

Putnam County School District

James A. Long Elementary School



2015-16 School Improvement Plan

James A. Long Elementary School

1400 OLD JACKSONVILLE RD, Palatka, FL 32177

long.putnamschools.org

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	100%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	35%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	C	D	C

**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 Putnam County School Board on 12/8/2015.

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
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

We will inspire every student to think, to learn, to achieve, to care and to become a successful and responsible citizen.

Provide the school's vision statement

James A. Long will provide all students with a safe and nurturing learning environment. Through fidelity to a rigorous core curriculum we will support and encourage the diverse learning styles of all students.

School Environment

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

James A. Long holds family nights that support communication between parents, students and teachers. Teachers are also required to communicate with parents through Skyward Student System as well as maintaining written or verbal contact with parents. There is also an intervention block built into the daily schedule. This allows teachers to meet with students each week, one on one, to build relationships and to discuss student progress. Teachers and staff members also take a personal interest in many of their students and families. They often support students by attending their extra curricular activities such as dance recitals and baseball games. They also reach out to students in the event of a tragedy. The school contacts the family in need and provides food, flowers or home visits.

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

James A. Long encourages students to help create a positive environment at their school. An assembly is held at the beginning of each year and school rules are reviewed and students are encouraged to support the rules of the school. Students are greeted each morning by an administrator on the front sidewalk. There are staff members on duty throughout the campus to promote student safety and to encourage positive behavior. We have a positive behavior system in place at the classroom level as well as the school level. This system is in place throughout the day. After school, students are escorted by their teacher or another staff member to the appropriate area for dismissal. They are monitored and escorted to their appropriate transportation area and personally taken to the bus, car or daycare van in which they belong.

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

James A. Long has a positive behavior system in place so that students are encouraged to exhibit expected behaviors. There is a school wide discipline process that is to be followed by all staff members. For minor discipline infractions, behavior intervention forms are filled out and steps are taken to correct the behavior. Parent contact must be made before the third behavior intervention form is written. The guidance counselor or a member of the lead team then conferences with the student. If the behavior is still a problem, a referral is written and the code of conduct procedures and

guidelines are followed by an administrator. There is a school wide token economy, Courage Cash, in place to support Positive Behavior Support and incentives are in place for receiving different amounts of Courage Cash as a class.

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 or lead team member will conference with students that are exhibiting social-emotional needs that are easily dealt with at the school level. However, if a student requires guidance or support interventions beyond the school's capabilities, an outside agency is contacted such as DCF or a resource officer. There are also agencies such as Helping Hands that will come into the school and provide counseling services for students in need. Class council sessions are held in the majority of classrooms where students can safely discuss feelings and needs. These can also be submitted anonymously through a class council box and the issues will be addressed each week.

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

We will use iReady data to populate this section and to move forward with an intervention plan since FSA data is not yet available. There were no students retained in any grade level last year.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	28	17	14	6	9	10	84
One or more suspensions	12	5	11	12	10	15	65
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	61	76	76	47	71	66	397

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		
Students exhibiting two or more indicators		18	8	9	5	8	11	59

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

Teachers will report data weekly that tracks students who exhibit early warning indicators. Students will be tracked by proficiency level as well as growth. Weekly PLC's will address instructional remediation strategies at the student level.

Teachers will also be accountable to refer and work with students through MTSS. Differentiated instruction will be documented and progress will be tracked.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/63580>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

We have established partnerships with many community service and business organizations in our county. These organizations include Kiwanis, Chili's, Seminole Electric Cooperative, Palatka City Commission, Georgia Pacific, Palatka Probation Office and many others. The Kiwanis Club sponsors a quarterly Terrific Kid ceremony. Two students from each class are recognized and honored. Parents attend this anticipated event and it is played on the local television station. Chili's and other restaurants in town provide certificates that are distributed in report cards, awards ceremonies and other recognition times. Seminole Electric Cooperative supports our art program through monetary donations. Supplies and other student learning needs are purchased with these funds. Palatka City Commission sponsors a monthly student of the month. A fifth grade student is selected to represent James A. Long. An administrator is present and the student receives a certificate from the mayor. Georgia Pacific offers several mini-grants throughout the year for teacher to apply for. They also provide a Christmas Town that is attended by 2 needy families. There are also local educational sororities that motivate and support teachers throughout the year. They also provide grant opportunities.

