

Orange County Public Schools

# Hiawassee Elementary



2017-18 Schoolwide Improvement Plan

## Hiawassee Elementary

6800 HENNEPIN BLVD, Orlando, FL 32818

<https://hiawasseees.ocps.net/>

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2016-17 Title I School</b>	<b>2016-17 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-5	Yes	100%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

### School Grades History

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

*\*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 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 Hiawassee Elementary

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	- 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 producer 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.

Hiawassee Elementary remains abreast of students' cultures and builds relationships between teachers and students through school/home connections. Parent conferences are scheduled as needed and are used to facilitate students' academic and social progress. Monthly parental involvement activities are scheduled through our Title I Parental Engagement Liaison. Monthly family events are also sponsored by our 21st Century After-School and Enrichment program. Other activities included throughout the year are: Meet the Teacher, Open House, Title I Annual Meeting, quarterly Report Card Conference Nights, 21st Century After School parent activities, School Advisory Council and PTO board meetings, Student Musical Performances, Muffins with Moms, Monthly Parenting Classes, Donuts with Dads, Multicultural Night, Science/STEM Night, grade level newsletters, principal newsletters, memos, Connect Orange messages and many more. We send communication in English, Spanish and French.

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

Hiawassee Elementary creates a safe and respectful environment by promoting leadership and staff visibility during arrival and dismissal for student supervision. Teachers provide a nurturing learning atmosphere and have clear, consistent expectations for student behavior. All students participate in monthly character education. All doors are secured throughout the school day and all visitors must sign in at the front desk. Emergency drills (fire, severe weather and active assailant) are conducted monthly to ensure that students and teachers are efficient with the safety process.

##### 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.

Hiawassee Elementary uses a school-wide discipline plan called CHAMPS and the OCPS Student Code of Conduct to aid in minimizing distractions during instructional time. CHAMPS provides clear expectations for behavior and established protocols for arrival, dismissal, assemblies, field trips, cafeteria, hallways, playground, media center and travel via the school bus. Training for school personnel to ensure the system is fairly and consistently reinforced is held during pre-planning. New teachers were trained during the summer. CHAMPS procedures are reviewed daily in the classroom. The OCPS Code of Conduct is reviewed with students during the first week of school and at the beginning of each marking period.

**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.**

Hiawassee Elementary ensures the social-emotional needs of all students are being met by making the Guidance Counselor, School Social Worker and Parent Involvement Liaison all members of the Multi-Tiered Systems of Supports (MTSS). Social/emotional referrals are made for students and families needing social or emotional counseling, including both individual and group counseling. Hiawassee partners with Evans High School's "Elevate Orlando" student mentoring program as well as the Second Harvest Food Bank, which supports families through the food pantry and by providing weekend food packs for students. Staff members collaborate with the Counselor and Social Worker to discuss concerns involving students; decisions are made regarding counseling as appropriate.

**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.**

Hiawassee monitors truancy to identify students with daily attendance below ninety percent. The Registrar pulls a weekly attendance report and shares it with the Assistant Principal and Guidance Counselor. A warning letter is sent after 5 unexcused absences and truancy meetings are scheduled after 10 absences. The School Social Worker participates in truancy meetings. Academics are also discussed during the meetings. Parents who repeatedly refuse to attend scheduled meetings receive phone calls and visits from the Social Worker. The MTSS team is assigned to review school-wide data to identify students who are deficient in English Language Arts and/or Mathematics or score a Level 1 on School, District and State Assessments.

**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	25	19	13	22	18	15	0	0	0	0	0	0	0	112
One or more suspensions	31	0	1	6	1	8	0	0	0	0	0	0	0	47
Course failure in ELA or Math	6	0	3	7	2	2	0	0	0	0	0	0	0	20
Level 1 on statewide assessment	0	0	0	59	63	62	0	0	0	0	0	0	0	184

**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	3	0	1	15	15	13	0	0	0	0	0	0	0	47

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

In addition to classroom interventions for Tier I, II and III students, all students receive an additional hour of reading instruction daily. Students' academic performance, behavior and attendance are monitored quarterly and parents are required to attend report card conferences after each marking period. Targeted students in grades 2-5 receive tutoring and enrichment through our 21st Century

After-School Program. The MTSS process supports students exhibiting learning deficiencies and behavior concerns.

