offerings, resources used and personnel responsible for PD

Action Step 3 5

Conduct Professional Development

Person Responsible

Jamie Quinn

Schedule

Monthly, from 8/28/2017 to 6/29/2018

Evidence of Completion

Agenda from PD and follow through of classroom implementation

Action Step 4 5

Provide coaching to identified teachers

Person Responsible

Jamie Quinn

Schedule

Monthly, from 8/28/2017 to 6/29/2018

Evidence of Completion

Coaching will provide teachers with a model of what is expected from the PD as well as non-evaluative feedback

Action Step 5 5

Evaluate the effectiveness of the PD through follow through and walk through of classrooms

Person Responsible

Suzanne Workum

Schedule

Weekly, from 8/28/2017 to 6/29/2018

Evidence of Completion

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

Administration will attend PLC meetings and common planning to observe the planning of the use of close reading strategies and will also watch the implementation of the strategy through observations

Person Responsible

Suzanne Workum

Schedule

Weekly, from 8/28/2017 to 6/29/2018

Evidence of Completion

Common planning and PLC meetings, I-Observation feedback, Formal and Informal Observations

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

The leadership team will analyze student data to determine if achievement is increasing due to rigorous instruction through deliberate planning and the use of close reading strategies

Person Responsible

Suzanne Workum

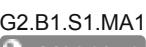
Schedule

Monthly, from 8/28/2017 to 6/29/2018

Evidence of Completion

Observation data, common planning notes and formative assessment data will be collected to monitor the effectiveness of implementation.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.B1.S1.MA1  M391248	Observations will ensure that the planning sessions have created effective lesson plans.	Workum, Suzanne	8/21/2017	I-observation data and feedback will provide the evidence needed to ensure effective teacher of the standards. Iready data will also be monitored for consistent growth.	6/4/2018 monthly
G1.B1.S1.MA1  M391249	Weekly PLC meetings will be attended by administration to ensure the standards are being addressed...	Elkins, Kimberly	8/21/2017	Teachers will create plans that will be uploaded and monitored to Share Point that address standards fully.	6/4/2018 weekly
G1.B1.S1.A1  A365373	Provide professional development on deconstructing standards.	Quinn, Jamie	8/21/2017	Teachers will be able to deconstruct standards in PLC meetings.	6/4/2018 annually
G1.MA1  M391250	Student data will determine the progress of the goal.	Elkins, Kimberly	8/28/2017	Student classroom data	6/29/2018 monthly
G2.MA1  M391253	Classroom data relating to close reading of complex text will be analyzed and discussed with the...	Elkins, Kimberly	8/28/2017	Classroom data and PLC notes	6/29/2018 monthly
G2.B1.S1.MA1  M391251	The leadership team will analyze student data to determine if achievement is increasing due to...	Workum, Suzanne	8/28/2017	Observation data, common planning notes and formative assessment data will be collected to monitor the effectiveness of implementation.	6/29/2018 monthly
G2.B1.S1.MA1  M391252	Administration will attend PLC meetings and common planning to observe the planning of the use of...	Workum, Suzanne	8/28/2017	Common planning and PLC meetings, I-Observation feedback, Formal and Informal Observations	6/29/2018 weekly
G2.B1.S1.A1  A365374	Develop PD calendar	Quinn, Jamie	8/28/2017	School Calendar of Professional Development Trainings	6/29/2018 annually
G2.B1.S1.A2  A365375	Identify resources/personnel needed for PD	Quinn, Jamie	8/28/2017	School Calendar of Professional Development Offerings, resources used and personnel responsible for PD	6/29/2018 annually
G2.B1.S1.A3  A365376	Conduct Professional Development	Quinn, Jamie	8/28/2017	Agenda from PD and follow through of classroom implementation	6/29/2018 monthly
G2.B1.S1.A4  A365377	Provide coaching to identified teachers	Quinn, Jamie	8/28/2017	Coaching will provide teachers with a model of what is expected from the PD as well as non-evaluative feedback	6/29/2018 monthly
G2.B1.S1.A5  A365378	Evaluate the effectiveness of the PD through follow through and walk through of classrooms	Workum, Suzanne	8/28/2017		6/29/2018 weekly

V. Professional Development Opportunities

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

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	Provide professional development on deconstructing standards.	\$0.00
2	G2.B1.S1.A1	Develop PD calendar	\$0.00
3	G2.B1.S1.A2	Identify resources/personnel needed for PD	\$0.00
4	G2.B1.S1.A3	Conduct Professional Development	\$0.00
5	G2.B1.S1.A4	Provide coaching to identified teachers	\$0.00
6	G2.B1.S1.A5	Evaluate the effectiveness of the PD through follow through and walk through of classrooms	\$0.00
			Total: \$0.00