

# Manatee Academy K 8



2014-15 School Improvement Plan

## Manatee Academy K 8

1450 SW HEATHERWOOD BLVD, Port St Lucie, FL 34986

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

### School Demographics

<b>School Type</b>	<b>Title I</b>	<b>Free/Reduced Price Lunch</b>
Combination	Yes	74%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>Minority</b>
No	No	60%

### School Grades History

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

### School Board Approval

This plan was approved by the St. Lucie County School Board on 10/28/2014.

### 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**

The Mission of Manatee Academy is to ensure all students graduate from a safe and caring school, equipped with the knowledge, skills, and desire to succeed.

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

Manatee Academy in partnership with parents and community will become a premier center of knowledge that emphasizes organized around students and the work provided to them. Manatee Academy's name will be synonymous with continuously improving student achievement and the success of each individual. Our school's promise is to move from good to great focusing on our core business, the creation of challenging, engaging and satisfying work for each student, every day. This is the St. Lucie Way!

#### School Environment

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

Manatee Academy builds the culture for students based on being a "Kids at Hope" school, which is the belief that "all students are capable of success, no exceptions". All adults are expected to either be an "ace" for our students and/or help them find their "aces". The aces are any adults that provides one or more of the following to children: anchor parent, caring adult, maintaining high expectations, and providing opportunities for success. All adults are expected to treat our students with care and respect. As a part of our teacher evaluation system, teachers are evaluated on their relationships with their students.

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

Students are not permitted on campus prior to the time adults are expected to be at their duty positions. All areas of the campus are closely supervised for student safety. Because we are a Kids at Hope school, we pride ourselves on reaching out to children so they feel safe to come to at least one caring adult with any issues that may be concerning them. Supervision is consistent and plentiful before, during, and after school hours.

##### **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**

Manatee Academy utilizes Positive Behavioral Intervention Support to minimize negative behaviors and encourage the positive behaviors. Positive Behavioral Intervention Support (PBIS) is an empirically validated, function-based approach to eliminate challenging behaviors and replace them with pro-social skills. This approach believes that a full understanding of the child is needed for long-term behavior change. This includes determining the ways that the different settings affect behavior and understanding why the child engages in behavior that is both problematic and adaptive. PBIS can target an individual student or an entire school, as it does not focus exclusively on the student, but also includes changing environmental variables such as the physical setting, task demands,

curriculum, instructional pace and individualized reinforcement. Thus it is successful with a wide range of students, in a wide range of contexts, with a wide range of behaviors. Blending behavioral science, empirically validated procedures, durable systems change and an emphasis on socially important outcomes, PBIS always involves data-based decision making using functional behavioral assessment and ongoing monitoring of intervention impact. Based on this information, a comprehensive plan can be developed that will change the environment to prevent problem behavior from occurring and teach the child better ways of getting his or her needs met in difficult situations. Plans focus on meaningful changes that will reduce problem behaviors over the long term and provide the child with a better quality of life.

**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**

Response to Intervention – Behavior (RTI-B) and RTI are very closely intertwined school wide processes of using student data to make decisions. Both RTI-B and RTI follow a tiered level of interventions in which student data is used to determine the intensity of the intervention. RTI-B uses common school wide behavior processes to create a consistent structure that improves the interactions between students and staff. RTI-B focuses specifically on improving student behavior which directly impacts academic achievement of all students. RTI is broader in scope by directly addressing both academic and behavior performance of students through data driven interventions. One of the components of a RTI process may be to implement school-wide RTI-B to address the behavioral needs of all students.

Upon careful reflection of the student data and interventions, a Problem Solving Team (PST) meeting may be called to develop a more individual plan to better meet the individual needs of specific students.

The elementary and middle school guidance counselors are available each day for students in need of targeted counseling.

