

Manatee County Public Schools

Gene Witt Elementary School



2017-18 Schoolwide Improvement Plan

Gene Witt Elementary School

200 RYE RD E, Bradenton, FL 34212

<https://www.manateeschools.net/witt>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-5</p>	<p>2016-17 Title I School</p> <p>No</p>	<p>2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>27%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>21%</p>

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	B	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 Manatee 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 Gene Witt 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.

Gene Witt Elementary School community will work together to assist all students in reaching their highest potential and to foster a love of learning.

b. Provide the school's vision statement.

Gene Witt Elementary will challenge children of all abilities to achieve excellence in all areas of academics and in their social development. It will equip children for the demands and the opportunities of the twenty-first century by offering a differentiated and rigorous curriculum to all students, as well as opportunities to become good citizens. As a school community made up of a professional and highly motivated staff, in partnership with parents, we will encourage every child to achieve.

2. School Environment

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

Gene Witt Elementary has a population of both Spanish and migrant students. These students are an important part of school community and culture. Each year, our teachers and school staff prepare for the migrant students arrival by planning for the best possible placement for these students.

Within the school day, we have an ESOL aide, who also has a letter of eligibility. Mrs. Ada Dirmeikis provides classroom support of ELL students and also works as one of school translators and parent liaisons.

Ms. Alice Martinez is our migrant liaison and works in the same capacity as Mrs. Ada Dirmeikis for our migrant population.

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

Gene Witt has a before-school care program for working parents. This program begins at 6:30 am. In this program, students work with our staff of teachers and aides on lessons, play with friends, or read. Most students begin arriving on our campus at 8:00 am. All students may take advantage of our free breakfast program. Some students have jobs that include safety patrols, media helpers, news crew, etc. After breakfast or upon arrival, students go to their designated hallway, where they are supervised by our paras and have reading time with their classmates.

Our school community values respect and good character. The entire school community utilizes the 8 Keys of Learning to foster good character and to encourage everyone to "Live Above the Line". Our after-school program mirrors our before-school care and provides both homework help and enrichment clubs.

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.

Gene Witt Elementary utilizes the 8 Keys of Excellence as the school-wide behavioral system. The 8 keys of Excellence directs students towards a positive future full of confidence, motivation, creativity, team work, leadership, and valuable life principles. Teachers utilize positive reinforcement strategies in the classroom to help encourage the demonstration of the 8 Keys of Excellence in their daily routine. The language of the 8 keys is used by all faculty members and students and various nuisances of the keys are highlight on our morning news show, in our quarterly SOAR award ceremony, as well as in our everyday classroom experiences.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

The school guidance counselor meets with the classes during the school year. During this time, students are given the opportunity to learn and discuss social-emotional skills. Problem-solving skills and conflict resolution activities are a primary component of these classroom guidance sessions. The school guidance counselor also works as a mentor with individuals and small groups and provides counseling on social issues such as divorce, anxiety, ADHD, etc. when that type of support is needed or requested. In addition, classroom teachers include developmentally appropriate teaching strategies that encourage social-emotional growth.

Ms. Burkard will meet with identified students once a week during lunch to provide additional support in the form of social emotional skills.

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 administration, with cooperation from our school registrar, monitors school attendance on a weekly basis. When students begin to show signs of excessive absences (more than 9) or tardies (more than 5 in one month), as a first step, administration calls the parents to discuss the problem. If the problem persists, the students are placed on a Check In/Check Out plan with a school-based mentor to encourage better attendance. Our school has very few attendance issues, so we are able to give these families the personal attention and support they need to improve their students' attendance.

Our Student Support Specialist(SSS) and Administrators monitor all student behavior, particularly the students who receive behavioral referrals. If a student is struggling with appropriate behavior the SSS and administration work with the teacher to provide behavior modifications to target the negative behaviors. If these initial modifications do not work, we move the child to Tier II behavior support which could include scheduling a meeting with district behavior specialists. A new plan is created and progress is monitored. Continued problems with behavior moves a student to Tier III behavioral support, and progress is monitored more regularly. Our goal is to keep students in school and in class, and we have been very successful in our efforts toward this goal with the few students we have that need extra support to make good choices.

