

# Frances K. Sweet Elementary School



2014-15 School Improvement Plan

## Frances K. Sweet Elementary School

1400 AVENUE Q, Fort Pierce, FL 34950

<http://www.stlucie.k12.fl.us/fks/>

### School Demographics

**School Type**

Elementary

**Title I**

Yes

**Free/Reduced Price Lunch**

70%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

72%

### School Grades History

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

### School Board Approval

This plan is pending approval by the St. Lucie 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	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

F. K. Sweet is a traditional academic magnet school that maintains excellence by establishing positive partnerships between school, home and community. We take pride in providing all students with the opportunities for success.

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

Frances K. Sweet is a community of students, parents, and staff dedicated to the development of every individual's desire to learn and achieve success. Collectively, we provide a safe and caring environment that fosters a life-long passion for learning.

#### School Environment

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

Frances K. Sweet Elementary Magnet School is a traditional academic school of choice within the St. Lucie County School District. The primary objective is to develop each student's potential for learning and to foster positive interpersonal relationships. The core business is to create challenging, engaging and satisfying work for every student, every day. Our staff will ensure that relationship-building is a clear priority. We will identify and engage the school community stakeholders in assessing the current state of the cultural awareness and student-teacher relationships. We will implement evidence-based strategies to develop cultural awareness, improve student-teacher relations, and close existing social justice/equity gaps. The faculty members will use the first week of school to set a positive tone and clarify the values that will guide interpersonal interactions between students and between the teacher and students. The staff will be provided professional development in effective strategies for actualizing Marzano's Design Question 8: Establishing and Maintaining Effective Relationships with Students.

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

- \*History of Holocaust
- \*History of Africans and African Americans
- \*Hispanic Contributions
- \*Women's contributions
- \*Sacrifices of Veterans

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

At Frances K. Sweet the students feel safe and respected. Students learn to possess a high sense of responsibility. Through their sense of good values, positive actions and high moral conscience, students are taught to hold themselves accountable for their actions. The entire Frances K. Sweet school community embraces involvement in the educational development of all students. Through mutual respect and cooperation, parents and staff work collaboratively to help students become the best that they can be. Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment policies. Non-instructional staff, including office staff, bus drivers, cafeteria personnel and

after-school personnel will model and teach interpersonal expectations in non-academic settings and give instruction on reporting violations to the appropriate supervisors.

**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**

Frances K. Sweet is committed to implementing Positive Behavior Intervention and Support as an effective and proactive process for improving social competence and academic achievement for all students. Our mission is to promote a positive behavioral environment to foster academic success. F.K. Sweet's staff is committed to the implementation of PBIS.

Tier 1 : School-Wide PBIS Plan- Common school wide behavior processes are used to create a consistent structure that improves the interactions between students and staff.

Tier 2: Students who need more support in addition to school-wide positive behavior program are identified by the problem solving team. These students are provided the necessary interventions to improve their behavior. Tier 3: Intensive Intervention : Students not responding positively to Tier 1 classroom level or Tier 2 interventions. Tier 3 Intensive Individual Interventions are implemented through a flexible, but systematic, process of functional behavioral assessment and behavioral intervention planning.

**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**

At Frances K. Sweet the Multi-Tiered Systems of Support (MTSS) process is used to ensure students receive interventions based on reliable and valid data. Teams identify specific skill deficits and effective interventions are used to impact the social-emotional needs of all students. Students may be provided the following services but are not limited to these...Big Brother Big Sister, Suncoast Mental Health, YMCA, Sequal Care of Florida, Family Preservation Services, New Horizons, Hibiscus Children's Center and Helping People Succeed. Check-in/Check-out will be utilized with students in need of a positive adult interactions and positive feedback throughout the school day. School counselor will help provide a differentiated delivery of services based on student need. The school counselor will provide supplemental (focused small group counseling) and intensive supports (individual counseling) were needed.

### 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**

Frances K. Sweet implements a Multi-Tiered System of Supports to identify students that need additional support. MTSS is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading , mathematics, science, writing, and engagement.