**Early Warning Systems**

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

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

Students exhibiting two or more of the following early warning indicators are provided with additional support and intervention by identified faculty/staff:

Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension

One or more suspensions, whether in school or out of school

Course failure in English Language Arts or mathematics

A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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

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

Indicator	Grade Level								Total	
	K	1	2	3	4	5	6	7		8
Attendance below 90 percent	10	8	11	12	9	11	25	27	24	137
One or more suspensions	5	4	14	34	24	73	86	148	163	551
Course failure in ELA or Math	0	0	0	0	0	0	15	5	4	24
Level 1 on statewide assessment	0	0	0	29	40	76	39	66	38	288

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

Indicator	Grade Level						Total
	3	4	5	6	7	8	
Students exhibiting two or more indicators	2	1	5	3	14	9	34

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

Our teachers maintain careful attendance records and make parent contact when students have excessive absences. Our attendance clerk reports when students have excessive absences. A social worker will make parental contact and/or home visits if the absences fall in following category: Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension

We have two conduct counselors/deans on campus who monitor and support the conduct of our students. One or more suspensions, whether in school or out of school

Students' academic records are monitored by our guidance counselors and provided with credit retrieval for grades 6-8 and/or RtI-A for grades K-8. These are students with course failure in a minimum of English Language Arts or mathematics. Students scoring a Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics are provided with an intensive level course to help with remediation.

**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/178881>.

**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**

The goals of the Manatee Academy K-8 Volunteer and Partner program are aligned with the core business of the school. Parent and Community Involvement are key cornerstones of the success of our school. Goals have been developed to not only ensure Parental and Community Involvement at Manatee Academy K-8 School but our goals are aligned with the goals of St. Lucie County School district. Manatee Academy K-8, through a variety of opportunities throughout the school year, will ensure that our goals are met or exceeded.

**Goals:**

- To provide individualized educational assistance to students through mentors and tutorships.
- To relieve the teacher of some non-instructional tasks.
- To reinforce lesson skills
- To stimulate community interest, concerns and support for the education system.
- To provide an opportunity for interested community members to become directly involved in the educational process.
- To strengthen school and community relations through direct and positive participation in the school
- To promote Goodwill ambassadorship within our community.

**Opportunities:**

- Veteran Partners In Education Program
- 2 book fairs with literacy fair
- PTO meetings monthly
- Grand Parents Day/Week
- STAR Student of the Month
- Honor Roll
- Activities for Celebrate Literacy Week in January with Parent Invitations
- Institute class and school newsletters as well as Administration Messenger communication via phone and email

**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
Beauchamp, Lillian	Principal
Chase, Peggy	Assistant Principal
Hutchings, Melissa	Assistant Principal
Montoya, Dawn	Guidance Counselor
Smith, Sharon	Guidance Counselor
Robinson, Eddie	Dean
Biss, Mark	Dean
Dayton, Casie	Teacher, ESE
Vandegrift, Samantha	Teacher, ESE
Taylor, Amy	Instructional Coach

**Duties**

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

The function and responsibility of each school leadership team member is as follows:

Administrator - Lillian Beauchamp (Principal)

Administrator - Peggy Chase (Assistant Principal)

Administrator - Melissa Hutchings (Assistant Principal)

Instructional Coach - Amy Taylor

Dean/Conduct Counselor - Mark Biss

Dean/Conduct Counselor - Eddie Robinson

Dawn Montoya - Guidance Counselor

Sharon Smith - Guidance Counselor

Casie Dayton - ESE Coordinator

Samantha Vandegrift - ESE Coordinator

Shelly Welby - District School Psychologist (MTSS meetings)

All members listed above contribute to the discussion and planning of the School Improvement Plan.

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

The Leadership Team will meet on a weekly basis to review the data for decision-making. The rationale for this cycle is to meet on in a timely manner based on the needs of our students both academically and behaviorally.

The team will use the IDEAL (Identify the problem, Define the problem, Explore invention options, Act on the Invention Plan and look at results) method to govern our meetings as well as school-based established norms. The Leadership Team will plan to meet with the School Advisory Council (SAC) and principal to help develop the SIP. The team will provide data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that need to be addressed; help set clear expectations for instruction (Rigor, Relevance, Relationship); facilitate the development of a systemic approach to teaching.