We use MTSS to monitor the progress of all of our students in ELA and Math. Students who are working below grade level based on benchmark assessments (quarterly iReady, BAS, and district ELA and Math benchmarks) receive remediation through differentiated Tier I support. If a student continues to struggle, the parent is contacted and students are moved to Tier II intervention 4 days a week for 30 minutes. Their progress is monitored every two weeks. If, upon analysis of of Tier II graphs, the teacher still does not see improvement, the parents are contacted again and the teacher adds Tier III interventions to the Tier II interventions at least 3 days a week. Progress monitoring takes place weekly. If Tier III interventions are not effective, the child is placed on our Instructional

Support Team schedule, parents are invited in and the team decides if further evaluations are needed to put into place more intensive support.

*****Students who receive a Level 1 on state tests are placed into Tier II interventions, if they are not already in the process.

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	1	0	3	2	0	0	0	0	0	0	0	6
One or more suspensions	0	5	2	3	0	0	0	0	0	0	0	0	0	10
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	11	0	0	0	0	0	0	0	0	0	11

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.

We use MTSS to monitor the progress of all of our students in terms of ELA and Math. Students who are working below grade level based on benchmark assessments (quarterly iReady, BAS, and district benchmarks) in either ELA or Math receive remediation through differentiated Tier I support. If a student continues to struggle, the parent is contacted and students are moved to Tier II intervention 4 days a week for 30 minutes. Their progress is monitored every two weeks. If, upon analysis of of Tier II graphs, the teacher still does not see improvement, the parents are contacted again and the teacher adds Tier III interventions to the Tier II interventions at least 3 days a week. Progress monitoring takes place weekly. If Tier III interventions are not effective, the child is placed on our Instructional Support Team schedule, parents are invited in and the team decides if further evaluations are needed to put into place more intensive support.

Students who receive a Level 1 on state tests are placed into Tier II interventions, if they are not already in the process.

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

Gene Witt Elementary proudly celebrates strong ties with parents and community members. We have a very active PTO and SAC, as well as a group of fathers (FBI: Fathers being Involved), who help out around the campus as needed. We send out regular connect ed messages to our families to keep them informed of all current and future school events and our PTO sends home a newsletter and has created a Facebook page that also serves to keep our community in the know. In terms of keeping parents involved in their child’s progress, teachers are in regular contact with families, through weekly newsletters, agenda notations, phone calls, and emails. All diagnostic and progress-monitoring assessment results are shared with parents on a regular basis. Teachers also help parents utilize online resources, such as Focus Parent Portal and AR to track their child’s growth across content areas.

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.

As a school, we reach out to our local businesses through word of mouth or ePie (Electronic Partners in Education) to see if they would like to contribute incentives in return for free advertising. We have banners of our business partners hanging on the gate next to our car rider line. Some of our business partners, like the ELKS, provide backpacks and supplies to students in need. We also have several spirit nights throughout the year, during which families go to eat at local restaurants and a portion of the money spent comes back to the school. At the end of the year, we nominate outstanding business partners.

Our PTO is another source of support for resources. Each year, our teachers and faculty can write grant to our PTO to purchase needed resources to enhance their instruction. We also have a group of fathers, FBI: Fathers Being Involved, who work to improve our 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
Marshall, David	Principal
Symonds, Ashley	Administrative Support
Tamburino, Ashley	Teacher, K-12
Solazzo, Joanne	Teacher, K-12
Douthett, Colleen	Teacher, K-12
Bench, Shelby	Assistant Principal
Bulfin, Cheryl	Teacher, K-12
Severson, Cynthia	Teacher, K-12
Cannon, Angela	Teacher, K-12

b. Duties

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

Our Instructional Leadership Team is a school-based group of educators for every grade level and including ESE, who work to provide a strong organizational process for school renewal and improvement. Our ILT leads the work of our school community through the school improvement process. A primary function is to examine our current, successful practices, as well as those areas that are of concern. Our Instructional Leadership Team meets monthly, when we share best practices and information gleaned from TCT meetings. From these conversations, we plan our school's PD plan for the year. Our ILT meets both in the summer before school to plan for yearly instructional collaboration. The ILT meets at the end of the year to list possible goals and initiatives for the next year's SIP.

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.

Total student population is benchmark assessed in both reading and math at the BOY. K-2 utilizes FLKRS, iReady, and BAS, and 3-5 use district benchmark assessments in Math, ELA and Science in grade 5. If there are pervasive problems noted from benchmark results, Tier I or Core Instruction becomes a focus of PD and conversations with our ISS. Once Tier II students are identified from the benchmark assessment, Leveled Literacy Intervention groups or other research-based interventions are implemented in grade K-5. Our school has purchased LLI through PTO grants.

