

Santa Rosa County District Schools

School Improvement Plan

2016-2017



Pea Ridge Elementary

School

Dana K. Fleming

Principal

Summer Clark

School Advisory Chair

Principal--Signature

School Advisory Chair—Signature

Date of School Board Approval _____

Santa Rosa School Improvement Plan- 2016-2017

Part I- Current School Status

Accreditation Standard 1- Purpose and Direction

Accreditation Standard 2- Governance and Leadership

1. Describe the involvement of the School Advisory Council in the development of this plan.

The School Advisory Council reviews and approves the School Improvement Plan. One of our community partners is a retired Elementary Principal from Washington County. She assists with reviewing our plan and sharing input.

2. Describe the activities of the School Advisory Council anticipated for the 2016-2017 school year including the monitoring of this School Improvement Plan.

The School Advisory Council approves our school based budget, votes on the formula for A+ expenditure, reviews all Title I expenditure, approves the expenditure of 804 funds, review and make suggestions for change to our Parent School Compact, review and make suggestions for change for our Parent Involvement Plan, discuss ways to maintain school safety, members ask questions regarding any aspect of our school, and provide ongoing monitoring of our School Improvement Plan. One of our stakeholders attends District Parent Advisory Council, and he shares information learned from the PAC with SAC members. Teachers share strategies and successes in the classroom. Administration shares updates such as Common Core, Test Scores, MTSS, SPAR, and deliberate practices.

3. Multi-Tiered System of Supports (MTSS)

Accreditation Standard 3- Teaching and Assessing for Learning

Accreditation Standard 4- Resources and Support System

School-Based MTSS Team
<p>A. Identify the school-based MTSS leadership team members. Mrs. Fleming (Principal), Ms. Dwiggin (AP), Cindy Lynch (ESE), Michelle Barlow (Media Specialist), Mary Grace White (Math Intervention Specialist), Doug Shields (MTSS Team member/Teacher), Wanda Beal (Guidance), Verna Smith (Literacy Coach), Kaitlin Carington (School Psychologist)</p>
<p>B. Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). Our Leadership meets bi-weekly with all the team members listed in section A. Each teacher uploads input and student data into SMART. Leadership team representatives meets with individual grade levels the week prior to monthly meeting. The team evaluates all data and interventions implemented to date. If intervention strategies have been unsuccessful then other approaches are put into action based on the team’s expertise. The team meets with teachers of students moving forward from Tier II MTSS interventions into Tier III MTSS progress monitoring. This ensures the team and teacher is on track for the best student success. Tracking devices, websites for resources, best practices are shared with other schools via email and face to face meetings.</p>
<p>C. Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the problem-solving process was used in developing and implementing the SIP. All MTSS Leaders meet during the first few weeks of school, (or during the summer), to evaluate the SIP. End of the year data is reviewed which then leads the team to developing the best teaching techniques to encourage growth in all student’s needs. Data is reviewed to show areas of difficulty, those bubble students, and weaknesses in teaching strategies. After review of strengths and weaknesses of core content, software, and implementation; the team formulates best practice interventions to increase both student outcomes and teaching methods. These approaches are then incorporated into classroom small group rotations, Para small group rotations, ESE inclusion, AIS interventions, Math Interventionist, and include student tracking and a road map for all to follow.</p>
MTSS Implementation

D. Provide the data source(s) used at each tier for ELA, mathematics and behavior.

- Tier I Academics-

Reading- DEA Reading, IXL Reading, STAR Reading, STAR Early Literacy, Basal Assessments, Formative classroom assessments, Rigby reading levels, Literacy Coach strategies

Math- DEA Math, STAR Math, IXL Math, Basal Assessments, Khan Academy, Formative classroom assessments

Science- DEA Science, Harcourt Assessments, Formative classroom assessments

Writing- Formative classroom assessments, Quarterly school wide prompts/rubrics

Attendance- SMART Student At-Risk Report, ZAT 10 attendance reports, Teacher attendance records, District Wide Attendance and Truancy Policy

- Tier I- Behavior-

Behavior- SMART discipline tracking tool, Classroom behavior plans using PBIS strategies, Assertive Discipline training, PBS, Weekly Calendars and Behavior Charts, Classroom Rules and Procedures Rubrics

- Tier II Academics-

Reading- DEA Reading, IXL Reading, STAR Reading, STAR Early Literacy, Basal Assessments, Formative and Summative classroom assessments, Rigby reading levels, After school tutoring assessments, My Reading Coach, Imagine Learning, Moby Max, Tyner Intervention, AIS for consults and Interventions, Intervention Specialist, Literacy Coach for modeling strategies

Math- DEA Math, STAR Math, IXL Math, Basal Assessments, Khan Academy, Prodigy, Moby Max, Formative and Summative classroom assessments, after school tutoring assessments, Intervention Specialist, small group strategies

Science- DEA Science, IXL Science, Moby Max Science, Basal Assessments, Formative and Summative classroom assessments

Writing- Formative and Summative classroom assessments, quarterly school wide prompts with assistance in small groups/rubrics

Attendance- SMART Student At-Risk Report, ZAT 10 attendance reports, Teacher attendance records, school based attendance truancy tracking form

- Tier II- Behavior-

Behavior- SMART discipline tracking tool, Classroom behavior plans using PBIS strategies, Assertive Discipline strategies, Individual Behavior Plans to include behavioral assessment on individual students, PBS, Guidance intervention, Overlay Counselor (CDAC), Military Counselor

- Tier III Academics-

Reading- DEA Reading Custom Courses, IXL Reading, Imagine Learning, Basal Assessments, Formative and summative classroom assessments, Rigby reading levels, After school tutoring assessments, Moby Max, My Reading Coach, Tyner Intervention, AIS for consults and Interventions, Intervention Specialist, Literacy Coach for modeling strategies

<p>Math- DEA Math Custom courses, IXL Reading, Basal Assessments, Khan Academy, Prodigy, Moby Max, Formative and summative classroom assessments, Math Intervention Specialist, Small group strategies</p> <p>Science- DEA Science, Moby Max Science, IXL Science, Basal Assessments, Formative and Summative classroom assessments</p> <p>Writing- Formative and Summative classroom assessments, small group instruction on basics geared at student needs</p> <ul style="list-style-type: none"> • Tier III- Behavior- <p>Behavior- SMART discipline tracking tool, Classroom behavior plans using PBIS strategies, Assertive Discipline interventions, Individual Behavior Plans, Check in/Check out PBIS Tier III intervention, PBS, Guidance intervention, Overlay Counselor (CDAC), Military Counselor</p>
<p>E. Describe the plan to train staff on MTSS during the 2016-2017 school year.</p> <p>Professional Development will be given in faculty meetings through our guidance department, through the district office of Continuous Improvement, Literacy & Math District experts, our school based PLC's, Project Based Learning Extensions, John Hattie High Yield strategies, and continuation of Common Core integrations with all content.</p>

4. Effective and Highly Effective Teachers

Describe the strategies that will be used to recruit and retain high quality, effective teachers to the school.

