

Flagler Schools

Old Kings Elementary School



2017-18 Schoolwide Improvement Plan

Old Kings Elementary School

301 OLD KINGS RD S, Flagler Beach, FL 32136

www.flaglerschools.com

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	57%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	23%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	C	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 Flagler County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	8
Public and Collaborative Teaching	11
Ambitious Instruction and Learning	12
8-Step Planning and Problem Solving Implementation	15
Goals Summary	15
Goals Detail	15
Action Plan for Improvement	20
Appendix 1: Implementation Timeline	24
Appendix 2: Professional Development and Technical Assistance Outlines	25
Professional Development Opportunities	25
Technical Assistance Items	26
Appendix 3: Budget to Support Goals	26

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 Old Kings Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Welcome to Old Kings Elementary School, home of the Wise Owls. We are committed to our vision of being the Nation's premier learning organization through exceptional growth our students showed as measured by Florida's School Report Card. Our mission is to prepare our students for success today and for all the tomorrows to come by developing the leaders of tomorrow, today!

b. Provide the school's vision statement.

As a courageous, innovative leader in education, Old Kings Elementary will be the Nation's premier learning organization where ALL students are successful as socially responsible citizens with the skills necessary to reach their maximum potential.

2. School Environment

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

Old Kings Elementary values student's cultures and the time spent on building relationships between students and teachers. This process is largely developed through our Positive Behavior Interventions and Support program (PBIS) and school-wide expectations. Relationships between teachers and students are also developed and sustained through in house and school supported student clubs as well as community service organizations.

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

Old Kings Elementary creates an environment where students feel safe and respected before, during and after school using the PBIS model. PBIS is the application of evidence-based strategies and systems to assist schools to increase academic performance, increase safety, decrease problem behavior, and establish positive school cultures. On an individual level, PBIS uses functional behavior assessments to understand the relationships between a student's behavior and characteristics of his or her environment. The functional behavior assessment identifies multiple strategies to effectively reduce problem behavior including changing systems, altering environments, teaching skills, and focusing on positive behaviors. The PBIS process results in the creation of effective intervention plans that will impede problem behaviors, teach new skills, and create support systems for the student.

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.

On a school-wide level, PBIS relies on accurate and reliable discipline referral data to understand the behaviors occurring across campus. An analysis of the data allows a school team to identify the problem areas, brainstorm interventions such as where and what to teach, reward the students exhibiting the expected behavior, and communicate findings to the staff, students, and families. The PBIS process is a team-based approach that relies on a strong collaboration between families and professionals from a variety of disciplines regardless of the level implemented.

PBIS provides a positive and effective alternative to the traditional methods of discipline. PBS methods are research-based and proven to significantly reduce the occurrence of problem behaviors in the school, resulting in a more positive school climate and increased academic performance. PBIS is consistent with the Individuals with Disabilities Education Act, which advocates the use of positive behavior interventions and school-based disciplinary strategies that reduce or eliminate the need to use suspension and expulsion as disciplinary options.

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.

Old Kings Elementary ensures the social-emotional needs of all students by providing counseling, mentoring and other pupil service through its guidance department and district level support. The Champion Mentoring program has been developed this year to work with students with additional needs. Students may have been identified in the MTSS department, classroom referrals, teacher referrals or parent communication.

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.

Early Warning Systems

*Attendance below 90 percent, regardless of whether absence is excused or as a result of an out-of-school suspension- tracked daily, 5-day and 10-day letters, truancy meeting with guidance, district-parent partnership

*One or more suspensions, whether in school or out of school-PBS strategies & curriculum, district matrix student code of conduct, guidance counseling

*Course failure in ELA or Math- identification through MTSS process, early identification and notification of potential course failure, remedial small group instructional support, credit-recovery summer program, parent-school communication & support.

*A Level 1 score on statewide, standardized assessments ELA or Mathematics- identification through MTSS process, remedial small group instructional support in content area, parent-school communication & support.

