

Volusia County Schools

# Blue Lake Elementary School



2015-16 School Improvement Plan

## Blue Lake Elementary School

282 N BLUE LAKE AVE, Deland, FL 32724

<http://myvolusiaschools.org/school/bluelake/pages/default.aspx>

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
Elementary	Yes	84%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	60%

### School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>	C*	D	C	B

*\*Preliminary 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 was approved by the Volusia County School Board on 11/10/2015.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

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

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- 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-C 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)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Focus	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

Blue Lake Elementary School is a Professional Learning Community committed to educational excellence, where all faculty, staff, students and families will reach their full potential.

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

Through the individual commitment of all, our students will graduate with the knowledge, skills and values necessary to be successful contributors to our democratic society.

#### School Environment

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

Blue Lake Elementary actively works to build relationships between students and teachers. Teachers use team building activities as part of their classroom procedures. Classroom procedures are taught extensively during the first two weeks of school. Refresher lessons are given as needed. Having strongly established classroom and school wide procedures reduces inappropriate behaviors and allows for more time to be spent on building positive relationships.

Special consideration is given to students and families that may have limited English proficiency. Office staff and classroom teachers are available to translate when necessary. A family center and paraprofessional are on site to provide resources for families based on individual and family needs.

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

Blue Lake Elementary provides two weeks of PEP focusing on Procedures and Expectations. Students are never left unattended and are made aware of Bully Reporting and know that the school will take all bullying reports seriously.

##### **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**

Blue Lake Elementary has an active Behavior Leadership Team. The team is represented by members from each grade level and takes all recommendations into consideration. Strong procedures are written in the BLT manual for almost every situation in the school. Having clear expectations and consequences associated to each provides a structure for the students to be successful and able to focus on instruction rather than behavioral infractions for things they were unaware of.

School wide incentives "Dolphin Points" allow classes to receive positive reinforcement for following school wide procedures. Classroom teachers provide their own incentives to make students successful in class.

Positive referrals allow individual students to receive recognition for positive behavior. Detention and student conferencing are used by administration to redirect negative behaviors.



**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**

The school guidance counselor leads guidance groups to meet the needs of students in the school. Individual students can receive counseling from the school counselor as needed. A "word of the week" is given to review character education and the school counselor provides reinforcement to students demonstrating that trait. Mentoring is actively sought for students in need and efforts are made to match students with a mentor on a case by case basis.

**Early Warning Systems**

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

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

The Early Warning System provides a list of early indicators to identify students who may struggle academically. Students who:  
miss 10 percent or more of available instructional time,  
are retained  
are not proficient in reading by third grade  
receive two or more behavioral referrals, and/or  
receive one or more behavior referrals that lead to suspension.

**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
	3	4	5	
Attendance below 90 percent	0	0	0	
One or more suspensions	1	0	1	2
Course failure in ELA or Math	9	17	16	42
Level 1 on statewide assessment	9	13	9	31
BL: Unweighted GPA (below 2.0)	0	0	0	
Qtr1: Unweighted GPA (below 2.0)	0	0	0	
Qtr2: Unweighted GPA (below 2.0)	0	0	0	
Qtr3: Unweighted GPA (below 2.0)	0	0	0	
Qtr4: Unweighted GPA (below 2.0)	0	0	0	
BL: Overage for Grade	0	0	0	
Qtr1: Overage for Grade	0	0	0	
Qtr2: Overage for Grade	0	0	0	
Qtr3: Overage for Grade	0	0	0	
Qtr4: Overage for Grade	0	0	0	
BL:Office Discipline Referrals (2+)	0	0	0	
Qtr1:Office Discipline Referrals (2+)	0	0	0	
Qtr2:Office Discipline Referrals (2+)	0	0	0	
Qtr3:Office Discipline Referrals (2+)	0	0	0	
Qtr4: Office Discipline Referrals (2+)	0	0	0	
BL: Attendance below 90%	0	0	0	
Qtr1: Attendance below 90%	0	0	0	
Qtr2: Attendance below 90%	0	0	0	
Qtr3: Attendance below 90%	0	0	0	
Qtr4: Attendance below 90%	0	0	0	
BL: Year to date suspensions (1+)	0	0	0	
Qtr1: Year to date suspensions (1+)	0	0	0	
Qtr2: Year to date suspensions (1+)	0	0	0	
Qtr3: Year to date suspensions (1+)	0	0	0	
Qtr4: Year to date suspensions (1+)	0	0	0	
BL: Number of prior retentions (1+)	0	0	0	
Qtr1: Number of prior retentions (1+)	0	0	0	
Qtr2: Number of prior retentions (1+)	0	0	0	
Qtr3: Number of prior retentions (1+)	0	0	0	
Qtr4: Number of prior retentions (1+)	0	0	0	
BL: Lev 1 assessment ELA or Math	0	0	0	
Qtr2: Lev 1 assessment ELA or Math	0	0	0	
Qtr3: Lev 1 assessment ELA or Math	0	0	0	