Description of Strategy	Person Responsible
Each school principal will work with the county recruitment/retention specialist to ensure highly qualified candidates are interviewed and hired. This includes highly qualified minority applicants and those in critical shortage areas.	Administration

5. Non-Highly Effective Instructors

Provide the number of instructional staff teaching out-of-field **and** received a *less than* an effective rating.

Number of instructional staff and paraprofessionals teaching out-of-field and who received <i>less than</i> an effective rating.	Strategies to support the staff in becoming highly effective
N/A	N/A

6. Title I Schools

A. As applicable, describe how federal, state, and local services and programs will be coordinated and integrated in the school.

Title I, Part A - support supplemental activities to improve the academic achievement of the disadvantaged. Activities include the following primary activities: 1) The Early Intervention Program: a district initiative to support intervention (Grades K-3) in reading, 2) an Initiative for continued School Safety, 3) provision of added extensions and modeling of best practices, 4) Parent Involvement family night events aligned with content and STEAM, 6) Professional Development, and 7) school-based initiatives based on student needs. Our school-based Title I Program works to provide additional programs, curriculum, parent training, personnel, parent involvement, and professional development to staff so that we may better serve the needs of all students at our school. Our Title I program includes a detailed Parent Involvement Plan as well as Parent Involvement Activities scheduled throughout the school year. Some of these activities include: Families Building Better Readers, Science Explorium, FCAT Night, Literacy Night, Literacy Coach Parent activity events, Pi Night, Book Fairs, After School Club implementation, Semi-Annual Grade Level CCFS activities (day & night events). Our Title I program also provides an opportunity for our students to participate in additional assessments to help us prepare for standardized assessments. Some of these additional assessments are: Discovery Education Assessment, IXL, Moby Max, Renaissance, and School Based Professional Learning Communities.

Title I, Part C Migrant - Santa Rosa County School District collaborates with the Panhandle Area Education Consortium (PAEC) to provide support services for students eligible for migrant services. The Migrant Liaison, stationed in Escambia County, provides services and support to students and parents. The Liaison coordinates with Title I and other programs to ensure students' needs are met.

Title I, Part D - The District receives funds to support the Santa Rosa Youth Academy. Services are coordinated with District Drop-out Prevention Programs. Services focus on core academic skills, transition, technology support, and careers.

Title II - Teacher and principal Training and Recruiting Funds ensure activities aligned with state academic content standards, student academic achievement standards, and state assessments. The District receives funding to support the following activities: 1) provide staff development sessions in math, reading, writing, and science, 2) participate in state and national conferences, 3) support two curriculum coordinators in reading/writing and math/science, 4) provide literacy coaches at high needs schools, 5) train coaches, 6) training district data coaches and administrators, 7) conduct new teacher orientation activities, 8) support mentor teachers, 9) improve minority recruitment, and 10) support professional development for school-based administrators in the area of the Florida Principal Leadership Standards.

Title III - Services are provided through the District for education materials and ESOL itinerant teachers to improve the education of immigrant and English Language Learners.

Title X- Homeless - The District receives McKinney Vento funds to immediately enroll, maintain enrollment, and promote academic achievement of children and youth identified as eligible for homeless education. The Communities of Learning/Homeless Education Program collaborates with approximately 75 local agencies and services to eliminate barriers to a free and appropriate education for homeless students.

<p>Supplemental Academic Instruction (SAI) - SAI funds are coordinated with Title funds to provide summer school academic support and transportation for low-achieving students in grades K-5. SAI is also used to fund our Summer Reading Camp for Level 1 and 2 3rd grade students. Intensive remedial reading instruction is provided along with another opportunity to take the alternate Stanford 10 for Level 1 students as an opportunity for an exemption from mandatory retention.</p>
<p>Violence Prevention Programs - The Safer, Smarter Kids program is provided by the district for all elementary schools. The district also provides designated grade level presentations for abuse recognition and prevention. All teachers receive yearly update training on recognizing and reporting of abuse. The district provides training and support for schools on the topic of Bullying for both victims and perpetrators.</p>
<p>Nutrition Programs - The school works collaboratively with Sodexo and UF/IFAS to provide nutritional meals for students and nutritional snacks. Sodexo and UF/IFAS provides nutritional classes for grade levels.</p>
<p>Housing Programs - The District provides housing referral services through the Communities of Learning/Homeless Education Programs.</p>
<p>Head Start - Students participate in Head Start at TR Jackson School. Pea Ridge Elementary offers a summer Voluntary Pre-K sessions.</p>
<p>Adult Education - The District provides Adult Education services through the Adult School. The Adult School is designed to meet the educational goals of adults and youth who have exited the formal school setting. It is the responsibility of the Adult School to provide an educational atmosphere designed to encourage personal and intellectual growth towards post-secondary education and/or employment.</p>
<p>Career and Technical Education - Workforce Education programs in Santa Rosa County School District are provided in secondary and postsecondary schools. These programs are career-oriented with rigorous academic coursework utilizing industry standards. The school provides career education through career day and special guest speakers throughout the school year.</p>
<p>Job Training - Job training in Santa Rosa County School District is designed to meet the needs of students, business and industry. Through numerous secondary and postsecondary training programs, instruction is provided which leads to a highly skilled labor force. Title I schools frequently refer parents and guardians to services at Locklin Technical Center.</p>

B. Pre-School Transition

As applicable, describe plans for assisting preschool children in transition from early childhood programs to local elementary schools.

<p>TR Jackson contacts our Kindergarten teachers every year to have a Transition Day for P-K students to visit our school and Kindergarten classrooms.</p>
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Part II-Expected Outcomes

Accreditation Standard 4- Resources and Support System
Area 1- Schoolwide Barriers to Proficiency/ Graduation

ENGLISH LANGUAGE ARTS

Area 2: English Language Arts

<p>2A. Percentage scoring at or above level 3.</p> <p>DEA Test D for Elem/Middle: K-2 Results: 188 of 364 @ 52%</p> <p>FSA 3-5 Results: 234 of 375 @ 62%</p>	<p>2016-17 DEA Midyear Goal: 70%</p> <p>2016-17 DEA Test D Goal: 75% <i>For Primary Schools</i></p> <p>2016-17 FSA Year-end Goal: 75% <i>For Non-Primary Schools</i></p>	<p>2B. Percentage scoring at or above level 4.</p> <p>DEA Test D for Elem/Middle: K-2 Results: 93 of 364 @ 29%</p> <p>FSA 3-5 Results: 102 of 375 @ 27%</p>	<p>2016-17 DEA Midyear Goal: 40%</p> <p>2016-17 DEA Test D Goal: 55% <i>For Primary Schools</i></p> <p>2016-17 FSA Year-end Goal: 40% <i>For Non-Primary Schools</i></p>
ELA-Specific Section			
Anticipated Barrier(s) to reaching midyear goal.	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
<p>Lack of parental involvement based on background knowledge to assist their child(ren) with classwork, projects, or homework</p>	<ol style="list-style-type: none"> 1. Family Literacy & Parent Involvement Activities one evening a month (School wide initiative) 2. Parent Homework assistance at Literacy Nights 3. Parent volunteers to assist with Kindergarten teachers the first week of school 4. Town meeting to ask the Principal questions 	<ol style="list-style-type: none"> 1. Administration 2. Leadership Team (Classroom teachers, Data team, ESE Inclusion teachers, and Guidance will assist to monitor and provide feedback) 	<ol style="list-style-type: none"> 1. Leadership meetings 2. Parent Surveys 3. Grade level meetings

