

Lacoochee Elementary School



2014-15 School Improvement Plan

Lacochee Elementary School

38815 CUMMER RD, Dade City, FL 33523

www.pasco.k12.fl.us

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

96%

Alternative/ESE Center

No

Charter School

No

Minority

73%

School Grades History

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

School Board Approval

This plan is pending approval by the Pasco 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	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

We will work together as a community to foster respect and integrity, while creating a safe and nurturing environment to ensure that every child is empowered to reach his or her highest potential.

Provide the school's vision statement

Our vision is to create a community which works together so all Pasco County students will reach their highest potential.

School Environment

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

During the first two weeks of school, all staff members will set a positive tone and clarify the expectations for student and staff through the explicit teaching of Positive Behavior Support and the guidelines for acceptable interpersonal relationships. Building positive relationships with students and families will be reinforced through the use of the Eagle Accolade, a positive referral system designed to provide recognition and reinforcement to students. When students receive an Eagle Accolade, the parent will receive a positive phone call home and/or a copy of the positive referral. Teachers are encouraged to spend time with students, building and strengthening interpersonal relationships through team building activities and class pledges/guidelines.

Through our School Counseling Department, a comprehensive developmental school counseling program focused on developing the social-emotional behaviors that result in positive relationships between students and teachers will be delivered to all classrooms, KG-5.

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

All staff members, instructional and noninstructional, will receive training on the district's anti-bullying policy, as well as strategies and interventions to help keep students safe. Training also includes the process for reporting violations of the anti-harassment and anti-bullying policies. A large, locked box has been placed in an accessible area, accompanied by directions for students to report not just a bully, but also a buddy. If students feel supported or have been helped, they can also report that and the buddy will be recognized. The school counselor instructs each class in this process, as well as distributing a videocast for students. LES has a PBS committee, meeting monthly, to discuss the processes and procedures in place to support a safe environment. Data is reviewed monthly, and interventions and tiered levels of support are adjusted according to the data. The school counselor and the graduation enhancement teacher support students through a differentiated system of school counseling and support services with dedicated time for the core social-emotional curriculum (developmental guidance required units), supplemental (data driven small group counseling) supports based on identified student need, and intensive (brief individual counseling, referral) supports, based on need and data.

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

Positive Behavior Support (PBS) has been implemented at LES as a school-wide behavioral system of support. All staff has been trained, a Canvas site and Google Docs site have been set up to allow all staff to access resources. There are four clear behavioral expectations, with clearly stated examples of behavior for each expectation. The expectations are further defined by setting, such as classroom, cafeteria, hallway, etc. Teachers and staff follow a flow chart protocol for behavior incidents, to ensure the system is fairly and consistently enforced. We have an active PBS Team that meets monthly to review data, and implement tiered levels of support and/or intervention as needed. The school-wide behavioral expectations are taught in the first two weeks of school, with monthly "booster" lessons scheduled throughout the school year.

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

In addition to the school-wide system of support through PBS, the School counselor and Graduation Enhancement teacher have scheduled social-emotional lessons, delivered through the Why Try Elementary Program. The Check-in/Check-out student system is utilized with students in need of positive adult interactions and positive feedback throughout the school day. "Lunch Bunch" groups are scheduled and support is given through these strategically planned lunch groups that students cycle through based on need. Developmental School Guidance lessons are implemented through Tier I.

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

The District School Board of Pasco County supports data collection of early warning system data through the PascoStar system.

The early warning indicators below are tracked through this student data system:

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

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	10	11	13	2	7	5	48
One or more suspensions	0	1	3	2	1	2	9
Course failure in ELA or Math	0	5	20	18	19	28	90
Level 1 on statewide assessment	0	0	0	15	19	18	52

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level				Total
	2	3	4	5	
Students exhibiting two or more indicators	6	12	14	15	47

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

We have implemented Multi-tiered systems of support (MTSS) for Academics and Behavior. We provide tiers of support for academics based on student needs, within grade levels (Tier 1), as well as small groups (Tier II), providing Leveled Literacy Intervention (LLI). Students with more intensive needs may receive one-on-one (Tier III) support.

