

# Killarney Elementary



2014-15 School Improvement Plan

## Killarney Elementary

2401 WELLINGTON BLVD, Winter Park, FL 32789

[ no web address on file ]

### School Demographics

**School Type**  
Elementary

**Title I**  
Yes

**Free/Reduced Price Lunch**  
100%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
67%

### School Grades History

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

### School Board Approval

This plan was approved by the Orange County School Board on 2/10/2015.

### 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
Focus	3	<a href="#">Ella Thompson</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

To lead our students to success with the support and involvement of families and the community.

##### **Provide the school's vision statement**

To be the top producer of successful students in the nation.

#### School Environment

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

We began the school year by teaching our students the "Guidelines for Success" and our Killarney Creed. The Creed is recited every morning to begin our day on a positive note. Teachers are encouraged to hold class meetings in which relationships can be built among the teacher and students. Class meetings also allow for conflict resolution to occur in a positive manner. Cultural diversity is celebrated throughout the school year. One particular event will be our "Holidays Around the World" parent involvement night in which families can create holiday-themed crafts from different countries and learn about their significant cultural importance.

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

Students are greeted in the morning as they arrive on campus by supervising staff members strategically placed throughout the campus. After students receive their breakfast, they have designated waiting areas supervised by faculty members. While in their waiting areas, students read quietly until they are dismissed to their classrooms. During the school day, school-wide procedures are followed according to our Safe School plan and CHAMPS approach. Each classroom teacher has established rules and procedures so students know what is expected of them. School-wide procedures are established, students are trained, and positive reinforcements are given to students adhering to the procedures. Our school campus is a safe campus. To ensure their safety, students are required to move about the campus in pairs. A badge-entry system is located on all exterior doors so that only approved visitors may gain entry. After school, students are dismissed in an orderly fashion by an adult staff member to their designated waiting locations. Parents picking up students in the car-rider line or as a walker must show a Killarney Pickup sign. If an unknown adult attempts to pick up a child, identification is checked and verified along with the student's emergency information card before releasing the child.

##### **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**

Killarney Elementary implements the CHAMPS approach for positive behavior reinforcement. Students are expected to follow the CHAMPS guidelines for success when in common areas as well as in classrooms. Teacher representatives from each grade level have been trained in CHAMPS, and all teachers will have received training before the end of the school year. When students do not adhere to established expectations, teachers follow the tiered level of

consequences for in-class discipline. After all levels of consequences have been exhausted and administrative support is needed, teachers utilize the Killarney Crisis Intervention Codes protocol. For students who must be removed from the classroom due to severe behavior, the Alternative Room is used for deescalation. After the student has calmed down, school and classroom expectations are reviewed, and the student is returned to class.

Killarney utilizes the Multi-Tiered Support System (MTSS) for students showing a need for increased behavioral support. Data is collected on those students for a specified period of time, the behavior team meets to develop a plan for the students to ensure that students are placed in the least-restrictive environment.

**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**

Killarney Elementary receives support for students in need of social-emotional counseling through Aspire Health Partners. Students may be recommended by their teachers, and consent forms are signed by parents prior to enrolling any student in the counseling program. Students may meet with the Aspire counselor individually or in small groups, and family counseling services are offered as well.

**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**

Students are closely monitored in each of these early warning indicators through regularly-scheduled data meetings. Depending on student needs, interventions are put in place, and the effectiveness is monitored. Tiered approaches are utilized when data indicates downward trend. We know that schools that implement tiered interventions are more often able to keep students on track towards graduation. In addition to tiered interventions, we also have a team of educators reviewing early warning data indicators as well as using that data to determine that appropriate interventions are being implemented with fidelity.

To further disaggregate the data, a chart was developed to be able to identify and sort students by priority and need. A coding system was developed using the early warning system indicators. Based on those indicators, students are tagged with the following priority:

- Level 3: highest priority (having two or more warning signs)
- Level 2: mid-level priority (having one or two warning signs)
- Level 1: low priority (doing well with current interventions)

**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	
Attendance below 90 percent	26	18	16	13	7	15	95
One or more suspensions	5	6	2	5	0	7	25
Course failure in ELA or Math	0	1	6	3	6	12	28
Level 1 on statewide assessment	0	0	0	26	9	24	59

*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	
Students exhibiting two or more indicators	1	3	4	9	2	12	31

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

All students excluding students who received a FCAT Level 5 on Reading during the 2013-2014 school year participate in an extra hour of instruction each day. This extra hour is focused on reading instruction with a differentiated approach. Students work on specific skills through Lexia Core 5 and Reading Plus. Additionally, teachers work with small groups of students to reinforce deficient skills. Tier III students (those in need of core plus more plus more), participate in a protected intervention block of time every morning in which they receive specialized instruction targeting their deficient skills. Both the extra hour of reading instruction and the protected intervention time in the morning target students who have scored a Level 1 on the statewide assessment as well as students who have shown failure in ELA. Students who, in mathematics, have earned a Level 1 or have failed receive differentiated instruction during the 60-minute mathematics block.