Implementation of Project Based Learning Extensions with small groups	<ol style="list-style-type: none"> 1. School & District based PLC's 2. Common Core Extension Utilization 3. Visiting on campus expert teachers for modeling opportunities 4. Relevant PD with feedback & follow-up extensions 5. IXL and Moby Max software 6. Student input on a project of their interest 	<ol style="list-style-type: none"> 1. MTSS team 2. DATA team 3. Classroom teachers 4. Administration 5. Intervention Specialists 6. ESE Inclusion Teachers 	<ol style="list-style-type: none"> 1. DATA team meetings 2. Grade level meetings 3. Collaborative Classroom Projects
Integration of Common Core Standards into the instructional day	<ol style="list-style-type: none"> 1. School & District based PLC's 2. Common Core Extension Utilization 3. Visiting on campus expert teachers for modeling opportunities 4. Leveled Readers 5. Standards based teaching (Use of HMH as a basic guideline) 6. Integration of all content for more real world applications 	<ol style="list-style-type: none"> 1. MTSS team 2. DATA team 3. Classroom teachers 4. Administration 5. Intervention Specialists 6. ESE Inclusion Teachers 	<ol style="list-style-type: none"> 1. DATA team meetings 2. Grade level meetings 3. Classroom data from performance in academic programs and software assessments 4. Collaborative Classroom Projects
Infrequent Data meetings on grade levels	<ol style="list-style-type: none"> 1. Monthly grade level Data meetings to discuss DEA improvements or concerns and Curriculum growth based on HMH assessments 2. Discussion of IXL and Moby Max areas of difficulty reports 3. Use of formative assessments on a routine basis 4. Tracking successes through PLC implemented lesson strategies 	<ol style="list-style-type: none"> 1. MTSS team 2. DATA team 3. Classroom teachers 4. Administration 5. Intervention Specialists 6. ESE Inclusion Teachers 	<ol style="list-style-type: none"> 1. DATA team meetings 2. Classroom performance in academic and software programs 3. Collaborative Classroom Projects

<p>2C. Percentage of students making learning gains in ELA.</p>	<p>2015-16 FSA Year-end Results: <u>47%</u></p> <p>2016-17 FSA Year-end Goal: <u>55%</u></p>		
<p>ELA-Specific Section</p>			
<p>Anticipated Barrier(s) to reaching midyear goal.</p>	<p>Strategies to Overcome Barrier</p>	<p>Person Monitoring Strategy</p>	<p>Method of Monitoring Strategy</p>
<p>Lack of parental involvement based on background knowledge to assist their child(ren) with classwork, projects, or homework</p>	<ol style="list-style-type: none"> 1. Family Literacy & Parent Involvement Activities one evening a month (School wide initiative) 2. Parent Homework assistance at Literacy Nights 3. Parent volunteers to assist with Kindergarten teachers the first week of school 4. Town meeting to ask the Principal questions 	<ol style="list-style-type: none"> 1. Administration 2. Leadership Team (Classroom teachers, Data team, ESE Inclusion teachers, and Guidance will assist to monitor and provide feedback) 	<ol style="list-style-type: none"> 1. Leadership meetings 2. Parent Surveys 3. Grade level meetings
<p>Implementation of Project Based Learning Extensions with small groups</p>	<ol style="list-style-type: none"> 1. School & District based PLC's 2. Common Core Extension Utilization 3. Visiting on campus expert teachers for modeling opportunities 4. Student centered learning activities 5. IXL and Moby Max software 6. SAI tutoring 7. Use of CPALMS as a guide for lessons and extension activities 	<ol style="list-style-type: none"> 1. DATA team 2. Classroom teachers 3. Administration 4. Intervention Specialists 5. ESE Inclusion Teachers 	<ol style="list-style-type: none"> 1. DATA team meetings 2. Grade level meetings 3. Classroom data from performance in academic programs and software assessments 4. Classroom collaborative projects
<p>Integration of Common Core Standards into the instructional day</p>	<ol style="list-style-type: none"> 1. School & District based PLC's 2. Common Core Extension Utilization 3. Visiting on campus expert teachers for modeling opportunities 4. AIS and UWF Mentor small groups 	<ol style="list-style-type: none"> 1. DATA team 2. Classroom teachers 3. Administration 4. Intervention Specialists 5. ESE Inclusion Teachers 	<ol style="list-style-type: none"> 1. DATA team meetings 2. Grade level meetings 3. Classroom data from performance in academic programs and software assessments

	<p>5. Paraprofessional teams performing small group instruction per grade level 6. Standards based teaching (Use of HMH as a basic guideline) 7. Student input with personal goals based on individual conferences with teachers</p>		<p>4. Collaborative Classroom Projects</p>
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<p>2D. Percentage of students in lowest 25% making learning gains in ELA.</p>	<p>2015-16 FSA Year-end Results: <u>33%</u></p> <p>2016-17 FSA Year-end Goal: <u>45%</u></p>
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ELA-Specific Section			
Anticipated Barrier(s) to reaching midyear goal.	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
<p>Lack of parental involvement based on background knowledge to assist their child(ren) with classwork, projects, or homework</p>	<p>1. Family Literacy & Parent Involvement Activities one evening a month (School wide initiative) 2. Parent Homework assistance at Literacy Nights 3. Conferences with teachers and parents on expectations for both at school and home</p>	<p>1. Administration 2. Leadership Team (Classroom teachers, Data team, ESE Inclusion teachers, and Guidance will assist to monitor and provide feedback)</p>	<p>1. Leadership meetings 2. Parent Surveys 3. Executive Committee</p>
<p>Implementation of Project Based Learning Extensions with small groups</p>	<p>1. School & District based PLC's 2. Common Core Extension Utilization 3. Student centered learning activities 4. IXL and Moby Max software 5. DE technology interventions 6. SAI Tutoring 7. Brain Breaks – ex. “Go Noodle”</p>	<p>1. DATA team 2. Classroom teachers 3. Administration 4. Intervention Specialists 5. ESE Inclusion Teachers</p>	<p>1. DATA team meetings 2. Grade level meetings 3. Classroom data from performance in academic programs and software assessments 4. Classroom collaborative projects</p>
<p>Integration of Common Core Standards into the instructional day</p>	<p>1. School & District based PLC's 2. Common Core Extension Utilization 3. AIS and UWF Mentor small groups 4. Paraprofessional teams performing small group instruction per grade level</p>	<p>1. DATA team 2. Classroom teachers 3. Administration 4. Intervention Specialists 5. ESE Inclusion Teachers</p>	<p>1. DATA team meetings 2. Grade level meetings 3. Classroom data from performance in academic programs and software</p>