Positive Behavior Support (PBS) is implemented school-wide (Tier 1), with the use of Eagle notes to reinforce school behavioral expectations. Our Graduation Enhancement teacher and Guidance Counselor support students in small groups (Tier II) that change based on need (anger management, self-regulation, self esteem, etc). Additionally, students in need of specific behavior intervention may participate in Check in-Check out, a Tier II system of targeted intervention for students who have failed to respond to other interventions, lack motivation, or need more targeted support. Students may also receive Tier III intervention and support through the Guidance Counselor and/or Graduation Enhancement Teacher one-on-one.

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 increase the active participation of parents in school related activities to support our students reaching their highest academic and social potential by providing a variety of school functions.

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

Lacochee Elementary and local businesses and community members work together to benefit students, teachers, and entire community. Lacochee Elementary has strong partnerships with several community members and organizations. They are great partners focusing on the needs of the whole child so they are better equipped to reach their full learning potential. Our community partners are an invaluable resource to our school and families. Our partnerships include the following:

- Boys and Girls Club
- Garden Club
- LTT
- Christian Edge
- African American Club
- New Walk Church

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
Jordan, Latoya	Principal
Dunham, Sherri	Assistant Principal

Duties

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

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS/Rtl, conducts assessment of MTSS/Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS/Rtl implementation, and communicates with parents regarding school-based MTSS/Rtl plans and activities.

Select General Education Teachers (Primary and Intermediate): Provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through such activities as co-teaching.

Instructional Coach(es) Reading and Math: Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/ behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

Student Services Personnel: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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

Step 1 Identify goals to help you achieve your targets.

- Analysis of relevant demographic/school profile data for the purpose of problem analysis and hypothesis generation.

- Analysis of school-wide and grade-level data in order to identify goals to achieve targets.

- Analysis of disaggregated data in order to identify trends and groups in need of intervention.

- Assessment of school staff's skill development (MTSS/RtI Skills Survey).

Step 2 Brainstorm available resources and potential barriers, prioritize barriers

Step 3 Choose a barrier to address based on alterable elements of curriculum, instruction, environment, organizational systems and actionable impact.

Step 4 Brainstorm and prioritize strategies to reduce or eliminate each barrier.

Step 5 Identify action steps to implement strategies.

Step 6 Determine how strategies will be monitored for fidelity of implementation.

- Development of assessment calendar

- Method of assessment (i.e., Universal Screening, Progress Monitoring, Diagnostic Assessment).

Step 7 Determine how strategies will be monitored for effectiveness.

- Review of Progress Monitoring data.

Step 8 Determine how progress toward each goal will be monitored.

Title I, Part A

Title I funds will be used to provide professional development opportunities to teachers and administrators to address the specific academic achievement needs of Lacochee Elementary. Title I funds will be used to expand the Extended School Year Program to incoming 3rd grade students..

Students will be given the opportunity to attend extended school day, extended school year opportunities through Migrant, Science and Technology Camps.

Title I, Part C- Migrant

Title I, Part C- Migrant funds will be used to provide Instructional Assistants to serve migrant and/or homeless students at Lacochee Elementary. Title I, Part C- Migrant students will be offered the opportunity to attend Migrant extended school year.

Title II

Title II and Title I funding will be used to provide professional development opportunities to teachers and administrators to address the specific academic achievement needs of Lacochee Elementary. IDEA funding will be used in conjunction with Title II funds to train teachers in the Response to Instruction/Intervention and positive behavior supports (RTI) strategies that are proven to work with all students, including students with disabilities and students with behavior problems.

Title III

Title III funds will be coordinated with Title I funds to provide extra support to English Language Learners (ELLs) by offering after school tutoring in academic language acquisition, to assist ELL's in meeting the academic content and English Proficiency.

Title X- Homeless

Title X will coordinate Students in Transition to provide stability for homeless students.

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with Title I funds to provide summer school for Level I readers.

Violence Prevention Programs

GREAT (Gang Resistance Education and Training), Anti-Bullying campaigns, and Cyber Safety will be offered as violence prevention programs.

Nutrition Programs

Title I funds will be coordinated with Healthy Snacks and nutrition programs to provide healthy snacks and free breakfast for all students, and free and reduced lunch.

Housing Programs

Coordination with local section 8 housing that surrounds the school. Lacochee Elementary School also works closely with Habitat for Humanity and the Department of Housing, Urban Development to

host meetings for parents, provide information regarding affordable housing referrals, and supporting families in obtaining services.

Head Start

Head Start and Volunteer Pre-K services provide opportunities for early childhood learning, and FLDRS offers screening for at-risk 2-4 year olds.

