

Leon County Schools

Gilchrist Elementary School



2016-17 School Improvement Plan

Gilchrist Elementary School

1301 TIMBERLANE RD, Tallahassee, FL 32312

<https://www.leonschools.net/gilchrist>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-5</p>	<p>2018-19 Title I School</p> <p>No</p>	<p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>30%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>33%</p>

School Grades History

Year Grade	2015-16	2014-15	2013-14	2012-13
	A	A*	A	A

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Leon 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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of “Planning” or “Implementing” or a monitoring status of “Former F.” These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in “Implementing” status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Gilchrist Elementary School

DA Region and RED	DA Category and Turnaround Status
Northwest - Jeff Sewell	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

“The Gilchrist Family of Life-Long Learners” – students, teachers, staff, parents, and community members – is committed to an on-going planning process that will ensure a quality learning environment, state-of-the-art facility, and a curriculum that will be the foundation for life-long learning. The School Advisory Council (SAC) and the faculty will work together to increase student performance to ensure that all students are afforded a quality learning environment in order to achieve adequate yearly progress at a minimum.

b. Provide the school's vision statement

Gilchrist Elementary will be the foundation for life-long learning by teaching individual skills in communicating ideas, making decisions, acting with integrity and celebrating diversity. We will seek to inspire a love of learning, a healthy self-esteem, community participation, and individual responsibility in each of our students and the entire Gilchrist family.

2. School Environment

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

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2210, as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women’s Contributions
- Sacrifices of Veterans

In addition, our school will work to accomplish the following:

- Identifying and engaging school community stakeholders (i.e. parents, students, administrators, teachers, school counselors, etc.) in assessing the current state of the cultural awareness and student-teacher relationships (data-based decision making).
- Assuring that all teachers will participate in the process of discussing climate guidelines along with their behavioral expectations;
- Attending District provided Professional Development on multicultural offerings;
- Scheduling and planning school-wide multicultural projects;
- Provide professional development to staff on increasing positive interactions with students.

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

Our school will create an environment where students feel safe and respected before, during, and after school by doing the following:

- Developing and implementing a differentiated system of school counseling services with dedicated time for the core social-emotional curriculum, supplemental (data driven small group counseling) supports based on identified student need, and intensive (brief individual counseling, referral) supports students to school-based and community resources;
- Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/civil rights policies;
- Involving non-instructional staff, including office staff, bus drivers, cafeteria personnel, and after-school personnel in the process of modeling and teaching interpersonal expectations in non-academic settings and giving them instruction for reporting violations to appropriate supervisors;
- Creating methods/formats where the characteristics of safety and respect can be assessed, and monitored, and where strategies for improvement can be created, discussed, and supported.

c. 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 will utilize the following tools and strategies to ensure that distractions are minimized and that students are engaged during instructional time:

- Ensure teachers are trained in classroom management strategies;
- Ensure differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity;
- Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/civil rights policies;
- Students will be recognized on a weekly basis for consistent demonstration of meeting school wide expectations of behavior through Grizzly Bucks (PBS) program.

d. 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

Our school will utilize the following strategies to ensure that the social-emotional needs of students are being met:

- Operational school based team that meets weekly to discuss students with barriers to academic and social success;
- Mentors assigned to students identified with concerns;
- Instruction and various campus activities that address social/emotional needs of students;
- Engage with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need. Include core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources). Utilize data-based decision making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need.

3. 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).

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

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

1. 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	9	10	11		12
Attendance below 90 percent	4	1	3	2	3	2	0	0	0	0	0	0	0	15
One or more suspensions	4	1	0	3	2	0	0	0	0	0	0	0	0	10
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	8	19	11	0	0	0	0	0	0	0	38

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	9	10	11		12
Students exhibiting two or more indicators		0	0	0	0	0	0	0	0	0	0	0	0	0

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

B. Family and Community Engagement

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).

1. 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).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

Parent Involvement directly correlates to the consistent academic success at Gilchrist Elementary School. Gilchrist creates a warm and welcoming environment in which parents, grandparents, and community members are encouraged to participate on a consistent basis and the volunteers are regularly thanked and honored for their contributions. Administrators, teachers, staff, parents, grandparents, and community members all work together in an effort to provide an exceptional learning environment

for Gilchrist students.

