

A word cloud graphic featuring various terms related to education and community. The most prominent words are 'students', 'school', 'teaching', 'improvement', 'strategic', 'collaborative', 'family', 'community', 'goals', 'mission', 'vision', 'public', 'and', 'career', 'college', 'and', 'career', 'goals', 'strategic', 'public', 'and', 'mission', 'vision'. Other words include 'instruction', 'environment', 'supportive', 'problem solving', 'step', 'zero', 'planning', 'building', 'relationships', 'achievement', 'ambitious', 'needs', 'assessment', 'resources', 'strategies', 'effective', 'leadership', '8-Step', 'solving', 'public', 'and', 'mission', 'vision'.

# 2014-15 School Improvement Plan

## John D. Floyd K 8 School Of Environmental Science

3139 DUMONT AVE, Spring Hill, FL 34609

[www.edline.net/pages/hcsb\\_jdfes](http://www.edline.net/pages/hcsb_jdfes)

### School Demographics

**School Type**

Combination

**Title I**

No

**Free/Reduced Price Lunch**

65%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

34%

### 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 Hernando County School Board on 11/18/2014.

### 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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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>18</b>
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	22
<b>Appendix 1: Implementation Timeline</b>	<b>29</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>31</b>
Professional Development Opportunities	32
Technical Assistance Items	34
<b>Appendix 3: Budget to Support Goals</b>	<b>35</b>

## 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	<a href="#">Jim Browder</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 John D. Floyd School of Environmental Science is to promote a partnership with students, parents, and the community by providing a supportive educational environment enhanced by technology that encourages problem solving and responsible choices, thus preparing all to meet tomorrow's challenges.

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

Attitude determines Altitude...

#### School Environment

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

Every school year begins with an open house event which invites all students and their families to come on campus prior to the 1st day of school to familiarize themselves with the school campus and their teacher. All faculty and staff are present at this event so that parents can meet, not only the child's respective teacher for the school year, but they can also meet the receptionist who will greet them in the front office as well as the school nurse who will, on occasion, care for their sick child. Teachers prepare "get to know you" packets for every enrolled student and parents are encouraged to complete this activity with their student. Lines of communication are established via phone, text "remind101 app", and email. Individual grade levels host "back to school" curriculum nights during the 1st nine weeks of the school year and continue to do so on a quarterly basis as needed.

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

Physical safety -- Parents are notified of school hours as well as office hours. Floyd is a closed campus that is only accessible through the front office. Floyd has a full time SRO who is present and active on campus. The school operates under a zero tolerance bullying policy and district provides a student code of conduct which is made available to all parents and students in hard copy and via the district website. School wide behavior expectations are established and teachers with their students collaborating to create classroom rules. Many choose to have students sign an oath or declaration of what is acceptable behavior versus what is not. Guidance department facilitates classroom presentations to discuss bullying and harassment with all students and those rules and expectations are reinforced by administration during grade level assemblies. During this time, behavior expectations, school safety, and student code of conduct are outlined and discussed. All available faculty and staff have designated duty stations through out campus providing constant supervision before school, after school, and during passing times.

##### **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 6 expectations that are applied in every setting across the school. We have a simple word that all students can remember: SPLASH. It stands for:



Showing respect  
Positively participating  
Listening to and following directions  
Always doing your best  
Staying on task  
Having good manners

It is a proactive approach in that the students are taught what is expected of them in all school settings (i.e. classroom, lunchroom, bus, playground, walkways, etc.). Students will be rewarded frequently for their appropriate behavior. It promotes a positive school environment where students and teachers feel appreciated, safe and respected. Traditional Discipline's goal is to stop undesirable behavior through the use of punishment. It focuses on the student's problem behavior. PBS's goal is to stop undesirable behavior by: replacing it with a new behavior/skill, altering the environment and teaching the appropriate skills. It also focuses on rewarding appropriate behavior. When we reward for good behavior, there is less need to focus on non-acceptable behavior. The PBS model is to reward students for positive and appropriate behavior. The positive rewards are given weekly, bi-weekly, monthly and quarterly.

