

Pasco County Schools

Fox Hollow Elementary School



2017-18 Schoolwide Improvement Plan

Fox Hollow Elementary School

8309 FOX HOLLOW DR, Port Richey, FL 34668

<https://fhес.pasco.k12.fl.us>

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	Yes	88%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	43%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	D	C*	F

**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 Pasco 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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	11
Ambitious Instruction and Learning	12
8-Step Planning and Problem Solving Implementation	16
Goals Summary	16
Goals Detail	16
Action Plan for Improvement	18
Appendix 1: Implementation Timeline	22
Appendix 2: Professional Development and Technical Assistance Outlines	23
Professional Development Opportunities	23
Technical Assistance Items	24
Appendix 3: Budget to Support Goals	24

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 Fox Hollow Elementary 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.

To inspire and motivate students to become college and career ready through high expectations, respect, and student-oriented work throughout the learning community!

b. Provide the school's vision statement.

All means ALL!

2. School Environment

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

We value all stakeholders at Fox Hollow Elementary. Our staff have received and will continue to learn about working with families in poverty. To build partnerships with families, we offer a monthly Hollow Diner, which allows us to feed our families a warm meal and provide mini-workshops on a variety of topics and/or opportunities for scholars to share their learning.

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

All scholars are met on the sidewalks by several staff members as they arrive on campus. Teachers greet their scholars at the classroom door every morning at 8:50. Scholars' families are always welcome on campus and encouraged to connect with staff members.

Clubs are held before and after school, which assist in meeting our school-wide goal of creating a collaborative culture. Scholars are often given opportunities to share their thoughts and feedback about school events and specific activities. Some feedback topics include: classroom instruction, PBIS, and scholar engagement.

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.

We have implemented a strong tiered system to decrease office discipline referrals and increase positive behaviors on campus. We have yellow "Outstanding Owl" tickets that are given to scholars who are caught following our school rules: Be Safe, Be Respectful, Be Responsible. These tickets are put in the classroom bucket. On Thursday, one ticket is pulled from each classroom bucket. These scholars' names are announced on the Friday morning announcements. Ticket winners report to the office to draw a number. Then, they place their ticket on that number on the HERO! board. In addition, they receive a positive note home from administration. When the tickets make a row or column (HERO!), those scholars win an additional mystery motivator. The teachers whose names are written on the back of the tickets will also receive a prize. The mystery motivator gives our scholars the energy to earn more tickets and the prizes awarded to teachers makes them want to continue giving out the tickets. Random incentives are also in place to regularly recognize scholars who have earned these tickets. In addition to the ticket system, we have a daily color system for behavior (Blue, Green, Yellow, Red). If scholars are On Track at the end of the quarter, then they earn a school-wide

incentive.

When scholars don't follow the rules (Tier 1), our teachers will follow the classroom behavior flowchart. This provides scholars with the following steps:

1. Reminder of the rule/s
2. Repeat rule
3. Time to think
4. Call home
5. Time out
6. Super Team assistance

Attendance is monitored by an attendance team, which consists of our Data Entry Operator, Social Worker and Administration. After three absences, the teachers are required to call home to determine why the scholar is absent. When absences become excessive, we typically make a home visit to ensure the scholar and family are safe while offering additional social services support and/or information.

We will hold a PBIS training session with all staff in August and will continue to collect data monthly to ensure our PBIS is creating a positive impact and a collaborative culture for our scholars. We will continue professional development, as needed, and tweak the PBIS plan if necessary.

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.

We provide social-emotional support in many ways. All instructional staff will attend a training session with our School Counselor to learn about the ways scholars can be supported. Here are a number of ways that our school counselor supports our scholars: classes are invited to come to the Student Success Suite to have guidance lessons, the counselor can push into class Morning Meetings and/or grade level Town Hall meetings to provide support or she can meet with differentiated, small groups or individuals to provide lessons and support, as needed. Our scholars needing additional support or mentorship are invited to participate in our mentor program. This allows scholars to build a relationship with a safe person on campus. Our full-time Social Worker provides social-emotional support and community resources to scholars and their families.

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.

Our Pasco Early Warning System provides early warning indicators in the following areas: attendance, behavior, and academics (mastery of grade level standards). Scholars are flagged as off-track when they have 5 or more days absent and/or excessive tardies within a quarter or 10% or more absences in a year; have 2 or more referrals in a quarter or 4 per year or 2 in a semester; F or U in any academic subject area. Lowest quartile scholars are identified and monitored closely with our Super Team.

The Level 1 on the statewide assessment listed in the chart below reflects 2017 FSA ELA data.