Student attendance data is monitored on a biweekly basis. Personalized phone calls are made along with social worker home visits for students who are beginning to accumulate excessive absences. Incentives are given each nine-week marking period for perfect attendance as well as for good progress in academics and behavior.

Positive behavior support plans are developed for students to eliminate potential suspensions. These behavior support plans target desirable behaviors so students can be successful in the general education classroom. Data is collected and monitored to determine effectiveness.

**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**

We will use our Title I plan for Parental Involvement at Killarney Elementary.

**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 is fortunate to have extensive community support through faith-based organizations as well as business partners. We have a dedicated staff member who reaches out to and builds the partnership with our community members.

Our faith-based partners volunteer weekly on campus by packing food bags for our impoverished students in addition to volunteering in classrooms during our extra hour of reading instruction. Our business partners are supportive in donating both their time and financial resources. They are an integral part in ensuring that our students are successful here at Killarney Elementary.

We thank our partners for their continued support by inviting them to be a part of Killarney functions as well as having our students give back by sharing their talents and writing thank you notes.

## 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
Steinke, Kelly	Principal
Hawkins, Drew	Assistant Principal
Braden, Erin	Dean
Armel, Melissa	Dean
Stowell, Julie	Dean
Bartolotta, Kelly	Instructional Coach

#### Duties

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

Administrator: Assist and observe teachers with data-based decision making skills to ensure MTSS is working with fidelity. Meet with teachers to discuss progress monitoring of students in Tier II. Provide assistance for Tier III instruction along with program or activities.

Reading Coach: Will provide model for K-12 reading plan, coach, and support in data collection for grades K-5. Provide activities and administer Tier III instruction to groups of students who have been identified through data analysis.

MTSS Coach: Assist and observe teachers with data-based decision making skills to ensure MTSS is working with fidelity. Meet with teachers to discuss progress monitoring of students in Tier II. Provide assistance for Tier III instruction along with program or activities.

CRT: Provide and lead professional development for core curriculum areas. She will identify systematic patterns of student and teacher needs; work weekly with District Coaches to provide research based strategies to support classroom needs. The CRT will participate in data collection, progress monitoring, data meetings and student assessments.

Varying Exceptionality Teachers: Will provide Tier 3 instruction, participate in data collection, and collaborate with general education teachers.

Staffing Specialist: He will assist in decision making for intervention/enrichment; plan Educational Planning and Staffing Meetings.

School Psychologist: Assist decision making teams with data collection, interpretation, and analysis of data. She will provide professional development for MTSS and support intervention process.

Speech and Language Pathologist: Attend Educational Planning Team meetings to help identify and recommend appropriate activities for students who have been screened.

***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***

During bi-weekly team meetings with grade levels, the principal, members of the Leadership Team, School Psychologist, and Social Worker will work with teachers to analyze data and implement/modify interventions. The team will collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Currently we are using federal, state, and local funds as followed;

Title I and SAI funds: are used for after-school tutoring to target Level 1 and Level 2 students.

Title I & Title II: substitutes are hired to teach when teachers are out of the classroom for District professional development opportunities.

Title X: Killarney Elementary participates in the McKinney-Vento Program (homeless). This program assists our families who are in need with food, shelter, school supplies, transportation, field trips, and/or other related items.

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Kelly Steinke	Principal
Sandra Richardson	Parent
Adam Benson	Parent
Cynthia Fraga	Parent
Lorraine Speegle	Education Support Employee
Jennifer Hepker	Teacher
Monica Starr	Parent
Ann Clement	Business/Community
Lisa Collier	Teacher
Carey Krzeminski	Parent
Whitney Verrett	Parent
Kimberly Oliver	Parent
Amanda Dockery	Parent
Lorinda Buck	Parent
Meggin Senz	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 Improvement Plan was evaluated several times during the school year. Parents, teachers, and community members gave input. SAC members reflected on the effectiveness of last year's initiatives, made suggestions, and revisions were made to the SIP as needed.

*Development of this school improvement plan*

Killarney's SAC evaluated the 2013-2014 School Improvement Plan at the final meeting of the school year. Notes were made as to the successes and areas for improvement. In addition, parent responses from the Comprehensive Needs Assessment were taken in to account in order to create this year's SIP. Current data as well as district initiatives were utilized in the decision-making process.