**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**

Students who need additional behavioral/emotional support will be included in skill building intervention groups where they are taught coping strategies, as needed, along with the classroom based interventions. Skill building strategies occur with guidance in small group or on a one on one basis as needed. All students receive words of wisdom via the morning announcements as part of character education. Guidance counselors have instituted a word of the month initiative which ties into character education. Through the MTSS system the school also utilizes our assigned district behavior specialist, social worker, and school psychologist. Parent/guardian communication will take place through parent conferences, phone calls and/or notes in the agenda. Faculty and staff have duty stations across campus assuring that students are being monitored before, during, and after school. All students are greeted by teachers at the door.

### 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**

Student attendance is monitored closely. Every two weeks data entry provides a detailed report. Three, seven, and ten day letters are sent home and subsequent meetings are scheduled with parents to address concerns. Teachers also bring concerns to guidance and administration when students are absent for two or more consecutive days and parent has not made communication. Wellness calls are placed by either the teacher, guidance or administration. Teachers communicate with parents via Edline and daily agenda. Failure reports are analyzed every nine weeks. Within the 9 weeks however, guidance makes parent contact and teams plan parent conferences. Referral data is analyzed on a monthly basis by the PBS team. Teacher recorded behavior data is also analyzed by guidance who over sees school wide PBS. Students who have scored a level 1 on statewide assessments are placed in an intensive reading/math class respectively.

**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	33	34	50	30	35	31	30	27	35	305
One or more suspensions	4	5	10	13	14	22	9	9	15	101
Course failure in ELA or Math	17	2	2	6	7	3	3	9	10	59
Level 1 on statewide assessment	0	0	0	23	18	27	21	20	23	132

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students exhibiting two or more indicators	18	8	16	24	44	50	52	37	57	306

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

Master schedule has a built in RtI time for k-5. During this 30 minute block of time students are working in small groups. All available personnel are leading remediation groups or enrichment projects. A reading resource teacher schedules students who are on tier three of the MTSS process for small group on a daily basis. For those who require speech services our speech therapist utilizes a partial inclusion model. We also have an individual place to conduct small groups in math for students who are in the MTSS process. Middle school students who score a level 1 on state wide assessments are placed in an intensive math and/or reading class respectively. In addition to remediation opportunities, students also have a 30 minute block of time in the schedule for study hall where they can get additional help in core academic classes.

### **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**

At the beginning of every school year we host an open house where parents can come meet the teachers and tour the campus. During this event representatives from PTSA, SAC, and various organizations are available to talk with families about initiatives and parental involvement. Our volunteer coordinator is also available to facilitate the volunteer process with parents and family members. Parents are kept informed of their child's progress on a daily basis via agenda's and Edline. Faculty and staff also host a yearly mini- Relay for Life event as well as PTSA which hosts a Fall Festival and Holiday House event. PTSA and Administration have formed a local Chapter of "All Pro Dads." Its primary function will be monthly All Pro Dad's Day Breakfasts held in the school's cafeteria. At the breakfast, the principal, acting as Team Captain, will facilitate a structured program/

curriculum provided by the organization. The various topics will provide fathers an opportunity to develop positive relationships with their children and improve their ability to communicate.

**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**

J.D. Floyd has developed partnerships with local business in the community and have received support for events such as teacher luncheons during pre-planning week and teacher appreciation week. Local businesses have also donated incentives for students who achieve academic excellence and are part of the reward and recognition process for PBS. As an environmental science focused school, we have partnered with several business to help establish our Aquaponics ponds for students to have hands on experience with the nature of science. We have also developed cross curricular initiatives between science and physical education and with two local bike shops have secured a set of bicycles for students to use during class time to explore the outdoors and meet physical education requirements.

