

Moore Haven Elementary School

401 TERRIER PRIDE DR SW, Moore Haven, FL 33471

[no web address on file]

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
73%

Alternative/ESE Center
No

Charter School
No

Minority
58%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	C	B	A

School Board Approval

This plan is pending approval by the Glades 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.

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, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education'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 resources available to support the goals and barriers that could hinder achieving those goals (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 is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

It is the mission of Moore Haven Elementary School to create life-long learners by providing a quality education in a safe environment of trust, understanding and respect.

Provide the school's vision statement

Striving to be Florida's premier learning organization.

School Environment

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

Relationship building is quite easy in a small town. The majority of our teachers have known our students and their families for their entire lives. Those teachers or students that are new to our community get a chance to meet and learn about each other at our annual 'Get Acquainted Night,' which is held the Thursday evening prior to the first day of school for our students. This gives the teachers, parents and students a chance to get to know each other in a festive, less-formal atmosphere.

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

Our school mission statement stresses the need for students to feel safe and respected, and all staff area hired based on their belief in and ability to help us achieve our mission.

Before- Staff are posted in strategic locations throughout the school 30 minutes before school begins. All students are directed to report to our school cafeteria when they arrive at school. There they will find the principal, the assistant principal and a staff member for each grade level to support them and ensure their safety.

During- Supervision is a priority at MHES. Students walk in a single-file line whenever they leave the classroom. Good behavior is rewarded. An adult is assigned to each classroom in physical education (for example, if two classrooms are in physical education at the same time, we will have two adults to teach/supervise).

After- Every staff member has duty after school. Students are escorted to busses and/or car pick-up, and teachers are directed to stay with them until they depart safely. Students whose parents are supposed to pick them up but fail to do so are escorted to the front office where their parent is called and reminded.

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

MHES posts and practices our procedures and expectations with students frequently, especially at the beginning of the school year. We use a 'sliding scale' for behavior in our classrooms that rewards students for exceeding our expectations and corrects students for failing to meet our expectations. Students start the day on the scale in "Ready to Learn" territory. As they exceed our expectations, they rise up the scale to "Flying High", then "Reaching New Heights" and finally "King of the Jungle."

Students who are having a bad day will drop to "Falling Quickly," then "Caution-Danger Ahead," and finally "Contact Authorities (Parent Phone Call)." We use a token reward system (marbles in a jar) when the classroom does well. When enough marbles are acquired, the classroom receives an award.

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

MHES partners with Glades/Hendry Mental Health to counsel with selected students weekly. Students in need of their services are identified by staff members and/or parents, and parents are required to sign a consent form before their child can visit with a counselor. Lutheran Services offers counseling and services for families of students who are habitually truant. MHES asks Lutheran Services to step in when the school's help and guidance fail to alleviate the truancy.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

- 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

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

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

Indicator	Grade Level							Total
	K	1	2	3	4	5	6	
Attendance below 90 percent	15	13	9	4	5	5	6	57
One or more suspensions	8	12	9	12	6	5	9	61
Course failure in ELA or Math	4	7	5	4	4	3	4	31
Level 1 on statewide assessment	0	0	0	18	14	5	12	49
	0	0	0	0	0	0	0	

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		
Students exhibiting two or more indicators		2	1	3	1	3	2	2	14

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

Early Warning Students- A school-based team will be formed to determine appropriate intervention strategies for these students. MHES will provide at least 10 days written notice of the meeting to the

student's parent, indicating the meeting's purpose, time and location, and provide the parent the opportunity to participate. Strategies may include those listed below.

Attendance- MHES uses the Guidance Counselor as the lead person for enforcing the Glades Truancy Program. Parents of students showing poor performance will receive reminder phone calls using our robo-call program, letters signed by the principal reminding parents of the statutes requiring school attendance, and finally two mandatory meetings with teachers and members of the school leadership team. A plan is made with the assistance of the student and parents, and outside agencies (Ex. Lutheran Services) enter the picture when necessary. In extreme circumstances, the superintendent will be asked to petition the sheriff's office to arrest the parents for contributing to the delinquency of a minor

School discipline issues- MHES believes in its mission to create a climate of trust, understanding and respect. In keeping with this mission, parents and outside agencies are brought in to help as often as possible. Glades/Hendry Mental Health visits weekly to talk to students whose parents agree, as does Lutheran Services. MHES also works closely with the Severely Emotionally Disturbed Network (SedNet) to discuss strategies to employ for specific students, and Behavior Analysis Inc. helps our teachers with Applied Behavior Analysis