## B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

**1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

Yes

**1. PFEP Link**

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/493505>.

**2. Description**

A PIP has been uploaded for this school or district - see the link above.

**2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.**

Hiawassee builds and sustains partnerships by maintaining and securing relationships with area businesses and organizations in order to enhance student learning and promote school/community improvement. To sustain partnerships, the Partners in Education coordinator renews the partnerships annually. The school also extends invitations to partners to attend/participate in school activities. Hiawassee has two Partners in Education (PIE) champions to ensure that the PIE website is used to log partnership commitments and resources that are donated to the school. The school also encourages parent participation in events hosted by partners and our Parent Involvement Coordinator recognizes partners who sponsor our monthly parenting events. The Jobs In Partnership of Florida provide free life works classes for parents that focus on job skills, communication and financial management.

## 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
Jenkins, Sharon	Principal
Guevara, Brenda	Instructional Coach
Williams, Anthony	Dean
Clemmons, Melissa	School Counselor
Singleton, Lerner	School Counselor
Love, Towanna	Administrative Support
Walker, Cindy	Instructional Coach
Simmons, Melanie	Instructional Coach
Brown, Joanna	Instructional Coach
Calvin, Keenya	Assistant Principal
Hollingsworth, Keri	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.**

The Principal and Assistant Principal provide a common vision for the instructional focus of the school. We emphasize the use of data-based decision making through the Multi-Tiered Systems of Support (MTSS) process and by supporting and monitoring the implementation of the school improvement goals. Administration also provides the following: professional development for leadership team members and teachers, monitoring instruction using the district's observation tool and providing actionable feedback; monitoring grade level lesson planning, professional learning communities and common planning; overseeing school operations; monitoring parent involvement including home/school communication. Each member of the Leadership Team functions as a Grade Level Liaison to support the MTSS process, Professional Learning Communities (PLCs) and common planning. Shared decision making is embedded in our weekly Leadership Team meeting, grade level common planning, PLCs and School Advisory Council meetings.

Towanna Love, ESE Compliance Teacher: Facilitates all ESE staffings, educational plans, 504 plans and MTSS meetings; completes and monitors all school and district ESE paperwork and ensures compliance with school, district and state requirements; serves as the school contact for the district compliance monitor; collaborates with teachers regarding student needs and goals; provides guidance on the implementation of the MTSS process and coordinates the administration of alternate assessments.

Brenda Guevara, CCT: Works with regular education teachers, leadership team, parents and district staff to support the ELL students in ensuring that their needs are met; professional development for teachers to ensure the Sheltered Instruction Observation Protocol strategies are being utilized; facilitates meetings; supports tier I, II and III implementation and reviews progress monitoring data; provides guidance on the implementation of the MTSS process.

Anthony D. Williams, Dean: Responsible for school-wide discipline; supports and monitors the in-school suspension classroom; supports school-wide discipline program (CHAMPS); supports tier I, II and III implementation and MTSS. Coordinates the after school program.

Melissa Clemmons, Instructional Support/Safe Coordinator: coordinates and monitors child services advocates; facilitates truancy meetings and documentation; McKinney Vento Program (MVP) co-coordinator; supports the implementation of the MTSS process.

Larner Singleton, Guidance Counselor: Provides counseling for students; supports classroom teachers and provides support services for families; serves as family intervention support and liaison between family, school, and child services advocates; facilitates truancy meetings and documentation; McKinney Vento Program (MVP) co-coordinator; supports the implementation of the MTSS process; facilitates 504 meetings.