	<ul style="list-style-type: none"> 5. Standards based teaching (Use of HMH as a basic guideline) 6. Student input with personal goals based on individual conferences with teachers 		<ul style="list-style-type: none"> assessments 4. Collaborative Classroom Projects
Infrequent Data meetings on grade levels	<ul style="list-style-type: none"> 1. Monthly grade level Data meetings to discuss DEA improvements or concerns and Curriculum growth based on HMH assessments 2. Discussion of IXL and Moby Max areas of difficulty reports 3. Use of formative assessments on a routine basis 4. Tracking successes through PLC implemented lesson strategies 	<ul style="list-style-type: none"> 1. MTSS team 2. DATA team 3. Classroom teachers 4. Administration 5. Intervention Specialists 6. ESE Inclusion Teachers 	<ul style="list-style-type: none"> 1. DATA team meetings 2. Classroom performance in academic and software programs 3. Collaborative Classroom Projects

FSAA Reading- *Required for schools with students who took the 15-16 FSAA*

2E. Percentage of students scoring level 4, 5 or 6.	2015-2016 Performance- 51% 2016-2017 Goal- 65%		
Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
Student ability to perform Access criteria and Lack of parental involvement based on background knowledge to assist their child(ren) with classwork, projects, or homework	<ul style="list-style-type: none"> 1. Family Literacy & Parent Involvement Activities one evening a month (School wide initiative) 2. Work with parents on retention of social and academic skill strategies 3. Conferences with teachers and parents on expectations for both at school and home 4. PD for our Autism staff 	<ul style="list-style-type: none"> 1. Administration 2. Leadership Team (Classroom teachers, Data team, ESE Inclusion teachers, and Guidance will assist to monitor and provide feedback) 	<ul style="list-style-type: none"> 1. Leadership meetings 2. Parent Surveys 3. Executive Committee
Implementation of Project Based Learning Extensions with small groups	<ul style="list-style-type: none"> 1. Student centered learning activities 2. IXL and Moby Max software if appropriate 3. DE technology interventions 	<ul style="list-style-type: none"> 1. Classroom teachers 2. ESE Paraprofessionals 3. Administration 4. ESE Inclusion Teachers 	<ul style="list-style-type: none"> 1. Classroom data from performance in academic programs and software assessments 2. Classroom collaborative projects

	<ul style="list-style-type: none"> 4. ELA small group implementation daily at their level of learning 5. Speech and communication strategies daily 		
Integration of Common Core Standards into the instructional day	<ul style="list-style-type: none"> 1. School & District based PLC's 2. Standards based teaching in small groups 3. Access goals in small groups daily 	<ul style="list-style-type: none"> 1. Classroom teachers 2. ESE Paraprofessionals 3. Administration 4. ESE Inclusion Teachers 	<ul style="list-style-type: none"> 1. DATA team meetings 2. Grade level meetings 3. Classroom data from performance in academic programs and software assessments 4. Collaborative Classroom Projects
2F. Percentage of students scoring at or above level 7	2015-2016 Performance- <u>54%</u> 2016-2017 Goal- <u>65%</u>		
Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
Student ability to perform Access criteria and Lack of parental involvement based on background knowledge to assist their child(ren) with classwork, projects, or homework	<ul style="list-style-type: none"> 1. Family Literacy & Parent Involvement Activities one evening a month (School wide initiative) 2. Work with parents on retention of social and academic skill strategies 3. Conferences with teachers and parents on expectations for both at school and home 4. PD for our Autism staff 	<ul style="list-style-type: none"> 1. Administration 2. Leadership Team (Classroom teachers, Data team, ESE Inclusion teachers, and Guidance will assist to monitor and provide feedback) 	<ul style="list-style-type: none"> 1. Leadership meetings 2. Parent Surveys 3. Executive Committee
Implementation of Project Based Learning Extensions with small groups	<ul style="list-style-type: none"> 1. Student centered learning activities 2. IXL and Moby Max software if appropriate 3. DE technology interventions 4. Math small group implementation daily at their level of learning 5. Speech and communication strategies daily 	<ul style="list-style-type: none"> 1. Classroom teachers 2. ESE Paraprofessionals 3. Administration 4. ESE Inclusion Teachers 	<ul style="list-style-type: none"> 1. Classroom data from performance in academic programs and software assessments 2. Classroom collaborative projects
Integration of Common Core Standards into the instructional day	<ul style="list-style-type: none"> 1. School & District based PLC's 2. Standards based teaching in small groups 	<ul style="list-style-type: none"> 1. Classroom teachers 2. ESE Paraprofessionals 3. Administration 	<ul style="list-style-type: none"> 1. DATA team meetings 2. Grade level meetings

	3. Access goals in small groups daily	4. ESE Inclusion Teachers	3. Classroom data from performance in academic programs and software assessments 4. Collaborative Classroom Projects
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Proposed English/Language Arts Professional Development for 2016-2017

Topic	Facilitator	Targeted Participants	Proposed Dates	PD Follow-up Strategy	Person Responsible
Best Practices modeling	Dr. Beverly Tyner AIS Literacy Coach Bobbie Lewter	All teachers & Paraprofessionals	Monthly throughout the year	Modeling Tyner Rotations, Common Core Integration, High Yield strategies	Hilary Simmons, AIS Michelle Barlow, Media Specialist Verna Smith, Literacy Coach Bobbie Lewter, District Literacy Coordinator Dana Fleming, Principal Brenda Dwiggin, Assistant Principal
Small Group extensions and Rotation activities Professional Learning Community	Media Specialist/ Literacy Committee/Math Interventionist/ Teachers	All teachers & Paraprofessionals	Monthly throughout the year	Monthly round tables for open forum discussions of progress, improvements, and development needs	Hilary Simmons, AIS Michelle Barlow, Media Specialist Verna Smith, Literacy Coach Dana Fleming, Principal Brenda Dwiggin, Assistant Principal