Indicator	Grade Level			Total
	3	4	5	
Qtr4: Lev 1 assessment ELA or Math	0	0	0	
	0	0	0	
	0	0	0	
	0	0	0	
	0	0	0	
	0	0	0	

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

Indicator	Grade Level			Total
	3	4	5	
Students exhibiting two or more indicators	9	17	16	42

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

The school uses Title I staff to help support the students and improve the academic performance of students who are identified on the early warning system.  
The school also uses a Plus One intervention model where all students are grouped by ability in reading and provided instruction to move them forward. We also monitor students scoring in the lowest 30 percent as well as students struggling with grade level assessments. PLC meetings provide opportunities to provide targeted instruction  
The office staff and administration monitor the Early Warning System and address students on the report. Teachers are notified and discussions are held during grade level planning and PLC meetings/ data chats.

**Family and Community Involvement**

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

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

Yes

**PIP Link**

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

**Description**

Refer to PIP

**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**

Partnerships have been established between the school and local businesses. Several vendors provide school spirit night which are often connected to an academic area (Math Night, Reading Night, etc) Local businesses and churches are partners with the school to support student needs of school supplies or community services. Dawn Trullinger, the Family Center support employee can help coordinate those things for families.

Stetson University provides invaluable support with educational input and community support. Interns help teachers in the classroom. They also serve on the school SAC committee.

## 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:

Name	Title
Hinson, Jasmine	Principal
Freeman, Virginia	Assistant Principal
Sylvester, Lisa	Teacher, K-12
Tomlinson, Tracy	Teacher, K-12

#### Duties

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

Administrators--overseeing all phases related to MTSS and SIP

PST Chair, School Social Worker and School Psychologist--overseeing the PST process and early warning systems

Grade-Level Teams--communication with administration on a weekly basis through PLC minutes related to data analysis and progress toward SIP goal(s)

Instructional Coaches--communication with grade levels and administration concerning data analysis and monitoring progress towards achieving the SIP goal(s)

**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 school improvement plan is data driven and focuses on areas of school- based need for both specific content areas as well as specific student populations. Similarly, MTSS is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The MTSS framework follows the district's eight-step problem solving process, with RtI as an integral component of the process. As a result, the school improvement plan is based on a strategic analysis of data, and identified resources (as identified by the MTSS school based leadership team) are matched to the needs of the students/schools. Building the SIP within the context of MTSS results in the school determining the areas of most significant need and, as importantly, enables the school to develop a plan that can be addressed based on existing resources. Under Title I Part A our school works with outside agencies that provide specific services to targeted children and their families. These organizations team with our school to provide specific services to students, parents, and staff, including all special needs groups. It is the expectation of those involved

in these partnerships that the activities and services will benefit the students by providing the children served with the support, tools, and materials they need to be ready to learn as they move down the appropriate path to graduation.

Programs supported by Title I at Blue Lake Elementary School:

- Supplemental materials and supplies needed to close the achievement gap
- Supplemental funds for ongoing staff development as determined by the results of FCAT/FSA data
- Four Academic Coaches for the purpose of comprehensive staff development
- Family Center Para-professional who facilitates our extensive parent involvement program
- Reading Intervention Teacher to provide interventions for students in need via a push-in model
- Academic Coaches provide support, resources and feedback for students and teachers

The District Migrant Education Program Coordinator, Migrant Advocates and Migrant Recruiters work together to provide services and support to the migrant students and their parents. The MEP Coordinator works with Title I and other programs to ensure student needs are met. The Migrant Education Program provides the following:

- Academic Assistance through credit accrual/recovery, tutoring, and summer school
- Translation Services for parent/teacher conferences
- Parental support through parent/kid activity nights and workshops on school success
- Migrant Parent Advisory Council (MPAC)
- Medical Assistance through referrals to outside community agencies
- Food Assistance through referrals to food assistance programs

Title I, Part D

The district receives funds to support the N & D programs to accelerate the rate of student achievement and close the achievement gaps for students in these programs. Services are coordinated with district DJJ and Neglected programs. Students are transitioned from DJJ centers back into the district schools with a transition plan to ensure academic and social success.