Tiered intervention data will be housed in Performance Matters, Skyward, and progress monitoring data in EasyCBM.

Data will be used to guide instructional decisions and system procedures for all students to:

\*adjust the delivery of curriculum and instruction to meet the specific needs of students

- \*adjust the delivery of behavior management system
- \*adjust the allocation of school-based resources
- \*drive decisions regarding targeted professional development
- \*create student growth trajectories in order to identify and develop interventions

Managed data will include:

Academic

- \*Oral Reading Fluency Measures
- \*EasyCBM Benchmark Assessments
- \*Journeys Benchmark Assessments
- \*State/Local Literacy, Mathematics and Science Assessments
- \*FCAT 2.0/ FSA
- \*Student grades
- \*School site specific assessments

Behavior

- \*Suspensions
- \*Referrals by student behavior
- \*Office referrals per day per month
- \*Team climate surveys
- \*Attendance
- \*Referrals to special education programs

**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	6	5	5	3	2	5	26
One or more suspensions	2	2	2	0	3	0	9
Course failure in ELA or Math	8	6	8	6	3	1	32
Level 1 on statewide assessment	0	0	0	23	16	15	54
	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	
Students exhibiting two or more indicators	2	2	2	6	3	1	16

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

Effective multi-disciplinary teams are in place to problem solve and create action plans for the students identified by the early warning system. Tier 2 programs such as Wilson Corrective Reading, Wilson's Foundations, Journey's Toolkit, Earobics, and Tutorials will be used.

- \*Instructional staff members will be provided continuous professional development in various ways to use performance matters for data analysis.
- \*Instructional staff will be provided professional development opportunities; webinars, learning communities, peer support and self-reading.
- \*Instructional staff will be provided professional development on designing reflective questions to determine their depth of understanding.

\*Instructional staff will utilize a Language experience approach where students produce language in response to first-hand, multi-sensorial experiences.

\*Instructional staff will demonstrate to the learner how to do a task, with the expectation that the learner can copy the model. Modeling includes thinking aloud and talking about how to work through a task.

\*Students will work together in small intellectually and culturally mixed groups to activate and build prior knowledge.

\*Scales will provide a clear criteria for evaluating a product or performance on a continuum of quality will be utilized throughout the instructional process.

\*Notification procedures for parents, agency and community outreach will be utilized.

## 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 accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/180012>.

#### **Description**

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

**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**

Frances K. Sweet Magnet School believes in involving parents in all aspects of its educational program. Our school has received the Five Star Award for the past 15 years. Parental and community involvement are integral to the success of the school improvement efforts at F.K. Sweet.

\* Each community/business/agency maintains an ongoing active relationship with our school. They support our students with motivational rewards, donations to the media center and providing academic presentations.

## 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
Wright, Juanita	Principal
Cox, Jane	Assistant Principal
Francisco, Melanie	Teacher, K-12
Ackenbrack, Cara	Teacher, K-12
Routten, Nardi	Teacher, K-12
Langel, Cindy	Teacher, K-12
Lott, Traci	Teacher, K-12
Logue, Donald	Teacher, K-12
Nipper, Kristen	Teacher, K-12
Adams, Miesha	Teacher, ESE

### Duties

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

The instructional leaders provide a common vision and mission for the school.

The use of documents, charts, graphs are routinely used by the leaders to communicate "current realities."

The use of data-based decision-making, ensures that the school-based team is implementing the Florida State Standards.

The leaders document meetings that focus on student achievement.

The leaders communicate to parents and other stakeholders the School Improvement Plan goals and actions that are linked to targeted academic standards.

The leaders use the Florida State Standards to frame discussions on the quality and sufficiency of curriculum materials.

Leadership Team: The leadership team will meet monthly. Each grade level has a representative. (Identified above)

The leadership team will review school-wide data (academic and behavioral), and then review and finalize action plans. The leadership team will keep inventory of resources and identify areas of need. They will use problem-solving activities to determine how to apply the resources for the greatest impact. Together they will evaluate the resources and programs to determine that the needs of all students are being met. The Administration shall ensure data chats are conducted between school administration and teacher, and teachers and students following progress monitoring assessments.