### 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
Markford, Rick	Principal
Howard, Francesca	Assistant Principal
Anderson, Kara	Teacher, K-12
Audette, Edward	Teacher, K-12
Barrett, Charles	Teacher, K-12
Blazsek, Aaron	Teacher, K-12
Brennan, Eileen	Teacher, ESE
Fulton, Caroline	Teacher, K-12
Grover, Lisa	Teacher, K-12
Johnson, Linda	Teacher, K-12
Kirchman, Patrick	Teacher, K-12
Kraut, Amy	Teacher, K-12
Lobianco, Joan	Other
Natale, Dana	Teacher, K-12
Pinder, Rachelle	Teacher, K-12
Roth, Susan	Administrative Support
Stimmel, Linette	Teacher, K-12
Stoessel, Amy	Teacher, K-12
Swartout, Tammy	Guidance Counselor

##### Duties

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

School based leadership team headed by the Principal and Assistant Principal is scheduled to meet on a weekly basis to discuss status of school initiatives driven by the SIP. During this time the team has open discussion regarding student progress, curriculum/resource issues, status of the MTSS process and students who are moving through the tiers. Administration on a regular basis attends grade level team meetings to discuss student data, the instructional needs of the team, and how/what resources are needed at this particular time to help makes students successful. SIP strategies are evaluated based on effectiveness and if changes are to be made, communication is formulated and distributed. Walk-throughs are done on a daily basis and observations are discussed. Prior professional development opportunities are evaluated on their continued effectiveness and new opportunities are planned. Exemplary practices are shared with faculty and collegiality is encouraged. The Teacher on Administrative assignment is facilitating the over all school MTSS process. Together with guidance and classroom teachers, data is analyzed and resources are allocated to students.

***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***

As a non-Title 1 school, all professional development is paid through Title II funds. All PD is facilitated by instructional leaders, administration, and district assigned reading/math coaches. Professional Development is determined by district initiatives and school based needs assessment. Needs are assessed on a daily basis depending on walk-through observations and subsequent reflection. Teachers are provided opportunities to schedule visits to other classrooms to observe best practices. Students at Floyd are lacking in foundational math skills as reflected on statewide assessment results. To increase opportunities for additional math instruction, the master schedule was re-organized to allow for a math lab on the specials rotation for K-2, grades 3-5 utilize a student pull out schedule, and grades 6-8 have intensive math in place of an elective for student who scored a level 1.

**School Advisory Council (SAC)****Membership**

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

Name	Stakeholder Group
Ron DeLama	Business/Community
Debra Reardon	Parent
Lori White	Teacher
Jennifer O'dell	Teacher
Bonnie Townsend	Parent
Norma Padro	Parent
Arlene Cotto	Teacher
Margaret White	Teacher
Kevin White	Parent
Sherri Romanowski	Teacher
Mardai Brown	Teacher
Stacey Donohue	Teacher
Wendi Rode	Parent
Jessica Touati	Parent
Akindeji Hill	Parent
Jennifer Pontrelli	Parent
Susan Roth	Teacher
Mary Frank	Teacher

## 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*

Administration presented an over-view of the SIP draft, highlighting Goals, Barriers and Strategies...

*Development of this school improvement plan*

First SAC for 14-15 school year was held on Sept 30, 2014 following the PTSA meeting in Floyd's media center. Principal discussed three areas of improvement for Floyd: math, science, and writing.

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

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

\*\$6,019.20--July beginning balance

\*\$2,088.24--Agendas (K-5)

\*\$250.00—Economic Project- PBS

\*\$500.00--Newspaper (School Newspaper)

\*\$3,180.96—Balance

Pending requests--

RC licensing \$1,250.00

Splash rewards \$250.00

MS Agenda's

**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
Markford, Rick	Principal
Lobianco, Joan	Other
Nejame, Nicole	Other
Cohen, Sara	Instructional Media
Howard, Francesca	Assistant Principal
O'dell, Jennifer	Teacher, K-12
Fulton, Caroline	Teacher, K-12

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

All teachers have classroom libraries. The administrative team guests reads in classrooms periodically. The school uses incentives such as Reading Counts to encourage literacy across all grade levels. The principal is coordinating a boys book study, targeting the lowest 25% of young male middle school students.