The school's Instructional Leadership Team meets every month to analyze data to determine where we are in terms of meeting our SIP goals. We have also planned for each grade level to have a full day of planning and PD around designated needs highlighted in the benchmark data and/or PD that meets our SIP goal criteria.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
David Marshall	Principal
Cindy Severson	Teacher
Catherine Anderson	Parent
Marcie Hackman	Parent
Hue Tang	Parent
Mary Green	Education Support Employee
Shelby Bench	Student
Eve Pacquet	Parent
Iliana Perez	Education Support Employee
Catherine Burke	Teacher
Erica Mulder	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

At the end of each year, we share the results of the data for the areas covered in our SIP plan with the SAC. They use this information when they are asked to reflect on and add to the current year's goals.

b. Development of this school improvement plan

A primary function of our SAC is to help guide school wide decisions with the goal of increasing overall student achievement and meeting the needs set forth by our adopted (SIP). Throughout the year, we share our school initiatives with the SAC and present data related to the achievement of SIP goals and in that way, bring the community into our process. At the beginning of the year, we share the ideas the teachers have put forth in terms of SIP goals and ask the SAC to reflect on the information they received the year prior. We then ask them if they agree with or would like to add to the goals. The SAC approved the SIP plan unanimously. SAC members are invited to come to the school to help write the SIP plan.

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

Gene Witt Elementary school improvement funds have been used to pay for substitute teachers. The substitutes are in place to support teacher planning. The SAC has approved the use of these funds each year. We will make a similar request this year.

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

Substitutes for grade level planning half days.

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
Bench, Shelby	Assistant Principal
Bulfin, Cheryl	Teacher, K-12
Ditzel, Nicole	Teacher, K-12
Douthett, Colleen	Instructional Media
Sanders, Michelle	Teacher, K-12
Symonds, Ashley	Teacher, K-12
Tamburino, Ashley	Teacher, K-12

b. Duties

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

This year, our LLT will have the goal of promoting a culture of close reading. This is one of our SIP initiatives and is a topic of interest for many of our teachers. Teachers held summer book clubs around the text *Falling in Love with Close Reading*. Our team will meet at least once a month to look outside the school for professional development opportunities for a quarterly planning days.

The school will also host a Literacy Night where parents and students are given reading strategies used at home and given books appropriate for their grade level.

Another goal of the team is to identify chapter book lists for each grade level to avoid grade levels asking students to reread a book they read in a previous grade.

Finally, the LLT will continue to monitor the material needs of each grade level to support the instruction of the ELA standards.

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.

Teachers participate in professional development opportunities and collaborative planning in order to effectively make instructional shifts that lead to more rigorous thinking in our students. The K-2 teachers and 3-5 teachers will meet monthly to collaborate and engage in professional learning planned by the district. In addition, Gene Witt utilizes a TCT (Teacher Collaboration Team) which provides them with the opportunity to analyze grade level data to drive classroom instruction. We will also provide a quarterly planning day during which teams can engage in unique PD opportunities and work together to plan focused instruction to meet our SIP goals.

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

Because of our reputation at Gene Witt, we are fortunate to attract impressive applicants for our teacher positions. We look at every applicant and interview as many as possible to find the best possible fit for our new hires. Once hired, our teams work to mentor our new teachers by both team planning and individual support. Our staff is very welcoming and the family atmosphere is evident immediately to our incoming hires. Our school communication plan, that includes team leader, faculty, and team planning meetings serve to keep all members of our instructional staff in the know. We foster a environment of learning for our staff, as well as our students. This helps our new hires greatly as they acclimate to a new school. Our system of recruiting, developing, and retaining staff is highly effective as many of our teachers have been here since the opening of the school and the only personnel to leave our school in recent history were non-renewed due to student numbers.

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

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.

Core instruction is monitored utilizing district unit and benchmark assessments for grades 3-5 in reading, math, science and writing, as well I-Ready assessments. District benchmark assessments have been aligned to Florida Standards. In grades K-2, core instruction is monitored by the Common Core assessments embedded in the district curriculum maps, I-Ready assessments, and FLKRS.