1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.

2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.

3. The Leadership Team will provide levels of support and interventions to students based on data.

4. The leadership team will assess the end of year data.

***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***

All district and state initiatives are implemented across the grades and subjects as appropriate with full fidelity to the components of each initiative.

Core Team:

Core team meets at least 3-4 times a year to review universal screening data and progress monitoring data.

\*Administrator(s),Rtl:B Liaison, School Counselor, School Psychologist , School-based ESE Specialist,

SLP, K-2 Representative, 3-5 Representative

This core PST team will examine school-wide data and identify groups in need of academic or behavioral support. After determining that effective Tier 1 – Core Instruction is in place, the team will identify students who are not meeting identified academic/behavioral targets. The team will use a problem-solving process within a Multi-Tiered System of Supports to analyze progress monitoring data in reading, writing, mathematics, and science through progress monitoring assessments to inform instruction.

Based on the data and discussion, the team will identify students who are in need of additional academic and/or behavioral support and will provide that information to the Problem Solving Teams (PST). The core team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each Interventionist will have support documented in the intervention plan, and the interventionist and the support person will report back on all data collected for further discussion at future meetings. The team will collaborate with the SAC, PBS team, and school literacy team. Core team members will serve as members of smaller PST and schedule PST meetings (weekly). Core teams will communicate with parents/community to facilitate the understanding of Response to Instruction/Intervention.

Group PST:

Group PST - Administrator(s), School Counselor, Grade Level Teams

Meetings at this level include members of the Core PST meeting with grade level teams to review data, finalize identification of intervention groups, and/or review response of students receiving interventions. Teachers alone should not be making identification and intervention placement decisions.

Individual PST:

Individual PST- Administrator(s), School Counselor, School-based ESE Specialist, School Psychologist, Teacher, Parent

Individual PST meetings will occur upon a student being identified as needing more intensive Tier 3 intervention, a parent request, or for severe behavioral/academic needs whereas immediate action must take place in order to maintain safety or meet the Free and Appropriate Public Education requirements (FAPE).

## **School Advisory Council (SAC)**

### **Membership**

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

Name	Stakeholder Group
Juanita Wright	Principal
Michelle O'Keefe	Teacher
Cindy Langel	Teacher
Julia Melville	Teacher
Marla Liberatore	Teacher
Nardi Routten	Teacher
Christy Nuccio	Teacher
Robin Zabitosky	Teacher
Cary Schott	Teacher
Marcia Ochoa-McEwen	Parent
Wendy Mullins	Parent
Stella Geraghty	Parent
Michelle Franklin	Parent
Stephanie Bray	Parent
Kristina Busby	Parent
Maria Mendoza	Parent
Jessica Gould	Parent
Alicia Gomez	Parent
Jeannette Rizzo	Parent
Lisa Nelson	Business/Community

### 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 Advisory Council will meet monthly to examine school improvement efforts. During each meeting the School Improvement Plan will be discussed. The School Advisory Council will review and monitor the implementation of the School Improvement Plan. During the first School Advisory Council meeting the members will evaluate the effectiveness of last year's school improvement plan and use a problem-solving approach to determine areas of need.

*Development of this school improvement plan*

This school improvement plan was developed by the Leadership team and the School Advisory Council. The teams used the 8-Step Planning and Problem Solving process. Sign-in sheets and minutes from these meeting will be used for evidence of completion.

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

Using the 8-Step Planning and Problem Solving process the school's annual budget and plan will be used to determine the best use of the funds available.

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

School Improvement Funds were not available.

