

Havana Magnet School



2014-15 School Improvement Plan

Havana Magnet School

1210 KEMP RD, Havana, FL 32333

<http://www.gcps.k12.fl.us/>

School Demographics

School Type

Combination

Title I

Yes

Free/Reduced Price Lunch

63%

Alternative/ESE Center

No

Charter School

No

Minority

96%

School Grades History

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

School Board Approval

This plan is pending approval by the Gadsden 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
Priority	1	Melissa Ramsey
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To provide the best possible environment for each student to develop to his/her fullest potential because there are no limits on learning.

Provide the school's vision statement

To ensure the future success of the students of Havana Elementary School, we the parents, staff, students, and community, with high expectations, working collaboratively, will:

*Help each other perform at our highest potential emotionally, morally, academically, socially, and physically.

*Ensure a friendly, safe, respectful, peaceful, and drug-free environment that promotes learning through self-discipline and successful resolution of conflict.

*Be actively involved in developing curricular as well as extra-curricular experiences where there are opportunities for developing higher order thinking skills.

*Ensure a clean, attractive, modern facility with current technology and equipment, and adequate personnel and resources.

School Environment

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

- Identify and engage school community resources who will assist us (i.e. parents, students, teachers, school counselors, etc.) in assessing the current state of the cultural awareness and student-teacher relationships.
- Identify on-campus "experts" to assist with strategies that develop cultural awareness, improve student-teacher relations, and close existing social justice / equity gaps.
- Attend District provided Professional Development on multicultural offerings.
- Embed cultural activities within curriculum and daily course work (e.g., reading selections, writing prompts).

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

Our school recognizes the importance of having each student feel safe and a sense of respect. Each student is very important to us. Children are taught to not only have a sense of self-respect but to also value others regardless of their culture and socioeconomic status. With that as our guide, we continuously promote the concept, "Every opportunity, every year, every child", in our words and actions.

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

Our school has implemented Positive Behavior Support (PBS) school-wide, from Pre-Kindergarten to 5th grade, to foster positive behaviors and create a school climate that acknowledges and celebrates students making good choices. We will implement our "Caught Being a Good Pirate" Ticket program,

Good Citizens of the Month, and individual classroom PBS plans for classroom management systems. Students will be recognized through tangible and non-tangible means. When a child is sent to the office, he/she has reached that step in the classroom discipline plan. The following plan is strictly left to the administrator's discretion:

- Step 1 - Parent Conference
- Step 2 – Referral to Guidance
- Step 3 - In school suspension
- Step 4 – Out of School Suspension
- Step 5 – Referral to Outside Agency

Suspension:

Suspension means that the principal may keep the student from attending school, school related activities or riding the bus for up to ten days, if circumstances require such action. Before a student is suspended, the following needs to occur:

- The student is given notice of the charges against him/her and the basis for those charges.
- The student is given the opportunity to explain his/her side of the story.
- The parent is notified of the reasons for the suspension immediately.

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

- Develop and implement a comprehensive school counseling program with dedicated time for the development of the social-emotional mindsets and behaviors that result in positive and supportive relationships between students and teachers. Weekly counseling sessions are a part of the special area rotation in grades 2-5. Students are taught character development, bullying awareness, social and emotional development, and self-esteem building strategies.
- The School RtI Team will meet weekly to discuss students with barriers to academic and social success.
- A comprehensive school counseling program will be developed and implemented with time dedicated for the development of the social and emotional needs of the students.

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

N/A

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
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

N/A

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?

No

PIP Link

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

Description

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 with the following:

- Back to School Open House
- Literacy Reading Days that involved parental support
- Homeroom Parents
- Parents Chaperones for field trips
- Parent Letters
- Grade Level Newsletters
- School Flyers and Newsletters
- Student/Teacher/Parent Compact
- School wide mass phone communications/Parent Link
- School Advisory Council Association (SACS)
- Parent and Teacher Association (PTA)
- Skyward Parent Portal

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 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 initiatives involve promoting literacy, character education, communication and collaboration with the community. Some of the activities that have been designed to promote these partnerships include the following:

- Clergy Council Coalition
- Free book give away
- Back to School Supplies
- Public Library wheels
- End of Year Activities
- School Carnivals
- Reading Initiative/Pizza Hut (Book-It)
- Local Newspaper Articles

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
Williams, Parish	Principal
Akins, Zola	Assistant Principal
Maynor, Tamela	Guidance Counselor
Gibson, Mathella	Instructional Media
Hunter, Cassandra	Teacher, ESE
Washington, Angela	Other
Johnson, Shawntara	Teacher, K-12
Thomas, Byron	Teacher, K-12
Henderson, Warkeen	Teacher, K-12
Belford, Meishia	Teacher, K-12
Smith, Mis'Shaylanqua	Teacher, K-12
Holmes, Cathy	Teacher, ESE
Williams, Shirley	Teacher, PreK

Duties

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

Administrators will guide and lead the school's goals, policy and mission.

Teachers will embrace/support the school's goals and the vision.

Guidance Counselor provides services on issues pertaining to interventions, assessments and works as a mediator for student services and community based school issues.

The Leadership team will help to develop and sustain staff support

Members of the RTI Leadership Team will meet with the School Advisory Council to help develop the SIP

Both teams supports and helps to implement the SIP as an ongoing working document .

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 Response to Instruction/Intervention Team will meet every Tuesday and will focus on the following areas:

Identify and define target problem(s)

Determine what needs can be met through school interventions

Decide on a method of solving the problem

Develop strategies to modify and correct targeted behavior(s)

Evaluate and analyze the solutions to the problem

Monitor progress to determine the effectiveness of the implementation of strategies and the overall

plan

Title I, Part A

Title I, Part A funds are used to fund supplemental resources, activities and personnel in the areas where the school failed to make AYP, specifically reading, mathematics and science. Such funding includes salaries for teachers and paraprofessionals, licensure for computer-assisted instruction and supplemental resources such as reading intervention kits, science kits and Kaplan resources. Title I, Part A will also provide support to teachers to become highly-qualified through tuition reimbursement for college courses or fee reimbursement for the teacher certification examination. Eligible students will be encouraged to enroll in Supplemental Educational Services (SES), free tutoring, which is funded through Title I, Part A, NCLB Public School Options. Title I, Part A will also support the school in parent involvement activities and resources by offering funding for attendance of inservices and conferences for parents and parent liaisons. Further, Title I, Part A will support the VPK program by through a program extension to include teacher and paraprofessional salaries and the provision of supplemental supplies.

Title I, Part C- Migrant

The district Migrant Liaison provides services and support to Hispanic students and parents. The liaison coordinates with Title I to meet students' needs.

School boards and superintendents throughout Florida are required by state statute to cooperate with the Department of Education in identifying and reporting the names of each child who meet the qualifications defined by the Federal Regulation (Section 201.3) and Florida Statutes 230.23(13)(b) and 230.33(14)(b). To accomplish this recruiters are employed to identify and recruit migrant families. Recruitment activities are handled through periodic visits to migrant living areas, referrals from schools, health departments, food stamp offices and other agencies.

Contact is maintained with Katherine Pouncey, Migrant Program Coordinator. Established collaboration includes but is not limited to: a) assistance with interpretation for migrant parents at IEP meetings, parent meetings, teacher conferences, etc., b) Summer school for migrant students, c) supplementary educational materials for teachers serving migrant students, and d) supplementary tutorials offered at the PAEC-MEP office. Migrant staff will monitor grades and attendance and confer, as needed, with teachers and parents regarding academic progress. Supplementary tutorials are offered to Priority for Services students on a regular basis during the school year, all other migrant students will receive tutorial services as needed. Home visits are conducted as needed based on grades and attendance.

A six week summer program is provided for over 300 currently migratory children in Gadsden County. The curriculum is designed to improve reading comprehension, language expression, writing and using the latest technology. The challenging content of selected materials utilized and high levels of performance expected from all students separate our summer program from remedial programs offered at other sites.

Title I, Part D

Funds are received at the district for Alternative Educational Programs. Services are coordinated with Drop-out Prevention programs. Funds are used to hire Behavioral Specialist for discipline.