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 total student population at Gene Witt is benchmark assessed in both reading and math at the BOY. K-5 use I-Ready diagnostic testing, Grades K-2 use BAS, and 3-5 uses quarterly district benchmark assessments for ELA and math. If pervasive problems are noted from benchmark results, Tier I or Core Instruction becomes a focus of PD or TCTs. Once Tier II students are identified from the benchmark assessment, Leveled Literacy Intervention groups or other intervention groups are implemented in grades K-5. Per MTSS, on-going progress monitoring on a bi-weekly basis takes place for all Tier II students and progress is analyzed after 6 data points. If students are placed in Tier III, they continue in the Tier II intervention with an addition 15 minutes of focused skill-based intervention and are progress monitored weekly. The progress monitoring is reviewed after 6 Tier III data points. Teacher support systems include the schools Instructional Support Team, as well as grade level support in the form of intervention grouping.

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

Strategy: Extended School Day

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)

'''

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

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.

Incoming kindergartner parents have a chance to meet teachers and learn about our program the spring before enrollment at our Kindergarten Round-Up. There is another chance to meet the teacher at our Open House. That night we also hold a meeting with all new families to introduce our school, our policies and procedures, and critical staff members the families will need to get to know beyond

the classroom teacher. The first two days of school all families are welcome to walk their child to class. We have Kindergarten Boo Hoo Breakfast for our parents.

To support our fifth graders in their transition to middle school, the fifth grade teachers provide various opportunities for the students to utilize technology for both project-based learning, as well as personal organization. The classroom Wikispaces work well in both capacities. Also, the teachers work to develop the personal organization and responsibility of each student by gradually releasing the amount of daily support given to the students in the work preparation and time management. Fifth graders are also given responsibilities within the school community. These include patrols, media helpers, and studio helpers. Goal setting is also a daily part of the fifth grade experience. In all these ways, the fifth graders become well prepared for the transition into middle school.

b. College and Career Readiness

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

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

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

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

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** When teachers engage in purposeful, collaborative planning that promotes rigorous, standards-based and student driven instruction, the percentage of the identified lowest quartile students in ELA will increase from 58% in 2017 to 60% and Math will increase from 54% in 2017 to 57% by May 2018.
- G2.** When teachers engage in purposeful, collaborative planning that promotes rigorous, standards-based and student driven instruction, the percentage of students meeting or exceeding grade level expectations in all subjects will increase from 77% in 2017 to 80% by May 2018. Instruction will focus: Text Structures (ie. sequence, problem solution, cause and effect, compare and contrast).
- G3.** When teachers engage in purposeful, collaborative planning that promotes rigorous, standards-based and student driven instruction, the percentage of students meeting or exceeding grade level expectations in math will increase from 79% in 2017 to 82% by May 2018. Instructional focus: iReady use for standards based lesson practice for Grades K -5.

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. When teachers engage in purposeful, collaborative planning that promotes rigorous, standards-based and student driven instruction, the percentage of the identified lowest quartile students in ELA will increase from 58% in 2017 to 60% and Math will increase from 54% in 2017 to 57% by May 2018. 1a

 G097681

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	60.0
Math Achievement District Assessment	57.0

Targeted Barriers to Achieving the Goal 3

- Time for PD to help teachers design multiple opportunities for students to set and monitor their own goals across content areas.

Resources Available to Help Reduce or Eliminate the Barriers 2

- PD, ISS, Shared Best Practices

Plan to Monitor Progress Toward G1. 8

At TCT meetings, teacher will share with their grade level team ways that they effectively engage students and teach to the Florida Standards.

Person Responsible

David Marshall

Schedule

Monthly, from 8/10/2017 to 5/15/2018

Evidence of Completion

ILT shares ways in which their team provides opportunities for students to make and monitor their own learning goals.

G2. When teachers engage in purposeful, collaborative planning that promotes rigorous, standards-based and student driven instruction, the percentage of students meeting or exceeding grade level expectations in all subjects will increase from 77% in 2017 to 80% by May 2018. Instruction will focus: Text Structures (ie. sequence, problem solution, cause and effect, compare and contrast). 1a

G097682

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	80.0

Targeted Barriers to Achieving the Goal 3

- Funding is needed for subs for quarterly whole day planning and PD sessions for each grade level.

Resources Available to Help Reduce or Eliminate the Barriers 2

- SIP Funds

Plan to Monitor Progress Toward G2. 8

Administration will look for evidence of close reading in lesson plans, TCT meeting notes, and walk-throughs.

Person Responsible

David Marshall

Schedule

Weekly, from 8/10/2017 to 5/15/2018

Evidence of Completion

Data will be collected from Quarterly Benchmark Assessments.