Academic Needs- MHES uses data to identify students who are below grade level. These students are given the help they need in small groups, intensive interventions in Terrier Time and in separate classroom settings with the Intensive Reading Teacher, and are invited to our "GAP in the Neighborhoods" program. Parents are invited and encouraged to check their child's grades weekly using our school website to check their child's progress and avoid 'grade surprise'. MHES offers three open houses after business hours for parents to discuss their child's progress with teachers, and also allows for private conferences at flexible times. Transportation to and from these private conferences is available upon request.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

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

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

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

Our school has organized a Parent Teacher Organization that consists of 2 chair people and officers. The PTO is planning our second Community Breakfast in September for law enforcement officers, community

leaders, veterans, etc.. They are also participating in the Halloween Carnival which is sponsored every year by the local schools. They will be participating at Christmas on the Caloosahatchee, which is a school and

community event that takes place every year in our local park. They will be helping with the school's 46th Birthday party that will take place in December at Christmas on the Caloosahatchee. They are also planning more fundraisers that will help benefit our school. Finally, they sponsor I-Ready Fun Day for our

primary grade students to encourage them to do their best on our end-of-year tests. Our School Advisory Council is working hard to provide honor roll parties for our students. They are also planning an FCAT Fun Day for students who participated in the FCAT. They are working to provide a lightning detector for our school. They are also trying to create a male outreach program, a high school mentorship program, and identify an area and donations to help underprivileged students raise livestock (and earn money for college) for 4-H competitions.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Langdale, Felinda	Assistant Principal
Hlmgson, Kristi	Instructional Coach
Scruggs, Barbara	Guidance Counselor
Brickel, Jim	Principal

Duties

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

Principal- Instructional Leader of the school.
 Chooses supplemental curriculum and data collecting programs to guide staff through the Florida Continuous Improvement Cycle.
 Leads weekly Professional Learning Communities.
 Advertises for instructional and non-instructional positions, leads the leadership team through the interview process, and recommends staff to the school board
 Leads the observation, evaluation and employee discipline process.
 Updates school website, and school marquees regularly. Sends robo-calls to parents almost weekly.
 Guides the professional development of the staff.
 Ensures that the Mission and Vision of the school is being realized in every decision and action that is made.
 Serves as a guiding member of the School Advisory Council.
 Leads "Preparing New Principals" program.
 Asst. Principal- Lead Manager of the School
 Participates in the observation, evaluation and employee discipline process
 Participates in interview and hiring process
 Leads custodial staff
 Enforces the District Code of Conduct as the designee of the principal
 Guidance Counselor
 Serves as Florida State Assessment Testing Coordinator for the school
 Enforces the Glades Truancy Program
 Oversees Glades/Hendry Mental Health and Lutheran Services visits
 Oversees the MTSS process as the designee of the principal
 Oversees IDEA mandates to ensure that disabled students are granted their right to a free, appropriate public education
 Reading Coach
 Collects and manages data with the principal

Observes staff and offers professional development on demand
 Joins weekly Professional Learning Communities
 Leads the Beginning Teacher Program for the district
 Helps to write and carry out the District Reading Plan.

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

MHES endeavors to use a systems approach to leadership to maximize the learning of our students. The Principal and Reading Coach lead the staff in choosing instructional materials (adopted and non-adopted) that best present the Florida State Standards to our students. They meet weekly with the grade levels in Professional Learning Communities to discuss the growth of our students and plan for 'next steps', whether they involve targeted professional development, changes in small groups, MTSS interventions, or lesson plan adjustments. They discuss the needs of the classroom teachers during this time to find ways to use federal, state, district and school funds to maximize learning (example- technology repair or replacement needs).

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Bryan Prowant	Parent
Queenie Bell	Parent
Nohemi Mayorga	Parent
Jim Brickel	Principal
Pauline Lewis	Education Support Employee
Ana Orellana	Parent
Kim Roberts	Parent
Bertha Toledo	Teacher
Debbie Pressley	Business/Community
Vanessa Garcia	Business/Community
Charlie Watts	Business/Community
Felinda Langdale	Principal
Melissa Hines	Parent
Reba Woodward	Parent
Waynette Rives	Parent

Duties

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

Evaluation of last year's school improvement plan

The school principal reports the data to the School Advisory Council as soon as it becomes available, and suggests the school's recommended plan to move forward to the council. The SAC discusses that data and the plan, and alters and adds to that plan as it feels necessary.

Development of this school improvement plan

The principal and School Advisory Council discuss this plan as they evaluate last year's plan.