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
McDaniel, SaraJean	Principal
Adams, Paula	Assistant Principal
Flake, Christina	Instructional Coach
Mikell, Michelle	Guidance Counselor
White, Kristin	Teacher, K-12

Duties

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

Our MTSS leadership team consists of the administrators and the other lead team members listed above. The MTSS coordinator, Kristin White, schedules, plans and coordinates MTSS meetings. The administrators, classroom teacher, curriculum coach and school psychologist attend the meetings and offer academic, psychological and behavior support for each student. The MTSS coordinator monitors the creation of the progress monitoring plans and together with the guidance counselor and other lead team members offer Tier 1, 2, and 3 support to ensure all students are receiving appropriate interventions. The Instructional coach, Christina Flake, plans for and leads weekly PLC meetings. Administrators attend these meetings and work with grade level teams to identify, work with and track data for appropriate instruction.

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 James A. Long SBLT consists of the MTSS Coordinator, Guidance Counselor, CRT, Principal or AP. The meetings include the school based team with a teacher leader. All teachers were clearly trained in the MTSS process by the county MTSS coordinator. Appropriate forms and data are collected at the classroom level and brought to the attention of the MTSS team when support is needed. The team meets to discuss individual needs of students and to suggest strategies to assist individual students.

Title I. Part A. Programs are coordinated through the Curriculum/Instruction/Assessment department at the district level and include the Assistant Superintendent and personnel from ESE, MTSS, ESOL, PBS and School Improvement (Federal Programs). This team meets monthly (at a minimum) and establishes and monitors program evaluation for all schools to ensure entitlement programs' resources are available and fully implemented at each school site and that all funds are used effectively and efficiently as possible. School sites have the responsibility of keeping an inventory of resources purchased with Title I. Communication throughout the year is ongoing with the building level administrators regarding progress toward the goals and objectives as stated in the grants.

Coordination of these services is done in the following ways:

- (1) Principal and Assistant Principal meetings are scheduled monthly;
- (2) Progress monitoring assessments are completed during the year, with the results reported to each participating school for review. Revisions in objectives or instructional strategies are addressed and implemented to meet the needs of all students;
- (3) Email dissemination regarding school improvement, technical assistance, and data guidance are made available to school leaders;
- (4) All schools participate in an Instructional Review to identify individual school needs and desired support;
- (5) Support for schools is differentiated based on each school's current academic performance, teacher quality, leadership experience, and supportive environment;
- (6) Collaborative assistance is provided by consultants hired to address specific deficiencies demonstrated by participating schools through assessment analysis;
- (7) Professional development and support is coordinated with school leaders and provided by School Improvement Specialists and the Curriculum/Instruction/Assessment department on topics including lesson planning, instructional practices, resources, and problem solving.

Title I, Part C. In addition to the services provided by Title I, Part A, the district uses Part C funds to improve the academic achievement of the school's migratory children. Title I, Part C initiatives are coordinated by the Curriculum/Instruction/Assessment department, Federal Programs, and Exceptional Student Education.

Title I, Part D. In addition to the services provided by Title I, Part A, the district maintains collaborative and partner-like relationships with Family Medical and Dental Services and Putnam Health to serve homeless, neglected, and delinquent students by providing health services. The District partners with

the Department of Juvenile Justice and Putnam County Sheriff's Department to target delinquent students and provide mentoring and counseling services that foster relationships and provide supplemental support services. Funds are also utilized to provide services at the district's Solutions Center (Alternative Center).

Title II. Part A. The Title II Project Director meets with Curriculum/Instruction/Assessment personnel as well as the directors of Title I and Title VI to ensure coordination and alignment of activities and fiscal support. At the district level, content coach positions in ELA, Math, and Science are funded as resource support for schools and teachers. Funds are also utilized to provide professional development for teachers and administrators at the district level. Funds are allocated at each school site to support professional development specific to the needs of the teachers as determined by the needs of their students.