Title II

Funds are received at the district to purchase equipment for classrooms. The purchase of technology hardware and software will be used to increase instruction and enhance reading and math skills for struggling students.

Title III

District provides services for educational materials and English Language Learners (ELL) support services to improve the education of English Language Learners.

Title X- Homeless

District Homeless Social Worker identifies students as homeless as defined by the McKinney-Vento Act. The Social Worker and District Homeless Liason (Sherry Taylor) provides resources: clothing, school supplies, social services, etc.

Supplemental Academic Instruction (SAI)

Summer School for third grade Level I readers is provided by SAI funds in coordination with Title I

funds. Based on performance on the FAIR Assessment, 2nd grade students have an opportunity to attend summer school camp.

Violence Prevention Programs

Character Development works on correct responses for every situation. Fifteen minutes a day will be spent on this program for all children. PBS (Positive Behavior System) spear-headed by Randall Estelle is implemented this year to cut-down the number of referrals and suspensions.

Nutrition Programs

The Health Clinic at HES will share information on nutritional topics with classes periodically throughout the year. Students receive fresh fruit and vegetables daily provided by the Healthy School Initiative.

District Personnel including ETO specialists, District Reading Coach, District Technology Team, and other district personnel as needed.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Melissa McGriff	Parent
Ashley Griffin	Teacher
Dereck Sailor	Parent
Shanterria Robinson	Parent
Mathella Gibson	Teacher
Parish Williams	Principal
Rosendo Juapillo	Parent
Kim Sailor	Parent
Warkeen Jordan	Parent
Are'Yaina McGriff	Student
Maria Ramirez	Parent
Lucino Cervenro	Parent
Nekesheia Albert	Parent
Brittani Hannah	Parent
Tamela Maynor	Parent
Lillie Stokes	Business/Community
Zola Akins	Education Support Employee
Curtricia Douglas	Parent
Gloria Douglas	Business/Community
Leslie Robinson	Business/Community
Audrey Lewis	Business/Community
Lillian Johnson	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 SAC's involvement with the evaluation of last year's school improvement plan was completed during Pre-Planning on July 21, 2014. The School Based Leadership Team met to evaluate the effectiveness of the prior year's SIP. After reviewing the most recent FCAT data, the team was able to disaggregate the data and measure the performance of student achievement in grades 3-5. Additionally, the team reviewed quantitative data such as surveys, parent involvement data, discipline data, and attendance data. It was determined that some of the barriers prevented mastery of most of the goals. However, it was determined that the school had successfully made significant gains in Reading, the lowest quartile in Reading, and the lowest quartile in Math.

Development of this school improvement plan

The key to effective decision making in Florida's school improvement system is that changes are made to shape the educational future of all students. The law requires that each school establish a School Advisory Council (SAC) so that parents can work with school administrators and staff. The SAC 's primary role is to assist the principal in developing and evaluating the school improvement plan for the current year. The SAC will help develop, implement and evaluate the school improvement plan. During the school year, the job of the SAC is to make sure the actions listed in the plan are carried out. It is important that the activities listed in the plan are actually implemented in order to achieve the objectives of the plan. SAC will review the plan in the middle of the year to ensure that progress is being made.

Preparation of the school's annual budget and plan

The school's annual budget and strategic plan maintains and monitors the allocation of funds for school improvement projects and needs. The school advisory council oversees the proper expenditure approval and allocation of such funds and assist with budget development. Funds are requested from various stakeholders and are approved or denied by a popular vote.

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

No funds were allocated last year and there were no projects for which a budget was developed.

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
Williams, Parish	Principal
Akins, Zola	Assistant Principal
Maynor, Tamela	Guidance Counselor
Gibson, Mathella	Instructional Media
Hunter, Cassandra	Teacher, ESE
Washington, Angela	Other
Johnson, Shawntara	Teacher, K-12
Thomas, Byron	Teacher, K-12
Henderson, Warkeen	Teacher, K-12
Belford, Meishia	Teacher, K-12
Holmes, Cathy	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Major initiatives for Literacy Leadership Team includes national/state-wide literacy celebrations, parent trainings, reading carnivals and the implementation of school wide reading incentive programs and classroom standards-based projects.