Adult Education

N/A

Career and Technical Education

N/A

Job Training

Cooperation with Career Central and other job training programs to support parent and family needs.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Student	

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 reviewed with SAC members, members were asked to provide suggestions.

Development of this school improvement plan

Throughout the 2013-2014 school year, the SAC members participated in data analysis and problem-solving connected to the development of the 2014-2015 School Improvement Plan. SAC members focused specifically on student achievement data, as well as early warning indicators, such as absences and tardies, and parent involvement. The SAC also focused on school climate improvement.

Preparation of the school's annual budget and plan

The Title 1 budget was passed out for members to read over. Members were informed that each year, we are required to review/revise it. SAC members were asked to provide suggestions or input.

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

Student Planners-\$600

Bullying Prevention presentation for staff, students, and parents- free

Character Education Materials-\$200

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

Literacy Leadership Team (LLT)

Membership

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

Name	Title
Jordan, Latoya	Principal
Dunham, Sherri	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The LLT team will analyze literacy data, provide input into the School Improvement Plan, and monitor the progress of literacy goals and objectives throughout the year. They include:

- ELA-CCSS (Instructional shifts)
- Writing across the content areas
- Enhancement and differentiation of Literacy Stations
- Differentiate instruction through student conferencing
- Data analysis for effective problem solving within Tier 1 and Tier 2

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

PLC times will be used to collaboratively unpack the standards, develop scales aligned to those standards, create common assessments, and determine the effectiveness of instruction.

Teachers will receive a half day planning each month, this time will be utilized planning around PLC questions 1, 2, and 3.

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

Teachers new to Lacochee Elementary will receive a \$500 "sign-on" bonus followed by \$2,000 spread into equal installments over their paychecks. Returning teachers will receive supplements of \$2,500 in the second year and \$10,000 in the third year would be paid out in the same way. Itinerant teachers also will get a pro-rated supplement based on the number of hours or days per week they spend at Lacochee.

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

Ongoing support is provided to teachers based on data. Beginning teachers are assigned highly qualified teachers, who are trained as mentors, to provide support, resources and advice throughout the year. Veteran teachers, who are identified based on data, are provided support from Instructional Trainer Coaches in identified areas.

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

Teacher teams are provided a half day planning each month to utilize the FSA Specifications as a guide when unwrapping the standards. During this time we will ensure that assessments and instruction are aligned to the FSA.

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

Lacochee Elementary uses the 5 PLC questions as a guide when planning for instruction. Question 3, addresses planning for anticipated barriers to learning and differentiating instruction. Questions 4 and 5 involve reflecting on results and identifying the most effective teaching strategies to assist in planning for interventions and enrichment.

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

Lacochee Elementary's school day is extended 1 hour for the the 2014/15 school year for additional reading instruction. Fourth and 5th grade students will be enrolled in an Introduction to Computers Course in which they will utilize IReady for reading and Math, learn basic keyboarding skills, and create documents.

Strategy Rationale

The IReady program will allow for differentiated instruction and practice catered to the needs of each individual student. Students will also have the opportunity to be involved in authentic learning activities.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Jordan, Latoya, lcjordan@pasco.k12.fl.us

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

Data from Unit Assessments, iReady and Discovery Education will be used to drive instructional focus.

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

At Lacochee Elementary School, all incoming Kindergarten students are assessed prior to or upon entering Kindergarten in order to determine individual and group needs and to assist in the development of effective, rigorous instructional and intervention programs. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter knowledge, and Phonological Awareness/Processing.

Screening data will be collected and aggregated by the middle of September 2014. Data will be used to plan daily academic and social/emotional instruction for all students and for groups or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data.

Specific screening tools our school will use include: FLKRS (FAIR and ECHOS)/IRLA

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

To help students make the connection between the careers they aspire towards and the role of a postsecondary degree, 2nd through 5th grade students will visit institutions of postsecondary education in the fall. In addition to visiting universities, teachers and students will be encouraged to wear shirts featuring their favorite college or university.

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

To help students make the connection between the careers they aspire towards and the role of a postsecondary degree, 2nd through 5th grade students will visit institutions of postsecondary education in the fall. In addition to visiting universities, teachers and students will be encouraged to wear shirts featuring their favorite college or university.