Cindy Walker, Curriculum Resource Teacher: Supports teachers with staff development related to curriculum; coaches and mentors new teachers to ensure that all Beginning Teacher requirements are met; assign college interns; coordinates district and school assessments; monitors school data. Supports the implementation of the MTSS process.

Melanie Simmons, Instructional Coach: Supports the use of district curriculum and evidence-based intervention strategies; provide professional development for teachers; monitor grade level lesson planning and use of the CRMs (Curriculum Resource Materials); support professional learning communities and common planning; support new teachers and assign mentors; collaborate with grade level teams on effective instructional practices, coordinate instructional observations rounds, model instructional lessons; provide resources for all academic areas including reading, mathematics, writing and science; provide guidance on K-12 reading plan; facilitate and support data collection; serve as grade level support; supports implementation of the MTSS process.

Joanna Brown, Instructional Coach: Supports the use of district curriculum and evidence-based intervention strategies; provide professional development for teachers; monitor grade level lesson planning and use of the CRMs; support professional learning communities and common planning; support new teachers and assign mentors; collaborate with grade level teams on effective instructional practices, coordinate instructional observations rounds, model instructional lessons; provide resources for all academic areas including reading, mathematics, writing and science; provide guidance on K-12 reading plan; facilitate and support data collection; serve as grade level support; supports the implementation of the MTSS process.

Keri Hollingsworth, Instructional Coach: Supports the use of district curriculum and evidence-based intervention strategies; provide professional development for teachers; monitor grade level lesson planning and use of the instructional focus calendar and CRMs; support professional learning communities and common planning; support new teachers and assign mentors; collaborate with grade level teams on effective instructional practices, coordinate instructional observations rounds, model instructional lessons; provide resources for all academic areas including reading, mathematics, writing and science; provide guidance on K-12 reading plan; facilitate and support data collection; serve as grade level support; supports the implementation of the MTSS process.

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

Our school's data-based problem solving process begins with a discussion and review of students' current data. Upon review, students are grouped based on academic and social needs. Programs used for instruction are carefully selected to address student needs. These programs are research-based and approved by the district to provide the rigor our students need in order to be successful academically and socially. Teachers receive training to ensure the understanding of the programs they are using in order to implement them with fidelity. Students receive instruction in whole group, small group and individually, depending on their needs. The MTSS team meets on a regular basis to review progress monitoring data to ensure proper implementation of the MTSS process and SIP.

The MTSS Leadership Team works to support an infrastructure that allows for a three-tiered model of delivery and supervises the implementation of the problem solving process including data review, needs assessments for professional development, student resources and the monitoring of the annual plan. Grade level problem solving teams meet bi-weekly to discuss tiered interventions, data collection, graphing and assessments. After data analysis of progress monitoring assessments, the team determines support that may be put into place to assist students who are not advancing.

#### Title I

##### Part A:

Hiawassee Elementary follows the Florida Continuous Improvement Model (FCIM) as its research-based school improvement model. Implementation includes the following components of the Plan-Do-Check-Act Model: frequent progress monitoring, rigorous reading instruction, block scheduling for math and reading, integrated learning activities and projects, and writing across the curriculum.

The school will use federal Title I funds to provide instructional support personnel, pre-kindergarten services, instructional materials, technology for students and teachers, professional development; parenting resources and to provide remediation and enrichment services for all students.

##### Part B:

Our Parent Engagement Liaison works closely with school faculty and staff to ensure families needs are met. This includes coordinating communication with families in their home language and providing families with resources they can use to meet the educational needs of their children.

##### Part C:

The district receives funds to support the Educational Alternative Outreach program. Services are coordinated with district dropout prevention programs. The Evans High School Consortium K-12 feeder pattern initiative states that by 2015 all students are expected to reach academic progression through the success of a rigorous curriculum. A continued partnership with the University of Central Florida supports educational opportunities to encourage academic achievement and career success.

#### Career and Technical Education:

Hiawassee Elementary works in partnership with the OCPS Career and Technical programs to support educational needs. Interested parents are referred to the Tech Centers for services and programs. Additional monthly parent workshops are provided by our Family Engagement Liaison. Workshops focus on literacy, math, computer skills and technology usage. The workshops give parents tools to support student achievement in order to build a stronger home/school partnership.