Title III. The Title III Coordinator supports our English Language Learner (ELL) population by coordinating with schools to provide professional development opportunities for teachers, tutoring assistance for students based on need, after school programs for parents and students, and supplemental materials. In addition, a teaching assistant position is funded at Crescent City High School.

Title VI. Part B. The Title VI Project Director meets with Curriculum/Instruction/Assessment personnel as well as the directors of Title I and Title II to ensure coordination and alignment of activities and fiscal support. Funds are utilized to provide professional development for teachers to improve standards-based instruction. At the secondary level, funds are also utilized to provide credit recovery and tutoring for students to pass Florida EOC exams.

Nutrition Programs. Each student in Putnam County is provided free breakfast and lunch through the Community Eligibility Provision Program (CEP).

Adult Education. Adult education is available at Saint Johns River State College through a collaboration with Workforce.

Housing Programs. The district has a working relationship with the Putnam County Public Housing Authority. The authority supports the district by encouraging parents to participate in parental involvement designed to increase student achievement.

Violence Prevention Programs. The district works collaboratively with the Department of Juvenile Justice to provide support to students in need of behavioral interventions within and/or outside the school day.

Career and Technical Education. The Career and Technical Education (CTE) department works closely with students and business partners to provide each student the opportunity to leave high school as a highly skilled graduate with the skills necessary to thrive in current and future careers.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Sarajeon McDaniel	Principal
Charlene Semiday	Parent
Carlos Semiday	Parent
Trevlyn Sheffield	Parent
Brenda Atkins	Business/Community
Katie Sheffield	Teacher
Michelle Mikell	Education Support Employee
	Student
Ruby Doran	Student

Duties

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

Evaluation of last year's school improvement plan

The SAC committee met prior to the submission of the plan to discuss and approve content of the plan. There was also discussion of goals and funding. The members voted to approve the plan, as written, for submission.

Development of this school improvement plan

The school members and SAC members meet to review previous year data and create a plan for school improvement. We then share the school improvement plan at a SAC meeting for final review, input and approval.

Preparation of the school's annual budget and plan

There are no school improvement funds in the general budget. However, PTO and administration support school improvement initiatives with their budgets.

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

There was limited funds left over from previous years. This money was spent on FSA Awards, FSA incentives, academic resources and school wide initiatives.

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
Adams, Paula	Assistant Principal
McDaniel, SaraJean	Principal
Mikell, Michelle	Teacher, K-12
White, Kristin	Teacher, K-12
Flake, Christina	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The first literacy priority is to support differentiation in the classroom along with establishing a proven reading structure. Initiatives will include: Reading and writing in all content areas, Close Reading, text marking, and utilizing data collected through formative assessments, iReady and Achieve 3000. Teachers will be expected to differentiate instruction to meet the specific needs of students. A strong focus will be on small group instruction.

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

Each grade level has common planning time before and after school. The classes are covered by other staff members and students are involved in special area activities. Teachers receive uninterrupted contracted planning time each week and they are also involved in math and reading PLC meetings each week. There is a grade level lead teacher meeting once per month where school calendar, goals and plans are discussed and they are expected to share the information with their team.

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

The county sends Human Resource personnel to educational job fairs they in turn report to the schools those candidates in which they feel are qualified for instructional positions within Putnam County School District.

We also work closely with 2 local colleges to recruit certified teachers. We welcome interns and pre-interns at James A. Long. This allows us to "preview" potential teaching candidates in action.

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

There is a beginning teacher program in place in Putnam County. Each first year teacher is paired with a mentor and they complete a beginning year packet that includes important information useful for new teachers. There is also a new teacher training that is held at the district level at the beginning of each school year.

Our CRT works closely with beginning teachers to model for them and coach them as they learn new curriculum and manage a first year classroom.

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

Teachers from each grade level were involved in the adoption of the reading curriculum and mathematics framework. They worked with many options side by side with the Florida Standards to make sure they were aligned as closely as possible. Teachers use the core materials as a reference and use the Florida Standards as their starting point. They are learning to rely on backwards planning where they begin with the standard and their intended student expectation outcome and plan from there. Teachers were involved in extensive training last summer that focused on the Learning Focused lesson planning framework.