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

Every teacher is a part of a professional learning community (PLC) twice a week. This common time allows teachers time to discuss, plan, review, and share ideas for the upcoming lessons. Teachers review the skills with one another and they are able to plan early in order to be prepared for the week. All of the faculty attend regular faculty meetings to receive updated school information and announcements. Grade group meetings also foster a sense of teamwork for each grade-level. Teachers share success stories pertaining to behavior management plans, strategies, and parental involvement. All of the time that is dedicated to planning and instruction increases collaboration among the group.

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

In order to recruit and retain highly qualified teachers the principal's goal is to find certified teachers who were interviewed from the district's annual job fair. The principal is selecting applicant from the district's pool of instructional teachers. Our strategies of providing school based mentors will help give support and guidance to newly hired teachers. The mentoring program incorporates the components recognized in current research on effective new teacher induction models. All new teachers are assigned a highly qualified mentor teacher from their content/grade level. The new teacher is then given onsite assistance and support to become a highly effective teacher.

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

All teachers with less than three years in the District are assigned a mentor teacher within the grade level. The mentor teacher assists with common board information, instructional strategies, lesson plan development, behavior management, parental involvement, and motivation etc.

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

Core instructional materials and resources are vetted and adopted by a team of teachers and administrators across the district. This team selects standards-based programs based on the majority vote of that team. The instructional programs selected are vetted by the state and placed on the textbook adoption lists.

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 students are given pre-test to determine where they are academically. Students are then placed in small groups based on their ability level and given instruction based on their individual needs. Data is monitored monthly, which allow for students to move through fluid groups as progress is made.

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

Standards-based instruction for students and weekly strategy-focused professional development and PLC meetings for teachers in grades K-5, allow the teams to stay abreast of student growth and achievement throughout the year.

Strategy Rationale

Differentiated instruction allows for students to receive instruction tailored to their own individual needs, which allows for continuous improvement for each student.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Williams, Parish, williamsp@gcpsmail.com

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

Data is collected weekly and analyzed by teachers and administrators, bi-weekly.

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

HES continues to implement our district's transition plan for students. The plan provides services that are of the highest possible quality, that ensures the needs and aspirations of families and children are at the center of each child's transition, and delivers services in the least restrictive environment that is appropriate for each child.

The District Headstart Program Specialist coordinates the curriculum and provides resources to classrooms to prepare two and three year olds developmentally for school. Headstart funds are coordinated with Title I funds to meet student needs. The Pre-K Early Childhood Program prepares students for a seamless transition to kindergarten. The Pre-K decided has decided to adopt the new district reading program Journeys as its new Reading Curriculum to create curriculum continuity between grade levels in the area of literacy.

Vertical articulation meetings between the 5th and 6th grade teachers at the middle school. This allows for teachers to plan transitional strategies for students for the upcoming school year. Dialogue will include developing strategies that will focus on the academic strengths and weaknesses; and, the social and emotional needs of the current 5th grade cohort. Middle school teachers will be asked to share the curriculum demands of 6th grade students in order to create a seamless transition, thus increasing the probability of yielding success for all incoming students. The New Florida Standards have made academic transition more coherent by design, as the new curriculum framework includes a natural progression of skills across grade levels.

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

NA

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

NA

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

NA

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

NA

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.** If we increase the effectiveness of explicit, standard-based instruction through collaboration, then we will increase proficiency in all content areas to the 51st percentile by the end of 2014-2015 school year.

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. If we increase the effectiveness of explicit, standard-based instruction through collaboration, then we will increase proficiency in all content areas to the 51st percentile by the end of 2014-2015 school year. 1a

 G041814

Targets Supported 1b

Indicator	Annual Target
Teachers with advanced degrees	45.0
ESOL Endorsed	58.0
Reading Endorsed	32.0
% National Board Certified	0.0
Highly Qualified Teachers	94.0

Resources Available to Support the Goal 2

- Journeys- Write In Readers, Leveled Readers, Reader's Notebooks, Student anthologies, and Write Smart Acaletics - Quick Picks and Content Strand Reviews Go Math Florida Kaldeiscope Early Interventions In Reading Florida Interactive Science New Instructional Leadership Determined Staff DOE Differentiated Accountability Support Smart Board Wifi Ameri-Corp Staff After School Programs Foster Grandparents ETO District Staff District Reading Coach