#### Job Training:

Hiawassee also partners with Jobs Partnership of Florida to provide life skills classes of parents and members of the community. The eight week program focuses on equipping parents with skills to help them secure and advance in their employment field.

Teach-In provides community partners the opportunity to visit classrooms, sharing with students their areas of expertise and providing real world experiences related to career paths and opportunities.

Evans HS Consortium, Elevate Orlando, provides opportunities for middle school students to mentor second grade students at Hiawassee.

#### Other Opportunities:

University of Central Florida, Orlando Science Center, OUC Water Conservation program, and other community partners visit and volunteer throughout the school year. This provides additional opportunities for students to engage and participate in real world projects, discussion, and activities

that target reading proficiency, problem solving, creativity and student success.

**Title III:**

Funding is provided through the district for educational materials and ELL district support services to improve the education of English Language Learners (ELL). The school-based resource teacher identifies eligible students. Students receive additional instructional support that focuses on specific academic needs. Support is also provided for parents through multilingual parent meetings and Title I parent meetings throughout the school year.

**Title X-Homelessness:**

Hiawassee's Guidance Counselor and Safe coordinator work closely with the district's Title I Homeless Liaison to ensure students who are or become homeless receive all available services. Social services, counseling and transportation may be offered to the student and family if services are approved by the district. The district's Homeless Social Worker provides resources (clothing, school supplies and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

**Supplemental Academic Instruction (SAI):**

The SAI funds will be used to purchase intervention reading materials and supplement after school tutoring services.

**Violence Prevention Programs:**

A partnership with the Orange County Sheriff's Department provides opportunities for students to participate in the MAGIC program, which provides 5th grade classrooms with weekly lessons on leadership, safety, living drug free and non-violence lessons. Students in grades K-5 also participate in Red Ribbon Week during the month of October which encourages drug free and violent free lifestyles. All students in K-5 participate in monthly character education lessons supported by our Guidance Counselor. The Orange County Sheriff Safety Village sponsors the annual Walk Your Child to School Day, which educates students, parents, and community members on being mindful of pedestrian safety in and out of school. They also provide students with bike helmets to promote bicycle safety.

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Sharon Jenkins	Principal

### b. Duties

**1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

**a. Evaluation of last year's school improvement plan**

The School Advisory Council (SAC) meets monthly to review and track the school's progress toward the school improvement goals.

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

Needs assessment surveys were completed by parents, students and teachers during April 2016. School results were reviewed with the SAC and recommendations were made for the 2016-17 goals.

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

During April's meeting, the school budget for the 2016-17 year was shared. Decisions were made based on school data, survey results, district initiatives and state requirements.

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

School improvement funds were used to purchase student incentives to support reading. (\$750.00)

**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.*

The SAC will be approved once the district has approved the committee. This is expected to be complete in October.

**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
Jenkins, Sharon	Principal
Guevara, Brenda	Other
Brown, Joanna	Instructional Coach
Hollingsworth, Keri	Instructional Coach
Walker, Cindy	Instructional Coach
Calvin, Keenya	Assistant Principal

**b. Duties**

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

The Literacy Leadership Team (LLT) will assist with the planning, development and positive promotion of reading throughout the school and community. The team will coordinate and support the use of rigorous reading activities; the Accelerated Reader (AR) program and i-Ready. The programs will be used to promote reading at school and home. These instructional strategies will ensure the implementation of reading and writing skills through use of the Florida Standards. The LLT will continue to support classroom teachers with the implementation of small group, data driven targeted instruction and the utilization of MTSS coupled with Marzano instructional strategies. Hiawassee will be using i-Ready for school wide interventions. The LLT will focus on the diagnostics and remediation of low performing students as well as developing ideas that will motivate the students to read more frequently.