Preparation of the school's annual budget and plan

The school principal uses the discussion mentioned above to prepare a draft improvement plan for the advisory council and the school board. After further discussing the draft, those bodies approve the budget and plan "with changes." The principal then adds the changes and marks the document as approved.

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

Total Budget- \$2,950
3 Honor Roll Parties- \$372.78
FCAT/I-Ready Fun Day- \$2,573.22

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Brickel, Jim	Principal
Hlmgson, Kristi	Instructional Coach
Ahern, Kell	Teacher, K-12
Beck, Emma Ruth	Teacher, K-12
Decker, Pamela	Teacher, K-12
Garrett, Stefanie	Teacher, K-12
Hare, Lesle	Teacher, K-12
Stokes, Lainey	Teacher, K-12
Tillery, Sarah	Teacher, ESE
Toledo, Bertha	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT meets monthly with the chair, Kristi Hingson, to go over data and ways to improve reading strategies. The Reading Coach collects data pertaining to student reading development and designs strategies for teachers to implement within their classrooms to increase reading gains. The Principal oversees the implementation process and reviews, with the Reading Coach, data to

determine if the strategies are working. The administration is also responsible for providing Professional Development for those teachers that have difficulty implementing the reading strategies. The Grade Level Chairs review the data and learn how to implement the strategies. They offer insight into strengths and limitations of each strategy which helps to determine what Professional Development needs to be offered in order to make the strategies successful. The LLT will be focusing on implementing the common core standards into the k-6 classrooms. Students should be able to understand the text at higher complexity thinking, rather than simply be able to read the text with no comprehension. Students will learn to think across subject areas as their reading passages will be relevant to science, social studies and writing.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

MHES builds grade levels with the personalities of teachers in mind. New hires are expected to help the school to fulfill its mission and vision and quickly become a positive part of our school culture. Each grade level has a common planning and lunch period as well as the ability to share lesson plans on the internet. Grade levels are required to meet once/week as Professional Learning Communities with the principal and instructional coach, but they each meet on their own almost daily during lunch and planning to discuss and share lesson plans, good teaching strategies and data.

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

Moore Haven Elementary School uses a web-based application system that allows us to advertise positions to any interested party. Q-Tips, Glades County's Teacher Induction Program, helps new teachers adjust to the teaching profession in a small, rural county. Glades County Schools offers supplements for leadership positions and for completion of the reading endorsement.

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

All teacher at MHES are experienced, so we have no formal mentoring program this year. Grade level chairs, our intensive reading teacher and our instructional coach are always available to offer advice to teachers who are struggling.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Moore Haven Elementary School sent representatives to district committees that were responsible for adopting language arts and mathematics curriculums that aligned to the Florida Standards. Those committees analyzed the list of state-approved curriculums, discussed the curriculums with the

vendors, and looked over the sample materials that those vendors provided. The committees then made recommendations to the district. Those recommendations were accepted by the district, and the curriculums were purchased.

Instructional Strategies

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

MHES will primarily be using I-Ready and FCAT Explorer for data collection purposes. We will benchmark test our students three times/year in Language Arts and Mathematics using the I-Ready program. This program will also progress monitor the students once/month. We will benchmark test our students in Science three times/year using tests created from FCAT Testmaker and placed on the Performance Matters site for testing and data analyses. Each week students will take a "Brickel Test" on a specific benchmark to check proficiency. If 80% of the students in the class score an 80% or higher on the "Brickel Test", the teacher of that class can wear jeans the next week.

Data will be analyzed for many purposes:

- a) to re-teach a benchmark if the class did not 'get it'
- b) to create small, flexible groups in Language Arts and Mathematics
- c) to create grade level groups for 'Terrier Time'
- d) to identify students for our after-school 'GAP in the Neighborhoods' program
- e) to identify students in need of MTSS support.

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: 6,380

Identified students are bussed to different locations (churches, community centers) in the neighborhood where they will work with MHES teachers and para-professionals to reach grade level expectations.

Strategy Rationale

Students are bussed to their neighborhoods to alleviate the problem of transportation. we will transport them to an area close to their home when school lets out-then they will have just a short walk/car ride home at the end of the program day.

Studies have shown that the best way to 'catch up' is more time in direct instruction in the area of need. GAP in the Neighborhoods addresses that need.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Hare, Leslie, leslie.hare@gladesschools.org

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

I-Ready growth for the students who attend GAP.

Strategy: Extended School Day

Minutes added to school year: 3,600

Bus schedules have been altered to allow an extra 20 minutes/day of instruction time. This time will be used for Terrier Time, where students move to different classrooms in their grade level to work on benchmarks that they are having difficulty mastering.