MATHEMATICS

Area 3: Mathematics

<p>3A. Percentage scoring at or above level 3.</p> <p>DEA Test D for Elem/Middle: K-2 Results: 212 of 364 @ 58%</p> <p>FSA 3-5 Results: 247 of 375 @ 66%</p>	<p>2016-17 DEA Midyear Goal: 65%</p> <p>2016-17 DEA Test D Goal: 65% <i>For Primary Schools</i></p> <p>2016-17 FSA Year-end Goal: 75% <i>For Non-Primary Schools</i></p>	<p>3B. Percentage scoring at or above level 4.</p> <p>DEA Test D for Elem/Middle: K-2 Results: 97 of 364 @ 30%</p> <p>FSA 3-5 Results: 126 of 375 @ 34%</p>	<p>2016-17 DEA Midyear Goal: 40%</p> <p>2016-17 DEA Test D Goal: 55% <i>For Primary Schools</i></p> <p>2016-17 FSA Year-end Goal: 60% <i>For Non-Primary Schools</i></p>
Mathematics-Specific Section			
Anticipated Barrier(s) to reaching midyear goal.	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
Lack of parental involvement based on background knowledge to assist their child(ren) with classwork, projects, or homework	<ol style="list-style-type: none"> 1. Family Literacy & Parent Involvement Activities one evening a month (School wide initiative) 2. Math Homework assistance at Literacy Nights 3. SAI Tutoring earlier in the year 4. IXL and Moby Max software usage at home 	<ol style="list-style-type: none"> 1. Administration 2. Leadership Team (Classroom teachers, Data team, ESE Inclusion teachers, and Guidance will assist to monitor and provide feedback) 	<ol style="list-style-type: none"> 1. Leadership meetings 2. Parent Surveys 3. Grade level meetings 4. Parent Surveys
Implementation of Project Based Learning Extensions with small groups	<ol style="list-style-type: none"> 1. High Yield Math Strategies School Based PLC 2. Common Core Small Group extensions, flashcards, enter and exit tickets for Base Ten operations 3. Visiting on campus expert teachers for modeling opportunities 4. In-House Math Competitions 	<ol style="list-style-type: none"> 1. MTSS team 2. DATA team 3. Classroom teachers 4. Administration 5. Intervention Specialists 6. ESE Inclusion Teachers 	<ol style="list-style-type: none"> 1. DATA team meetings 2. Grade level meetings 3. Classroom data from performance in academic programs and software assessments 4. Classroom collaborative projects

	<ul style="list-style-type: none"> 5. IXL and Moby Max software usage in classes 6. Manipulatives to assist for concrete math operations integration 		
Integration of Common Core Standards into the instructional day	<ul style="list-style-type: none"> 1. Common Core Extension Utilization 2. Math Interventionist small group modeling 3. Implementation of interventions from the High Yield Strategies PLC 	<ul style="list-style-type: none"> 1. MTSS team 2. DATA team 3. Classroom teachers 4. Administration 5. Intervention Specialists 6. ESE Inclusion Teachers 	<ul style="list-style-type: none"> 1. Weekly student outcomes with HMH lessons 2. Lesson products from the PLC strategies 3. Classroom collaborative projects

3C. Percentage of students making learning gains in math.	<p>2015-16 FSA Year-end Results: <u>50%</u></p> <p>2016-17 FSA Year-end Goal: <u>65%</u></p>
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Mathematics-Specific Section			
Anticipated Barrier(s) to reaching midyear goal.	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
Lack of parental involvement based on background knowledge to assist their child(ren) with classwork, projects, or homework	<ul style="list-style-type: none"> 1. Family Literacy & Parent Involvement Activities one evening a month (School wide initiative) 2. Parent Homework assistance at Literacy Nights 3. Implementation of Math fluency strategies that focus on basic addition, subtraction, multiplication, and division for home and school 	<ul style="list-style-type: none"> 1. Administration 2. Leadership Team (Classroom teachers, Data team, ESE Inclusion teachers, and Guidance will assist to monitor and provide feedback) 	<ul style="list-style-type: none"> 1. Leadership meetings 2. Parent Surveys 3. Grade level meetings 4. Khan Academy
Implementation of Project Based Learning Extensions with small groups	<ul style="list-style-type: none"> 1. School & District based PLC's 2. Common Core Extension Utilization 3. Student centered learning activities 4. IXL and Moby Max software 5. Manipulatives to assist for concrete math operations integration 	<ul style="list-style-type: none"> 1. DATA team 2. Classroom teachers 3. Administration 4. Intervention Specialists 5. ESE Inclusion Teachers 	<ul style="list-style-type: none"> 1. DATA team meetings 2. Grade level meetings 3. Classroom data from performance in academic programs and software assessments

	6. Standards based core instruction (use of CPALMS as a guide for lessons and extension activities)		4. Classroom collaborative projects
Integration of Common Core Standards into the instructional day	<ol style="list-style-type: none"> 1. School & District based PLC's 2. Common Core Extension Utilization 3. Math small group rotations on a daily basis 4. Math Interventionist small groups 5. Standards based teaching (Use of HMH as a basic guideline) 6. Student input with personal goals based on individual conferences with teachers 	<ol style="list-style-type: none"> 1. DATA team 2. Classroom teachers 3. Administration 4. Intervention Specialists 5. ESE Inclusion Teachers 	<ol style="list-style-type: none"> 1. DATA team meetings 2. Grade level meetings 3. Classroom data from performance in academic programs and software assessments 4. Collaborative Classroom Projects

3D. Percentage of students in lowest 25% making learning gains in math.	<p>2015-16 FSA Year-end Results: <u>39%</u></p> <p>2016-17 FSA Year-end Goal: <u>50%</u></p>
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Mathematics-Specific Section			
Anticipated Barrier(s) to reaching midyear goal.	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
Lack of parental involvement based on background knowledge to assist their child(ren) with classwork, projects, or homework	<ol style="list-style-type: none"> 1. Family Literacy & Parent Involvement Activities one evening a month (School wide initiative) 2. Parent Homework assistance at Literacy Nights 3. Conferences with teachers and parents on expectations for both at school and home 	<ol style="list-style-type: none"> 1. Administration 2. Leadership Team (Classroom teachers, Data team, ESE Inclusion teachers, and Guidance will assist to monitor and provide feedback) 	<ol style="list-style-type: none"> 1. Leadership meetings 2. Parent Surveys 3. Executive Committee
Implementation of Project Based Learning Extensions with small groups	<ol style="list-style-type: none"> 1. School & District based PLC's 2. Common Core Extension Utilization 3. Student centered learning activities 4. IXL and Moby Max software 5. DE technology interventions 6. Math small group implementation daily 	<ol style="list-style-type: none"> 1. DATA team 2. Classroom teachers 3. Administration 4. Intervention Specialists 5. ESE Inclusion Teachers 	<ol style="list-style-type: none"> 1. DATA team meetings 2. Grade level meetings 3. Classroom data from performance in academic programs and software assessments 4. Classroom collaborative projects

Integration of Common Core Standards into the instructional day	<ol style="list-style-type: none"> 1. School & District based PLC's 2. Common Core Extension Utilization 3. Math Interventionist small group 4. Standards based teaching (Use of HMH as a basic guideline) 5. Student input with personal goals based on individual conferences with teachers 	<ol style="list-style-type: none"> 1. DATA team 2. Classroom teachers 3. Administration 4. Intervention Specialists 5. ESE Inclusion Teachers 	<ol style="list-style-type: none"> 1. DATA team meetings 2. Grade level meetings 3. Classroom data from performance in academic programs and software assessments 4. Collaborative Classroom Projects
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FSAA Mathematics- *Required for schools with students who took the 15-16 FSAA*