**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.**

Hiawassee requires that all grade level teams meet for common planning weekly: to plan, revise, and reflect on lessons planned for instruction. The expectation is for all members of the team to bring planning tools to the meeting, deconstruct standards and determine tools and resources to use during their instructional delivery. Teachers and coaches share best practices and instructional strategies. Teams will also participate in weekly Data/MTSS meetings focused on the students' performance. After conducting classroom walk-throughs, coaches provide teachers with constructive feedback and instructional strategies during the data/MTSS meeting.

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

The OCPS E-recruiting system as well as OCPS sponsored job fairs are used to recruit highly qualified applicants. Once hired, the Instructional Coaches are responsible for getting teachers acclimated to OCPS policies and procedures as well as school procedures. Support is also provided by the Coaches and Dean in order to ensure that new teachers are supported with lesson plans, focus calendars, Marzano strategies, discipline etc. in order to retain highly qualified teachers. On-going professional development opportunities are focused on strengthening teacher instructional pedagogy and targeting student academic achievement. Through observation feedback, individual coaching support is provided based on the teacher's individual needs.

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

Mentoring activities take place through Professional Learning Communities and staff development facilitated by assigned mentors, members of the leadership team, grade level leaders and administrators. Planned activities include mentor/mentee meetings, observation of expert teachers, professional development, and faculty trainings/meetings. All mentors were selected based on successful teaching experience. All mentors are highly qualified and effective with proven student achievement.

## 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 district 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.

#### b. Instructional Strategies

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

The MTSS Leadership Team meets bi-weekly to analyze grade level and individual student data. The teachers utilize the data to drive instruction and provide Tier I, II and III interventions. Students in Tier II interventions are provided with a small group setting during the intervention block. Students who continue to struggle receive Tier III, one on one, interventions. Students identified for enrichment are

provided enrichment activities during Tier II/Enrichment block. English Language Learners receive paraprofessional support in the classroom and tutorial time on Imagine Learning. Rosetta Stone is also provided for home use. Exceptional Education students receive resource teacher support as identified by their Individual Education Plan.

**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:** 10,080

Students will receive an extra hour of reading instruction daily after school. Research based curriculum (Ready Workbooks) will be used for reading instruction during the extended hour.

**Strategy Rationale**

Students scored below proficiency on school, district and state reading assessments.

**Strategy Purpose(s)**

- Core Academic Instruction

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

Jenkins, Sharon, sharon.jenkins@ocps.net

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

Student i-Ready data will be monitored weekly and deficient skills will be targeted during interventions and after school tutoring.

**Strategy: Weekend Program**

**Minutes added to school year: 4,320**

To provide enrichment for target students in Science and Mathematics based on FSA proficiency. To provide ELA tutoring for the lowest 25% in grades 1-5 based on 2017 FSA ELA results and Fall 2017 i-Ready diagnostic data.

**Strategy Rationale**

Students scored below proficiency on school, district and state reading assessments, therefore, the extra instruction or enrichment will improve students' achievement level.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

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

Walker, Cindy, 92680@ocps.net

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

Student i-Ready data will be monitored weekly and deficient skills will be targeted during interventions and after school tutoring.

**Strategy: Before School Program**

**Minutes added to school year:**

Teachers will frontload key vocabulary and key math concepts, building the students' background knowledge, to prepare them for core instruction scheduled for the following week. The target group is 3rd and 4th grade students that are slightly below proficiency.

**Strategy Rationale**

The goal is to give targeted students the extra lift needed to obtain proficiency.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

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

Brown, Joanna, 59682@ocps.net

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

i-Ready Standards Mastery

**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.**

Our families are encouraged to participate in local Head Start and Pre-Kindergarten programs to ensure that our students acquire kindergarten readiness skills. Hiawassee houses one full-time VPK classroom that serves 19 students. Hiawassee also has a 1/2 Pre-K ESE Program that serves approximately 25 three and four year old students that have educational plans. Kindergarten Open House is hosted in the summer to provide important information to parents regarding the upcoming school year and a school tour is given. Our Parent Involvement Liaison collaborates with local daycare providers. Hiawassee's Guidance Counselor works closely with the middle school counselors to ensure a smooth transition to middle school for our fifth grade students. The fifth grade students visit the community middle schools to gather more information on middle school and learn the expectations of 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.**

Through the Evans High School partnership, Hiawassee partners with Elevate Orlando to provide mentoring opportunities for second grade students. Hiawassee also partners with the University of Central Florida Honors College to provide students with lessons on character and leadership. We also participate in Teach-In activities to expose students to various career opportunities.

