Cypress Junction Montessori

2018-19 Schoolwide Improvement Plan

Cypress Junction Montessori

220 5TH ST SW, Winter Haven, FL 33880

www.cypressjunction.org

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School PK-8	No	12%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	33%

School Grades History

Year	2017-18	2016-17
Grade	C	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

N/A

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

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.

2018-19 DA Category and Statuses for Cypress Junction Montessori

DA Region and RED	DA Category and Turnaround Status
Southwest -	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Cypress Junction Montessori encourages the development of the whole child by providing a comprehensive Montessori education.

b. Provide the school's vision statement.

We do this through:

- Cultivating independent thought, foundational skills, awareness of their environment, empathy for others, social ease, and high self-esteem in every student.
-Establishing within each child the intellectual, emotional, and physical rigor needed to become a self directed learner, flexible thinker, and creative problem solver.
-Supporting each student's ever-increasing curiosity about the world in which they live.
-Instilling the values and skills necessary to help our students to grow up to be successful global citizens.
-Bringing academic standards and student passions together to fuel a desire to learn.
-Cypress Junction Montessori sets children on a path that embraces creativity, builds self awareness and helps them develop the academic skills, physical tools and personal confidence necessary for lifelong success.

2. School Environment

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

Dr. Montessori's Method has been time tested, with over 100 years of success in diverse cultures throughout the world. Here at CJM we encourage the students to be explore their passion, share their interests, and be responsible for their learning path. The study of the world's cultures intersects with many other disciplines. Students at CJM will study the world's cultures through exploration of their people, arts and contribution to literature, mathematics and science. Extant and extinct cultures will be researched, their cultures demonstrated and explained. As an exploration of other cultures, CJM will open its classroom to peoples of other cultures in order to become more aware of the mixing of culture and its outcomes.

Parental involvement is a contributing factor to student success. CJM commits to offering parents information that will help them guide their children toward success. Minimally, parents will be encouraged to attend two conferences per year at which the student, teacher and parent might review the student's current educational progress. The Principal and teachers will be available through phone and email as needed. Since the school community is small, teachers and parents will be in close proximity often, which will also encourage communication.

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

Cypress Junction Montessori believes respect and responsibility are automatic, and can only be altered if a member of our community acts in a way justifying an alteration in this assumption. Students are afforded freedom within their learning experience, something we expect students to parallel with responsibility. This gives students a sense of importance and having control over their

environment results in a mutual respect for their teachers and fellow students.

We mirror these sentiments beyond the school hours and walls. Expecting our students to volunteer within the community, be a part of their society, and develop skills necessary for lifelong success and responsibility.

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.

Maria Montessori developed the concept of "normalization" to describe the process by which each child acquires certain personality characteristics that lead to success in the classroom and throughout life. A "normalized" child will love learning, be kind to others, develop concentration and good work habits, and become independent. Our goal is to create and maintain an environment in which each child can successfully reach this level of normalization.

Normalization of the classroom begins with the modeling of the appropriate behavior by the teacher combined with a high level of respect for each student. Many discipline problems can be avoided by the following proactive strategies practiced in every Montessori of Winter Haven classroom.

The teacher will:
1. Provide a structured Montessori environment in which a child feels secure and confident to choose his/her work
2. Set behavioral expectations through classroom instruction, role modeling, and class meetings
3. Post and discuss classroom rules and the Montessori Standards of Behavior
4. Redirect a child and use conflict resolution techniques
5. Work one-on-one with children who need additional guidance
6. Refer child to Student Success Team to discuss ways to help him/her succeed in the classroom

The behavioral expectations we have for the children are:
1. Respect yourself, others and our environment.
2. Demonstrate responsibility, respect, and self-restraint.
3. Treat all classroom materials with great respect and care.
4. Return all things to their proper place.
5. Keep the environment clean and orderly.
6. Keep bathrooms neat and clean at all times.
7. When in the classroom, be "engaged" in an activity/job at all times.
8. Work quietly in the classroom.
9. Use walking feet at all times except when on the playground.
10. Be quiet when walking on the decks and sidewalks around the classrooms and offices.

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.