Strategy Rationale

Studies have shown that the best way to 'catch up' is more time in direct instruction in the area of need. Terrier Time further addresses that need.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Brickel, Jim, jim.brickel@gladesschools.org

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

Weekly "Brickel Test" data will show that students are mastering the benchmarks they are struggling with.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

MHES is working hard to make certain that our students are 'kindergarten ready'. We meet monthly with the Redlands Christian Migrant pre-school to coordinate our efforts. Students at their school visit our kindergarten classrooms frequently so that their teachers can see the rigor of the kindergarten standards, and the students can become accustomed to our school well before the first day of kindergarten. MHES also holds its own summer vpk program which is now fully accredited by the Southern Association of Colleges and Schools and recognized as a "Blue Ribbon School". Plans are now underway to expand the program to a full day, full year program for the 2015/2016 school year. Our fifth and sixth grade classrooms are departmentalized so that our students are more prepared for the secondary experience. Students are given lockers as well. We have not, however, removed the collaboration at these grade levels that often accompanies secondary programs. Our teachers in these grade levels are located close to each other, have common planning periods, and are required to meet weekly in Professional Learning Communities.

College and Career Readiness

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

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

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

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

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.** Teachers will use high-yield strategies identified through research by Dr. John Hattie to increase learning in their classrooms
- G2.** Student proficiency scores in Language Arts will increase to show 80% of students on or above grade level on the Florida State Assessment
- G3.** Student proficiency scores in Mathematics will increase to show 80% of students on or above grade level on the Florida State Assessment

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Teachers will use high-yield strategies identified through research by Dr. John Hattie to increase learning in their classrooms **1a**

🔑 G042612

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - All Students	71.0

Resources Available to Support the Goal **2**

- Visible Learning by Dr. John Hattie (8 copies)
- Common Planning Time

Targeted Barriers to Achieving the Goal **3**

- Not enough books for entire staff

G2. Student proficiency scores in Language Arts will increase to show 80% of students on or above grade level on the Florida State Assessment 1a

G042002

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	71.0

Resources Available to Support the Goal 2

- Language Arts Series (Reading Street)
- I-Ready
- PD 360
- Florida Ready

Targeted Barriers to Achieving the Goal 3

- Time for teachers and staff to work with students

G3. Student proficiency scores in Mathematics will increase to show 80% of students on or above grade level on the Florida State Assessment 1a

G041998

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	81.0

Resources Available to Support the Goal 2

- Mathematics Series
- I-Ready
- PD 360
- Ready Florida

Targeted Barriers to Achieving the Goal 3

- Time for teachers and staff to work with students

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. Teachers will use high-yield strategies identified through research by Dr. John Hattie to increase learning in their classrooms **1**

 G042612

G1.B2 Not enough books for entire staff **2**

 B104025

G1.B2.S1 Teachers in selected grade levels will conduct a book study during their PLCs using Dr. John Hattie's Visible Learning research. **4**

 S115151

Strategy Rationale

Proficiency in Reading and Mathematics varies greatly by grade level. Teachers whose data repeatedly shows poor proficiency and growth require the book study immediately. Those with acceptable levels of learning could still benefit from the book study, but the need is not as acute.

Action Step 1 **5**

Selected teachers will conduct a book study during PLC time using Visible Learning by Dr. John Hattie

Person Responsible

Kristi HIngson

Schedule

Weekly, from 9/9/2014 to 12/9/2014

Evidence of Completion

Teachers will participate in discussions during book study

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

Walk thru and student data will be collected to monitor implementation and effectiveness of the book study

Person Responsible

Jim Brickel

Schedule

Daily, from 9/17/2014 to 6/1/2015

Evidence of Completion

Walk thru data showing strategies are being used effectively, and student data showing significant growth.

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

Walk thru and student data will be collected to monitor implementation and effectiveness of the book study

Person Responsible

Jim Brickel

Schedule

Daily, from 9/15/2014 to 6/1/2015

Evidence of Completion

Walk thru data showing strategies are being used effectively, and student data showing significant growth.

G2. Student proficiency scores in Language Arts will increase to show 80% of students on or above grade level on the Florida State Assessment **1**

 G042002

G2.B2 Time for teachers and staff to work with students **2**

 B102213

G2.B2.S1 Change afternoon bus schedule to allow extra 20 minutes/day of classroom instruction. Time will be used for intensive interventions in identified benchmarks **4**

 S113409

Strategy Rationale

Teachers are 'on the clock' until 3:15 in the afternoon, but the district bussing schedule has students heading home at 2:30. By working with the transportation department, we can dismiss students at 2:50, adding an hour and 20 minutes of instruction time to our week at virtually no cost to the district.