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

To help students make the connection between the careers they aspire towards and the role of a postsecondary degree, 2nd through 5th grade students will visit institutions of postsecondary education in the fall. In addition to visiting universities, teachers and students will be encouraged to wear shirts featuring their favorite college or university. Guidance classes will also have a focus on college and career readiness.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Teachers will intentionally plan to deliver effective teaching strategies aligned to standards to achieve desired student outcomes.

Strategic Goals Detail

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

G1. Teachers will intentionally plan to deliver effective teaching strategies aligned to standards to achieve desired student outcomes. 1a

G040378

Targets Supported 1b

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	80.0
FSA - English Language Arts - Proficiency Rate	80.0
FCAT 2.0 Science Proficiency	60.0
CELLA Writing Proficiency	80.0

Resources Available to Support the Goal 2

- math coach
- standards
- test specs
- PLC groupings
- Time
- district coaches
- Marzano's Framework
- District ELA Overview
- Math Units of instruction

Targeted Barriers to Achieving the Goal 3

- deep understanding of standards

Plan to Monitor Progress Toward G1. 8

Discovery Education Benchmark Assessment

Person Responsible

Sherri Dunham

Schedule

Evidence of Completion

BASELINE DATA Reading: Percent of students scoring at or above proficiency on Discovery Ed reading assessment is _ percent in third grade, _ percent in fourth grade, and _ percent in fifth grade. Mathematics: Percent of students scoring at or above proficiency on Discovery Ed mathematics assessment is _ percent in second grade, _ percent in third grade, _ percent in fourth grade, and _ percent in fifth grade. Science: Percent of students scoring at or above proficiency on Discovery Ed science assessment is _ percent in third grade, _ percent in fourth grade, and _ percent in fifth grade. GOAL From September to May 2015, the average amount of students scoring proficiency will increase by 5% in each testing period from baseline data (see above) as measured on Discovery Education Benchmark Assessment.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Teachers will intentionally plan to deliver effective teaching strategies aligned to standards to achieve desired student outcomes. **1**

 G040378

G1.B1 deep understanding of standards **2**

 B097622

G1.B1.S1 PLC times will be used to collaboratively unpack the standards, develop scales aligned to those standards, create common assessments, and determine the effectiveness of instruction. **4**

 S108879

Strategy Rationale

Action Step 1 **5**

Professional development and practice on unwrapping standards

Person Responsible

Latoya Jordan

Schedule

Monthly, from 9/8/2014 to 5/29/2015

Evidence of Completion

agendas, minutes, lesson plans

Action Step 2 5

Refining/modifying scales aligned to standards

Person Responsible

Latoya Jordan

Schedule

Monthly, from 9/8/2014 to 5/29/2015

Evidence of Completion

agendas, lesson plans, scales

Action Step 3 5

Practice creating/modifying common assessments

Person Responsible

Latoya Jordan

Schedule

Evidence of Completion

PLC planning resource, minutes, lesson plans, common assessments

Action Step 4 5

PD and practice on using data from formative assessments (checks for understanding/common assessments, Unit Assessments, DE) and student work samples to determine the effectiveness and next steps of instruction

Person Responsible

Latoya Jordan

Schedule

Biweekly, from 9/8/2014 to 5/29/2015

Evidence of Completion

agendas, minutes, work samples, lesson plans, data from formative assessments

Action Step 5 5

Students will expand both their oral language through conversations and written language.

Person Responsible

Latoya Jordan

Schedule

Weekly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Lesson plans, PLC Notes, Student writing samples

Action Step 6 5

Teachers will differentiate instruction to support grade level tasks across content areas.

Person Responsible

Latoya Jordan

Schedule

Weekly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Lesson plans, PLC agenda minutes, classroom walkthroughs

Action Step 7 5

Teachers will implement writing across content areas to assess student knowledge.

Person Responsible

Latoya Jordan

Schedule

Weekly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Writing samples, PLC minutes, lesson plans

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

Collaborative Planning Rubric

Person Responsible

Latoya Jordan

Schedule

Biweekly, from 9/22/2014 to 5/29/2015

Evidence of Completion

Collaborative Planning Rubric (Improved ratings), PLC minutes, Lesson plans, walkthrough

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

Collaborative Planning Rubric (Improved ratings)