G3. When teachers engage in purposeful, collaborative planning that promotes rigorous, standards-based and student driven instruction, the percentage of students meeting or exceeding grade level expectations in math will increase from 79% in 2017 to 82% by May 2018. Instructional focus: iReady use for standards based lesson practice for Grades K -5. **1a**

G097683

Targets Supported **1b**

Indicator	Annual Target
Math Gains District Assessment	82.0

Targeted Barriers to Achieving the Goal **3**

- Creating a data collection tool that ensures that students in grades 1-5 are learning basic facts over time.

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

- PD on iReady use and reports using the district representative and knowledgeable Teachers.

Plan to Monitor Progress Toward G3. **8**

Administration will look for evidence of iReady data usage in lesson plans, weekly use of the iReady in all classrooms. Monthly data of the class profile. Growth monitoring through the iReady diagnostic which is administered 3 times a year.

Person Responsible

Shelby Bench

Schedule

Weekly, from 8/10/2017 to 5/15/2018

Evidence of Completion

Grade Level Teams will share data that show students learning basic facts.

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. When teachers engage in purposeful, collaborative planning that promotes rigorous, standards-based and student driven instruction, the percentage of the identified lowest quartile students in ELA will increase from 58% in 2017 to 60% and Math will increase from 54% in 2017 to 57% by May 2018. **1**

 G097681

G1.B1 Time for PD to help teachers design multiple opportunities for students to set and monitor their own goals across content areas. **2**

 B262538

G1.B1.S1 We will offer Teacher Lead PD and information workshops on various resources that will increase the use of available resources such as PlanBook, iReady Reports, SMART Board ect. **4**

 S278038

Strategy Rationale

Teachers will offer assistance to their colleagues with programs and resources that they are comfortable with and have used in the past.

Action Step 1 **5**

A school wide license for Planbook.com, electronic lesson planning program, will be purchased for all teachers to use to increase their standards based planning capability.

Person Responsible

Yvette Benton

Schedule

On 8/31/2016

Evidence of Completion

Purchased for the staff and a PD was delivered by a teacher that has used the program for several years.

G2. When teachers engage in purposeful, collaborative planning that promotes rigorous, standards-based and student driven instruction, the percentage of students meeting or exceeding grade level expectations in all subjects will increase from 77% in 2017 to 80% by May 2018. Instruction will focus: Text Structures (ie. sequence, problem solution, cause and effect, compare and contrast). 1

G097682

G2.B1 Funding is needed for subs for quarterly whole day planning and PD sessions for each grade level.

2

B262539

G2.B1.S1 Collaborative Planning options are being implemented to schedule longer periods of time for Teachers to plan. 4

S278039

Strategy Rationale

Using creative scheduling to assist with giving Teachers more time together will assist with increased standards based planning.

Action Step(s) Missing for Goal #2, Barrier #1, Strategy #1
Complete one or more action steps for this Strategy or de-select it

G3. When teachers engage in purposeful, collaborative planning that promotes rigorous, standards-based and student driven instruction, the percentage of students meeting or exceeding grade level expectations in math will increase from 79% in 2017 to 82% by May 2018. Instructional focus: iReady use for standards based lesson practice for Grades K -5. 1

G097683

G3.B1 Creating a data collection tool that ensures that students in grades 1-5 are learning basic facts over time. 2

B262540

G3.B1.S1 Students in grades 1st-5th will use the iReady program for remediation and enrichment for 30 minutes a day in Reading and Math twice a week. 4

S278040

Strategy Rationale

The practice and use of the iReady program will allow the teachers to use the data to drive their instruction.

Action Step 1 5

Computer Lab time will be given to all classes in 1st-3rd grades. Grades 4th and 5th will have lap top computers available in the classrooms for 30 minutes of iReady 4 days per week.

Person Responsible

Schedule

Daily, from 9/1/2016 to 5/19/2017

Evidence of Completion

Reports for iReady use will be reviewed by Administrators. Training will be given to teachers on effective use of iReady data and practice.

Action Step 2 5

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

iReady Reports and Lesson plans will be used to monitor the use of iReady and the data.

Person Responsible

Yvette Benton

Schedule

Monthly, from 9/2/2016 to 5/19/2017

Evidence of Completion

Evidence from iReady Diagnostic exams will be used throughout the school year. Quarterly Benchmark Assessments will also be used for Intermediate grades.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Increase in scores on diagnostic, FSA and quarterly assessments will be used for evidence.

Person Responsible

Schedule

Quarterly, from 9/1/2016 to 5/19/2017

Evidence of Completion

Reports from all assessments will be reviewed by the ILT and shared with Teachers to drive instruction.