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	15	17	35	30	20	0	0	0	0	0	0	117
One or more suspensions	0	1	1	4	4	4	5	0	0	0	0	0	0	19
Course failure in ELA or Math	3	9	3	0	0	0	0	0	0	0	0	0	0	15
Level 1 on statewide assessment	0	0	0	0	19	50	44	0	0	0	0	0	0	113

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.

*Course failure in ELA or Math- identification through MTSS process, early identification and notification of potential course failure, remedial small group instructional support, ability group course placement, tutoring resource options, guidance counseling, credit-recovery summer program, parent-school communication & support.

*A Level 1 score on statewide, standardized assessments ELA or Mathematics- identification through MTSS process, remedial small group instructional support, ability group course placement, tutoring resource options, guidance counseling, parent-school communication & support.

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

Old Kings is dedicated to building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision as well as keeping parents informed of their child's progress. The designated flagship program, Marine Science, was selected to expand and enhance community and parental involvement and positive relationships with all students. The program will focus on STEM activities within the school as well as incorporating community events.

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.

Old Kings offers a minimum of two parent face-to-face conferences with all parents. The first conference is held at the end of the first nine week period. The second is scheduled for the third interim report. The reason for the parent conference at interim is due to giving a student a chance to make improvements before it was too late. A back to school 'open house' takes place on the Friday before school starts followed by grade-level curriculum nights through mid-September. At this time, teachers share expectations with parents. A monthly calendar and newsletter also goes with each student with further reference to the updated school website. Parents are also invited to participate in PTO and SAC through meetings as well as events.

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
Bird, Kirianne	Assistant Principal
Schell, Nick	Assistant Principal
Osygian, Benjamin	Principal

b. Duties

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

Each school-based leadership team member is responsible for providing input and/or data on the MTSS process. Administration is present to assist with the allocation of resources and providing alternative ideas in how to provide students with tier 2 & 3 interventions. Administration is also responsible for ensuring the fidelity of instruction. Guidance is present to discuss and question/ concerns with how the process is being implemented. Reading Coach is present to discuss progress monitoring data and discuss the effectiveness of the tier 2 & 3 interventions being provided based on the progress monitoring data. School psychologist is present to discuss questions or concerns with the process or paperwork involved in the MTSS process. MTSS coordinator is present to facilitate meeting and discuss what is and is not working for the school's MTSS process/procedures.

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.

We have several routes to monitor the implementation of MTSS structures. We have monthly core MTSS team meetings to address how school the MTSS system is working. We look at school wide data to address what the needs are for the school. After looking at the data we discuss the best way to allocate our resources the address the needs of the school/grade level. Each teacher meets with the MTSS coordinator on a monthly basis to look at data and discuss the needs of their individual students. The data used is comprised of the following: classroom assessments, State-wide standardize assessments, performance matters. In addition, training's are held 3 times a year (after each progress monitoring window to look at grade level /classroom data. In these training's we discuss how each grade level is implementing their tier 2 & 3 interventions and grade level fidelity.

OKES used District Title II funds to support a writing curriculum that is research-based and relevant to current writing standards and expectations.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Benjamin Osypian	Principal
Cindy Hate	Parent
Mark Gerling	Parent
Laura Schiller	Teacher
Rebekah Lafferty	Parent
Miki Laigaie	Parent
Chris Laigaie	Parent
Catrina Vargas	Parent
Jaime Furry	Parent
Sarah Anderson	Parent
Marilyn Caneva	Teacher
Melissa Alvarado	Parent
Jaime Patton-Hart	Teacher
Kim Vickers	Teacher
Nancy Allesee	Teacher
Stacy Johnson	Teacher
Michelle Bishop	Teacher
Julia Fenrich	Teacher
	Student

b. Duties

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

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

a. Evaluation of last year's school improvement plan

OKES's School Grade was a A for the 2016-17 school year. We will continue to focus on improving math, reading, and science proficiency. OKES will also be focusing on learning gains in the bottom quartile students.

b. Development of this school improvement plan

The OKES SAC team was involved in the development of this school improvement plan through its collaboration in the areas of teacher input, parental input and its administrative input. The SAC OKES team assisted in the process through the forum presentation of the goals and strategies that support the OKES School Improvement Plan.