The core leadership team will collect and manage behavioral data utilizing Skyward. The academic data will

be collected and managed utilizing Performance Matters, Comprehensive Assessments, Scholastic Reading Inventory, easyCBM, FLKRS and all data will be analyzed before recommendations are made for appropriate student intervention status: Tier 2 or 3 placements. Additionally, the core leadership and peripheral team members will assist with the planning and continuous additions to the School Improvement Plan.

Teachers meet with the Instructional Coach to determine which resources best fit the needs of the intervention classes and the individual student needs. In the event resources need to be purchased, teachers must submit a written request including how the resources will impact student achievement. All purchase request go through administration for approval.

Administration regularly reflects on personnel, instructional, and curricular decisions based on a range of data collected through classroom walk-throughs, formal and informal evaluations, The SLC Framework for Quality Instruction, District Scope & Sequence/Scales, and district approved resources/expectations.

## School Advisory Council (SAC)

### Membership

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

Name	Stakeholder Group
Leslie Young	Education Support Employee
Lillian Beauchamp	Principal
Melissa Hutchings	Principal
Peggy Chase	Principal
Barbara Barker	Teacher
Amy Taylor	Teacher
Robin Hannah	Teacher
Debbie McNiesh	Teacher
Kristina McDearmont	Parent
Donya Norman	Parent
Kelly White	Parent
Kim M Staley	Parent
Dana Rood	Parent
Holly Workman	Parent
Billie Dayton	Parent
Lomiah Magloire	Parent
Juliana Mineo	Parent

### Duties

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

*Evaluation of last year's school improvement plan*

During the monthly SAC meetings, a review and/or update of the SIP is conducted. The committee reviews data as it relates to student achievement, as well as the professional development the teachers are receiving.

*Development of this school improvement plan*

The School Leadership Team (SLT) met and discussed different sections of this school improvement plan. Each member was assigned a section to complete. We meet each week to discuss the progress of the plan and to provide feedback and suggestions. The draft will be presented at the first SAC meeting and will solicit feedback and suggestions from that committee.

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

Once the SLT received the information regarding the budget, a meeting was held with district representatives, the bookkeeper, and school administration to discuss the allocation of the budget. A general outline of the budget was created. A review the budget is done at each SAC meeting as well as during the leadership team meetings. For specific budget allocations, the SAC is responsible for voting on how those allocations are used.

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

NA

**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
Beauchamp, Lillian	Principal
Taylor, Amy	Instructional Coach
Hutchings, Melissa	Assistant Principal
Pope, Mia	Teacher, K-12
Chase, Peggy	Assistant Principal
Alberts, Sharon	Teacher, K-12
Goldenberg, Felice	Teacher, K-12
Tieche, Debra	Teacher, K-12
Nelson, Brian	Teacher, K-12
Kelly, Lisa	Teacher, K-12
Diamond, Gary	Teacher, K-12
Remington, Debbie	Other
Zantop, Chelsea	Teacher, K-12

**Duties**

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

The Literacy Leadership Team will meet on a monthly basis to recommend literacy activities for Manatee Academy. The team will work in conjunction with the MTSS team and recommend strategies that will increase our student achievement. This team will assist in the promotion of literacy initiatives.

**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 administrative team maintains an open door policy to allow all teachers the option of sharing best practices as well as concerns and suggestions for improvement. Our teams of teachers meet collaboratively a minimum of one time per week. Our professional development days are dedicated to collaborative team planning and team growth opportunities.

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

Teams meet regularly to support one another and ensure all members are on the same page with the expectations of the standards and pacing. Additionally, the instructional coach provides coaching on curriculum and classroom management as needed.

- All teams are required to attend monthly meetings with administration
- Partner new teachers with veteran teachers.
- Principal and assistant principals will provide curriculum support in all subjects as needed

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

All first year teachers are provided a mentor who is a veteran teacher that teaches a similar grade level or subject. These mentors are to assist the new teachers throughout the school year. In addition, we will have monthly NEST meetings in which administration, instructional coach, new teachers and their mentors will focus on instructional strategies and classroom techniques to improve student achievement.