Title 1 Funds:

Collaborative Planning- \$9,441.90

Kagan Cooperative Learning- \$21,670.23

St. Lucie Public Schools' Framework for Quality Instruction- \$11,344.64

Writing Camp- \$1,842.40

Parent Involvement -\$1,173.13

Tutoring for 3rd - 5th - \$27,289.70

Kindergarten Screening-\$ 2,947.85

Curriculum Nights - \$1,000

**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
Wright, Juanita	Principal
Cox, Jane	Assistant Principal
Francisco, Melanie	Teacher, K-12
Taylor, Glenda	Teacher, K-12
Ascani, Kasey	Teacher, K-12
Ackenbrack, Cara	Teacher, K-12
Routten, Nardi	Teacher, K-12
Mayberry, Betty	Teacher, K-12
Tierney, Teresa	Teacher, K-12
DuPell, Genie	Instructional Media

#### Duties

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

The purpose of the Literacy Leadership Team (LLT) is to address reading concerns throughout the school. The team will analyze data and collaborate on strategies such as differentiation and the effectiveness of the core instruction. The LLT will develop and promote school-wide and classroom incentives to foster the love of reading. The LLT will ensure that teachers are using effective research based techniques and encourage students to be active participants in their education.

The major initiatives of the LLT consists of :

- \*Supporting the implementation of the St. Lucie County Literacy Routines
- \*Ensuring that teachers are using effective research based strategies
- \*Evaluating the effectiveness of core instruction
- \*Creating a professional learning community on the Daily 5

### 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**

The administration ensures appropriate resources are allocated to design a master schedule that allows for common planning time. The time will allow grade-level teachers to collaborate and make data-based decisions for problem-solving and professional development alignment to Florida Standards and lesson study.

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

The following strategies are used to recruit and retain highly qualified, certified-in-field, effective teachers:

1. Administration secures quality staff by retention of highly qualified staff.
2. New teachers attend district orientation and school orientation. New staff members are given a highly qualified mentor.
3. Monthly scheduled meetings for new teachers and their mentors are held.
4. Quality Instructional training with follow-up occurs during these meetings.
7. Administration will frequently observe and feedback to all staff members.
8. New teacher follows the SHINE (Supporting High-quality Induction for New Teachers) program
9. Instructional staff will be provided extensive, ongoing, job-embedded professional development to ensure they are provided with the resources to be effective and satisfied in their job.
10. Professional Development needs are determined by staff surveys, classroom observations, and data.
11. The faculty works to ensure that all teachers feel valued in their roles and understand the importance of a positive school culture and climate.

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

1. New teacher will follow the Supporting High-quality Induction for New Teachers (SHINE) Program.
2. New teachers will be provided a mentor which is a highly effective educator.
3. Together the mentor and mentee will complete and document target skills/activities on log sheets.
4. NEST Meetings
  - \*Held monthly at school site
  - \*Content based on the needs of the mentees with a strong emphasis on the Framework for Quality Instruction
  - \*Professional Development will be provided
5. Quarterly SHINE Professional Development Sessions will be available to mentees.
  - \*Quarterly sessions will support new teachers with an understanding of the Framework and how using various research based high yielding strategies (effectively) leads to an increase in student achievement. November 1, 2014, December 6, 2014, January 31, 2015, and March 7, 2015
  - \*Session Topics will be Florida Standards, Classroom Management, St. Lucie Public Schools Framework for Quality Instruction, other topics.

## **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 St. Lucie School District has provided our school with core instructional programs that are research based and aligned to the Florida's standards. The district has developed instructional pacing guides that are aligned to the Florida's standards or NGSSS in reading, writing, mathematics, and science. The administration will review and monitor the implementation of the Florida Standards or NGSSS in reading, writing, mathematics, and science. Our school creates ongoing opportunities for teachers to unpack the Florida Standard and to plan and discuss reading and writing curriculum that aligns to the standards. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

## **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***

MTSS is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention

The purpose of the Core PST is to review school wide data for the purpose of strengthening the Core learning environment.