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	18	10	17	12	21	0	0	0	0	0	0	0	96
One or more suspensions	6	1	9	8	3	5	0	0	0	0	0	0	0	32
Course failure in ELA or Math	16	6	19	22	16	24	0	0	0	0	0	0	0	103
Level 1 on statewide assessment	0	0	0	26	21	20	0	0	0	0	0	0	0	67

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	7	3	3	6	3	9	0	0	0	0	0	0	0	31

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

Lowest Quartile scholars (including Level 1 scholars and retained scholars) will be monitored closely to ensure academic gaps are closing while providing all three tiers of support. To monitor attendance, specifically those considered Off-Track, our Social Worker will connect with families to provide social-emotional support and guidance.

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 available at the school site.

2. Description

Our goal at Fox Hollow is create a collaborative culture where families and the community feel welcome to come on campus and their needs are supported.

We will hold two events during the month. One of those events will be a social evening and the other event will be tied to curriculum and standards. Families will become familiar with CCSS and how they can assist in creating learners that are preparing to be successful life, college and careers.

We have incorporated a program called Watch Dogs. This program allows our fathers to become involved at a level they have not been before. We have a committed dad to be present on campus EVERY day of the school year. Dad's are helping with morning arrival, visiting classrooms, observing in the cafeteria and assisting with learners. We will also have an active chapter of All Pro Dad's and imoms to encourage relationship building between parental figures and our scholars.

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 have a number of business partners that support our efforts at Fox Hollow Elementary. We share our needs and success stories with our partners, as well as problem solve our concerns together to ensure that FHES is a great place for scholars to learn. During the summer, administration will visit our business partners to thank them for their support and shared how they could have an active role in helping to meet our school goals. As our business partners support a need at our school, they will be highlighted on social media, as well as around the school's campus.

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
Kinzie, Karyn	Principal

b. Duties

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

The School Leadership Team's roles and responsibilities include building capacity and implementing and sustaining multi-tiered systems of support for academics and behavior. Each grade level's PLC Facilitator will guide and support their team through the implementation of MTSS for academics and behavior, specifically focusing on the understanding and implementation of Tier 2 support (More in the Core). These PLC leaders will facilitate weekly PLC collaborative planning sessions, specifically focusing on our goals of High Impact Instruction and Data Driven Decisions to ensure the academic gaps are closing and and scholars are responding to instruction.

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.

Through PLCs, teams will address the PLC guiding questions. This will allow teachers to look at live data, determine scholars' needs based on data, identify the problem (deficit area) and create a plan to modify instruction to better suit their learners and close the grade level gaps (Tier 2).

Title I and Title II funding will be used to provide professional development opportunities to teachers and administrators to address specific academic needs of the school.

Title III funds are coordinated with Title I funds to provide extra support to English Language Learners (ELLs) by offering academic language acquisition practice through the Imagine Learning Program, to assist ELLs in meeting the academic content and English proficiency standards.

SAI funds are used to provide students extended day academic opportunities. These students are identified based on need after an analysis of academic data.

Guidance programs such as bullying prevention, peer mediation, and social-emotional counseling supports are offered at FHES.

Free breakfast is provided daily to all scholars at Fox Hollow Elementary. This breakfast is funded by Food and Nutrition Services at the district. Ninety percent of our scholars receive free or reduced lunch.

Our 2nd grade scholars have an opportunity to learn about growing fruits and vegetables with the Pasco County Master Gardeners. These volunteers help our scholars plant, care for and harvest crops that they can take home and share with their family. In addition, the Family Nutrition Program out of the University of Florida provides courses to our kindergarten, first and second grade scholars to learn about healthy eating habits and hand washing.

Our school offers both Early Head Start and Head Start programs for approximately ninety scholars. These students are between the ages of twelve months and five years old.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Amy Denney-Haskedakes	Principal
Karyn Kinzie	Principal
Harriet Mathews	Education Support Employee
Carolyn Marlowe	Business/Community
Stacy Mindrup	Parent
Deanna Peterson	Education Support Employee
Brian Schultz	Education Support Employee
Fred Diaz	Education Support Employee

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

Our School Advisory Council (SAC) meets monthly. This group assists us with problem solving school issues, monitoring school-wide data and developing relationships together as a community.

b. Development of this school improvement plan

The SAC plays a vital role in the development and implementation of the school's Success Plan. The SAC meets every month. Initial meetings are used to formulate and support ideas of the school's Success Plan and then later meetings are spent analyzing school data, monitoring the Success Plan, and looking at both school and community needs as they develop.

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

The only budget associated with SAC is the school improvement fund, which is calculated by the State allocating a specific amount per scholar. In the past it has been approximately \$2,000. Once the funding is released to FHES, the SAC will determine how to spend it.

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

With the minimal funding allocated for our school, the school improvement funds were used to support end of year activities for our 5th grade scholars.