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

At this time, there is no projected use of school improvement funds or allocations towards projects.

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

At this time, there is no projected use of school improvement funds or allocations towards projects.

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
Bird, Kirianne	Assistant Principal
Schell, Nick	Assistant Principal
Osypan, Benjamin	Principal

b. Duties

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

The major initiative of the Literacy Leadership Team for the 2017-18 School Year will be the Old Kings Owls Read, Reading Counts Contest, Dr. Seuss Night, Poetry Night, Battle of the Books throughout the elementary school district.

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.

Some of the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction:

- *Daily collaborative planning time
- *Monthly grade-level professional development
- *Monthly grade-level team collaboration on MTSS students
- *Daily iii instruction that supports collaborative conversations about students

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

Person Responsible- Benjamin Osypian, Kirianne Bird, Nickolas Schell
District Human Resource Department will provide the school with a list of all highly-qualified applicants that have applied for the available positions. Administration will interview applicants and offer positions to those most qualified. Once teachers are on staff, a mentor, along with a team leader will be provided to those teachers to assist in transitioning into Flagler County Public Schools. New hires will also meet with an administrator on a routine basis to discuss any issue that a teacher may need to address or want assistance.

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

New teachers to Old Kings Elementary School will be provided a mentor teacher. Teachers with National Board Certification and/or Clinical Education Training will be used the mentors. Mentor and Mentees will be required to meet on a monthly basis. Support will also be given to the new teachers from district and school administration, guidance counselors and media specialist. Mentee teachers are also provided the opportunity to model classrooms within the school and District.

If an administrator recognizes that data shows that a teacher is in need of intervention, the administrator will meet with the teacher to discuss areas of concern or need, review available options, and assist the teacher in the development of the IPDP to reflect the appropriate interventions. Administrators will be reviewing data following each progress monitoring period; however through observation (both formal and informal) an administrator may identify a need for intervention at any time. Options for assisting the teacher include, but are not limited to, one-on-one coaching opportunities with the reading coach; assignment to a mentor teacher; or assignment to ongoing professional development offered by the District.

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.

Old Kings ensures that its core instructional programs and materials are aligned to Florida's standards by continued growth and development of curriculum programs, instructional guides and professional development focusing on the standards.

*Curriculum programs and resources were selected to fully support and align closely to Florida's Standards with rigor and relevance.

*Instructional guides map out the development of the Florida standards in relationship to student achievement and growth.

*Professional Development is aligned to student needs and supports both student and teacher access to the Florida Standards.

b. Instructional Strategies

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

OKES analyzes student achievement data in both 'real time' and archival methods. This data is reviewed on a monthly basis to ensure that differentiated instructional opportunities are identified to meet the diverse needs of all students. In addition, OKES review of data with the district curriculum department to align and share best practices with other District schools with updated and concurrent data.

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: Summer Program

Minutes added to school year: 0

Ongoing Professional Development for teachers and staff

Strategy Rationale

Continuous improvement in core academic areas

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Osy pian, Benjamin, osypianb@flaglerschools.com

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

*ERO tracking of professional development

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.

Transition to Pre-K to Kindergarten: When a Pre K to Kindergarten student registers parents are given a date and time to meet with the kindergarten guidance counselor for an assessment and orientation. The parent and student are given a tour of the school. Kindergarten students and parents are also invited to come to meet the teacher the Friday before school starts so the student and parent can get familiar with the teacher.