Activities of the Core PST include:

- Determining school-wide learning and development areas in need of improvement
- Identifying barriers which have or could prohibit school from meeting improvement goals
- Developing action plans to meet school improvement goals (e.g., SIP)
- Identifying resources to implement plans
- Monitoring fidelity and effectiveness of core, tiered support & ESE instruction
- Managing and coordinating efforts between all school teams
- Supporting the problem solving efforts of other school teams

School-wide data will be used to guide instructional decisions and system procedures for all students to:

- adjust the delivery of curriculum and instruction to meet the specific needs of students
- adjust the delivery of behavior management system
- adjust the allocation of school-based resources
- drive decisions regarding targeted professional development
- create student growth trajectories in order to identify and develop interventions

The school ensures every teacher contributes to literacy improvement of every student by:

\*Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs

\*Creating a schedule with an uninterrupted 90 minute reading block

\*Creating a schedule with an additional 60 minute reading block

\*Creating a schedule with an uninterrupted 45 minute writing block

\*Creating a schedule with an uninterrupted 60 minute mathematics block

\*Providing Tier 3 instruction based on student needs

\*Providing resources to support instruction

\*Administering assessments which measure instructed standards

\*Conducting data chats

Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)

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

**Strategy: After School Program**

**Minutes added to school year: 2,700**

Title 1 After-School program that will assist identified 3rd - 5th grade students who have demonstrated an area of concern in Math or Science. The students will use STEM lessons and the Classwork program.

**Strategy Rationale**

Increase student achievement in Math and Science.

**Strategy Purpose(s)**

- Core Academic Instruction

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

Wright, Juanita, [juanita.wright@stlucieschools.org](mailto:juanita.wright@stlucieschools.org)

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

Data will be collected and analyzed to determine the effectiveness of the strategy.

**Strategy: Weekend Program**

**Minutes added to school year: 1,200**

The weekend writing program will provide enrichment writing opportunities for fourth and fifth grade students.

**Strategy Rationale**

Increase student achievement in English Language Arts.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

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

Routten, Nardi, [nardi.routten@stlucieschools.org](mailto:nardi.routten@stlucieschools.org)

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

Data will be collected and analyzed to determine the effectiveness of the strategy.

**Strategy: After School Program**

**Minutes added to school year: 2,700**

Title 1 After-School program that will assist 1st - 5th grade students

**Strategy Rationale**

Increase student achievement in Math and Reading.

**Strategy Purpose(s)**

- Core Academic Instruction

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

Wright, Juanita, [juanita.wright@stlucieschools.org](mailto:juanita.wright@stlucieschools.org)

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

Data will be collected and analyzed to determine the effectiveness of the strategy.

**Strategy: Summer Program**

**Minutes added to school year: 2,400**

This summer program will provide science enrichment activities for the incoming fifth graders.

**Strategy Rationale**

Increase student achievement in Science.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

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

Wright, Juanita, [juanita.wright@stlucieschools.org](mailto:juanita.wright@stlucieschools.org)

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

Data will be collected and analyzed to determine the effectiveness of the strategy.

**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**

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels and content areas. Staff members implement a formal process that promotes productive discussion about student

learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

### 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.** All staff will use the current data to drive rigorous planning in all content areas to increase student achievement.
  
- G2.** All staff will deliver Standards Based Instruction by effectively implementing the elements of the St. Lucie Public Schools' Framework for Quality Teaching and Learning.

## 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.** All staff will use the current data to drive rigorous planning in all content areas to increase student achievement. **1a**

G042868

**Targets Supported** **1b**

Indicator	Annual Target
AMO Reading - African American	73.0
Math Gains	
ELA/Reading Gains	

**Resources Available to Support the Goal** **2**

- Title 1 funds will be used to provide extra support through before and after school tutoring.

**Targeted Barriers to Achieving the Goal** **3**

- Resources for students to meet grade level expectations.

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

Quarterly district assessments will be collected and reviewed throughout the year.

**Person Responsible**

Jane Cox

**Schedule**

Quarterly, from 9/15/2014 to 4/13/2015

**Evidence of Completion**

District assessments will be used to measure effectiveness of the before and after school tutorial.