Person Responsible

Latoya Jordan

Schedule

Quarterly, from 9/22/2014 to 5/29/2015

Evidence of Completion

walk through data,DE, Improved student outcomes

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	Professional development and practice on unwrapping standards	Jordan, Latoya	9/8/2014	agendas, minutes, lesson plans	5/29/2015 monthly
G1.B1.S1.A2	Refining/modifying scales aligned to standards	Jordan, Latoya	9/8/2014	agendas, lesson plans, scales	5/29/2015 monthly
G1.B1.S1.A3	Practice creating/modifying common assessments	Jordan, Latoya	9/8/2014	PLC planning resource, minutes, lesson plans, common assessments	biweekly
G1.B1.S1.A4	PD and practice on using data from formative assessments (checks for understanding/common assessments, Unit Assessments, DE) and student work samples to the determine the effectiveness and next steps of instruction	Jordan, Latoya	9/8/2014	agendas, minutes, work samples, lesson plans, data from formative assessments	5/29/2015 biweekly
G1.B1.S1.A5	Students will expand both their oral language through conversations and written language.	Jordan, Latoya	9/8/2014	Lesson plans, PLC Notes, Student writing samples	5/29/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A6	Teachers will differentiate instruction to support grade level tasks across content areas.	Jordan, Latoya	9/8/2014	Lesson plans, PLC agenda minutes, classroom walkthroughs	5/29/2015 weekly
G1.B1.S1.A7	Teachers will implement writing across content areas to assess student knowledge.	Jordan, Latoya	9/8/2014	Writing samples, PLC minutes, lesson plans	5/29/2015 weekly
G1.MA1	Discovery Education Benchmark Assessment	Dunham, Sherri	9/1/2014	BASELINE DATA Reading: Percent of students scoring at or above proficiency on Discovery Ed reading assessment is _ percent in third grade, _ percent in fourth grade, and _ percent in fifth grade. Mathematics: Percent of students scoring at or above proficiency on Discovery Ed mathematics assessment is _ percent in second grade, _ percent in third grade, _ percent in fourth grade, and _ percent in fifth grade. Science: Percent of students scoring at or above proficiency on Discovery Ed science assessment is _ percent in third grade, _ percent in fourth grade, and _ percent in fifth grade. GOAL From September to May 2015, the average amount of students scoring proficiency will increase by 5% in each testing period from baseline data (see above) as measured on Discovery Education Benchmark Assessment.	semiannually
G1.B1.S1.MA1	Collaborative Planning Rubric (Improved ratings)	Jordan, Latoya	9/22/2014	walk through data, DE, Improved student outcomes	5/29/2015 quarterly
G1.B1.S1.MA1	Collaborative Planning Rubric	Jordan, Latoya	9/22/2014	Collaborative Planning Rubric (Improved ratings), PLC minutes, Lesson plans, walkthrough	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. Teachers will intentionally plan to deliver effective teaching strategies aligned to standards to achieve desired student outcomes.

G1.B1 deep understanding of standards

G1.B1.S1 PLC times will be used to collaboratively unpack the standards, develop scales aligned to those standards, create common assessments, and determine the effectiveness of instruction.

PD Opportunity 1

Professional development and practice on unwrapping standards

Facilitator

PLC facilitators, administration

Participants

Instructional staff

Schedule

Monthly, from 9/8/2014 to 5/29/2015

PD Opportunity 2

Refining/modifying scales aligned to standards

Facilitator

Principal, Coach

Participants

Instructional staff

Schedule

Monthly, from 9/8/2014 to 5/29/2015

PD Opportunity 3

Practice creating/modifying common assessments

Facilitator

PLC facilitators, administration

Participants

Instructional staff

Schedule

PD Opportunity 4

PD and practice on using data from formative assessments (checks for understanding/common assessments, Unit Assessments, DE) and student work samples to determine the effectiveness and next steps of instruction

Facilitator

PLC facilitators, administration

Participants

Instructional staff

Schedule

Biweekly, from 9/8/2014 to 5/29/2015

PD Opportunity 5

Teachers will implement writing across content areas to assess student knowledge.

Facilitator

Core Connections

Participants

Classroom Teachers, ICT, and administration

Schedule

Weekly, from 9/8/2014 to 5/29/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	Total
Goal 1: Teachers will intentionally plan to deliver effective teaching strategies aligned to standards to achieve desired student outcomes.	9,100
Grand Total	9,100

Goal 1: Teachers will intentionally plan to deliver effective teaching strategies aligned to standards to achieve desired student outcomes.		
Description	Source	Total
B1.S1.A7 - Core Connections	Title I Part A	9,100
Total Goal 1		9,100