Cypress Junction Montessori's small community allows for personalized attention to students and allows our teachers to adjust curriculum to meet specific student needs. Social-emotional and behavioral concerns will be addressed as needed with students, parents, and teachers. In cases where the Montessori Method and materials or the school's staff does not address the special needs of an individual child, CJM will contract with outside therapists and/or social workers to provide needed services.

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.

CJM's early warning system includes monitoring the following metrics:

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or mathematics
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	4	8	12	2	11	0	0	0	0	0	37

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	

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

CJM intervention strategies include the following:

- Convening conferences with parents and students to set up goals and a timeline for follow up.
- Allowing and scheduling individual work time with the student's teacher throughout the work cycle.
- Fostering small group setting to meet the student needs.
- Setting up a peace section for students to reflect on their behavior and academic progress.
- Individual conferences with students to review strategies to improve (emphasizing student responsibility for their learning).
- Redirecting students and reminding them of goals they set and commitments they agreed to.

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

Family participation is a key element of a Montessori education. We have created a Parent Involvement Group who meets regularly to assess school needs and assist where/as necessary. Our community of administrators and teachers work the car line and front lobby each morning to ensure face time is had with our entire family community on a daily basis. We also release a parent newsletter once a month on a school wide level, as well as a classroom specific level to keep parents informed of the happenings at the school, and maintain the open line of communication. Parent conferences are scheduled school wide, as well as upon request should parents find a need/desire to discuss student progress, and progress reports are distributed with verbatim comments to ensure progress monitoring of our students.

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.

Cypress Junction Montessori was founder and built by a group of local parents and community members whose vision was to make Montessori education available to students in the Greater Winter Haven community. Community support comes from parents, grandparents, guardians, community leaders, business professionals, and more. CJM has received many offers to help in the form of fundraising, community awareness enhancement, and volunteer services. Due to the large community interest we utilize tools such as social networks, email newsletters and a website to ensure individuals supporting the progress of the project are regularly informed and engaged. We have garnered support from the City of Winter Haven Mayor and Commissioners who support choices in education to encourage the individual learning needs and developments of our community's children, the Winter Haven Public Education Partnership who is committed to ensuring Winter Haven schools
are unequaled in quality, relevance, and student performance, the Winter Haven Chamber of Commerce who has a focus on the educational landscape of Winter Haven, and the Kiwanis Club of Winter Haven who supports the diversity of education options where children have the chance to learn, experience, and dream.

CJM strives for Montessori authenticity using means such as service-learning, project-based learning, and community partnerships that maximize student achievement in a cost-effective manner. Service Learning
projects are conceived in the school community and CJM will create a lasting and profound understanding and respect for all cultures and living beings through an interdisciplinary, developmentally appropriate, and respectful teaching and learning philosophy. CJM takes advantage of the vast resources available in the Winter Haven/Polk county area. Students will create and use partnerships with the community as both a source of knowledge
and as a means of applying what they learn to give back. Children will learn to give back through service to our community as a logical extension of the values of the Montessori philosophy.

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
Winningham, Karen	Other
Erol, Nicole	Principal

b. Duties

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

Cypress Junction Montessori is operated by an Executive Director as well as a Principal who both report to the Board of Directors and are responsible for the daily operations of the school. The two fulfill the responsibility of the administrative staff and undergo an annual evaluation by the board. The Executive Director looks at all
responsibilities from a financial/business perspective and the Principal reviews all decisions from an educational
point of view. In addition, the Principal will oversee on-site personnel, ensure teachers fully understand the
tenets of Montessori education and integrate them with the Florida Standards to ensure student success.

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.

CJM's Executive Director manages school finances and utilizes a prioritization system to determine the focus and direction of needed funds for teachers and students. CJM Board of Directors hold monthly meetings whereas the ED reports on school gaps and direction for the coordination of school funds.

All resources are inventoried and managed in an ongoing excel file to ensure organization and tracking of student supplies is transparent.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
	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, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

N/A

b. Development of this school improvement plan

N/A

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

N/A

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

N/A

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

b. Duties

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

N/A

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

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

Cypress Junction Montessori has instituted a co teaching environment for our various teaching levels. Teachers in our "lower elementary" classrooms for example (3 in total with 1 assistant), work collaboratively and meet on a weekly (daily if necessary) basis to discuss education direction, lesson planning, specific student needs, etc.