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.

n/a

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

n/a

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

n/a

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.

n/a

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.** Increase students at level 3 and above as measured on FSA English Language Arts (ELA)
- G2.** Increase level 3 or above students as measured on FSA Mathematics

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. Increase students at level 3 and above as measured on FSA English Language Arts (ELA) 1a

G098566

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	70.0
ELA/Reading Gains	65.0
ELA/Reading Lowest 25% Gains	55.0

Targeted Barriers to Achieving the Goal 3

- Lack of instruction in Cluster 3 - Integration of knowledge and ideas of weaknesses prevalent in grade levels as a whole.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Progress monitoring meetings will be held with all grade level teachers to determine progress of students.
- Classroom assessments and progress monitoring
- Assessment data results and comparisons to previous assessments.
- Professional Development

Plan to Monitor Progress Toward G1. 8

SIP Progress Monitoring Meeting

Person Responsible

Benjamin Osypian

Schedule

On 12/31/2017

Evidence of Completion

Meeting Minutes/Sign in

Plan to Monitor Progress Toward G1. 8

SIP Mid-Year Review

Person Responsible

Benjamin Osypian

Schedule

On 4/30/2018

Evidence of Completion

Mid-Year review in CIMS

Plan to Monitor Progress Toward G1. 8

School Grade Results

Person Responsible

Benjamin Osypian

Schedule

On 7/31/2018

Evidence of Completion

Step-0 needs assessment for next year, gap analysis

G2. Increase level 3 or above students as measured on FSA Mathematics 1a

G098567

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	75.0
Math Gains	70.0
Math Lowest 25% Gains	55.0

Targeted Barriers to Achieving the Goal 3

- Lack of instruction in the area of Measurement prevalent in grade levels as a whole.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Progress monitoring meetings will be held with all grade level teachers to determine progress of students.
- Professional development that focuses specifically on the needs of ESE and low SES students.
- Available data and progress monitoring tools such as FSA data , i-Ready Math Assessments, Eureka Math Test data

Plan to Monitor Progress Toward G2. 8

SIP Progress Monitoring Meeting

Person Responsible

Benjamin Osypian

Schedule

On 12/31/2017

Evidence of Completion

Meeting minutes/sign-in sheet

Plan to Monitor Progress Toward G2. 8

SIP Mid-Year Review

Person Responsible

Benjamin Osypian

Schedule

On 4/30/2018

Evidence of Completion

Mid-Year review in CIMS

Plan to Monitor Progress Toward G2. 8

State Assessment Results

Person Responsible

Benjamin Osypian

Schedule

On 7/31/2018

Evidence of Completion

Step-0 needs assessment for next year, gap analysis

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. Increase students at level 3 and above as measured on FSA English Language Arts (ELA) **1**

 G098566

G1.B2 Lack of instruction in Cluster 3 - Integration of knowledge and ideas of weaknesses prevalent in grade levels as a whole. **2**

 B265219

G1.B2.S1 Provide professional development on ELA standards and shifts **4**

 S281112

Strategy Rationale

Strategic professional development that focuses on areas of weakness.

Action Step 1 **5**

Professional Development on FSA ELA standards and curriculum.

Person Responsible

Kirianne Bird

Schedule

Monthly, from 8/10/2017 to 6/1/2018

Evidence of Completion

PD Sign-in sheets

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

Professional Development on FSA ELA Standards and curriculum

Person Responsible

Benjamin Osypian

Schedule

Quarterly, from 8/10/2017 to 6/1/2018

Evidence of Completion

Informal/Formal Observations

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

Review of student level data for targeted areas

Person Responsible

Benjamin Osypian

Schedule

Quarterly, from 8/10/2017 to 6/1/2018

Evidence of Completion

Comparison of Progress Monitoring Data, statewide assessments, district assessments, class assessments

G2. Increase level 3 or above students as measured on FSA Mathematics 1

G098567

G2.B3 Lack of instruction in the area of Measurement prevalent in grade levels as a whole. 2

B265223

G2.B3.S1 Provide Professional Development and Standards alignment in the area of Measurement 4

S281119

Strategy Rationale

Continuous improvement on integrating curriculum and FSA standards

Action Step 1 5

Professional Development on Florida Standards and curriculum

Person Responsible

Kirianne Bird

Schedule

Quarterly, from 8/10/2017 to 6/1/2018

Evidence of Completion

PD Sign in Sheets

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Professional Development on FSA Math Standards and curriculum