Targeted Barriers to Achieving the Goal 3

- Lack of skills and knowledge implementing new core reading program, guidance and autonomy for teachers
- The school has lacked consistent effective leadership

Plan to Monitor Progress Toward G1. 8

Students- Teacher Data Chats
 Teacher- Principal Data Chats (using the Reflective Data Analysis form)

Person Responsible

Parish Williams

Schedule

Quarterly, from 8/19/2014 to 5/19/2015

Evidence of Completion

Student Grade Reports Quarterly

Plan to Monitor Progress Toward G1. 8

students are showing growth in all content areas using formal and informal assessments

Person Responsible

Parish Williams

Schedule

Monthly, from 10/1/2014 to 5/1/2015

Evidence of Completion

Formal and informal assessments

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. If we increase the effectiveness of explicit, standard-based instruction through collaboration, then we will increase proficiency in all content areas to the 51st percentile by the end of 2014-2015 school year. **1**

 G041814

G1.B3 Lack of skills and knowledge implementing new core reading program, guidance and autonomy for teachers **2**

 B113160

G1.B3.S1 To increase knowledge of new Florida Standards **4**

 S124632

Strategy Rationale

Action Step 1 **5**

Provide PD for unwrapping standards, discuss the instructional implications and develop appropriate strategies for student learning.

Person Responsible

Zola Akins

Schedule

On 10/8/2014

Evidence of Completion

sign in sheets, agenda

Action Step 2 5

Develop model classrooms at each grade level to foster peer to peer coaching

Person Responsible

Parish Williams

Schedule

Quarterly, from 11/3/2014 to 5/29/2015

Evidence of Completion

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

Teachers will meet during grade level meetings to plan for using new Florida Standards

Person Responsible

Zola Akins

Schedule

Weekly, from 10/15/2014 to 5/15/2015

Evidence of Completion

agendas, sign in sheets

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

walkthroughs with administrative team and ETO team

Person Responsible

Parish Williams

Schedule

Weekly, from 11/10/2014 to 5/29/2015

Evidence of Completion

observations and walkthrough documents

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

Administrative team will conduct classroom walkthroughs

Person Responsible

Parish Williams

Schedule

Weekly, from 10/22/2014 to 5/22/2015

Evidence of Completion

observations, lesson plans,

G1.B6 The school has lacked consistent effective leadership 2

 B113169

G1.B6.S1 To establish a collaborative organization for leadership. 4

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Strategy Rationale

Action Step 1 5

Create a school based leadership team

Person Responsible

Parish Williams

Schedule

Weekly, from 8/7/2014 to 5/20/2015

Evidence of Completion

Meeting agenda, minutes, and sign in sheets

Action Step 2 5

Develop a master calendar/schedule that includes common planning, PLCs, SAC, co-teaching which foster collaboration and among faculty, staff and stakeholders

Person Responsible

Parish Williams

Schedule

On 7/28/2015

Evidence of Completion

Master schedule, calendar, agendas, grade level notebooks

Plan to Monitor Fidelity of Implementation of G1.B6.S1 6

Develop master calendar of SBLT meetings and discriminate among faculty and staff

Person Responsible

Parish Williams

Schedule

On 5/29/2015

Evidence of Completion

Calendar

Plan to Monitor Fidelity of Implementation of G1.B6.S1 6

Administrative team will attend grade group meetings

Person Responsible

Parish Williams

Schedule

Monthly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Meeting notes and agendas

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 7

Faculty Survey

Person Responsible

Mathella Gibson

Schedule

Semiannually, from 10/3/2014 to 5/8/2015

Evidence of Completion

data from survey

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 7

Administrative team will review data notebooks, lesson plans, common planning/PLC sign in sheets