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

Students are involved in many assessments to include progress monitoring assessments. Through weekly progress monitoring, students are identified for their strengths and weaknesses in different academic areas. They are then grouped according to their needs or strengths. The teacher works

with each group on a regular basis. Support personnel are also placed in each room to assist with small group instruction. Students also participate in the iReady Learning System, a web based learning tool that tracks student progress and provides data and support for individual students.

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: Summer Program

Minutes added to school year: 1,350

The district provided all teachers with three days of summer professional development and planning using the Learning Focused Framework. Teachers were provided guidance on the components of the framework and then had time to collaborate and plan lessons aligned to Florida Standards.

Strategy Rationale

In an effort to strengthen core instruction, the district has adopted the research based Learning Focused Framework to guide teachers in planning standards-based instruction.

Strategy Purpose(s)

- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

McDaniel, SaraJean, smcdaniel@putnamschools.org

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

School administrators will monitor the implementation of the Learning Focused Framework using walkthroughs, lesson plan review, and teacher observations. This data will be collected in iObservation. School administrators will also engage in analysis of student achievement data with the school-based leadership team and teachers.

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

We hold the Keys to Kindergarten Success Workshop each year for pre-kindergarten parents. The school sends home the kindergarten first nine week expectations at this time with all parents so that they may start instruction at home over the summer. This also helps parents understand the intensity of the kindergarten curriculum. We use the end of the year VPK assessment to create balanced classrooms in kindergarten.

We also hold open enrollment throughout the summer. We also work with the 6th Grade Center to transition students from 5th grade to 6th grade. Teachers from this school visit James A. Long one day during the last nine weeks. We also help promote transitional activities planned by the 6th Grade Center.

College and Career Readiness

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

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

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

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

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 we implement a school-wide approach that promotes and models positive behavior plans, interventions, and actions then students will be able to cope with given situations by exhibiting positive character traits which will result in a decrease of referrals, positive student and staff relationships and increased time in class.

- G2.** If there is an ongoing focus and understanding of current data in all content areas with relevant planning and instruction that supports individual student needs, then there will be an increase in student achievement.

Strategic Goals Detail

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

G1. If we implement a school-wide approach that promotes and models positive behavior plans, interventions, and actions then students will be able to cope with given situations by exhibiting positive character traits which will result in a decrease of referrals, positive student and staff relationships and increased time in class. **1a**

 G072586

Targets Supported **1b**

Indicator	Annual Target
Attendance rate	95.0
2+ Behavior Referrals	8.0

Resources Available to Support the Goal **2**

- Mental health counselor
- District support for teachers for learning classroom management
- Stronger SBLT
- PRIM book
- Parent communication form
- Token economy in place "courage cash"
- Individual classroom token economy
- Safety patrol
- ISS with certified teacher provides remediation
- School safety support easily accessible
- Supportive custodial staff

Targeted Barriers to Achieving the Goal **3**

- Minimal focus on school-wide approach to PBS

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

Analyze attendance and referral data

Person Responsible

Paula Adams

Schedule

Quarterly, from 10/21/2015 to 6/3/2016

Evidence of Completion

courage cash attendance forms, attendance reports, referral reports,

G2. If there is an ongoing focus and understanding of current data in all content areas with relevant planning and instruction that supports individual student needs, then there will be an increase in student achievement. **1a**

 G072587

Targets Supported **1b**

Indicator	Annual Target
FSA English Language Arts - Achievement	35.0
FSA Mathematics - Achievement	40.0
Math Achievement District Assessment	70.0
ELA/Reading Gains District Assessment	90.0
Math Gains District Assessment	90.0
ELA Achievement District Assessment	70.0
FCAT 2.0 Science Proficiency	45.0

Resources Available to Support the Goal **2**

- Marzano framework
- Professional Development
- District support for Learning Focused Framework
- Additional planning days
- School level support
- District level area support (math, science, and reading)
- iReady data
- MFAS data
- Achieve 3000
- School-wide Chromebook 1:1

Targeted Barriers to Achieving the Goal **3**

- Lack of knowledge on how to read and interpret data reports (iReady, FAIR) and how to plan using data

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

Teachers will be evaluated in domains 2 and 3 of Marzano to reflect their progress toward the goal.