**Public and Collaborative Teaching**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

**Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

Teachers collaborate on lesson plans, instructional delivery, and common assessments. Unit and topic assessment data is dis-aggregated and analyzed and Rti groups are adjusted to meet the academic needs of students. Groups are fluid among grade level. Teachers are encouraged to utilize team teaching when appropriate and are encouraged to "visit" other classrooms to observe instructional delivery and classroom management. Vertical planning sessions are scheduled twice a year so that teachers can address expectations between grade levels. All teams participate in lesson study.

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

Teacher morale and school culture are driven by administration. Both the principal and assistant principal are visible on campus and walk through classrooms daily. Opportunities for feedback both formal and informal are greatly encouraged. Administration is available for parent conferences to support teachers with behavior expectations and classroom management. Team leaders meet with administration on a weekly basis. Principal sends weekly "PILS" (Problems, issues, and logistics) via email communicating with all members of faculty and staff. The lead mentor is aware of all new teachers and mentors are assigned to every new teacher and teacher new to the district as well as any teacher



who feels they are in need of support. Teachers/teams are involved in the interview process when positions become vacant. Monthly professional development opportunities are offered in areas such as Data Analysis, Response to Intervention and Positive Behavior, in a variety of formats: Trainings, Learning Communities, Data Chats, and online PD 360. Many learning opportunities are available on campus exposing teachers to best practices and research based instructional strategies. The District along with the Hernando County Teachers Association offer ongoing professional development as well. Teacher also are afforded opportunities to observe other teachers as well as request administration or certain district personnel to model lessons.

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

A highly effective veteran teacher is assigned as Floyd's lead mentor. All first year teachers are assigned a CET certified teacher to facilitate the learning process associated with the first year of teaching. Teachers who identify themselves as needing assistance are paired with a fellow colleague to provide support and direction. The mentor teacher has expertise in the area the mentee is displaying deficiencies and personalities need to be compatible so that it is a mutually beneficial experience. As part of the SIP, teachers will be given the opportunity to visit model classrooms and observe the procedures and practices that are being utilized in those designated rooms. Reciprocally, those teacher being observed will be able to visit the classrooms of the teachers who are seeking/needing guidance to provide feedback and reflection opportunities.

## **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***

District office has provided training on implementing Florida Standards and all teachers have access to CPALMS and are encouraged to use this resource. Teachers throughout the district under the guidance of curriculum supervisors have collaborated to create curriculum maps aligning the Florida standards with our district adopted materials. Professional development to unpack the standards facilitated by the the district reading coach has been scheduled. At the end of last year (May 2014) vertical crosswalks were facilitated for each grade level by the Assistant Principal and District Reading coach where literacy expectations for all content areas and grade levels were established. During pre-planning (August 2014) teachers were given planning time to align the new reading tests to the curriculum and plan differentiated instruction to address misconceptions.

#### **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***

Administration facilitates school wide data "chats" and the team leaders facilitate grade level data analysis meetings. School wide data analysis provides direction for master schedule opportunities to accommodate for both enrichment and remediation. Student data is used to determine plans for differentiated centers within the classroom. The data is also used to determine how students are grouped during school wide Rti time from grades K-8. The reading resource teacher is involved in the grade level planning to be able to support classroom instruction and facilitate the tier 3 process. School wide assessment data was used to differentiate the specials rotation creating a math

manipulatives session for grades K-2. Teachers use common assessments, gradual release model, and have daily collaborative planning opportunities.

***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:** Weekend Program

**Minutes added to school year:** 0

Students will have access to web based Compass Grade/Credit Recovery.

***Strategy Rationale***

If students have failed a core academic subject and are at risk of not earning credit to be promoted to the next grade level, students can use time at home after school and during the weekends to recover grades using online curriculum.

***Strategy Purpose(s)***

- Core Academic Instruction

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

Howard, Francesca, howard\_f@hcsb.k12.fl.us

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

Failure report

Online reports from Compass Odyssey that will be used as documentation to process a grade change.

**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***

The Kindergarten team hosts a "Round Up" in May. Families who are zoned for Floyd are invited to come meet the teachers, tour the classrooms, media center, cafeteria, playground, and take a ride on a school bus. Parents are provided with expectations of skills that will make the students year of kindergarten academically successful. For students leaving Floyd to enter high school, we allow for zoned high schools to visit during school lunches to present specialty programs and provide opportunities for respective athletic departments to provide students with information on processes and eligibility.