Data gathered from previous parent surveys shows that the majority of Gilchrist parents agreed with statements supporting that the school communicates regularly with parents or guardians about students' needs. Our goal is to improve the school to home communication to impact the parent(s) involvement by providing increased opportunities for parents to volunteer in numerous capacities, as well as increasing the number of ways in which communication is provided to parents regarding student progress. Such methods include access to Pinpoint Gradebooks, Weekly Parent Newsletters via the school ListServ, PTO Newsletters, as well as increased updates to the school website.

2. 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

At Gilchrist, our excellence is a community effort! We have worked to build and sustain partnerships with the local community which have directly impacted student achievement on a regular basis. Examples of commitments from the local community include, but are not limited to:

- Providing work-based learning experiences and strengthening career awareness.
- Providing funding and equipment to modernize classrooms, and improve the campus landscape.
- Helping youth build meaningful relationships with strong role models and mentors.
- Providing Report card incentives
- Gilchrist Family Share Nights (sponsor a Family Share Night at a place of business and donate a portion of the revenues back to Gilchrist)

C. 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).

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Smith, Jasmine	Assistant Principal
Solz, David	Principal
Sumner, Melissa	Assistant Principal
Wyatt, Rosemary	Guidance Counselor
McKhan, Oronde	Guidance Counselor
Steverson, Bevin	Guidance Counselor

b. Duties

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

The principal and leadership team collaborate to establish and communicate instructional goals for school success.

- The principal leads the school community in creating and revising a vision for the school

that is informed by the community context.

- The leadership team sets high expectations for teaching, learning, and leading and fosters an environment where staff is free to take risks.
- The principal and leadership team are knowledgeable about instructional best practices and research; they expect and support high-quality instruction in every classroom.

School staff share leadership responsibilities and participate in decision making that advances the school's mission.

- The leadership team empowers staff and holds them accountable for results, developing a plan for leadership succession.
- Teachers and students assume leadership roles outside of the classroom, actively participate in the school improvement process, and take ownership of resulting setbacks and successes.
- The leadership team reflects the varied perspectives in the school; the principal taps into staff members' interests and areas of expertise to strengthen school programs.

Additionally, the members of the School Leadership Team:

- Attend weekly collaborative team meetings;
- Develop an intervention program using research-based materials;
- Fund professional development for embedded professional development within the building;
- Allocate funding for specific instructional goals;
- Schedule daily common planning times;
- Make routine classroom visits to observe instruction and feedback;
- Schedule opportunities for teachers to participate in peer observation and feedback.

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

The leadership team allocates and manages resources to support the school's instructional program.

- The leadership team effectively allocates and manages the school's resources - people, time, funds, and materials - to address school priorities and students' needs.
- The school community evaluates and plans school programs and policies based on their contribution toward reaching school goals.
- Teachers use other staff, classroom volunteers, and family resources at home to maximize the amount of individualized instruction students receive.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Rachel Webber	Teacher
David Solz	Principal
Sarah Shelton	Teacher
Pamela Dunn	Teacher
Betsy McKnight	Teacher
Janna Gray	Teacher
Marlon Storey	Parent
Bill Armstrong	Business/Community
Anna Jones	Parent
Amanda Peterson	Parent
Jana Williams	Parent
Laura Leslie	Teacher
Kim Thomas	Teacher
Rick Drake	Teacher
Rachel Webber	Teacher
Cynthia Gaines	Teacher
Lisa Wallenfelsz	Education Support Employee
Terrie Ard	Parent
Patrick McGuire	Parent
Meghan Mick	Parent
Jessica Lowe Minor	Business/Community
Jennifer Patterson	Parent
Kellie Ralston	Parent
Valerie Scoon	Parent
Heather Thomas	Business/Community
Holly Webb	Parent
Antomeca Hall	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

SAC meets monthly in order to review school data and assist in the preparation and evaluation of the results of the school improvement plan. The principal shares school based updates in the Principal's Report and the SAC chair conducts the remainder of the meeting.

b. Development of this school improvement plan

SAC meets monthly in order to review school data and assist in the preparation and evaluation of the results of the school improvement plan. The principal shares school

based updates in the Principal's Report and the SAC chair conducts the remainder of the meeting.

c. Preparation of the school's annual budget and plan

Florida Statute 24.121(5)(c) places the following requirements on School Improvement fund expenditures:

- School Improvement funds are for the purpose of enhancing school performance through development and implementation of a school improvement plan;
- Monies may be expended only on programs or projects selected by the School Advisory Council.
- Neither School District staff nor principals may override the recommendations of the School Advisory Council.
- The monies may not be used for capital improvements or for any project or program with a duration of more than one year; however, a School Advisory Council may independently determine that a program or project formerly funded under this paragraph should receive funds in a subsequent year.