**G2.** All staff will deliver Standards Based Instruction by effectively implementing the elements of the St. Lucie Public Schools' Framework for Quality Teaching and Learning. 1a

G041114

**Targets Supported** 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	70.0
FSA - Mathematics - Proficiency Rate	70.0
FCAT 2.0 Science Proficiency	70.0

**Resources Available to Support the Goal** 2

- Staff have had professional development in Kagan strategies and Thinking Maps.
- 95% of the staff is Highly Qualified in all areas.
- Title 1 and school based funds.
- Online resources and district focus calendars are available.

**Targeted Barriers to Achieving the Goal** 3

- Florida Standards have changed and teachers must align curriculum and assessments to the standards.

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

Student achievement will be reflected by data collected.

**Person Responsible**

Juanita Wright

**Schedule**

Quarterly, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

St. Lucie comprehensive exam data, EasyCBM benchmark assessment, K- 2 End of the Year Exam and the FSA.

## 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.** All staff will use the current data to drive rigorous planning in all content areas to increase student achievement. **1**

 G042868

**G1.B3** Resources for students to meet grade level expectations. **2**

 B104741

**G1.B3.S1** Provide before and after school tutoring services for all students. **4**

 S115939

#### Strategy Rationale

All students need to make a year's growth.

#### Action Step 1 **5**

Before and After School tutoring will be provided for student in grade 1 - 5.

#### Person Responsible

Juanita Wright

#### Schedule

Weekly, from 10/6/2014 to 3/26/2015

#### Evidence of Completion

Attendance sheets will be utilized.

**Action Step 2** 5

Purchase materials to support student achievement during MTSS and tutorial.

**Person Responsible**

Jane Cox

**Schedule**

On 6/4/2015

***Evidence of Completion***

Purchase orders

**Plan to Monitor Fidelity of Implementation of G1.B3.S1** 6

Administrative classroom observations will be used to monitor the fidelity of implementation.

**Person Responsible**

Juanita Wright

**Schedule**

Monthly, from 10/6/2014 to 3/26/2015

***Evidence of Completion***

Monthly observation forms will be utilized.

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1** 7

Monthly targets will be measured by pretest and post-test to measure student progress.

**Person Responsible**

Jane Cox

**Schedule**

Monthly, from 10/6/2014 to 3/26/2015

***Evidence of Completion***

Monthly data charts will be used to demonstrate effectiveness of the instruction.

**G2.** All staff will deliver Standards Based Instruction by effectively implementing the elements of the St. Lucie Public Schools' Framework for Quality Teaching and Learning. 1

G041114

**G2.B1** Florida Standards have changed and teachers must align curriculum and assessments to the standards. 2

B099758

**G2.B1.S1** Teachers collaborate four times during the year to align the curriculum and assessment to the Florida Standards. 4

S115904

### **Strategy Rationale**

Students need to be proficient and knowledgeable of the Florida Standards to meet grade level expectations on the Florida State Assessment.

### **Action Step 1** 5

Teachers will collaboratively plan to align the curriculum and assessments to the Florida Standards.

#### **Person Responsible**

Juanita Wright

#### **Schedule**

#### ***Evidence of Completion***

Collaborative Planning Sheet

### **Action Step 2** 5

Teachers will attend monthly professional development sessions which will focus on St. Lucie Public Schools' Framework for Quality Teaching and Learning.

#### **Person Responsible**

Juanita Wright

#### **Schedule**

Monthly, from 9/17/2014 to 5/7/2015

#### ***Evidence of Completion***

Roster verification and evidence will be collected through classroom observations.

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

Administration will conduct informal and formal observations.

**Person Responsible**

Juanita Wright

**Schedule**

Quarterly, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

St. Lucie District teacher evaluation system will be used to monitor implementation.

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

Administration will review lesson plans.

**Person Responsible**

Juanita Wright

**Schedule**

Weekly, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

The lesson plans are collected electronically each week.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

Quarterly assessment data will be reviewed and analyzed to determine effectiveness.

**Person Responsible**

Jane Cox

**Schedule**

Quarterly, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

MTSS quarterly meetings and data charts.