Action Step 1 **5**

District bus schedule will be altered to provide 20 extra minutes/day of instruction for intensive interventions

Person Responsible

Jim Brickel

Schedule

Daily, from 8/18/2014 to 6/1/2015

Evidence of Completion

Students are dismissed at 2:50, Walk-Thru data shows students at Terrier Time working on identified benchmarks.

G3. Student proficiency scores in Mathematics will increase to show 80% of students on or above grade level on the Florida State Assessment **1**

G041998

G3.B2 Time for teachers and staff to work with students **2**

B104019

G3.B2.S1 Change afternoon bus schedule to allow extra 20 minutes/day of classroom instruction. Time will be used for intensive interventions in identified benchmarks. **4**

S115147

Strategy Rationale

Teachers are 'on the clock' until 3:15 in the afternoon, but the district bussing schedule has students heading home at 2:30. By working with the transportation department, we can dismiss students at 2:50, adding an hour and 20 minutes of instruction time to our week at virtually no cost to the district.

Action Step 1 5

District bus schedule will be altered to allow extra time in classrooms for intensive interventions in identified benchmarks.

Person Responsible

Jim Brickel

Schedule

Daily, from 8/18/2014 to 6/1/2015

Evidence of Completion

Students are dismissed daily at 2:50. Classroom walk-thru data shows students in Terrier Time working on interventions in identified benchmarks.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B2.S1.A1	District bus schedule will be altered to provide 20 extra minutes/day of instruction for intensive interventions	Brickel, Jim	8/18/2014	Students are dismissed at 2:50, Walk-Thru data shows students at Terrier Time working on identified benchmarks.	6/1/2015 daily
G3.B2.S1.A1	District bus schedule will be altered to allow extra time in classrooms for intensive interventions in identified benchmarks.	Brickel, Jim	8/18/2014	Students are dismissed daily at 2:50. Classroom walk-thru data shows students in Terrier Time working on interventions in identified benchmarks.	6/1/2015 daily
G1.B2.S1.A1	Selected teachers will conduct a book study during PLC time using Visible Learning by Dr. John Hattie	HIngson, Kristi	9/9/2014	Teachers will participate in discussions during book study	12/9/2014 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.MA1	Walk thru and student data will be collected to monitor implementation and effectiveness of the book study	Brickel, Jim	9/15/2014	Walk thru data showing strategies are being used effectively, and student data showing significant growth.	6/1/2015 daily
G1.B2.S1.MA1	Walk thru and student data will be collected to monitor implementation and effectiveness of the book study	Brickel, Jim	9/17/2014	Walk thru data showing strategies are being used effectively, and student data showing significant growth.	6/1/2015 daily

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Teachers will use high-yield strategies identified through research by Dr. John Hattie to increase learning in their classrooms

G1.B2 Not enough books for entire staff

G1.B2.S1 Teachers in selected grade levels will conduct a book study during their PLCs using Dr. John Hattie's Visible Learning research.

PD Opportunity 1

Selected teachers will conduct a book study during PLC time using Visible Learning by Dr. John Hattie

Facilitator

Kristi Hingson

Participants

Identified Grade Level Teachers

Schedule

Weekly, from 9/9/2014 to 12/9/2014

G2. Student proficiency scores in Language Arts will increase to show 80% of students on or above grade level on the Florida State Assessment

G2.B2 Time for teachers and staff to work with students

G2.B2.S1 Change afternoon bus schedule to allow extra 20 minutes/day of classroom instruction. Time will be used for intensive interventions in identified benchmarks

PD Opportunity 1

District bus schedule will be altered to provide 20 extra minutes/day of instruction for intensive interventions

Facilitator

Jim Brickel

Participants

Grade Level Teachers during PLCs

Schedule

Daily, from 8/18/2014 to 6/1/2015

G3. Student proficiency scores in Mathematics will increase to show 80% of students on or above grade level on the Florida State Assessment

G3.B2 Time for teachers and staff to work with students

G3.B2.S1 Change afternoon bus schedule to allow extra 20 minutes/day of classroom instruction. Time will be used for intensive interventions in identified benchmarks.

PD Opportunity 1

District bus schedule will be altered to allow extra time in classrooms for intensive interventions in identified benchmarks.

Facilitator

Jim Brickel

Participants

Grade Level Teachers in PLCs

Schedule

Daily, from 8/18/2014 to 6/1/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Grand Total	0