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

Florida Statute 24.121(5)(c) places the following requirements on School Improvement fund expenditures:

- School Improvement funds are for the purpose of enhancing school performance through development and implementation of a school improvement plan;
- Monies may be expended only on programs or projects selected by the School Advisory Council.
- Neither School District staff nor principals may override the recommendations of the School Advisory Council.
- The monies may not be used for capital improvements or for any project or program with a duration of more than one year; however, a School Advisory Council may independently determine that a program or project formerly funded under this paragraph should receive funds in a subsequent year.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Gilchrist Elementary School is in compliance with Section 1001.452, F.S., regarding the establishment requirements and duties of the SAC.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Solz, David	Principal
Smith, Jasmine	Assistant Principal
Sumner, Melissa	Assistant Principal
Wyatt, Rosemary	Guidance Counselor
McKhan, Oronde	Guidance Counselor
Crowe, Lisa	Teacher, K-12
Steverson, Bevin	Guidance Counselor

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

This group of professionals is comprised of leaders in literacy. This team may include a literacy leader from each grade level, a reading coach, a representative from ESOL, a representative from ESE, and both administrators. The team uses data to establish the literacy goals for that school year. Once the goals have been established, the team creates a plan of action and may meet monthly, (more if necessary) to assess progress towards accomplishing the goals. The team may promote and support literacy in a variety of ways: through literacy nights, professional development, leaders coaching and/or modeling, summer literacy plans, addressing scheduling concerns, providing instructional and student resources and materials, and other initiatives.

D. 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).

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

One venue for encouraging positive working relationships with teachers is participation in Learning Team Meetings. The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

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

Gilchrist Elementary School recruits highly qualified teachers by working closely with the Leon County Schools Personnel Department to interview only those applicants with the highest qualifications. Highly qualified interns from the local universities are carefully assessed and, if deemed high performing, can be offered teaching positions prior to graduation. Gilchrist participates in our district's teacher interview day, thus allowing the school the opportunity to meet and screen applicants from across the nation.

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

Florida Educator Accomplished Practices will be the focus of bi-monthly meetings of the mentor and mentee. Release time is provided for required pre-observation conferences, classroom observations, and post-observation feedback conferences. Selected mentors are highly effective teachers that have met the district's Beginning Teacher Program Mentor qualifications and successfully completed the district's Mentor Training Program.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

b. Instructional Strategies

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

- Holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)
- Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
- Creating a schedule with an uninterrupted 120 minute reading block
- Creating a schedule with an additional 60 minute reading block (option for extended day)
- Creating a schedule with an uninterrupted 45-60 minute writing block
- Providing instruction aligned with the Language Arts Florida Standards for their grade level
- Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
- Administering assessments which measure instructed standards
- Monitoring progress at the class and grade level during Learning Team Meetings
- Conducting data chats with students
- Creating units of study based on current data
- Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
- Students receiving push-in/pull out services for ESE/ELL
- Providing LLI (Leveled Literacy Intervention) instruction
- Providing Process and Strategy charts for reminders of teaching

2. 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: 27,000

Gilchrist Elementary offers the HEART program to selected students. Our after-school enrichment program is designed to increase academic achievement in the areas of reading and mathematics by providing a variety of academic and enrichment activities that addressed the students' needs.

Strategy Rationale

In an effort to improve academic achievement, there has been an increase in programs that provide additional educational support. Increasingly, efforts have turned to after-school enrichment programs, which include services ranging from homework assistance to one-on-one strategic skill building.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Solz, David, solzd@leonschools.net

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

HEART program teachers collaborate with the homeroom teachers of HEART program participants in order to ensure that the students are progressing as expected.