Title II

The district receives federal funds to provide access to Professional Development activities for public and private school teachers and principals in the core subject areas to ensure quality instruction and student success.

Title III

The District ESOL Coordinator and staff provide ongoing support and Professional Development to teachers to ensure instructional best practices are utilized. Teachers consistently monitor the progress of ELL students to identify specific needs, as well as target interventions and enrichments that ensure the appropriate pathway toward graduation.

Title X- Homeless

The school works closely with Pam Woods, Title X Coordinator, to ensure that homeless students have the materials and resources they need to be successful.

Supplemental Academic Instruction (SAI)

The district provides remedial and supplemental instructional resources to students who fail to meet performance levels.

The school offers the following non-violence and anti-drug programs:

Student Mentoring Program

Peer Mediation Program

Suicide Prevention Program

Bullying Program

DARE

Blue Lake Elementary offers a variety of nutrition programs including:

- Free and Reduced Meal Plan
- Wellness Policy School Plan
- Nutrition and Wellness classes
- Running Club

Head Start

The District, in conjunction with the Head Start agency serving the community, coordinates efforts to

promote continuity of services and effective transitions for children and their families. These include:

- Providing the opportunity for ongoing channels of communication with Head Start to facilitate coordination of programs and for shared expectations for children’s learning and development as the children transition to elementary school.

- Assisting in the development of a systematic procedure for transferring, with parental consent, Head Start program records, for each participating child to the school in which such child will enroll.
- Collaborating and participating in joint Professional Development, including transition-related training for school staff and Head Start staff when feasible.
- Coordinating the services being provided by Head Start with services in elementary schools.
- Providing to the Head Start agency local public school policies, kindergarten registration and other relevant information to ease the transition of children and families from Head Start.

**Job Training**

Blue Lake Elementary School offers students’ career awareness opportunities through Jr. Achievement programs, job shadowing opportunities, guest speakers from business and industry, and field trips to business and industry locations.

**School Advisory Council (SAC)**

**Membership:**

Name	Stakeholder Group
Tony Sharpe	Parent
Tracey Early	Parent
Leslie Hurta	Parent
Katherine Vergara	Parent
Kathy Piechura-Couture	Business/Community
Virginia Freeman	Teacher
Jasmine Hinson	Principal

**Duties**

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

*Evaluation of last year's school improvement plan*

The School Advisory Committee meets monthly. At every meeting, the council will review the Title I budget, monitor progress of the school improvement plan and will update the school and district current events.

The effectiveness of last year's plan will be discussed and changes made to ensure the draft written for this year is meaningful and targeted for student improvement.

*Development of this school improvement plan*

After reviewing relevant data, the council members have an opportunity to provide input for the development of the plan. The final plan is approved by the members. The plan will be monitored throughout the year and the members will be updated on the progression towards reaching the goal(s) addressed in the plan.

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

Reviewing the Title I budget and identifying any SAC funds that can assist with the implementation of the SIP will be a priority of the first and subsequent SAC meetings

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

The SAC budget funds allocated last year were used to fund a Chess Club as well as purchase a data board for the PLC room. The SAC committee discussed planning Lesson Study this year to support our school improvement goal.

**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:**

Name	Title
Hinson, Jasmine	Principal
Freeman, Virginia	Assistant Principal
Sylvester, Lisa	Teacher, K-12
Tomlinson, Tracy	Instructional Coach

**Duties**

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

- increase the classroom teacher's understanding of Common Core Standards and implementation of effective instructional strategies
- delve into data for use in instructional planning
- providing professional development opportunities for teachers

**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**

Professional Learning Communities are built into the school day. Teachers are working weekly in teams to discuss data and pedagogy. Teachers will respond to data and actively seek out research based instructional practices to improve instruction/student learning.