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

During the 2013-2014 school year, a budget advisory committee was formed with the intent of analyzing areas of need and determining areas of priority for funding for the next school year. The SAC also took part in giving suggestions for budget planning.

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

An allotment of \$2,766.67 for School Improvement was left over from last year's funding. This was rolled over into the 2014-2015 fiscal budget and will be utilized for additional collaborative planning time for teachers. School Improvement initiative expenditures were primarily taken from Title I funding for the 2013-2014 school year.

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

No

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

At this time, we are in need of members to serve on our SAC for this school year to accurately represent our diverse student population. Principal Steinke will be reaching out to families urging them to be a part of the School Advisory Council.

**Literacy Leadership Team (LLT)**

**Membership**

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

Name	Title
Stowell, Julie	Instructional Coach
Steinke, Kelly	Principal
Braden, Erin	Instructional Coach
Armel, Melissa	Instructional Coach
Hawkins, Drew	Assistant Principal

**Duties**

***Describe how the LLT promotes literacy within the school***

The major initiatives of the LLT will be to support and promote the District K-12 Reading Plan. Each member of the team is assigned a grade level to meet during grade level PLC time. Teachers will be supported and provided with all the tools they need so that students can meet their reading proficiency levels. The team will monitor school-wide data and make adjustments using the results from biweekly and quarterly assessments.

**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**

Teachers are required to meet in Professional Learning Communities once a week in order to collaboratively plan for units of instruction in both ELA and Mathematics. Additional PLC meetings may happen as needed. During those meetings, data is examined and instructional practices are discussed. PLC meetings are lead by a designated PLC coach in addition the grade level's team leader. Norms are developed, and team leaders are instructed to build strong, positive working relationships. Minutes and agendas from each PLC meeting are uploaded on to Killarney's SharePoint site for monitoring purposes. Teams are also given a full-day of planning at least once each semester in addition to their weekly PLC meetings.

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

Vacancies are posted through the District. All candidates are screened through the District process and names are sent to principal. Candidates are interviewed and hired based on meeting the qualifications needed for our school culture.

Killarney Elementary will retain highly qualified teachers by providing staff development opportunities, mentorship, constant monitoring of best practices in the classroom and instructional coaching. Principal will conduct data meetings to determine instructional effectiveness as well as pair novice teachers with mentor teachers to allow for professional growth. Instructional and Reading Coaches will provide support in all content areas to classroom teachers. Principal will work with NLC Staffing Manager to identify highly qualified candidates.

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

The rationale for pairing new teachers with mentors is based on veteran teachers' ability to work with peers and willingness to collaborate with teachers on what is and is not working well. Novice teachers will be given opportunities to observe mentor teachers, review and plan for lessons, along with tracking portfolio requirements.

## 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***

The district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the standards-based resources during daily instruction.

#### 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***

During collaborative planning times, teachers create formative assessments to measure daily learning targets for each ELA and/or Mathematics lesson they teach. Teachers formatively assess the daily lessons to ensure that students are reaching proficiency, and small group instruction is planned to

differentiate instruction for students who are in need of additional instruction. At the end of each unit of instruction, an assessment is administered to measure the level of proficiency for each of the district's Measurement Topic Plans (MTPs) in both ELA and Mathematics. Data is collected and uploaded after the completion of each unit of instruction into the district's Performance Matters data warehouse. The administrative team reviews the data periodically diagnosing trends and supports teams with using the data to drive instructional decisions.

***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:** 10,800

An extra hour of reading instruction was added to our normal school day. This instruction is focused on reading skills. Students receive small group instruction with the teacher, independent practice, and computer-based learning using the Lexia Reading Core 5/Reading Plus programs.

### ***Strategy Rationale***

Through extended learning opportunities for reading instruction, students receive individualized support in reading skills. As they progress through the five foundational areas of reading through teacher-led lessons, prescribed computer-based lessons, and independent learning, students will gain the necessary skills to be proficient readers.

### ***Strategy Purpose(s)***

- Core Academic Instruction

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

Steinke, Kelly, [kelly.steinke@ocps.net](mailto:kelly.steinke@ocps.net)

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

Skills reports from Lexia are pulled regularly to monitor students' usage and skill proficiency. In addition, benchmark tests will be administered after each grading period to determine students' progress.

**Strategy:** Extended School Day

**Minutes added to school year:** 10,800

Students who perform above grade level in reading are pulled for literacy enrichment instruction. Students participate in reading skill building along with literature circles using current and relevant literature chosen to engage the students in authentic reading experiences.