3E. Percentage of students scoring level 4, 5 or 6.	2015-2016 Performance- 54% 2016-2017 Goal- 60%		
Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
Student ability to perform Access criteria and Lack of parental involvement based on background knowledge to assist their child(ren) with classwork, projects, or homework	<ol style="list-style-type: none"> 1. Family Literacy & Parent Involvement Activities one evening a month (School wide initiative) 2. Work with parents on retention of social and academic skill strategies 3. Conferences with teachers and parents on expectations for both at school and home 4. PD for our Autism staff 	<ol style="list-style-type: none"> 1. Administration 2. Leadership Team (Classroom teachers, Data team, ESE Inclusion teachers, and Guidance will assist to monitor and provide feedback) 	<ol style="list-style-type: none"> 1. Leadership meetings 2. Parent Surveys 3. Executive Committee
Implementation of Project Based Learning Extensions with small groups	<ol style="list-style-type: none"> 1. School & District based PLC's 3. Student centered learning activities 4. IXL and Moby Max software if appropriate 5. DE technology interventions (Images, Videos, Sound effects for collaborative conversations) 6. Math small group implementation daily at their level of learning 	<ol style="list-style-type: none"> 1. Classroom teachers 2. ESE Paraprofessionals 3. Administration 4. ESE Inclusion Teachers 	<ol style="list-style-type: none"> 1. Classroom data from performance in academic programs and software assessments 2. Classroom collaborative projects
Integration of Common Core Standards into the instructional day	<ol style="list-style-type: none"> 1. School & District based PLC's 2. Standards based teaching in small groups 	<ol style="list-style-type: none"> 1. Classroom teachers 2. ESE Paraprofessionals 3. Administration 	<ol style="list-style-type: none"> 1. DATA team meetings 2. Grade level meetings

	3. Access goals in small groups daily	4. ESE Inclusion Teachers	3. Classroom data from performance in academic programs and software assessments 4. Collaborative Classroom Projects
3D. Percentage of students scoring at or above level 7	2015-2016 Performance- <u>60%</u> 2016-2017 Goal- <u>66%</u>		
Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
Student ability to perform Access criteria and Lack of parental involvement based on background knowledge to assist their child(ren) with classwork, projects, or homework	1. Family Literacy & Parent Involvement Activities one evening a month (School wide initiative) 2. Work with parents on retention of social and academic skill strategies 3. Conferences with teachers and parents on expectations for both at school and home 4. PD for our Autism staff	1. Administration 2. Leadership Team (Classroom teachers, Data team, ESE Inclusion teachers, and Guidance will assist to monitor and provide feedback)	1. Leadership meetings 2. Parent Surveys 3. Executive Committee
Implementation of Project Based Learning Extensions with small groups	1. School & District based PLC's 3. Student centered learning activities 4. IXL and Moby Max software if appropriate 5. DE technology interventions (Images, Videos, Sound effects for collaborative conversations) 6. Math small group implementation daily at their level of learning	1. Classroom teachers 2. ESE Paraprofessionals 3. Administration 4. ESE Inclusion Teachers	1. Classroom data from performance in academic programs and software assessments 2. Classroom collaborative projects
Integration of Common Core Standards into the instructional day	1. School & District based PLC's 2. Standards based teaching in small groups 3. Access goals in small groups daily	1. Classroom teachers 2. ESE Paraprofessionals 3. Administration 4. ESE Inclusion Teachers	1. DATA team meetings 2. Grade level meetings 3. Classroom data from performance in academic programs and software assessments 4. Collaborative Classroom Projects

Proposed Mathematics Professional Development for 2016-2017

Topic	Facilitator	Targeted Participants	Proposed Dates	PD Follow-up Strategy	Person Responsible
High Yield Strategies Professional Learning Community	Leadership Team Math Interventionist	All teachers & Paraprofessionals	Monthly throughout the year	Monthly round tables for open forum discussions of progress, improvements, and development needs	Mary Grace White, Math Interventionist Verna Smith, Literacy Coach Dana Fleming, Principal Brenda Dwiggin, Assistant Principal Wanda Beal, Guidance
Reading, Purpose of Reading in Math, Common Core Engagement Strategies	Media Specialist/ Literacy Committee	Leadership Team Math Interventionist	All teachers & Paraprofessionals	Monthly throughout the year	Monthly round tables for open forum discussions of progress, improvements, and development needs

Science

Area 4: Science- Grades 5 and 8

<p>4A. Percentage scoring at or above level 3.</p> <p>Percentage scoring at or above level 3 on DEA Test D for Elem/Middle: 49 of 138 @ 36%</p> <p>2015-16 FCAT Results: 68 of 132 @ 52%</p>	<p>2016-17 DEA Midyear Goal: 50%</p>	<p>4B. Percentage scoring at or above level 4.</p> <p>2015-16 Results Percentage scoring at or above level 4 on DEA Test D for Elem/Middle: 27 of 138 @ 20%</p> <p>2015-16 FCAT Results: 25 of 132 @ 19%</p>	<p>2016-17 DEA Midyear Goal: 40%</p> <p>2016-17 FCAT Year-end Goal: 50%</p>
Science-Specific Section			
Anticipated Barrier(s) to reaching midyear goal.	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
Lack of parental involvement based on background knowledge to assist their child(ren) with classwork, projects, or homework	<ol style="list-style-type: none"> 1. Family Literacy & Parent Involvement Activities one evening a month (School wide initiative) 2. STEAM activities with monthly Literacy night events 3. Science Explorium/Astrologers Night 4. Town meeting to ask the Principal questions 5. Animal Encounters in the fall and spring 	<ol style="list-style-type: none"> 1. Administration 2. Leadership Team (Classroom teachers, Data team, ESE Inclusion teachers, and Guidance will assist to monitor and provide feedback) 	<ol style="list-style-type: none"> 1. Leadership meetings 2. Parent Surveys 3. Grade level meetings
Implementation of Project Based Learning Extensions with small groups	<ol style="list-style-type: none"> 1. School & District based PLC's 2. Common Core Extension Utilization 3. Science Fair projects school wide perimeters 4. Relevant PD with feedback & follow-up extensions 5. IXL and Moby Max software 	<ol style="list-style-type: none"> 1. MTSS team 2. DATA team 3. Classroom teachers 4. Administration 5. Intervention Specialists 6. ESE Inclusion Teachers 	<ol style="list-style-type: none"> 1. DATA team meetings 2. Grade level meetings 3. Collaborative Classroom Projects

	<ul style="list-style-type: none"> 6. Student input on a project of their interest 7. Animal Encounters in the fall and spring 8. Participation with ARDUSAT extension activities 9. DE technology interventions (Images, Videos, Sound effects for collaborative conversations) 		
Integration of Common Core Standards into the instructional day	<ul style="list-style-type: none"> 1. School & District based PLC's 2. Common Core Extension Utilization 3. Visiting on campus expert teachers for modeling opportunities 4. DE tech book type extensions 5. Leveled Readers 6. Standards based teaching (Use of HMH as a basic guideline) 7. Integration of all content for more real world applications 8. Animal Encounters in the fall and spring 	<ul style="list-style-type: none"> 1. MTSS team 2. DATA team 3. Classroom teachers 4. Administration 5. Intervention Specialists 6. ESE Inclusion Teachers 	<ul style="list-style-type: none"> 1. DATA team meetings 2. Grade level meetings 3. Classroom data from performance in academic programs and software assessments 4. Collaborative Classroom Projects