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

1. Celebrations/Teacher Recognitions (Administration and Sunshine Committee)
2. Promotion of School like brochures and advertisement (Administration and PTA)
3. New Teacher Programs (Individualized PD, mentors, peer classroom visits) by Administration/PAR Teacher
4. Leadership Opportunities (Administration)
5. PLC Activities (Instructional Coaches/Administration)
6. Professional Development (Instructional Coaches/Administration)
7. Participation in District Job Fair and Recruitment Activities (Administration)

The principal contacts local colleges and universities in an effort to recruit upcoming graduates. School



administration participate in the district sponsored job fairs. In an effort to retain highly qualified teachers, the school will encourage participation in new teacher programs (Empowering Educators for Excellence, mentors, peer classroom visits), professional development and PLC activities. Leadership opportunities will be provided as well as celebrations and teacher recognition.

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

New teachers are paired with experience teachers for mentoring. The pairing are made based on grade level and job roles. Mentoring teacher activities include team planning, grade level meetings, PLCs, and professional development.

Support/Planning/E3 Empowering

Educators for Excellence

new teachers are also support by mentors and PAR educators

## **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***

Use of the data room and data wall will assist in monitoring student progress towards Florida Standards. Teachers turn in lesson plans that verify Florida standards are covered in class. Administrator walk through as well as PLC conversations and agendas will assist in making sure lessons adhere to Florida Standards.

Curriculum cadre teams can ensure that instruction in the core content areas are best practices and align to Florida Standards.

#### **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***

Each student in grades K-5 was given a placement test for foundational skills. The each student was grouped into a Plus One Hour intervention group based on their level of proficiency in the areas of reading.

Students are also provided leveled instruction in the Making Meaning, comprehension Toolkit or Vocabulary program or enrichment Complex Text intervention groups.

Pacing is adjusted in each group to meet the needs of the students.

In the core instruction, teachers are provided training in and follow up coaching of differentiated instruction in reading and math. The academic coaches will follow up with each teacher to assist in correct implementation of differentiated instruction

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***



**Strategy: After School Program**

**Minutes added to school year: 1,800**

Students & Tutors Achieving Results (STAR) is an after school Tutoring Program being implemented at Blue Lake. The tutoring program includes access to i-Ready Internet based instruction and face-to-face instruction.

**Strategy Rationale**

**Strategy Purpose(s)**

- Core Academic Instruction

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

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

pre/post test and progress monitoring through school room data including FAIR, SIPPs, and district assessments

**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 District, in conjunction with the local Head Start agency, Early Learning Coalition, VPK Sites and other local pre-school facilities, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include: • Providing the opportunity for ongoing communication between agencies to facilitate coordination of programs and shared expectations for children's learning and development as the children transition to elementary school. • Collaborating and participating in joint professional development, including transition-related training for school staff and pre-school staff when feasible. • Providing to the pre-school agencies local public school policies, kindergarten registration, kindergarten orientation and other relevant information to ease the transition of children and families.

**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**

N/A

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

N/A

**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

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

##### 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:

#### 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.

### 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.

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

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

## Strategic Goals Summary

- G1.** If teachers actively participate in PLC's using aligned assessments to make data driven instructional decisions then student achievement will increase.

## Strategic Goals Detail

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

**G1.** If teachers actively participate in PLC's using aligned assessments to make data driven instructional decisions then student achievement will increase. 1a

G063867

**Targets Supported** 1b

Indicator	Annual Target
FSA Mathematics - Achievement	60.0
FSA English Language Arts - Achievement	60.0
FCAT 2.0 Science Proficiency	75.0

**Resources Available to Support the Goal** 2

- Time
- Support Personell
- Data
- Curriculum Mapping
- PLC Guiding Documents
- Lesson Study

**Targeted Barriers to Achieving the Goal** 3

- currently PLCs are not being used purposefully to drive instruction.

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

Grade level common diagnostics, formative and summative assessments designed by teachers, analyzed and used to make instructional plans.

**Person Responsible**

Jasmine Hinson

**Schedule**

Weekly, from 8/24/2015 to 6/30/2016

**Evidence of Completion**

Assessment results, observation of teacher discussions during PLCs, implementation plan for instruction

## Action Plan for Improvement


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

### Problem Solving Key


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

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


**G1.** If teachers actively participate in PLC's using aligned assessments to make data driven instructional decisions then student achievement will increase. **1**

 G063867

**G1.B1** currently PLCs are not being used purposefully to drive instruction. **2**

 B164527

**G1.B1.S1** Weekly PLCs with administration and coaches; Common assessments (curriculum maps); review of Successmaker and Waterford data **4**

 S176037

### Strategy Rationale

collection and analysis of data charts to create a culture of transparency, review and support teachers with curriculum implementation.