Person Responsible

Benjamin Osypian

Schedule

Semiannually, from 8/10/2017 to 6/1/2018

Evidence of Completion

Informal and Formal Observations

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Review of student level data for targeted areas

Person Responsible

Benjamin Osypan

Schedule

Quarterly, from 8/10/2017 to 6/1/2018

Evidence of Completion

Classroom assessment, progress monitoring assessment, district assessment, curriculum review

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1 M410956	SIP Progress Monitoring Meeting	Osygian, Benjamin	12/1/2017	Meeting Minutes/Sign in	12/31/2017 one-time
G2.MA1 M410971	SIP Progress Monitoring Meeting	Osygian, Benjamin	12/1/2017	Meeting minutes/sign-in sheet	12/31/2017 one-time
G1.MA2 M410957	SIP Mid-Year Review	Osygian, Benjamin	4/1/2018	Mid-Year review in CIMS	4/30/2018 one-time
G2.MA2 M410972	SIP Mid-Year Review	Osygian, Benjamin	4/1/2018	Mid-Year review in CIMS	4/30/2018 one-time
G1.B2.S1.MA1 M410952	Review of student level data for targeted areas	Osygian, Benjamin	8/10/2017	Comparison of Progress Monitoring Data, statewide assessments, district assessments, class assessments	6/1/2018 quarterly
G1.B2.S1.MA1 M410953	Professional Development on FSA ELA Standards and curriculum	Osygian, Benjamin	8/10/2017	Informal/Formal Observations	6/1/2018 quarterly
G1.B2.S1.A1 A379008	Professional Development on FSA ELA standards and curriculum.	Bird, Kirianne	8/10/2017	PD Sign-in sheets	6/1/2018 monthly
G2.B3.S1.MA1 M410969	Review of student level data for targeted areas	Osygian, Benjamin	8/10/2017	Classroom assessment, progress monitoring assessment, district assessment, curriculum review	6/1/2018 quarterly
G2.B3.S1.MA1 M410970	Professional Development on FSA Math Standards and curriculum	Osygian, Benjamin	8/10/2017	Informal and Formal Observations	6/1/2018 semiannually
G2.B3.S1.A1 A379017	Professional Development on Florida Standards and curriculum	Bird, Kirianne	8/10/2017	PD Sign in Sheets	6/1/2018 quarterly
G1.MA3 M410958	School Grade Results	Osygian, Benjamin	6/1/2018	Step-0 needs assessment for next year, gap analysis	7/31/2018 one-time
G2.MA3 M410973	State Assessment Results	Osygian, Benjamin	6/1/2018	Step-0 needs assessment for next year, gap analysis	7/31/2018 one-time

V. Professional Development Opportunities

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

G1. Increase students at level 3 and above as measured on FSA English Language Arts (ELA)

G1.B2 Lack of instruction in Cluster 3 - Integration of knowledge and ideas of weaknesses prevalent in grade levels as a whole.

G1.B2.S1 Provide professional development on ELA standards and shifts

PD Opportunity 1

Professional Development on FSA ELA standards and curriculum.

Facilitator

Reading Coach, Administration, District Curriculum Team

Participants

Faculty and Staff

Schedule

Monthly, from 8/10/2017 to 6/1/2018

G2. Increase level 3 or above students as measured on FSA Mathematics

G2.B3 Lack of instruction in the area of Measurement prevalent in grade levels as a whole.

G2.B3.S1 Provide Professional Development and Standards alignment in the area of Measurement

PD Opportunity 1

Professional Development on Florida Standards and curriculum

Facilitator

Participants

Schedule

Quarterly, from 8/10/2017 to 6/1/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B2.S1.A1	Professional Development on FSA ELA standards and curriculum.				\$0.00
2	G2.B3.S1.A1	Professional Development on Florida Standards and curriculum				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide	General Fund		\$0.00
			<i>Notes: iExcell Curriculum Support Program</i>			
					Total:	\$0.00