FSAA Science- *Required for schools with students who took the 15-16 FSAA*

Percentage of students scoring level 4, 5 or 6.	2015-2016 Performance- <u>95%</u> 2016-2017 Goal- <u>90%</u>		
Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
Lack of parental involvement based on background knowledge to assist their child(ren) with classwork, projects, or homework	<ul style="list-style-type: none"> 1. Family Literacy & Parent Involvement Activities one evening a month (School wide initiative) 2. STEAM activities with monthly Literacy night events 3. Science Explorium/Astrologers Night 4. Town meeting to ask the Principal questions 5. Animal Encounters in the fall and spring 	<ul style="list-style-type: none"> 1. Administration 2. Leadership Team (Classroom teachers, Data team, ESE Inclusion teachers, and Guidance will assist to monitor and provide feedback) 	<ul style="list-style-type: none"> 1. Leadership meetings 2. Parent Surveys 3. Grade level meetings

Percentage of students scoring at or above level 7	2015-2016 Performance- <u>89%</u> 2016-2017 Goal- <u>90%</u>		
Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
Lack of parental involvement based on background knowledge to assist their child(ren) with classwork, projects, or homework	<ol style="list-style-type: none"> 1. Family Literacy & Parent Involvement Activities one evening a month (School wide initiative) 2. STEAM activities with monthly Literacy night events 3. Science Explorium/Astrologers Night 4. Town meeting to ask the Principal questions 5. Animal Encounters in the fall and spring 	<ol style="list-style-type: none"> 1. Administration 2. Leadership Team (Classroom teachers, Data team, ESE Inclusion teachers, and Guidance will assist to monitor and provide feedback) 	<ol style="list-style-type: none"> 1. Leadership meetings 2. Parent Surveys 3. Grade level meetings

Proposed Science Professional Development for 2016-2017

Topic	Facilitator	Targeted Participants	Proposed Dates	PD Follow-up Strategy	Person Responsible
STEAM Professional Learning Community	Media Specialist/Math Interventionist Literacy Committee	All teachers & Paraprofessionals	Monthly throughout the year	<ol style="list-style-type: none"> 1. MTSS team 2. DATA team 3. Classroom teachers 4. Administration 5. Guidance Counselor 6. Intervention Specialists 7. ESE Inclusion Teachers 8. Literacy Coach 9. District Personnel 	<ol style="list-style-type: none"> 1. MTSS team meetings 2. DATA team meetings 3. Grade level meetings 4. Classroom data from performance in academic programs and software assessments 5. Integrated writing projects
Reading, Purpose of Reading in Math, Common Core Engagement	Media Specialist/Math Interventionist/Literacy Committee	All teachers & Paraprofessionals	Monthly throughout the year	<ol style="list-style-type: none"> 1. MTSS team 2. DATA team 3. Classroom teachers 4. Administration 	<ol style="list-style-type: none"> 1. MTSS team meetings 2. DATA team meetings 3. Grade level meetings 4. Classroom data from

Strategies				5. Guidance Counselor 6. Intervention Specialists 7. ESE Inclusion Teachers 8. Literacy Coach 9. District Personnel	performance in academic programs and software assessments 5. Integrated writing projects
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At-Risk

Area 6: At-Risk Section

6A. Students at Risk- *Required for elementary and middle schools*

Number of students with 3 or more At-Risk Indicators as of August 15, 2016: <u>14 students</u> Maintain list of these names.	% of students identified on 8/15/16 promoted to next grade : <u>76%</u>		
Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
Lack of parental involvement based on background knowledge to assist their child(ren) with classwork, projects, or homework	<ol style="list-style-type: none"> 1. Family Literacy & Parent Involvement Activities one evening a month (School wide initiative) 2. Parent Homework assistance at Literacy Nights 3. Conferences with teachers and parents on expectations for both at school and home 	<ol style="list-style-type: none"> 1. Administration 2. Leadership Team (Classroom teachers, Data team, ESE Inclusion teachers, and Guidance will assist to monitor and provide feedback) 	<ol style="list-style-type: none"> 1. Leadership meetings 2. Parent Surveys 3. Executive Committee
Implementation of Project Based Learning Extensions with small groups	<ol style="list-style-type: none"> 1. School & District based PLC's 2. Common Core Extension Utilization 3. Student centered learning activities 4. IXL and Moby Max software 	<ol style="list-style-type: none"> 1. DATA team 2. Classroom teachers 3. Administration 4. Intervention Specialists 5. ESE Inclusion Teachers 	<ol style="list-style-type: none"> 1. DATA team meetings 2. Grade level meetings 3. Classroom data from performance in academic programs and software

	<ul style="list-style-type: none"> 5. DE technology interventions (Images, Videos, Sound effects for collaborative conversations 6. Implementation of “Go Noodle” type strategies for Brain Breaks 		<ul style="list-style-type: none"> assessments 4. Classroom collaborative projects
Integration of Common Core Standards into the instructional day	<ul style="list-style-type: none"> 1. School & District based PLC’s 2. Common Core Extension Utilization 3. AIS and UWF Mentor small groups 4. Paraprofessional teams performing small group instruction per grade level 5. Standards based teaching (Use of HMH as a basic guideline) 6. Student input with personal goals based on individual conferences with teachers 	<ul style="list-style-type: none"> 1. DATA team 2. Classroom teachers 3. Administration 4. Intervention Specialists 5. ESE Inclusion Teachers 	<ul style="list-style-type: none"> 1. DATA team meetings 2. Grade level meetings 3. Classroom data from performance in academic programs and software assessments 4. Collaborative Classroom Projects
Infrequent Data meetings on grade levels	<ul style="list-style-type: none"> 1. Monthly grade level Data meetings to discuss DEA improvements or concerns and Curriculum growth based on HMH assessments 2. Discussion of IXL and Moby Max areas of difficulty reports 3. Use of formative assessments on a routine basis 4. Tracking successes through PLC implemented lesson strategies 	<ul style="list-style-type: none"> 1. MTSS team 2. DATA team 3. Classroom teachers 4. Administration 5. Intervention Specialists 6. ESE Inclusion Teachers 	<ul style="list-style-type: none"> 1. DATA team meetings 2. Classroom performance in academic and software programs 3. Collaborative Classroom Projects

6D- Attendance - Required for all schools

2015 Attendance Rate 94.76%	2016-17 Attendance Rate Goal 97%		
2015 Number of Students with Excessive Absences (10 or more) (%#): 37% or 297 of 805	2016-17 Number of Students with Excessive Absences (10 or more) Goal 25%		
2015 Number of Students with Excessive Tardies (10 or more) (%#): 16% or 132 of 805	2016-17 Number of Students with Excessive Tardies (10 or more) Goal 100		
Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
<ol style="list-style-type: none"> 1. Attendance, Tardy, Early Check out issues 2. Lack of parental involvement and background knowledge 3. Increase of Economically Disadvantaged students 	<ol style="list-style-type: none"> 1. Family Involvement with teachers, Guidance, and admin on ramifications of student absences for graduation success 2. Conferences with teachers and parents on expectations for school, district, federal guidelines 3. Parent Trainings throughout the year on the new rigorous academic correlation to success in the classroom 3. PBS rewards for increased attendance rate each nine weeks 	<ol style="list-style-type: none"> 1. Administration 2. Leadership Team 3. Guidance Counselor (Classroom teachers will assist to monitor and provide feedback) 	<ol style="list-style-type: none"> 1. Leadership meetings 2. Truancy Plans and meetings