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
Kinzie, Karyn	Principal

b. Duties

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

Our team promotes literacy by supporting our school-wide IRLA initiative. The team communicates Reading Step expectations and designs celebrations for our scholars. Our Instructional Trainer Coaches support ELA instruction by collaborating with grade level teams to design instruction to meet our scholars' needs, as well as coaching ELA instructional best practices.

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.

Each academic team creates collective commitments, norms and roles that they work together to maintain throughout the year. Teams engage in professional learning communities where they collaborate regularly to answer the PLC guiding questions. Protected time has been set aside for 80 minutes a week to participate in this work, as well as common planning time each day for 40-minutes.

Staff members have been encouraged to recognize other staff members who are working towards meeting our school goals. Colleagues will recognize Super Owls and administration will celebrate them with a super hero cape and a small treat. This will help to create a culture of teachers recognizing their colleagues for doing the 'right work', which is a morale booster!

Monthly celebrations are scheduled, so each team has an opportunity to highlight their grade level/ scholars' successes.

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

The Coaching Team (administration and Instructional Trainer Coaches) and PLC Facilitators work hard to build supportive relationships with our new staff members. The frequent intentional support, guidance and monitoring that occurs among our staff creates a sense of belonging and safety.

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

Our new teachers will each be assigned an official mentor. These pairings will be intentional, specifically matching strengths with the needed support. New staff to Fox Hollow will attend monthly "New to the Hollow" meetings to learn about our ways of work.

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.

The core instructional resources (ELA Units of Instruction, Scope and Sequences, ReadyGEN, IRLA, Eureka Math) used in Pasco County are aligned to the Florida Standards. Teachers are given a protected block of time to plan for delivery, monitoring and assessing 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.

During PLC collaborative planning sessions, grade level teams analyze data from all sources (IRLA, Math and ELA Common Formative Assessments) to identify the needs of each scholar in regards to mastery of current grade level standards. If a deficit of the grade level standard is evident, teachers will provide More in the Core (Tier 2). If scholars are working below grade level, they will then be provided will Tier 3 instruction, as well.

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 Year

Minutes added to school year: 3,600

The Extended Year Program in reading/writing is designed to meet the needs of students who are pursuing a standard diploma and who are experiencing difficulty meeting district minimum standards in reading/writing. Students that have scored a Level 1 of FSA ELA are invited to participate in this program. The Extended School Year Program follows a project-based learning framework, which includes a combination of grouping structures for supporting student application of target skills and concepts. The program also focuses on independent reading and 1-on-1 conferencing to increase their confidence and growth.

Strategy Rationale

Scholars receive additional support to strengthen their areas of weakness. The more engaged scholars are in reading practice, the better they will become.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Kinzie, Karyn, kkinzie@pasco.k12.fl.us

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

Over time, scholar progress in reading/writing will be evaluated using IRLA and SAT-10. On-going assessment through conferencing will ensure that scholars are working at their independent level and are receiving just in time feedback for progressing towards meeting standards.

Strategy: Extended School Day

Minutes added to school year: 9,000

Low 300 school

Strategy Rationale

Additional instruction and practice in ELA will increase student achievement.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Kinzie, Karyn, kkinzie@pasco.k12.fl.us

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

NWEA MAP Assessments, Common Formative Assessments and ReadyGEN Unit Assessments will be given to determine mastery of ELA standards.

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.

At Fox Hollow Elementary School, early assessment is completed soon upon their arrival to assist with differentiated instruction. Students coming in from kindergarten have a wide array of skills and educational backgrounds. All students are assessed in the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. Screening data is collected and aggregated by the middle of September. Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social-emotional skills identified by screening data.

Scholars who leave us for middle school are supported through the transition. Near the end of the school year, fifth grade scholars have an opportunity to attend a field trip to visit the middle school. They learn about courses offered, take a tour of the school and see some of the elective classes in action, specifically they have the opportunity to listen to the band play. This is a great way for our future sixth grade scholars to become comfortable with the transition and get to know their new school in a safe way.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

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

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

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

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we implement the characteristics of a proactive environment for all stakeholders by focusing on high impact instruction, data driven decisions and providing a collaborative culture then learning outcomes for scholars 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 we implement the characteristics of a proactive environment for all stakeholders by focusing on high impact instruction, data driven decisions and providing a collaborative culture then learning outcomes for scholars will increase. 1a

G096354

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	50.0
FSA ELA Achievement	50.0
FSA Mathematics Achievement	50.0
Attendance rate	85.0

Targeted Barriers to Achieving the Goal 3

- Untimely use of data; lack of progress monitoring

Resources Available to Help Reduce or Eliminate the Barriers 2

- DA Team Support
- Administration Accountability
- Mentoring Program
- Hollow Diner
- Watch D.O.G.S.
- Guidance Support/Morning Meeting Expectations
- Protected Planning Time (80-minutes weekly)
- Instructional Trainer Coaches
- Standards Based Resources
- ELA and Math Evidence Guides & Core Action Documents
- Additional full-time Student Services Team members

Plan to Monitor Progress Toward G1. 8

Student benchmark assessment data, IRLA data, attendance data, discipline data, Eureka Math mid-module and end-of-module assessments, ReadyGEN unit assessments and the benchmark writing assessments will be collected and analyzed to monitor students' academic progress.