2. Student Transition and Readiness

a. 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).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Gilchrist Elementary employs a number of strategies for assisting preschool children in transition from early childhood programs to elementary school. Such strategies include:

- Welcome letters to the parents of new students before school starts
- Orientation before school starts
- Open house after school starts
- Transition packets prepared by Guidance Counselors with strategies available on school website
- Social events hosted by the school and PTO in order to allow families to get to know each other before school begins

b. College and Career Readiness

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

The school uses the following strategies to promote academic and career planning:

- Career Day
- Career Lessons / Career Interest Inventory

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

Strategies used to help students see relationships between subjects and relevance to their future include, but are not limited to:

- Connecting students who have high tardiness, absences and discipline referrals to potential mentors, including more successful peers, high school students, and at least one adult in the school and/or community, to increase their connectedness to school through meaningful relationships.
- Helping students learn how to successfully begin their kindergarten experience by building knowledge and skills to master their new learning and social environment. For example, help students learn school ground rules in the classroom and in other parts of the school community.
- Providing third- to fifth-grade students with opportunities to actively build a classroom community of learners to ensure they grow into productive members of the school community. Focus on how to share, collaborate and make appropriate behavior choices.
- Creating early awareness that connects academic performance (e.g., doing homework), coming to school on time, and habits as a learner (e.g., being helpful, having a positive attitude, listening and communicating) to getting better grades.

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

The following strategies are used to improve student readiness for the postsecondary level

- K-5 students are informed of HS graduation year (addressed throughout elementary career)
- College T-Shirt Days
- Career Awareness activities

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

- School based team review and provide assistance to specific students as needed
- Afterschool/Saturday college readiness workshops/activities held at local colleges and universities for students
- Counselors conduct classroom guidance and individual counseling sessions with students

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

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.** As we begin a more complex state measure of English language arts, our school goal for the 2017 FSA is to be within 10% (+/-) of our previous proficiency rate as measured by the 2016 FSA scores.”
- G2.** As we begin a more complex state measure of math, our school goal for the 2017 FSA is to be within 10% (+/-) of our previous proficiency rate as measured by the 2016 FSA scores.
- G3.** By the end of the 2016 - 2017 academic year, a minimum of 86% of ALL students will meet or exceed Science proficiency on the 2017 Sunshine State Standards Science Florida Comprehensive Assessment Test (FCAT).

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. As we begin a more complex state measure of English language arts, our school goal for the 2017 FSA is to be within 10% (+/-) of our previous proficiency rate as measured by the 2016 FSA scores." 1a

G079292

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Targeted Barriers to Achieving the Goal 3

- Ensuring sufficient scheduled, protected, and effectively used time for daily, comprehensive reading instruction

Resources Available to Help Reduce or Eliminate the Barriers 2

- Strategic use of personnel to promote reading proficiency (Reading Coach, ESE Resource Teachers, Instructional Paraprofessionals) • Strategic Staff Development targeted to enhance Teacher Professional Learning in the area of Reading

Plan to Monitor Progress Toward G1. 8

On going progress monitoring to determine if goals are being met

Person Responsible

David Solz

Schedule

Monthly, from 8/15/2016 to 5/30/2017

Evidence of Completion

Increased student achievement on Benchmarks

G2. As we begin a more complex state measure of math, our school goal for the 2017 FSA is to be within 10% (+/-) of our previous proficiency rate as measured by the 2016 FSA scores.

1a

G079293

Targets Supported 1b

Indicator	Annual Target
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Targeted Barriers to Achieving the Goal 3

- Effective use of common planning time to support collaboration and teaming.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Think Central Website to monitor student progress
- District Support documents (pacing guides, learning goals, rubrics, etc.)

Plan to Monitor Progress Toward G2. 8

Ongoing progress monitoring to determine if goals are being met

Person Responsible

David Solz

Schedule

Monthly, from 8/15/2016 to 5/30/2017

Evidence of Completion

Increased student achievement on Benchmarks and other selected common assessments.

G3. By the end of the 2016 – 2017 academic year, a minimum of 86% of ALL students will meet or exceed Science proficiency on the 2017 Sunshine State Standards Science Florida Comprehensive Assessment Test (FCAT). 1a

G079294

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	86.0

Targeted Barriers to Achieving the Goal 3

- Students lack skills that enable them to use look for errors in logic or reasoning.

