

## Floral City Elementary School Improvement Plan 2018-2019



*We envision Floral City Elementary School as a model of instructional excellence, where all students are self-advocates of their learning, safety, and social-emotional well-being.*

*Our school family will equip students with the strategies and skills to be successful in secondary education.*

### **Areas of Focus**

1. ELA, Math, & Science: Improve our lesson design, instructional practices, and student achievement.
2. Bottom Quartile: Increase BQ student achievement through effective interventions, progress monitoring, data analysis, and ESE Co-Teaching.
3. Build the capacity of our teachers to design/implement lessons that engage students, increase academic success, and enable students to take ownership of their learning.

<b>Action Steps</b>			<b>Evaluation</b>
<b>Core Content Areas</b>	<b>Strategies/Steps</b>	<b>Measure of Progress</b>	
	<ol style="list-style-type: none"> <li>1. Implement the 120 minute ELA Framework                             <ol style="list-style-type: none"> <li>a. Provide targeted professional development in each of the components of the block</li> </ol> </li> <li>2. Provide PD targeting:                             <ol style="list-style-type: none"> <li>a. Citrus Assessment data and using it as an instructional tool for remediation and review Successmaker remediation and implementation</li> <li>b. Guide students in tracking their own data (Successmaker scores and growth) to increase motivation and accountability</li> <li>c. Framing the Lesson (Fundamental 5)</li> <li>d. Effectively implementing differentiated instruction</li> </ol> </li> <li>3. Hold weekly meetings (Tuesdays) to discuss:                             <ol style="list-style-type: none"> <li>a. Comprehension Strategies</li> <li>b. 8 Mathematical Practices and strategies</li> <li>c. New Science curriculum implementation support</li> <li>d. ELA/Social Studies integration</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>● BQ data matrices (housed in Google Drive) for progress monitoring</li> <li>● PMP data points</li> <li>● IEP PTAGs</li> <li>● Data wall with student names and pictures to highlight the BQ</li> <li>● Student SM data tracking sheets</li> <li>● Formal and informal teacher observations</li> <li>● Minutes/agendas of PD sessions, staff meetings, and committee meetings</li> <li>● Lesson plan review</li> </ul>	<p>Students scoring a level 3 on FSA will increase by 5%.</p> <p>100% of teachers will reach proficient performance level in the student engagement domain as measured by 5D teacher evaluation rubric.</p> <p>Students identified</p>

	<ul style="list-style-type: none"> <li>e. Core Connections writing strategies</li> <li>f. Weekly collaboration sessions to progress monitor and design appropriate interventions for BQ students</li> <li>4. Conduct monthly grade level planning days</li> <li>5. Quarterly literacy team meetings <ul style="list-style-type: none"> <li>a. discuss student progress, instructional needs, and future professional development</li> </ul> </li> <li>6. Provide support for teachers during ELA/Math blocks <ul style="list-style-type: none"> <li>a. Implement inclusion model at every grade level to provide support for our SWD</li> <li>b. Fine Arts teachers and paraprofessionals will push-in during the ELA block</li> <li>c. Paraprofessionals and ESE teachers will push-in to inclusion classrooms during Math to provide support</li> </ul> </li> <li>7. Revise MTSS structure to “departmentalize” intervention areas in ELA/Math at each grade level <ul style="list-style-type: none"> <li>a. Teachers divide students by area of weakness and target those areas during “Tier 2” time</li> </ul> </li> <li>8. Continue to provide support for new teachers and teachers new to the building through the TIP program <ul style="list-style-type: none"> <li>a. Biweekly meetings with first/second year teachers</li> <li>b. Provide mentor support for first/second year teachers</li> </ul> </li> <li>9. Develop and maintain BQ data matrices for each grade level highlighting assessment data</li> <li>10. Build and develop teacher understanding of the dimensions of 5D <ul style="list-style-type: none"> <li>a. Develop “observables” for each of the dimensions of 5D</li> <li>b. Principal/AP observation calibration</li> <li>c. Provide monthly feedback to teachers targeting the student engagement domain</li> <li>d. Staff members share out evidence of improved student engagement in their classrooms at monthly strategy share sessions</li> <li>e. Provide opportunities for teachers to observe best practices targeting student engagement</li> </ul> </li> <li>11. Increase parent understanding of FSA, grade level expectations, and ELA/Math/Science strategies through scheduled parent information nights</li> <li>12. Continue to develop social emotional strategies that build on the school’s vision/discipline plan <ul style="list-style-type: none"> <li>a. Develop and implement school wide PBIS strategies and expectations</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>o Sanford Harmony strategies</li> <li>o Standards based instruction</li> <li>● Minutes/agendas of PD sessions, staff meetings, and committee meetings <ul style="list-style-type: none"> <li>● Follow up questions to document grade level planning progress/focus of grade level planning days</li> </ul> </li> </ul>	<p>to be in our “bottom quartile” will demonstrate learning gains and measured by FSA.</p>
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	<ul style="list-style-type: none"><li>b. Implement Sanford Harmony social emotional curriculum and strategies</li><li>c. Continue to implement Conscious Discipline strategies</li><li>d. Include School Counselor on the “Fine Arts Wheel” to teacher social emotional strategies to students in every grade level</li><li>e. Quarterly share out of discipline and walkthrough data</li></ul> <p>13. Decrease student absentee rates</p> <ul style="list-style-type: none"><li>a. Utilize school messenger to send morning messages to families to encourage punctuality and attendance</li><li>b. Provide monthly incentives to families of students that consistently attend school and arrive on time</li><li>c. Principal/Assistant principal conduct home visits for frequently absent students to build relationships and encourage attendance</li></ul>		
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