Person Responsible

Zola Akins

Schedule

Monthly, from 8/27/2014 to 5/22/2015

Evidence of Completion

document review form

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.B6.S1.A1	Create a school based leadership team	Williams, Parish	8/7/2014	Meeting agenda, minutes, and sign in sheets	5/20/2015 weekly
G1.B3.S1.A1	Provide PD for unwrapping standards, discuss the instructional implications and develop appropriate strategies for student learning.	Akins, Zola	10/8/2014	sign in sheets, agenda	10/8/2014 one-time
G1.B6.S1.A2	Develop a master calendar/schedule that includes common planning, PLCs, SAC, co-teaching which foster collaboration and among faculty, staff and stakeholders	Williams, Parish	7/28/2014	Master schedule, calendar, agendas, grade level notebooks	7/28/2015 one-time
G1.B3.S1.A2	Develop model classrooms at each grade level to foster peer to peer coaching	Williams, Parish	11/3/2014		5/29/2015 quarterly
G1.MA1	Students- Teacher Data Chats Teacher-Principal Data Chats (using the Reflective Data Analysis form)	Williams, Parish	8/19/2014	Student Grade Reports Quarterly	5/19/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA2	students are showing growth in all content areas using formal and informal assessments	Williams, Parish	10/1/2014	Formal and informal assessments	5/1/2015 monthly
G1.B3.S1.MA1	Administrative team will conduct classroom walkthroughs	Williams, Parish	10/22/2014	observations, lesson plans,	5/22/2015 weekly
G1.B3.S1.MA1	Teachers will meet during grade level meetings to plan for using new Florida Standards	Akins, Zola	10/15/2014	agendas, sign in sheets	5/15/2015 weekly
G1.B3.S1.MA3	walkthroughs with administrative team and ETO team	Williams, Parish	11/10/2014	observations and walkthrough documents	5/29/2015 weekly
G1.B6.S1.MA1	Faculty Survey	Gibson, Mathella	10/3/2014	data from survey	5/8/2015 semiannually
G1.B6.S1.MA4	Administrative team will review data notebooks, lesson plans, common planning/PLC sign in sheets	Akins, Zola	8/27/2014	document review form	5/22/2015 monthly
G1.B6.S1.MA1	Develop master calendar of SBLT meetings and discriminate among faculty and staff	Williams, Parish	8/27/2014	Calendar	5/29/2015 one-time
G1.B6.S1.MA3	Administrative team will attend grade group meetings	Williams, Parish	9/2/2014	Meeting notes and agendas	5/29/2015 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. If we increase the effectiveness of explicit, standard-based instruction through collaboration, then we will increase proficiency in all content areas to the 51st percentile by the end of 2014-2015 school year.

G1.B3 Lack of skills and knowledge implementing new core reading program, guidance and autonomy for teachers

G1.B3.S1 To increase knowledge of new Florida Standards

PD Opportunity 1

Provide PD for unwrapping standards, discuss the instructional implications and develop appropriate strategies for student learning.

Facilitator

DA/ETO team

Participants

Faculty and Staff

Schedule

On 10/8/2014

PD Opportunity 2

Develop model classrooms at each grade level to foster peer to peer coaching

Facilitator

ETO team

Participants

teachers specified for model classrooms

Schedule

Quarterly, from 11/3/2014 to 5/29/2015

G1.B6 The school has lacked consistent effective leadership

G1.B6.S1 To establish a collaborative organization for leadership.

PD Opportunity 1

Create a school based leadership team

Facilitator

Ann Selland

Participants

SBLT members

Schedule

Weekly, from 8/7/2014 to 5/20/2015

PD Opportunity 2

Develop a master calendar/schedule that includes common planning, PLCs, SAC, co-teaching which foster collaboration and among faculty, staff and stakeholders

Facilitator

DA Staff

Participants

Faculty and ETO

Schedule

On 7/28/2015

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: If we increase the effectiveness of explicit, standard-based instruction through collaboration, then we will increase proficiency in all content areas to the 51st percentile by the end of 2014-2015 school year.	0
Grand Total	0

Goal 1: If we increase the effectiveness of explicit, standard-based instruction through collaboration, then we will increase proficiency in all content areas to the 51st percentile by the end of 2014-2015 school year.		
Description	Source	Total
B5.S1.A2 - None		0
Total Goal 1		0