**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***

Middle school students with a history of academic success have the opportunity to take advanced classes and/or high school classes on our campus either in a traditional classroom and/or eHernando.



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

Master schedule does not currently allow any opportunities for industry certifications. Students may take classes on eHernando while on our campus in place of an elective to earn industry certification.

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

N/A

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

N/A

## School Improvement Goals

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

### Problem Solving Key

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

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.**        Increase the number of opportunities for students in primary grades to build foundational math skills needed for academic success in grades 3-5.
- G2.**        All instructors of Science at J.D. Floyd K-8 will collaborate and align instructional expectations and outcomes while using collaborative and experiential teaching methods.
- G3.**        Teachers will regularly utilize repeated "reads" to reinforce student knowledge of phonics and sight words to increase fluency so that students can work towards mastery of text based writing.

## 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.** Increase the number of opportunities for students in primary grades to build foundational math skills needed for academic success in grades 3-5. 1a

 G050765

**Targets Supported** 1b

Indicator	Annual Target
Math Gains	56.0

**Resources Available to Support the Goal** 2

- K2 Math Lab
- Destination Math
- Everyday Math
- Math XL
- LCD projector/screen

**Targeted Barriers to Achieving the Goal** 3

- Number of instructional minutes

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

Classroom walk-through data  
 Assessment data  
 Teacher feedback

**Person Responsible**

Francesca Howard

**Schedule**

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

**Evidence of Completion**

Increased fluency for students; Increase in formative/summative assessment scores

**G2.** All instructors of Science at J.D. Floyd K-8 will collaborate and align instructional expectations and outcomes while using collaborative and experiential teaching methods. 1a

 G050604

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	54.0

**Resources Available to Support the Goal** 2

- Collaborative planning
- Environmental Center
- District adopted curriculum

**Targeted Barriers to Achieving the Goal** 3

- Lack of instructional time in schedule
- Training opportunities for teachers

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

Under the direction of school principal students in grades 3-5 will take SAMS science test.

**Person Responsible**

Rick Markford

**Schedule**
**Evidence of Completion**

Baseline data (SAM online); Mid year data (SAM online)

**G3.** Teachers will regularly utilize repeated "reads" to reinforce student knowledge of phonics and sight words to increase fluency so that students can work towards mastery of text based writing. **1a**

 G050603

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

Indicator	Annual Target
ELA/Reading Gains	51.0

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

- New weekly and unit reading assessments
- Old weekly and unit reading assessments
- District assigned reading coach
- School based reading resource teacher
- Reading/Literacy Leadership Team

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

- Lack of fluency skills
- Complimentary skills such as word analysis no longer incorporated on new weekly/unit reading assessments
- Little prior exposure in writing to respond to text/literature

**Plan to Monitor Progress Toward G3.** **8**

Formative and Summative assessment data will be analyzed by respective grade levels.

**Person Responsible**

Francesca Howard

**Schedule**

Weekly, from 8/18/2014 to 5/29/2015

**Evidence of Completion**

Minutes from team meetings; Changes in Rti groups; Decrease in number of students requiring Tier III interventions

## 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.** Increase the number of opportunities for students in primary grades to build foundational math skills needed for academic success in grades 3-5. **1**

 G050765

**G1.B1** Number of instructional minutes **2**

 B127257

**G1.B1.S1** Create a math manipulatives lab for grades K-2 as part of the specials rotation **4**

 S139307

### Strategy Rationale

Primary grades are a critical stage for kids to develop mental math skills and basic math vocabulary

### Action Step 1 **5**

Analysis of prior year math data

#### Person Responsible

Kara Anderson

#### Schedule

Daily, from 8/11/2014 to 8/22/2014

#### Evidence of Completion

Lesson plans for math lab for 1st nine weeks and detailed list of manipulatives to be ordered.