Person Responsible

SaraJean McDaniel

Schedule

Weekly, from 8/18/2015 to 6/3/2016

Evidence of Completion

There will be an increase in effective teacher practice as evidenced by the Marzano Evaluation System

Action Plan for Improvement

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

Problem Solving Key


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

1 = Problem Solving Step  S123456 = Quick Key


G1. If we implement a school-wide approach that promotes and models positive behavior plans, interventions, and actions then students will be able to cope with given situations by exhibiting positive character traits which will result in a decrease of referrals, positive student and staff relationships and increased time in class. **1**

 G072586

G1.B1 Minimal focus on school-wide approach to PBS **2**

 B189397

G1.B1.S1 Create a school-wide approach to PBS **4**

 S200723

Strategy Rationale

Action Step 1 **5**

Meet as a lead team and come up with ideas for our school-wide PBS plan

Person Responsible

SaraJean McDaniel

Schedule

On 8/4/2015

Evidence of Completion

Plan, powerpoint, courage cash, incentives for staff and students

Action Step 2 5

Present school-wide PBS plan to staff

Person Responsible

Paula Adams

Schedule

On 8/10/2015

Evidence of Completion

Power point, plans to share with teachers

Action Step 3 5

Implement school-wide PBS plan

Person Responsible

SaraJean McDaniel

Schedule

Daily, from 8/18/2015 to 6/3/2016

Evidence of Completion

Classes will earn courage cash, rewards will be given out, attendance incentive will be sent out, class recognition for character,

Action Step 4 5

Character board in cafeteria

Person Responsible

Kristin White

Schedule

Weekly, from 8/18/2015 to 6/3/2016

Evidence of Completion

Class pictures on the board, shout outs

Action Step 5 5

Implementation follow up and updates during PLCs

Person Responsible

Christina Flake

Schedule

Weekly, from 9/8/2015 to 6/3/2016

Evidence of Completion

Agenda, courage cash forms

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

Weekly SBLT meetings

Person Responsible

SaraJean McDaniel

Schedule

Weekly, from 9/4/2015 to 6/3/2016

Evidence of Completion

Agenda, face to face reminders, notes

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

School walk throughs

Person Responsible

Paula Adams

Schedule

Daily, from 9/8/2015 to 6/3/2016

Evidence of Completion

Courage cash forms are being turned in, classes are earning their rewards and incentives, evidence of individual classroom economy, board in the cafeteria is being updated,

G2. If there is an ongoing focus and understanding of current data in all content areas with relevant planning and instruction that supports individual student needs, then there will be an increase in student achievement.

1

G072587

G2.B2 Lack of knowledge on how to read and interpret data reports (iReady, FAIR) and how to plan using data

2

B189401

G2.B2.S2 Analyze data during PLCs and have conversations focused to support planning.

4

S200728

Strategy Rationale

Action Step 1

5

All instructional personnel will fully participate in data focused PLC's.

Person Responsible

Christina Flake

Schedule

Weekly, from 8/25/2015 to 6/2/2016

Evidence of Completion

Data accountability sheets will be formed to develop a data wall.

Plan to Monitor Fidelity of Implementation of G2.B2.S2

6

Teachers will provide evidence from weekly skill level assessments

Person Responsible

Christina Flake

Schedule

Daily, from 8/18/2015 to 6/3/2016

Evidence of Completion

Teachers will come to weekly PLC meetings prepared with current skill level data and be ready to discuss, chart and make educational decisions about the data.

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

The school data wall will be accurate according to current student data

Person Responsible

Christina Flake

Schedule

Monthly, from 8/18/2015 to 6/3/2016

Evidence of Completion

Teachers will monitor students weekly, be prepared for meetings and make adjustments to data wall within the four quadrants labeled high achievement/low growth, high achievement/high growth, low achievement/low growth, low achievement/high growth.