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

NA

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

NA

**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

**1** = 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 and the Instructional Framework. (Accelerate Student Performance)
  
- G2.** Teachers will design standards-based lessons, deliver lessons using effective instructional strategies, and analyze data from formative and summative assessments that lead to a path of differentiated instruction and increased student learning. (Accelerate Student Performance, Invest in Human Capital)

## 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 and the Instructional Framework. (Accelerate Student Performance) 1a**

G098281

**Targets Supported 1b**

Indicator	Annual Target
FSA ELA Achievement	42.0
FSA Mathematics Achievement	45.0
FCAT 2.0 Science Proficiency	37.0

**Targeted Barriers to Achieving the Goal 3**

- First year of implementation of new district provided resources on the framework using targeted elements

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

- School and District Coaches
- Instructional Framework
- Item Specifications
- IMS
- i-Ready for Reading and Math
- School and District Professional Development

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

iReady

**Person Responsible**

Sharon Jenkins

**Schedule**

Monthly, from 9/1/2017 to 5/1/2018

**Evidence of Completion**

Data will be collected bi-weekly and discussed/documentated monthly with the Corrective Program team; action plans will be updated/adjusted quarterly based on class walk-through and observation data.

**G2.** Teachers will design standards-based lessons, deliver lessons using effective instructional strategies, and analyze data from formative and summative assessments that lead to a path of differentiated instruction and increased student learning. (Accelerate Student Performance, Invest in Human Capital) 1a

G098282

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	42.0
FSA Mathematics Achievement	45.0
Math Gains	65.0

**Targeted Barriers to Achieving the Goal** 3

- First year of implementation of new district provided curriculum resources.

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

- Instructional Framework
- Curriculum Resource Material
- Item Specifications
- i-Ready for reading, math and writing
- IMS

**Plan to Monitor Progress Toward G2.** 8

District personnel, administration and site based coaches will conduct classroom walk throughs, participate in common planning, and analyze student data.

**Person Responsible**

Sharon Jenkins

**Schedule**

Monthly, from 9/18/2017 to 5/1/2018

**Evidence of Completion**

Data will be collected bi-weekly and discussed/documentated monthly with the Corrective Program team; action plans will be updated/adjusted quarterly based on class walk-through and observation data.

## Action Plan for Improvement

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

### Problem Solving Key

**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** Student achievement will increase as a result of teachers' understanding and implementation of Florida Standards and the Instructional Framework. (Accelerate Student Performance) **1**

 G098281

**G1.B5** First year of implementation of new district provided resources on the framework using targeted elements **2**

 B264398

**G1.B5.S1** Instructional coaches will provide professional development to instructional staff on how to read and implement the new curriculum resource materials provided by the district. **4**

 S280072

### Strategy Rationale

By providing professional development to the teachers it will increase their knowledge and ability to effectively use the new resources to meet the full intent of the standard.

### Action Step 1 **5**

Instructional staff will be given professional development in how to read, interpret and use the new curriculum resources provided by the district.

#### Person Responsible

Sharon Jenkins

#### Schedule

Monthly, from 7/25/2017 to 5/1/2018

#### Evidence of Completion

Classroom walk-through data, team planning and student data will be used to demonstrate completion of the professional development.

**Plan to Monitor Fidelity of Implementation of G1.B5.S1** 6

Weekly classroom walk-through data, teacher evaluations, common planning meetings, and student data will be used to monitor implementation.