## Action Step 2 5

Analysis of specials rotation and available instructional/non-instructional personnel

### **Person Responsible**

Francesca Howard

### **Schedule**

Daily, from 8/11/2014 to 8/15/2014

### **Evidence of Completion**

Completed Specials rotation, classroom assignment, and human resource

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

Classroom Walk-throughs  
Teacher feedback

### **Person Responsible**

Francesca Howard

### **Schedule**

On 5/29/2015

### **Evidence of Completion**

Student accountable talk Increased fluency of math facts Class averages on Summative/  
Formative assessments at 70% or greater

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

Classroom walk-throughs  
Assessment Analysis  
Teacher Feedback

### **Person Responsible**

Francesca Howard

### **Schedule**

Weekly, from 9/1/2014 to 5/29/2015


### **Evidence of Completion**

Walk-through data Team meeting minutes Student assessment data


**G2.** All instructors of Science at J.D. Floyd K-8 will collaborate and align instructional expectations and outcomes while using collaborative and experiential teaching methods. 1

 G050604

**G2.B1** Lack of instructional time in schedule 2

 B126738

**G2.B1.S1** Science resource teacher will collaborate with grade level reading/LA teachers to help create science focused centers to be infused during reading. 4

 S138708

### Strategy Rationale

Incorporating science content into literacy block will increase the number of opportunities that students are exposed to science standards as well as increase comprehension of concepts.

### Action Step 1 5

Team Leaders will meet with science resource teacher and review materials that will address both literacy and science standards.

#### Person Responsible

Rick Markford

#### Schedule

#### Evidence of Completion

Patrick Kirchman and respective science teachers will plan collaboratively. Lesson plans will show evidence of cross curricular planning.

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

Administration and science resource teacher will perform walk throughs and look for evidence of collaboration.

#### Person Responsible

Rick Markford

#### Schedule

#### Evidence of Completion

Minutes from planning sessions Data collected from walk-throughs Formative and summative assessment data



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

Provide co-planning opportunities using Title II funds for substitutes

### Person Responsible


Rick Markford

### Schedule


### Evidence of Completion

Minutes from planning session Lesson plans Walk-through data Increased student comprehension evidenced by passing scores on formative and summative assessments

## G2.B3 Training opportunities for teachers 2

 B126740

**G2.B3.S1** Foster a collaborative relationship between school based science resource teacher and District Science Coach to create training opportunities. 4

 S138714

### Strategy Rationale

Title II funds can be used for school based science resource teacher to plan with district science coach then provide PD during PLC days to teachers.

## Action Step 1 5

The Science Resource teacher will make contact with the District Science Coach and schedule a series of meetings to address availability of resource and methods of training delivery for teachers due to time restrictions.

### Person Responsible

Rick Markford

### Schedule

### Evidence of Completion

The Science Resource teacher will have lesson plans for training event that will be presented to teachers during a workshop. There will be topics and resources that may not require face time.

**Plan to Monitor Fidelity of Implementation of G2.B3.S1** 6

Lesson plan for workshop/PLC  
Copies of materials presented to teachers  
Walk-through schedule

**Person Responsible**

Rick Markford

**Schedule**

***Evidence of Completion***

Teacher Sign in sheets Walk-through data and comments

**Plan to Monitor Effectiveness of Implementation of G2.B3.S1** 7

Use human resources on campus and/or Title II funds to afford teachers the opportunity to co-plan, team teach, and peer observation.

**Person Responsible**

Rick Markford

**Schedule**

***Evidence of Completion***

Minutes from planning sessions and lesson plans Notes and reflections from peer observations Increase student engagement and acquisition of knowledge

**G3.** Teachers will regularly utilize repeated "reads" to reinforce student knowledge of phonics and sight words to increase fluency so that students can work towards mastery of text based writing. 1

 G050603**G3.B1** Lack of fluency skills 2 B126835**G3.B1.S1** Allowing students access to previously read stories. 4 S138809**Strategy Rationale**

Increasing the exposure to a text will help solidify foundational reading skills.

**Action Step 1** 5

Using prior year topic/assessments in current lessons and centers.