In addition to the classroom level collaboration, teacher staff meetings are held monthly to foster positive communication regarding what's happening at the school overall. The small community and staff allow for visibility and transparency in educational needs. It fosters a great team environment where sharing techniques and successes is evident and beneficial.

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

CJM recruits Highly Qualified teachers by advertising teaching positions locally as well as through Montessori
resources. The Board of Directors assists with drafting advertisements identifying the school and requesting the submission of both a resume and a cover letter explaining the applicant's intent. CJM also encourages grassroots
advertising like word-of-mouth, internet, and community bulletin boards, etc.

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

CJM teachers all participate in a long distance learning Montessori certification program through the Center for Guided Montessori Studies (CGMS). This program pairs each teacher up with an independent mentor/Montessori experienced teacher to assist with Montessori specific topics and guidance. As a new school this outside resource and experience is crucial in mentoring teachers new to the Montessori realm.

Mentoring occurs on a regular basis via regular group teleconferences, one on one email/phone conversations and onsite classroom visits/observations.

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 Montessori curriculum integrates seamlessly with the Florida Standards, ensuring our students meet or exceed the standards set across the country. CJM uses Transparent classroom, an online software program, used give student and parent feedback in an objective as well as subjective way. The tool allows for student tracking, lesson management, mastery progress monitoring, etc, and aligns all core Montessori lesson with the Florida standards to ensure the instructional program aligns as necessary, and supports CJM's mission and vision.

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.

In order for CJM to achieve its educational goals and objectives as stated, baseline assessments will be collected each fall to measure student performance and provide yearly baseline information for school administration and instructional staff. Baseline data will be used for planning student Personal Education Plans, as well as tracking individual, grade level, and school-wide progress and gains through the months leading up to Spring current state required criterion-referenced assessments. This information, along with other relevant student academic records from previous schools will provide the necessary baseline instructional data demonstrating specific strengths and needs of our students. Baseline data will be monitored, tracked and used for future comparison of achievement of the same student while enrolled. CJM will provide frequent assessments for optimal instructional response in real time.

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

Strategy: Extended School Day

Minutes added to school year: 0

Montessori is based around individual needs of each student. Data is collected and analyzed by the teacher to group students by their needs. The Montessori materials help support the students needs. For higher level students more materials are provided to help understand complex concepts. Students also explore concepts in real-world terms. Students are given real-life situations where they would have to solve problems. This helps the students understand how concepts relate to real-life. Students are assessed with a rubric and teacher observations. The teacher then meets with the student to formulate goals to help the student succeed.

Strategy Rationale

If a student has difficulty understanding division then the teacher will introduce the student to racks and tubes (Montessori lesson assisting with the concrete understanding of the concept). This material will help support the student's abilities. For Montessori mastery is that the student is able to present a lesson to their peers.

Strategy Purpose(s)

- Enrichment

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

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

Montessori assessment rubrics through Transparent Classroom.

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, §
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.

All incoming students will be evaluated to create a baseline of academic performance to determine grade level
placement. When available, data from the district will be used to place new students. The basis for making promotion will reflect consideration of the following: classroom work plans, portfolio assessments, daily observations, state assessment, and other objective data.

Students will receive an Academic Success Plan if they meet one of the following criteria:
- Does not meet specific levels of performance as determined by the Polk County School Board in:
- Reading and/or
- Mathematics
- Does not meet specific levels of performance on statewide assessments at selected grade levels.

The Academic Success Plan is developed in consultation with the student's parents or legal guardians and will be monitored at intervals throughout the year.

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"Â? 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.   At least 50% of the students will meet higher standards and score a 3 or higher as evidenced by the 2018-2019 Florida Standards Assessment Science Exam.

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. At least 50% of the students will meet higher standards and score a 3 or higher as evidenced by the 2018-2019 Florida Standards Assessment Science Exam. `1a`

🔍 G100848

Targets Supported `1b`

Indicator	Annual Target
Statewide Science Assessment Level 3	50.0

Targeted Barriers to Achieving the Goal `3`

- Not having background knowledge in science.

- Not having basic skills in reading.

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

- I-ready reading supplemental instruction.