Resources Available to Help Reduce or Eliminate the Barriers 2

- District resources including pacing guides, learning goals, and rubrics.

Plan to Monitor Progress Toward G3. 8

Monthly progress monitoring meetings to review grade level, classroom level, and individual student performance toward school wide goals and targets

Person Responsible

David Solz

Schedule

Monthly, from 8/15/2016 to 5/30/2017

Evidence of Completion

Increased student performance in the area of science

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. As we begin a more complex state measure of English language arts, our school goal for the 2017 FSA is to be within 10% (+/-) of our previous proficiency rate as measured by the 2016 FSA scores." **1**

 G079292

G1.B1 • Ensuring sufficient scheduled, protected, and effectively used time for daily, comprehensive reading instruction **2**

 B208964

G1.B1.S1 Utilize master schedule with staggered start times for reading intervention blocks **4**

 S220690

Strategy Rationale

Staggered start times for reading intervention blocks, allows the reading specialist and paraprofessionals more opportunities to provide small group instruction that take place during the reading block, and within the regular classroom. This model also allows the reading coach to observe and model lessons in more classrooms during the reading block.

Action Step 1 **5**

Periodic Review of School master Schedule

Person Responsible

David Solz

Schedule

Quarterly, from 8/15/2016 to 5/30/2017

Evidence of Completion

Data Review Meeting

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

Protecting allocated reading instruction and intervention time from interruption.

Person Responsible

David Solz

Schedule

Monthly, from 8/15/2016 to 5/30/2017

Evidence of Completion

Scheduling of assemblies, class parties, class pictures, or other special events outside of reading intervention periods in order to maximize reading instruction.

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

Monthly progress monitoring meetings to review grade level, classroom level, and individual student performance toward school wide goals and targets

Person Responsible

David Solz

Schedule

Monthly, from 8/15/2016 to 5/30/2017

Evidence of Completion

Updated Data Wall with student progress in selected common assessments

G2. As we begin a more complex state measure of math, our school goal for the 2017 FSA is to be within 10% (+/-) of our previous proficiency rate as measured by the 2016 FSA scores. **1**

G079293

G2.B1 • Effective use of common planning time to support collaboration and teaming. **2**

B208965

G2.B1.S1 Set expectations for routine teacher collaboration, analysis, evaluation, and experimentation and provide professional development tools to help teacher teams productively discuss curricula, instruction, and student progress. **4**

S220691

Strategy Rationale

One of the critical conditions for the development of collaborative cultures is designated and protected time for teachers to meet and collaborate during the regular school day. Collaborative time for teachers to undertake and sustain school improvement may be more important than equipment, facilities, or even staff development.

Action Step 1 **5**

Quarterly Professional Development sessions to work collaboratively to monitor data in order to make necessary instructional changes.

Person Responsible

David Solz

Schedule

Quarterly, from 9/1/2016 to 5/25/2017

Evidence of Completion

Participant Sign-in sheets, Increased collaboration and teaming on grade levels

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

Monthly progress monitoring meetings to review grade level, classroom level, and individual student performance toward school wide goals and targets.

Person Responsible

David Solz

Schedule

Monthly, from 8/15/2016 to 5/30/2017

Evidence of Completion

Updated Data Wall with student progress in selected common assessments

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

Monthly progress monitoring meetings to review grade level, classroom level, and individual student performance towards school wide goals and targets

Person Responsible

David Solz

Schedule

Monthly, from 8/15/2016 to 5/30/2017

Evidence of Completion

Updated Data Wall with student progress in selected common assessments

G3. By the end of the 2016 – 2017 academic year, a minimum of 86% of ALL students will meet or exceed Science proficiency on the 2017 Sunshine State Standards Science Florida Comprehensive Assessment Test (FCAT). 1

G079294

G3.B1 Students lack skills that enable them to use look for errors in logic or reasoning. 2

B208966

G3.B1.S1 Increased allocation of time and resources in order to impact student instruction.

4

S220692

Strategy Rationale

Research findings and implications confirm that there is a direct relationship between resource allocation and student performance. School and student needs should be established using input or collaboration from parents, teachers, and administrators who have access to achievement data.