**Person Responsible**

Francesca Howard

**Schedule**

Daily, from 8/18/2014 to 5/29/2015

**Evidence of Completion**

classroom teachers

**Plan to Monitor Fidelity of Implementation of G3.B1.S1** 6

Administration will attend team planning periodically and continue to walk-through classrooms using Reading Street "look fors" as indicators.

**Person Responsible**

Francesca Howard

**Schedule**

Daily, from 8/18/2014 to 5/29/2015

**Evidence of Completion**

Walk-through data Student accountable talk will be evident Assessment result item analysis

## Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Review of Assessments and assessment data analysis

### Person Responsible

Francesca Howard


### Schedule

On 5/29/2015

### Evidence of Completion

Teachers will no longer need to use prior year tests to assess students. Students will be able to complete current year Florida Standard aligned assessments with a score of at least 70%.

## G3.B3 Little prior exposure in writing to respond to text/literature 2

 B126837

### G3.B3.S1 Vertical articulation of the writing process and grade level expectations using rubrics. 4

 S138912

### Strategy Rationale

Set expectations can guide writing instruction starting in K and continuing through the elementary grades. This will help ensure students have a foundation of this skill instead of needing to acquire and master the skill during assessment year.

## Action Step 1 5

Vertical crosswalk PLC , observation, and reflection

### Person Responsible

Francesca Howard

### Schedule

Semiannually, from 10/20/2014 to 4/30/2015

### Evidence of Completion

PLC Agenda Sign in sheet from PLC Written list of expectations by grade level

**Plan to Monitor Fidelity of Implementation of G3.B3.S1** 6

Classroom walk-throughs  
Grade monitoring  
Evaluation of student work samples

**Person Responsible**

Francesca Howard

**Schedule**

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

**Evidence of Completion**

Teacher grade books Work samples Lesson plans District writing assessment FSA writing assessment

**Plan to Monitor Effectiveness of Implementation of G3.B3.S1** 7

Teachers planning time to grade writing samples and vertically align progress and/or barriers in the teaching process.