- SRA Science Laboratory

Plan to Monitor Progress Toward G1. `8`

I-ready reading instructional usage time.

Person Responsible
Nicole Erol

Schedule
Monthly, from 8/13/2018 to 5/13/2019

Evidence of Completion
I-ready progress reports.

Plan to Monitor Progress Toward G1. `8`

FAIR Assessment

Person Responsible
Nicole Erol

Schedule
Triannually, from 8/13/2018 to 5/13/2019

Evidence of Completion
FAIR Assessment Results

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. At least 50% of the students will meet higher standards and score a 3 or higher as evidenced by the 2018-2019 Florida Standards Assessment Science Exam. `1`

🔑 G100848

G1.B1 Not having background knowledge in science. `2`

🔑 B271976

G1.B1.S1 Implementing SRA Science Laboratory. `4`

🔑 S287970

Strategy Rationale

Students build background knowledge and retain core science ideas and vocabulary by working independently at their own reading levels.

Action Step 1 `5`

Implementation of the SRA Science Laboratory.

Person Responsible

Nicole Erol

Schedule

Weekly, from 8/13/2018 to 5/13/2019

Evidence of Completion

Science laboratory card and activity completion.

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

Science Assessments

Person Responsible

Nicole Erol

Schedule

Semiannually, from 8/13/2018 to 5/13/2019

Evidence of Completion

Progress monitoring science assessments.

G1.B2 Not having basic skills in reading. 2

🔍 B271977

G1.B2.S1 Teach reading strategies and evaluate. 4

🔍 S287971

Strategy Rationale

Increased reading strategies will ready students for a variety of directions that may be addressed on the test.

Action Step 1 5

I-ready supplemental reading computer instructional time will be given twice a week.

Person Responsible

Nicole Erol

Schedule

Weekly, from 8/20/2018 to 5/13/2019

Evidence of Completion

I-ready instructional usage progress report.

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

Progress monitoring reports.

Person Responsible

Nicole Erol

Schedule

Triannually, from 8/13/2018 to 5/13/2019

Evidence of Completion

i-ready progress monitoring reports.

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

Monitor learning gains of students at end of year assessments from prior year.

Person Responsible

Nicole Erol

Schedule

On 6/1/2019

Evidence of Completion

ELA FSA scores

V. Professional Development Opportunities

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

G1. At least 50% of the students will meet higher standards and score a 3 or higher as evidenced by the 2018-2019 Florida Standards Assessment Science Exam.

G1.B2 Not having basic skills in reading.

G1.B2.S1 Teach reading strategies and evaluate.

PD Opportunity 1

I-ready supplemental reading computer instructional time will be given twice a week.

Facilitator

I-ready

Participants

Teachers, Administration

Schedule

Weekly, from 8/20/2018 to 5/13/2019

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Implementation of the SRA Science Laboratory.	$0.00
2	G1.B2.S1.A1	I-ready supplemental reading computer instructional time will be given twice a week.	$0.00
		Total:	$0.00

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2019					
G1.MA1 M427244	I-ready reading instructional usage time.	Erol, Nicole	8/13/2018	I-ready progress reports.	5/13/2019 monthly
G1.MA2 M427245	FAIR Assessment	Erol, Nicole	8/13/2018	FAIR Assessment Results	5/13/2019 triannually
G1.B1.S1.MA1 M427241	Science Assessments	Erol, Nicole	8/13/2018	Progress monitoring science assessments.	5/13/2019 semiannually
G1.B1.S1.A1 A390633	Implementation of the SRA Science Laboratory.	Erol, Nicole	8/13/2018	Science laboratory card and activity completion.	5/13/2019 weekly
G1.B2.S1.MA1 M427243	Progress monitoring reports.	Erol, Nicole	8/13/2018	i-ready progress monitoring reports.	5/13/2019 triannually
G1.B2.S1.A1 A390634	I-ready supplemental reading computer instructional time will be given twice a week.	Erol, Nicole	8/20/2018	I-ready instructional usage progress report.	5/13/2019 weekly
G1.B2.S1.MA1 M427242	Monitor learning gains of students at end of year assessments from prior year.	Erol, Nicole	6/1/2019	ELA FSA scores	6/1/2019 one-time