6E- Suspension - Required for all schools

2015 Total Number of In-School Suspensions (#): <u>2</u>	2016 Goal - Total Number of In-School Suspensions (#): <u>1</u>		
2015 Total Number of Students Suspended In-School (%/#): <u>Less than 1% (.002) or 2 of 805</u>	2016 Goal - Total Number of Students Suspended In-School (%/#): <u>1</u>		
2015 Total Number of Out-of-School Suspensions (#): <u>32</u>	2016 Goal - Total Number of Out-of-School Suspensions (#): <u>15</u>		
2015 Total Number of Students Suspended Out-of-School (%/#): <u>Less than 1% (.03) or 21 of 805</u>	2016 Goal - Total Number of Students Suspended Out-of-School (%/#): <u>Less than 1% (.01) or 10 of 805</u>		
Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
1. Importance of absences due to behavior referrals 2. Lack of parental involvement after school hours 3. Increase of Economically Disadvantaged students	1. Continued support of PBS 2. Mentoring of new teachers with behavior strategies 3. Training to teachers on classroom behavior modifications 4. De-escalation strategies	1. Administration 2. Leadership Team 3. Guidance Counselor (Classroom teachers will assist to monitor and provide feedback)	1. Leadership Team meetings 2. Classroom weekly behavior check in/out system

6F- Parent Involvement - Required for all schools

2015-2016 Goal- 8,100 hours 2015-2016 Performance 8,534 hours 2016-17 Goal- 8,300 hours			
Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
1. Attendance, Tardy, Early Check out issues 2. Lack of parental involvement and knowledge of content assistance 3. Increase of Economically Disadvantaged students	1. Multiple participation meeting times for SAC and PTA 2. Parent Trainings of LAFS/MAFS through Monthly Literacy night events 3. Parent Training on Tyner Strategies & interventions 4. Open Communication with teachers and administration 5. Parent Resource Library 6. Blackboard Connect calls and Remind 101 text messages 7. Monthly updates to PRE website	1. Administration 2. Leadership Team 3. Guidance Counselor 4. Interventionists (Classroom teachers will assist to monitor and provide feedback)	1. Leadership meetings 2. Parent Surveys 3. Executive Committee 4. Sign in sheets for activities

Proposed At-Risk Professional Development for 2016-2017

Topic	Facilitator	Targeted Participants	Proposed Dates	PD Follow-up Strategy	Person Responsible
Parent Training CCFS through Monthly night events Open Communication with teachers and administration Parent Resource Library STEAM Night	Media Specialist/Math Interventionist Literacy Committee/Literacy Coach/AIS STEAM Committee	All teachers & Paraprofessionals	Monthly throughout the year	1. MTSS team 2. DATA team 3. Classroom teachers 4. Administration 5. Guidance Counselor 6. Intervention Specialists 7. ESE Inclusion Teachers 8. Literacy Coach 9. District Personnel	1. MTSS team meetings 2. DATA team meetings 3. Grade level meetings 4. Classroom data from performance in academic programs and software assessments 5. Collaborative projects

Science, Technology, Engineering, Arts, and Mathematics

Area 7: Science, Technology, Engineering, and Mathematics (STEAM) - *Required for high schools and STEAM schools*

<p>7A. Goal Area: STEAM <i>Goal narrative:</i> Train our teachers, give support and guidance, address concerns and provide feedback in order to implement STEAM with fidelity.</p>			
Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
Lack of parental involvement based on background knowledge to assist their child(ren) with classwork, projects, or homework	<ol style="list-style-type: none"> 1. Family Literacy & Parent Involvement Activities one evening a month (School wide initiative) 2. STEAM activities with monthly Literacy night events 3. Science Explorium/Astrologers Night 4. STEAM Night for K-5 students 5. Animal Encounters in the fall and spring 	<ol style="list-style-type: none"> 1. Administration 2. Leadership Team 3. STEAM PLC (Classroom teachers, Data team, ESE Inclusion teachers, and Guidance will assist to monitor and provide feedback) 	<ol style="list-style-type: none"> 1. Leadership meetings 2. Parent Surveys 3. Grade level meetings 4. Sign in sheets
Implementation of Project Based Learning Extensions with small groups	<ol style="list-style-type: none"> 1. School & District based PLC's 2. Common Core Extension Utilization 3. Science Fair projects school wide perimeters 4. Relevant PD with feedback & follow-up extensions 5. IXL and Moby Max software 6. Student input on a project of their interest 7. Animal Encounters in the fall and spring 8. Participation with ARDUSAT extension activities 	<ol style="list-style-type: none"> 1. DATA team 2. Classroom teachers 3. Administration 4. Intervention Specialists 5. ESE Inclusion Teachers 	<ol style="list-style-type: none"> 1. DATA team meetings 2. Grade level meetings 3. Collaborative Classroom Projects 4. School wide Science Fair projects

	9. DE technology interventions (Images, Videos, Sound effects for collaborative conversations)		
Integration of Common Core Standards into the instructional day	<ol style="list-style-type: none"> 1. School & District based PLC's 2. Common Core Extension Utilization 3. Visiting on campus expert teachers for modeling opportunities 4. DE tech book type extensions 5. Leveled Readers 6. Standards based teaching (Use of HMH as a basic guideline) 7. Integration of all content for more real world applications 8. Animal Encounters in the fall and spring 	<ol style="list-style-type: none"> 1. DATA team 2. Classroom teachers 3. Administration 4. Intervention Specialists 5. ESE Inclusion Teachers 	<ol style="list-style-type: none"> 1. DATA team meetings 2. Grade level meetings 3. Classroom data from performance in academic programs and software assessments 4. Collaborative Classroom Projects

Proposed STEAM Professional Development for 2016-2017

Topic	Facilitator	Targeted Participants	Proposed Dates	PD Follow-up Strategy	Person Responsible
Parent Training CCFS through quarterly night events Open Communication with teachers and administration Parent Resource Library Increased Parent Night time events	Media Specialist/Math Interventionist Literacy Committee	All teachers & Paraprofessionals	Monthly throughout the year	<ol style="list-style-type: none"> 1. MTSS team 2. DATA team 3. Classroom teachers 4. Administration 5. Guidance Counselor 6. Intervention Specialists 7. ESE Inclusion Teachers 8. Literacy Coach 9. District Personnel 	<ol style="list-style-type: none"> 1. MTSS team meetings 2. DATA team meetings 3. Grade level meetings 4. Classroom data from performance in academic programs and software assessments 5. Integrated writing projects