Person Responsible

Karyn Kinzie

Schedule

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

Evidence of Completion

Super Team progress monitoring documents, Hero progress monitoring documents, and PLC protocol documents

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 we implement the characteristics of a proactive environment for all stakeholders by focusing on high impact instruction, data driven decisions and providing a collaborative culture then learning outcomes for scholars will increase. 1

G096354

G1.B2 Untimely use of data; lack of progress monitoring 2

B259264

G1.B2.S1 Implement a data protocol in which PLCs regularly examine their scholars' data. From this, action plans will be created and executed. These action plans will be tightly monitored. 4

S274601

Strategy Rationale

Teachers are not implementing their action plans and, if they are implementing, they are not revisiting to monitor progress.

Action Step 1 5

Biweekly HERO meetings scheduled to identify scholars' needs

Person Responsible

Karyn Kinzie

Schedule

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

Evidence of Completion

Progress monitoring documentation

Action Step 2 5

Teachers will provide timely, focused interventions during More in the Core Math and ELA blocks.

Person Responsible

Karyn Kinzie

Schedule

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

Evidence of Completion

Fidelity checks and monitoring documentation

Action Step 3 5

PLC teams will participate in quarterly Data Chats.

Person Responsible

Karyn Kinzie

Schedule

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

Evidence of Completion

Completed protocols

Action Step 4 5

Weekly Super Team meetings to discuss scholars in the lowest quartile.

Person Responsible

Schedule

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

Evidence of Completion

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

During PLC time, Hero meetings, and Super Team meetings documentation will be completed.

Person Responsible

Karyn Kinzie

Schedule

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

Evidence of Completion

The monitoring pieces will include completed More in the Core plans, progress monitoring data binder, ELA and Math assessments, SBIT notes and Super Team lowest quartile tracking document.

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

Data Chats will be scheduled quarterly.

Person Responsible

Karyn Kinzie

Schedule

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

Evidence of Completion

Completion of protocol document

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

Biweekly data monitoring meetings with PLCs

Person Responsible

Karyn Kinzie









Schedule

Biweekly, from 8/28/2017 to 5/25/2018

Evidence of Completion

Completion of progress monitoring documents

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1  M396334	Student benchmark assessment data, IRLA data, attendance data, discipline data, Eureka Math...	Kinzie, Karyn	8/21/2017	Super Team progress monitoring documents, Hero progress monitoring documents, and PLC protocol documents	5/25/2018 weekly
G1.B2.S1.MA1  M396331	Biweekly data monitoring meetings with PLCs	Kinzie, Karyn	8/28/2017	Completion of progress monitoring documents	5/25/2018 biweekly
G1.B2.S1.MA1  M396332	During PLC time, Hero meetings, and Super Team meetings documentation will be completed.	Kinzie, Karyn	8/21/2017	The monitoring pieces will include completed More in the Core plans, progress monitoring data binder, ELA and Math assessments, SBIT notes and Super Team lowest quartile tracking document.	5/25/2018 weekly
G1.B2.S1.MA2  M396333	Data Chats will be scheduled quarterly.	Kinzie, Karyn	8/21/2017	Completion of protocol document	5/25/2018 weekly
G1.B2.S1.A1  A368628	Biweekly HERO meetings scheduled to identify scholars' needs	Kinzie, Karyn	8/21/2017	Progress monitoring documentation	5/25/2018 biweekly
G1.B2.S1.A2  A368629	Teachers will provide timely, focused interventions during More in the Core Math and ELA blocks.	Kinzie, Karyn	8/21/2017	Fidelity checks and monitoring documentation	5/25/2018 daily
G1.B2.S1.A3  A368630	PLC teams will participate in quarterly Data Chats.	Kinzie, Karyn	8/21/2017	Completed protocols	5/25/2018 quarterly
G1.B2.S1.A4  A368631	Weekly Super Team meetings to discuss scholars in the lowest quartile.		8/21/2017		5/25/2018 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.B2.S1.A1	Biweekly HERO meetings scheduled to identify scholars' needs	\$0.00
2	G1.B2.S1.A2	Teachers will provide timely, focused interventions during More in the Core Math and ELA blocks.	\$0.00
3	G1.B2.S1.A3	PLC teams will participate in quarterly Data Chats.	\$0.00
4	G1.B2.S1.A4	Weekly Super Team meetings to discuss scholars in the lowest quartile.	\$0.00
Total:			\$0.00