## **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 teachers at Manatee Academy utilize the district Scope and Sequence along with the district-developed learning goals and scales. These scales allow the teacher to appropriately pace their instruction through the year to ensure they cover all of the standards as outlined in the Scope and sequence. The teachers are using the district adopted core curriculum materials and supplement them with the resources that are aligned to the Florida Standards. All resources that are requested for and/or by teachers must be reviewed in advance, aligned to standards with explanation of how they will enhance/improve student achievement, and must first be approved by the administrative team.

#### **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***

The MTSS problem-solving process is an integral part of the academic and behavior intervention at Manatee Academy K-8 School. Our Mission and Vision are stated below: MISSION: The core mission of the MTSS program at Manatee Academy K-8 is to promote student achievement and positive decision making strategies by employing research-based techniques.

VISION: Our school promotes a tiered-level approach to assist students both academically and behaviorally through data analysis, explicit instruction, and frequent reinforcement.

Our school follows St. Lucie County's MTSS plan with fidelity. This plan includes the following:

- Problem Solving Team Meetings (once-a-month or as needed)
- Bi-monthly MTSS Core Team meetings for behavior and academics
- Bi-monthly MTSS Peripheral Team meetings for behavior
- Quarterly MTSS administration meetings
- Check-in/Check-Out mentoring program
- Daily 30 minute Response to Intervention/Walk to Intervention (elementary)
- Daily 47 minute Response to Intervention (middle school)
- An active Positive Behavioral Intervention Support (PBIS) Program [including a token economy (Manatee Money), PBIS Store (open through homeroom teachers), and on-going PBIS school-wide

and events)

- Social Skills Intervention

**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:** 2,580

Extended learning opportunities for reading and math

**Strategy Rationale**

Students will receive additional instruction in the areas of reading and math. All students will have the opportunity to participate and increase their current level of achievement.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

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

Taylor, Amy, amy.taylor@stlucieschools.org

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

Current levels of performance in state and local assessments compared with final achievement levels for learning gains.

**Strategy:** After School Program

**Minutes added to school year:** 3,780

Extended learning opportunities for writing

**Strategy Rationale**

Students will receive additional instruction in the area of writing. Students in grades 4 and 8 will have the opportunity to participate and increase their level of proficiency in writing.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

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

Taylor, Amy, amy.taylor@stlucieschools.org

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

Write score baseline data will be compared to ongoing writing assessment data.

**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***

Teachers regularly collaborate in team leader meetings regarding students and data. In addition, teachers plan vertically to ensure that their incoming and outgoing cohorts are prepared for the transition in school levels. Curriculum is vertically aligned to prepare students academically. Additionally, teachers at all grade levels share student data and academic performance information with their colleagues to support the transition for the incoming and outgoing cohorts.

### **College and Career Readiness**

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

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

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

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

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

**G1.** All teachers will fully implement standards-based instruction.

## Strategic Goals Detail

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

**G1. All teachers will fully implement standards-based instruction. 1a**

G042266

**Targets Supported 1b**

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	64.0
FCAT 2.0 Science Proficiency	60.0

**Resources Available to Support the Goal 2**

- GoMath
- Instructional Coach
- Teachers
- District Curriculum Support Specialists
- Professional Development
- Vet Prep Enrichment Course
- Science Fusion
- Infinity
- Hands on learning experiences
- Science Nights
- 

**Targeted Barriers to Achieving the Goal 3**

- Collaborative planning time and structure
- Time for professional development and implementation

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

Student Achievement Data will be analyzed after each assessment

**Person Responsible**

Lillian Beauchamp

**Schedule**

Monthly, from 10/15/2014 to 3/5/2015

**Evidence of Completion**

Performance Matters Data, easyCBM data, and common assessment data

## 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 teachers will fully implement standards-based instruction. **1**

 G042266

**G1.B1** Collaborative planning time and structure **2**

 B103068

**G1.B1.S1** The instructional coach will meet with teams to help guide and facilitate productive collaborative planning sessions. **4**

 S114214

### Strategy Rationale

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

Instructional coach will meet with teams of teachers on a bi-weekly basis.