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	Meet as a lead team and come up with ideas for our school-wide PBS plan	McDaniel, SaraJean	8/4/2015	Plan, powerpoint, courage cash, incentives for staff and students	8/4/2015 one-time
G2.B2.S2.A1	All instructional personnel will fully participate in data focused PLC's.	Flake, Christina	8/25/2015	Data accountability sheets will be formed to develop a data wall.	6/2/2016 weekly
G1.B1.S1.A2	Present school-wide PBS plan to staff	Adams, Paula	8/10/2015	Power point, plans to share with teachers	8/10/2015 one-time
G1.B1.S1.A3	Implement school-wide PBS plan	McDaniel, SaraJean	8/18/2015	Classes will earn courage cash, rewards will be given out, attendance incentive will be sent out, class recognition for character,	6/3/2016 daily
G1.B1.S1.A4	Character board in cafeteria	White, Kristin	8/18/2015	Class pictures on the board, shout outs	6/3/2016 weekly
G1.B1.S1.A5	Implementation follow up and updates during PLCs	Flake, Christina	9/8/2015	Agenda, courage cash forms	6/3/2016 weekly
G1.MA1	Analyze attendance and referral data	Adams, Paula	10/21/2015	courage cash attendance forms, attendance reports, referral reports,	6/3/2016 quarterly
G1.B1.S1.MA1	School walk throughs	Adams, Paula	9/8/2015	Courage cash forms are being turned in, classes are earning their rewards and incentives, evidence of individual classroom economy, board in the cafeteria is being updated,	6/3/2016 daily
G1.B1.S1.MA1	Weekly SBLT meetings	McDaniel, SaraJean	9/4/2015	Agenda, face to face reminders, notes	6/3/2016 weekly
G2.MA1	Teachers will be evaluated in domains 2 and 3 of Marzano to reflect their progress toward the goal.	McDaniel, SaraJean	8/18/2015	There will be an increase in effective teacher practice as evidenced by the Marzano Evaluation System	6/3/2016 weekly
G2.B2.S2.MA1	The school data wall will be accurate according to current student data	Flake, Christina	8/18/2015	Teachers will monitor students weekly, be prepared for meetings and make adjustments to data wall within the four quadrants labeled high achievement/low growth, high achievement/high growth, low achievement/low growth, low achievement/high growth.	6/3/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S2.MA1	Teachers will provide evidence from weekly skill level assessments	Flake, Christina	8/18/2015	Teachers will come to weekly PLC meetings prepared with current skill level data and be ready to discuss, chart and make educational decisions about the data.	6/3/2016 daily

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. If we implement a school-wide approach that promotes and models positive behavior plans, interventions, and actions then students will be able to cope with given situations by exhibiting positive character traits which will result in a decrease of referrals, positive student and staff relationships and increased time in class.

G1.B1 Minimal focus on school-wide approach to PBS

G1.B1.S1 Create a school-wide approach to PBS

PD Opportunity 1

Present school-wide PBS plan to staff

Facilitator

SBLT

Participants

Teachers

Schedule

On 8/10/2015

G2. If there is an ongoing focus and understanding of current data in all content areas with relevant planning and instruction that supports individual student needs, then there will be an increase in student achievement.

G2.B2 Lack of knowledge on how to read and interpret data reports (iReady, FAIR) and how to plan using data

G2.B2.S2 Analyze data during PLCs and have conversations focused to support planning.

PD Opportunity 1

All instructional personnel will fully participate in data focused PLC's.

Facilitator

Christina Flake

Participants

Instructional Personnel

Schedule

Weekly, from 8/25/2015 to 6/2/2016

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	Meet as a lead team and come up with ideas for our school-wide PBS plan	\$0.00
2	G1.B1.S1.A2	Present school-wide PBS plan to staff	\$0.00
3	G1.B1.S1.A3	Implement school-wide PBS plan	\$0.00
4	G1.B1.S1.A4	Character board in cafeteria	\$0.00
5	G1.B1.S1.A5	Implementation follow up and updates during PLCs	\$0.00
6	G2.B2.S2.A1	All instructional personnel will fully participate in data focused PLC's.	\$0.00
Total:			\$0.00