**Person Responsible**

Sharon Jenkins

**Schedule**

Monthly, from 9/11/2017 to 5/1/2018

***Evidence of Completion***

Weekly classroom walk-through data, teacher evaluations, common planning meetings, and student data

**Plan to Monitor Effectiveness of Implementation of G1.B5.S1** 7

Weekly classroom walk-through data, teacher evaluations, common planning meetings, and student evidence will be used to monitor implementation. District coaches, administration and on site instructional coaches will provide support as needed.

**Person Responsible**

Sharon Jenkins

**Schedule**

Weekly, from 9/11/2017 to 5/1/2018

***Evidence of Completion***

Student data and classroom walk-through data will determine the effectiveness of professional development.

**G2.** Teachers will design standards-based lessons, deliver lessons using effective instructional strategies, and analyze data from formative and summative assessments that lead to a path of differentiated instruction and increased student learning. (Accelerate Student Performance, Invest in Human Capital) 1

G098282

**G2.B4** First year of implementation of new district provided curriculum resources. 2

B264402

**G2.B4.S1** Professional development will be delivered on high yielding strategies to increase student engagement, student processing, and student elaboration while using the new district resources. 4

S280076

### **Strategy Rationale**

Student achievement will increase as a result of using high yielding strategies in conjunction with focused district resources.

### **Action Step 1** 5

Professional development will given to all instructional staff by district personnel, administration and site based coaches to increase the effectiveness of the new district provided curriculum resources.

#### **Person Responsible**

Sharon Jenkins

#### **Schedule**

Monthly, from 8/7/2017 to 5/1/2018

#### **Evidence of Completion**

Evidence will be drawn from student data, classroom walk through data, and common planning.

**Plan to Monitor Fidelity of Implementation of G2.B4.S1** 6

District personnel, administration and site based coaches will conduct classroom walk throughs, participate in common planning, and analyze student data.

**Person Responsible**

Sharon Jenkins

**Schedule**

Biweekly, from 8/21/2017 to 5/1/2018

***Evidence of Completion***

District personnel, administration and site based coaches will conduct classroom walk throughs, participate in common planning, and analyze student data to look for an increase in student achievement and application of strategies.

**Plan to Monitor Effectiveness of Implementation of G2.B4.S1** 7

Administration and site based coaches will be involved in common planning to provide clarification and suggestions for implementation of strategies for district supported curriculum materials.

**Person Responsible**

Sharon Jenkins

**Schedule**

On 5/1/2018

***Evidence of Completion***

District personnel, administration and site based coaches will conduct classroom walk throughs, participate in common planning, and analyze student data to look for an increase in student achievement and application of strategies.

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G1.MA1 M408690	iReady	Jenkins, Sharon	9/1/2017	Data will be collected bi-weekly and discussed/documentated monthly with the Corrective Program team; action plans will be updated/adjusted quarterly based on class walk-through and observation data.	5/1/2018 monthly
G2.MA1 M408695	District personnel, administration and site based coaches will conduct classroom walk throughs,...	Jenkins, Sharon	9/18/2017	Data will be collected bi-weekly and discussed/documentated monthly with the Corrective Program team; action plans will be updated/adjusted quarterly based on class walk-through and observation data.	5/1/2018 monthly
G1.B5.S1.MA1 M408688	Weekly classroom walk-through data, teacher evaluations, common planning meetings, and student...	Jenkins, Sharon	9/11/2017	Student data and classroom walk-through data will determine the effectiveness of professional development.	5/1/2018 weekly
G1.B5.S1.MA1 M408689	Weekly classroom walk-through data, teacher evaluations, common planning meetings, and student data...	Jenkins, Sharon	9/11/2017	Weekly classroom walk-through data, teacher evaluations, common planning meetings, and student data	5/1/2018 monthly
G1.B5.S1.A1 A377618	Instructional staff will be given professional development in how to read, interpret and use the...	Jenkins, Sharon	7/25/2017	Classroom walk-through data, team planning and student data will be used to demonstrate completion of the professional development.	5/1/2018 monthly
G2.B4.S1.MA1 M408693	Administration and site based coaches will be involved in common planning to provide clarification...	Jenkins, Sharon	8/14/2017	District personnel, administration and site based coaches will conduct classroom walk throughs, participate in common planning, and analyze student data to look for an increase in student achievement and application of strategies.	5/1/2018 one-time
G2.B4.S1.MA1 M408694	District personnel, administration and site based coaches will conduct classroom walk throughs,...	Jenkins, Sharon	8/21/2017	District personnel, administration and site based coaches will conduct classroom walk throughs, participate in common planning, and analyze student data to look for an increase in student achievement and application of strategies.	5/1/2018 biweekly
G2.B4.S1.A1 A377623	Professional development will given to all instructional staff by district personnel,...	Jenkins, Sharon	8/7/2017	Evidence will be drawn from student data, classroom walk through data, and common planning.	5/1/2018 monthly