Action Step 1 5

Increase the quantity and quality of science instruction

Person Responsible

David Solz

Schedule

Quarterly, from 8/15/2016 to 5/30/2017

Evidence of Completion

Master schedule including adequate instructional periods for science instruction

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

Provide content-based professional development opportunities for teachers and disseminate updated information about best practices in science teaching and learning

Person Responsible

David Solz

Schedule

Quarterly, from 8/15/2016 to 5/30/2017

Evidence of Completion

Teacher participation in professional development sessions

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

Review of lesson plans to include weekly, hands-on science learning experiences

Person Responsible

Jasmine Smith

Schedule

Quarterly, from 8/15/2016 to 5/30/2017

Evidence of Completion

Student work products and lesson plans

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G2.B1.S1.A1 A277934	Quarterly Professional Development sessions to work collaboratively to monitor data in order to...	Solz, David	9/1/2016	Participant Sign-in sheets, Increased collaboration and teaming on grade levels	5/25/2017 quarterly
G1.MA1 M274610	On going progress monitoring to determine if goals are being met	Solz, David	8/15/2016	Increased student achievement on Benchmarks	5/30/2017 monthly
G2.MA1 M274613	Ongoing progress monitoring to determine if goals are being met	Solz, David	8/15/2016	Increased student achievement on Benchmarks and other selcted common assessments.	5/30/2017 monthly
G3.MA1 M274616	Monthly progress monitoring meetings to review grade level, classroom level, and individual...	Solz, David	8/15/2016	Increased student performance in the area of science	5/30/2017 monthly
G1.B1.S1.MA1 M274608	Monthly progress monitoring meetings to review grade level, classroom level, and individual...	Solz, David	8/15/2016	Updated Data Wall with student progress in selected common assessments	5/30/2017 monthly
G1.B1.S1.MA1 M274609	Protecting allocated reading instruction and intervention time from interruption.	Solz, David	8/15/2016	Scheduling of assemblies, class parties, class pictures, or other special events outside of reading intervention periods in order to maximize reading instruction.	5/30/2017 monthly
G1.B1.S1.A1 A277933	Periodic Review of School master Schedule	Solz, David	8/15/2016	Data Review Meeting	5/30/2017 quarterly
G2.B1.S1.MA1 M274611	Monthly progress monitoring meetings to review grade level, classroom level, and individual student...	Solz, David	8/15/2016	Updated Data Wall with student progress in selected common assessments	5/30/2017 monthly
G2.B1.S1.MA1 M274612	Monthly progress monitoring meetings to review grade level, classroom level, and individual...	Solz, David	8/15/2016	Updated Data Wall with student progress in selected common assessments	5/30/2017 monthly
G3.B1.S1.MA1 M274614	Review of lesson plans to include weekly, hands-on science learning experiences	Smith, Jasmine	8/15/2016	Student work products and lesson plans	5/30/2017 quarterly
G3.B1.S1.MA1 M274615	Provide content-based professional development opportunities for teachers and disseminate updated...	Solz, David	8/15/2016	Teacher participation in professional development sessions	5/30/2017 quarterly
G3.B1.S1.A1 A277935	Increase the quantity and quality of science instruction	Solz, David	8/15/2016	Master schedule including adequate instructional periods for science instruction	5/30/2017 quarterly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G2. As we begin a more complex state measure of math, our school goal for the 2017 FSA is to be within 10% (+/-) of our previous proficiency rate as measured by the 2016 FSA scores.

G2.B1 • Effective use of common planning time to support collaboration and teaming.

G2.B1.S1 Set expectations for routine teacher collaboration, analysis, evaluation, and experimentation and provide professional development tools to help teacher teams productively discuss curricula, instruction, and student progress.

PD Opportunity 1

Quarterly Professional Development sessions to work collaboratively to monitor data in order to make necessary instructional changes.

Facilitator

Administration, District Developers, District Professional Learning Staff

Participants

Administration, Classroom Teachers

Schedule

Quarterly, from 9/1/2016 to 5/25/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Periodic Review of School master Schedule	\$0.00
2	G2.B1.S1.A1	Quarterly Professional Development sessions to work collaboratively to monitor data in order to make necessary instructional changes.	\$0.00
3	G3.B1.S1.A1	Increase the quantity and quality of science instruction	\$0.00
			Total: \$0.00