**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.B1.S1.A1	Teachers will collaboratively plan to align the curriculum and assessments to the Florida Standards.	Wright, Juanita	9/4/2014	Collaborative Planning Sheet	quarterly
G1.B3.S1.A1	Before and After School tutoring will be provided for student in grade 1 - 5.	Wright, Juanita	10/6/2014	Attendance sheets will be utilized.	3/26/2015 weekly
G2.B1.S1.A2	Teachers will attend monthly professional development sessions which will focus on St. Lucie Public Schools' Framework for Quality Teaching and Learning.	Wright, Juanita	9/17/2014	Roster verification and evidence will be collected through classroom observations.	5/7/2015 monthly
G1.B3.S1.A2	Purchase materials to support student achievement during MTSS and tutorial.	Cox, Jane	9/8/2014	Purchase orders	6/4/2015 one-time
G1.MA1	Quarterly district assessments will be collected and reviewed throughout the year.	Cox, Jane	9/15/2014	District assessments will be used to measure effectiveness of the before and after school tutorial.	4/13/2015 quarterly
G1.B3.S1.MA1	Monthly targets will be measured by pretest and post-test to measure student progress.	Cox, Jane	10/6/2014	Monthly data charts will be used to demonstrate effectiveness of the instruction.	3/26/2015 monthly
G1.B3.S1.MA1	Administrative classroom observations will be used to monitor the fidelity of implementation.	Wright, Juanita	10/6/2014	Monthly observation forms will be utilized.	3/26/2015 monthly
G2.MA1	Student achievement will be reflected by data collected.	Wright, Juanita	8/18/2014	St. Lucie comprehensive exam data, EasyCBM benchmark assessment, K- 2 End of the Year Exam and the FSA.	6/4/2015 quarterly
G2.B1.S1.MA1	Quarterly assessment data will be reviewed and analyzed to determine effectiveness.	Cox, Jane	8/18/2014	MTSS quarterly meetings and data charts.	6/4/2015 quarterly
G2.B1.S1.MA1	Administration will conduct informal and formal observations.	Wright, Juanita	8/18/2014	St. Lucie District teacher evaluation system will be used to monitor implementation.	6/4/2015 quarterly
G2.B1.S1.MA2	Administration will review lesson plans.	Wright, Juanita	8/18/2014	The lesson plans are collected electronically each week.	6/4/2015 weekly

## 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.*

**G2.** All staff will deliver Standards Based Instruction by effectively implementing the elements of the St. Lucie Public Schools' Framework for Quality Teaching and Learning.

**G2.B1** Florida Standards have changed and teachers must align curriculum and assessments to the standards.

**G2.B1.S1** Teachers collaborate four times during the year to align the curriculum and assessment to the Florida Standards.

### **PD Opportunity 1**

Teachers will attend monthly professional development sessions which will focus on St. Lucie Public Schools' Framework for Quality Teaching and Learning.

#### **Facilitator**

Dr. Mark Rolewski

#### **Participants**

Frances K. Sweet Staff

#### **Schedule**

Monthly, from 9/17/2014 to 5/7/2015

## Technical Assistance Items

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

## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> All staff will use the current data to drive rigorous planning in all content areas to increase student achievement.	51,800
<b>Goal 2:</b> All staff will deliver Standards Based Instruction by effectively implementing the elements of the St. Lucie Public Schools' Framework for Quality Teaching and Learning.	19,000
<b>Grand Total</b>	<b>70,800</b>

### Goal 1: All staff will use the current data to drive rigorous planning in all content areas to increase student achievement.

Description	Source	Total
B3.S1.A1	Title I Part A	36,800
B3.S1.A1	Title I Part A	15,000
<b>Total Goal 1</b>		<b>51,800</b>

### Goal 2: All staff will deliver Standards Based Instruction by effectively implementing the elements of the St. Lucie Public Schools' Framework for Quality Teaching and Learning.

Description	Source	Total
B1.S1.A1	Title I Part A	14,000
B1.S1.A2	Title I Part A	5,000
<b>Total Goal 2</b>		<b>19,000</b>