**Person Responsible**

Francesca Howard

**Schedule**

Monthly, from 10/20/2014 to 5/29/2015

**Evidence of Completion**

Work samples Completed Rubrics Team meeting minutes

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1	Team Leaders will meet with science resource teacher and review materials that will address both literacy and science standards.	Markford, Rick	10/20/2014	Patrick Kirchman and respective science teachers will plan collaboratively. Lesson plans will show evidence of cross curricular planning.	quarterly
G2.B3.S1.A1	The Science Resource teacher will make contact with the District Science Coach and schedule a series of meetings to address availability of resource and methods of training delivery for teachers due to time restrictions.	Markford, Rick	10/20/2014	The Science Resource teacher will have lesson plans for training event that will be presented to teachers during a workshop. There will be topics and resources that may not require face time.	quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.A1	Using prior year topic/assessments in current lessons and centers.	Howard, Francesca	8/18/2014	classroom teachers	5/29/2015 daily
G3.B3.S1.A1	Vertical crosswalk PLC , observation, and reflection	Howard, Francesca	10/20/2014	PLC Agenda Sign in sheet from PLC Written list of expectations by grade level	4/30/2015 semiannually
G1.B1.S1.A1	Analysis of prior year math data	Anderson, Kara	8/11/2014	Lesson plans for math lab for 1st nine weeks and detailed list of manipulatives to be ordered.	8/22/2014 daily
G1.B1.S1.A2	Analysis of specials rotation and available instructional/non-instructional personnel	Howard, Francesca	8/11/2014	Completed Specials rotation, classroom assignment, and human resource	8/15/2014 daily
G1.MA1	Classroom walk-through data Assessment data Teacher feedback	Howard, Francesca	9/2/2014	Increased fluency for students; Increase in formative/summative assessment scores	5/29/2015 monthly
G1.B1.S1.MA1	Classroom walk-throughs Assessment Analysis Teacher Feedback	Howard, Francesca	9/1/2014	Walk-through data Team meeting minutes Student assessment data	5/29/2015 weekly
G1.B1.S1.MA1	Classroom Walk-throughs Teacher feedback	Howard, Francesca	9/1/2014	Student accountable talk Increased fluency of math facts Class averages on Summative/Formative assessments at 70% or greater	5/29/2015 one-time
G2.MA1	Under the direction of school principal students in grades 3-5 will take SAMS science test.	Markford, Rick	9/1/2014	Baseline data (SAM online); Mid year data (SAM online)	quarterly
G2.B1.S1.MA1	Provide co-planning opportunities using Title II funds for substitutes	Markford, Rick	9/8/2014	Minutes from planning session Lesson plans Walk-through data Increased student comprehension evidenced by passing scores on formative and summative assessments	quarterly
G2.B1.S1.MA1	Administration and science resource teacher will perform walk throughs and look for evidence of collaboration.	Markford, Rick	9/8/2014	Minutes from planning sessions Data collected from walk-throughs Formative and summative assessment data	daily
G2.B3.S1.MA1	Use human resources on campus and/ or Title II funds to afford teachers the opportunity to co-plan, team teach, and peer observation.	Markford, Rick	10/20/2014	Minutes from planning sessions and lesson plans Notes and reflections from peer observations Increase student engagement and acquisition of knowledge	quarterly
G2.B3.S1.MA1	Lesson plan for workshop/PLC Copies of materials presented to teachers Walk-through schedule	Markford, Rick	10/20/2014	Teacher Sign in sheets Walk-through data and comments	monthly
G3.MA1	Formative and Summative assessment data will be analyzed by respective grade levels.	Howard, Francesca	8/18/2014	Minutes from team meetings; Changes in Rti groups; Decrease in number of students requiring Tier III interventions	5/29/2015 weekly
G3.B1.S1.MA1	Review of Assessments and assessment data analysis	Howard, Francesca	8/18/2014	Teachers will no longer need to use prior year tests to assess students. Students will be able to complete current year Florida Standard aligned assessments with a score of at least 70%.	5/29/2015 one-time
G3.B1.S1.MA1	Administration will attend team planning periodically and continue to walk-through classrooms using Reading Street "look fors" as indicators.	Howard, Francesca	8/18/2014	Walk-through data Student accountable talk will be evident Assessment result item analysis	5/29/2015 daily
G3.B3.S1.MA1	Teachers planning time to grade writing samples and vertically align progress and/or barriers in the teaching process.	Howard, Francesca	10/20/2014	Work samples Completed Rubrics Team meeting minutes	5/29/2015 monthly
G3.B3.S1.MA1	Classroom walk-throughs Grade monitoring Evaluation of student work samples	Howard, Francesca	9/2/2014	Teacher grade books Work samples Lesson plans District writing assessment FSA writing assessment	5/29/2015 daily

## 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.** Increase the number of opportunities for students in primary grades to build foundational math skills needed for academic success in grades 3-5.

**G1.B1** Number of instructional minutes

**G1.B1.S1** Create a math manipulatives lab for grades K-2 as part of the specials rotation

### PD Opportunity 1

Analysis of prior year math data

#### Facilitator

Francesca Howard, Kara Anderson

#### Participants

K-5 Math teachers

#### Schedule

Daily, from 8/11/2014 to 8/22/2014

**G3.** Teachers will regularly utilize repeated "reads" to reinforce student knowledge of phonics and sight words to increase fluency so that students can work towards mastery of text based writing.

**G3.B1** Lack of fluency skills

**G3.B1.S1** Allowing students access to previously read stories.

### PD Opportunity 1

Using prior year topic/assessments in current lessons and centers.

#### Facilitator

Jessica Kincaid

#### Participants

K-5 ELA teachers

#### Schedule

Daily, from 8/18/2014 to 5/29/2015



**G3.B3** Little prior exposure in writing to respond to text/literature

**G3.B3.S1** Vertical articulation of the writing process and grade level expectations using rubrics.

**PD Opportunity 1**

Vertical crosswalk PLC , observation, and reflection

**Facilitator**

Assistant Principal-Francesca Howard

**Participants**

K-5 Reading/LA

**Schedule**

Semiannually, from 10/20/2014 to 4/30/2015

## 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