## V. Professional Development Opportunities

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

**G1.** Student achievement will increase as a result of teachers' understanding and implementation of Florida Standards and the Instructional Framework. (Accelerate Student Performance)

**G1.B5** First year of implementation of new district provided resources on the framework using targeted elements

**G1.B5.S1** Instructional coaches will provide professional development to instructional staff on how to read and implement the new curriculum resource materials provided by the district.

### **PD Opportunity 1**

Instructional staff will be given professional development in how to read, interpret and use the new curriculum resources provided by the district.

#### **Facilitator**

Sharon Jenkins

#### **Participants**

Instructional Staff

#### **Schedule**

Monthly, from 7/25/2017 to 5/1/2018

**G2.** Teachers will design standards-based lessons, deliver lessons using effective instructional strategies, and analyze data from formative and summative assessments that lead to a path of differentiated instruction and increased student learning. (Accelerate Student Performance, Invest in Human Capital)

**G2.B4** First year of implementation of new district provided curriculum resources.

**G2.B4.S1** Professional development will be delivered on high yielding strategies to increase student engagement, student processing, and student elaboration while using the new district resources.

### **PD Opportunity 1**

Professional development will given to all instructional staff by district personnel, administration and site based coaches to increase the effectiveness of the new district provided curriculum resources.

#### **Facilitator**

Sharon Jenkins

#### **Participants**

Instructional staff

#### **Schedule**

Monthly, from 8/7/2017 to 5/1/2018

## VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

## VII. Budget

<b>1</b>	<b>G1.B5.S1.A1</b>	<b>Instructional staff will be given professional development in how to read, interpret and use the new curriculum resources provided by the district.</b>				<b>\$15,750.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0881 - Hiawassee Elementary	Title, I Part A		\$5,000.00
			<i>Notes: Professional development will given to all instructional staff by district personnel, administration and site based coaches to increase the effectiveness of the new district provided curriculum resources.</i>			
			0881 - Hiawassee Elementary	Title, I Part A		\$5,375.00
			<i>Notes: Substitutes for professional development</i>			
			0881 - Hiawassee Elementary			\$5,375.00
			<i>Notes: iReady Training (data desegregation)</i>			
<b>2</b>	<b>G2.B4.S1.A1</b>	<b>Professional development will given to all instructional staff by district personnel, administration and site based coaches to increase the effectiveness of the new district provided curriculum resources.</b>				<b>\$15,750.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0881 - Hiawassee Elementary	Title, I Part A		\$5,000.00
			<i>Notes: Professional development will given to all instructional staff by district personnel, administration and site based coaches to increase the effectiveness of the new district provided curriculum resources.</i>			
			0881 - Hiawassee Elementary	Title, I Part A		\$5,375.00
			<i>Notes: PD--Small group instruction</i>			
			0881 - Hiawassee Elementary	Title, I Part A		\$5,375.00
			<i>Notes: PD--Lesson delivery</i>			
<b>Total:</b>						<b>\$31,500.00</b>