**Strategy Rationale**

Students who are above grade level in reading should continue to be challenged, therefore, these students will receive enrichment opportunities to provide more rigorous learning opportunities.

**Strategy Purpose(s)**

- Enrichment

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

Steinke, Kelly, kelly.steinke@ocps.net

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

Benchmark tests will be administered after each grading period to determine students' progress.

**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**

In April we invite the community to participate in an early Kindergarten Registration. We encourage parents to take a tour in our Kindergarten classrooms, and we give them an overview of expectations for Kindergartners. In the fall when Kindergarten students enter our school, we administer the Florida Kindergarten Readiness Screener (FLKRS). It is a subset of early childhood behaviors which the teacher observes the first 30 days of school. Students are also assessed on letter names and sounds.

To prepare our students for secondary education and College and Career Readiness, we

**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**

N/A

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

N/A

**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

**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

## 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.** To improve core instruction by using standards-based instruction.

## 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. To improve core instruction by using standards-based instruction.** 1a

G055843

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	70.0
AMO Reading - All Students	71.0

**Resources Available to Support the Goal** 2

- District coaches
- District curriculum tools
- Regularly scheduled common planning times
- PLC coaches

**Targeted Barriers to Achieving the Goal** 3

- Lack of a deep understanding of how to plan rigorous, meaningful units of instruction using the new Florida state standards

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

Improved formative assessment data, improved standards-based unit plans, richer common formative assessments, increased quality of instruction

**Person Responsible**

Kelly Steinke

**Schedule**

Weekly, from 8/22/2014 to 5/29/2015

**Evidence of Completion**

Formative assessment data, standards-based unit plans, formative assessments, quality instruction

## 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.** To improve core instruction by using standards-based instruction. **1**

 G055843

**G1.B1** Lack of a deep understanding of how to plan rigorous, meaningful units of instruction using the new Florida state standards **2**

 B140743

**G1.B1.S1** Teachers will use the North Learning Community's (NLC) systematic planning progress **4**

 S153053

### Strategy Rationale

To give teachers a framework for understanding the new Florida state standards and planning process

### Action Step 1 **5**

Introduce the NLC planning process to teachers

#### Person Responsible

Kelly Steinke

#### Schedule

On 8/12/2014

#### Evidence of Completion

Sign-in sheet, PowerPoint presentation, handouts

**Action Step 2** 5

Implement the NLC planning process

**Person Responsible**

Kelly Steinke

**Schedule**

Weekly, from 8/14/2014 to 6/3/2015

***Evidence of Completion***

PLC notes, lesson plans

**Action Step 3** 5

Monitor the NLC planning process

**Person Responsible**

Kelly Steinke

**Schedule**

Weekly, from 8/14/2014 to 6/3/2015

***Evidence of Completion***

Feedback on lesson plans, classroom walkthroughs and observations

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

PLC coaches attend weekly collaborative planning times

**Person Responsible**

Kelly Steinke

**Schedule**

Weekly, from 8/14/2014 to 6/3/2015

***Evidence of Completion***

PLC notes

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

Provide feedback to teachers on lesson plans

**Person Responsible**

Kelly Steinke

**Schedule**

Biweekly, from 8/15/2014 to 5/29/2015

***Evidence of Completion***

Lesson plans with actionable feedback

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Teachers deliver rigorous, quality instruction

**Person Responsible**

Kelly Steinke

**Schedule**

Biweekly, from 9/15/2014 to 5/29/2015

***Evidence of Completion***

Improved teacher data on iObservation, improved formative assessment student data

**G1.B1.S2 Strengthen the PLC process** 4

S153054

**Strategy Rationale**

To allow for deconstructing of standards, deep conversations of learning targets and goals, and unit lesson planning

**Action Step 1** 5

Provide a framework for collaborative planning

**Person Responsible**

Kelly Steinke

**Schedule**

Weekly, from 8/12/2014 to 6/3/2015

***Evidence of Completion***

PLC agendas, lesson plan framework, PLC notes

**Plan to Monitor Fidelity of Implementation of G1.B1.S2** 6

PLC coaches attend PLC meetings

**Person Responsible**

Kelly Steinke

**Schedule**

Weekly, from 8/14/2014 to 5/29/2015

***Evidence of Completion***

PLC notes

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2** 7

Consistency among teachers delivering quality, rigorous instruction

**Person Responsible**

Kelly Steinke

**Schedule**

Daily, from 8/18/2014 to 6/3/2015

**Evidence of Completion**

Improved teacher data on iObservation, improved student formative assessment data