#### Person Responsible

Amy Taylor

#### Schedule

Biweekly, from 9/15/2014 to 2/5/2015

#### Evidence of Completion

Lesson plans and meeting notes

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

Monthly meetings between principal and instructional coach

**Person Responsible**

Lillian Beauchamp

**Schedule**

Monthly, from 9/22/2014 to 2/6/2015

**Evidence of Completion**

Lesson plans, meeting notes, and progress monitoring assessments

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

Student achievement will increase in the areas of Geometry and Measurement as well as Science on the ongoing progress monitoring assessments.

**Person Responsible**

Amy Taylor

**Schedule**

Monthly, from 10/15/2014 to 3/10/2015

**Evidence of Completion**

Data on progress monitoring assessments

**G1.B2** Time for professional development and implementation 2

 B103069

**G1.B2.S1** Teams will provided with opportunities to collaboratively plan during early release days, professional development days, and on as needed basis. 4

 S114215

**Strategy Rationale**

**Action Step 1** 5

Teachers will be given time on early release days and professional development days.

**Person Responsible**

**Schedule**

Monthly, from 9/15/2014 to 3/12/2015

***Evidence of Completion***

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

Administrative observations

**Person Responsible**

Lillian Beauchamp

**Schedule**

Monthly, from 9/15/2014 to 3/5/2015

***Evidence of Completion***

Lesson plans, meeting notes, and observations

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

Student achievement data and instructional observations

**Person Responsible**

Lillian Beauchamp

**Schedule**

Monthly, from 9/15/2014 to 3/12/2015

***Evidence of Completion***

Data collected in Performance Matters on assessments and instructional observations

## 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	Instructional coach will meet with teams of teachers on a bi-weekly basis.	Taylor, Amy	9/15/2014	Lesson plans and meeting notes	2/5/2015 biweekly
G1.B2.S1.A1	Teachers will be given time on early release days and professional development days.		9/15/2014		3/12/2015 monthly
G1.MA1	Student Achievement Data will be analyzed after each assessment	Beauchamp, Lillian	10/15/2014	Performance Matters Data, easyCBM data, and common assessment data	3/5/2015 monthly
G1.B1.S1.MA1	Student achievement will increase in the areas of Geometry and Measurement as well as Science on the ongoing progress monitoring assessments.	Taylor, Amy	10/15/2014	Data on progress monitoring assessments	3/10/2015 monthly
G1.B1.S1.MA1	Monthly meetings between principal and instructional coach	Beauchamp, Lillian	9/22/2014	Lesson plans, meeting notes, and progress monitoring assessments	2/6/2015 monthly
G1.B2.S1.MA1	Student achievement data and instructional observations	Beauchamp, Lillian	9/15/2014	Data collected in Performance Matters on assessments and instructional observations	3/12/2015 monthly
G1.B2.S1.MA1	Administrative observations	Beauchamp, Lillian	9/15/2014	Lesson plans, meeting notes, and observations	3/5/2015 monthly

## 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. All teachers will fully implement standards-based instruction.

#### G1.B1 Collaborative planning time and structure

**G1.B1.S1** The instructional coach will meet with teams to help guide and facilitate productive collaborative planning sessions.

##### PD Opportunity 1

Instructional coach will meet with teams of teachers on a bi-weekly basis.

##### Facilitator

Amy Taylor

##### Participants

Elementary teams

##### Schedule

Biweekly, from 9/15/2014 to 2/5/2015

#### G1.B2 Time for professional development and implementation

**G1.B2.S1** Teams will provided with opportunities to collaboratively plan during early release days, professional development days, and on as needed basis.

##### PD Opportunity 1

Teachers will be given time on early release days and professional development days.

##### Facilitator

Amy Taylor and the district curriculum specialist Liz Pruitt

##### Participants

Grade teams and content area teachers

##### Schedule

Monthly, from 9/15/2014 to 3/12/2015

## Technical Assistance Items

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

## Budget Rollup

Summary	
Description	Total
Grand Total	0