### Action Step 1 **5**

Set norms and clear expectations

#### Person Responsible

Jasmine Hinson

#### Schedule

On 8/17/2015

#### Evidence of Completion

PLC form/guiding questions/PLC notebook

### Action Step 2 5

Scope and sequence, common assessments

**Person Responsible**

Jasmine Hinson

**Schedule**

On 8/28/2015

***Evidence of Completion***

common assessments, PLC notebook

### Action Step 3 5

Use data chats to create a culture of transparency

**Person Responsible**

Virginia Freeman

**Schedule**

On 10/30/2015

***Evidence of Completion***

Data analysis/shifts in instructional practice/agendas/data sheets

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

Guiding Questions/PLC notebook setup/PLC forms

**Person Responsible**

Jasmine Hinson

**Schedule**

On 8/14/2015

***Evidence of Completion***

Completed PLC forms

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

common assessments built from curriculum mapping

**Person Responsible**

Tracy Tomlinson

**Schedule**

Weekly, from 8/17/2015 to 6/30/2016

**Evidence of Completion**

List of standards covered (PLC form) assessment results

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

Success Maker Data

**Person Responsible**

Lisa Sylvester

**Schedule**

Quarterly, from 8/24/2015 to 6/30/2016

**Evidence of Completion**

Program reports, differentiated lesson plans (tiered small group plans)

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

Grade level PLC forms and quality of teacher dialogue during PLC intervention meetings and discussions on student grouping or intervention plans.

**Person Responsible**

Jasmine Hinson

**Schedule**

Weekly, from 9/1/2015 to 6/30/2016

**Evidence of Completion**

PLC forms, walk throughs, lesson plans

**Appendix 1: Implementation Timeline**

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Set norms and clear expectations	Hinson, Jasmine	8/17/2015	PLC form/guiding questions/PLC notebook	8/17/2015 one-time
G1.B1.S1.A2	Scope and sequence, common assessments	Hinson, Jasmine	8/24/2015	common assessments, PLC notebook	8/28/2015 one-time
G1.B1.S1.A3	Use data chats to create a culture of transparency	Freeman, Virginia	8/24/2015	Data analysis/shifts in instructional practice/agendas/data sheets	10/30/2015 one-time
G1.MA1	Grade level common diagnostics, formative and summative assessments designed by teachers, analyzed and used to make instructional plans.	Hinson, Jasmine	8/24/2015	Assessment results, observation of teacher discussions during PLCs, implementation plan for instruction	6/30/2016 weekly
G1.B1.S1.MA1	Grade level PLC forms and quality of teacher dialogue during PLC intervention meetings and discussions on student grouping or intervention plans.	Hinson, Jasmine	9/1/2015	PLC forms, walk throughs, lesson plans	6/30/2016 weekly
G1.B1.S1.MA1	Guiding Questions/PLC notebook setup/ PLC forms	Hinson, Jasmine	8/10/2015	Completed PLC forms	8/14/2015 one-time
G1.B1.S1.MA2	common assessments built from curriculum mapping	Tomlinson, Tracy	8/17/2015	List of standards covered (PLC form) assessment results	6/30/2016 weekly
G1.B1.S1.MA3	Success Maker Data	Sylvester, Lisa	8/24/2015	Program reports, differentiated lesson plans (tiered small group plans)	6/30/2016 quarterly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*



## Professional Development Opportunities

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

**G1.** If teachers actively participate in PLC's using aligned assessments to make data driven instructional decisions then student achievement will increase.

**G1.B1** currently PLCs are not being used purposefully to drive instruction.

**G1.B1.S1** Weekly PLCs with administration and coaches; Common assessments (curriculum maps); review of Successmaker and Waterford data

### **PD Opportunity 1**

Set norms and clear expectations

#### **Facilitator**

Freeman/Sylvester/Hinson

#### **Participants**

Staff

#### **Schedule**

On 8/17/2015

## Technical Assistance Items

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

### Budget

#### Budget Data

1	G1.B1.S1.A1	Set norms and clear expectations	\$0.00
2	G1.B1.S1.A2	Scope and sequence, common assessments	\$0.00
3	G1.B1.S1.A3	Use data chats to create a culture of transparency	\$0.00
<b>Total:</b>			<b>\$0.00</b>