**G1.B1.S3** Provide feedback to teachers on unit lesson plans and delivery of planned instruction 4

 S153055

**Strategy Rationale**

To improve consistency of implementation of high-yield strategies during the planning process and delivery of instruction

**Action Step 1** 5

Teachers submit unit lesson plans on SharePoint page

**Person Responsible**

Kelly Steinke

**Schedule**

Weekly, from 8/15/2014 to 6/3/2015

**Evidence of Completion**

Unit lesson plans

**Action Step 2** 5

Provide actionable feedback on unit lesson plans to teachers

**Person Responsible**

Kelly Steinke

**Schedule**

Biweekly, from 8/15/2014 to 5/29/2015

**Evidence of Completion**

Lesson plans with actionable feedback

**Plan to Monitor Fidelity of Implementation of G1.B1.S3** 6

Classroom walkthroughs to ensure implementation of high-yield strategies

**Person Responsible**

Kelly Steinke

**Schedule**

Biweekly, from 9/15/2014 to 5/29/2015

**Evidence of Completion**

iObservation data, district coach feedback

**Plan to Monitor Effectiveness of Implementation of G1.B1.S3** 7

Improved teacher data on iObservation

**Person Responsible**

Kelly Steinke

**Schedule**

Biweekly, from 9/15/2014 to 6/3/2015

**Evidence of Completion**

Teacher data on iObservation

**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
G1.B1.S1.A1	Introduce the NLC planning process to teachers	Steinke, Kelly	8/12/2014	Sign-in sheet, PowerPoint presentation, handouts	8/12/2014 one-time
G1.B1.S2.A1	Provide a framework for collaborative planning	Steinke, Kelly	8/12/2014	PLC agendas, lesson plan framework, PLC notes	6/3/2015 weekly
G1.B1.S3.A1	Teachers submit unit lesson plans on SharePoint page	Steinke, Kelly	8/15/2014	Unit lesson plans	6/3/2015 weekly
G1.B1.S1.A2	Implement the NLC planning process	Steinke, Kelly	8/14/2014	PLC notes, lesson plans	6/3/2015 weekly
G1.B1.S3.A2	Provide actionable feedback on unit lesson plans to teachers	Steinke, Kelly	8/15/2014	Lesson plans with actionable feedback	5/29/2015 biweekly
G1.B1.S1.A3	Monitor the NLC planning process	Steinke, Kelly	8/14/2014	Feedback on lesson plans, classroom walkthroughs and observations	6/3/2015 weekly
G1.MA1	Improved formative assessment data, improved standards-based unit plans, richer common formative assessments, increased quality of instruction	Steinke, Kelly	8/22/2014	Formative assessment data, standards-based unit plans, formative assessments, quality instruction	5/29/2015 weekly
G1.B1.S1.MA1	Teachers deliver rigorous, quality instruction	Steinke, Kelly	9/15/2014	Improved teacher data on iObservation, improved formative assessment student data	5/29/2015 biweekly
G1.B1.S1.MA1	PLC coaches attend weekly collaborative planning times	Steinke, Kelly	8/14/2014	PLC notes	6/3/2015 weekly
G1.B1.S1.MA2	Provide feedback to teachers on lesson plans	Steinke, Kelly	8/15/2014	Lesson plans with actionable feedback	5/29/2015 biweekly
G1.B1.S2.MA1	Consistency among teachers delivering quality, rigorous instruction	Steinke, Kelly	8/18/2014	Improved teacher data on iObservation, improved student formative assessment data	6/3/2015 daily
G1.B1.S2.MA1	PLC coaches attend PLC meetings	Steinke, Kelly	8/14/2014	PLC notes	5/29/2015 weekly
G1.B1.S3.MA1	Improved teacher data on iObservation	Steinke, Kelly	9/15/2014	Teacher data on iObservation	6/3/2015 biweekly
G1.B1.S3.MA1	Classroom walkthroughs to ensure implementation of high-yield strategies	Steinke, Kelly	9/15/2014	iObservation data, district coach feedback	5/29/2015 biweekly

## 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.** To improve core instruction by using standards-based instruction.

**G1.B1** Lack of a deep understanding of how to plan rigorous, meaningful units of instruction using the new Florida state standards

**G1.B1.S1** Teachers will use the North Learning Community's (NLC) systematic planning progress

### **PD Opportunity 1**

Introduce the NLC planning process to teachers

#### **Facilitator**

Kelly Steinke

#### **Participants**

Classroom teachers, Administrative team

#### **Schedule**

On 8/12/2014

## 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