

Brevard Public Schools School Improvement Plan 2016 - 2017

Name of School:

Fairglen Elementary

Asst. Supt. of Leading and Learning:

Jane Cline

Principal:

Dr. Richard Dunkel

SAC Chairperson:

Tracie Turner

Superintendent: Dr. Desmond Blackburn

Mission Statement:

We will do whatever it takes to ensure success for all students.
(Revised August, 2015)

Vision Statement:

To empower students to achieve their full potential.
(Revised August, 2015)

Stakeholder Involvement in School Improvement Planning:

Briefly explain how stakeholders are involved in the development, review, and communication of the SIP.

Fairglen began its 2016-2017 School Improvement planning in February 2016. At that point, brainstorming sessions were held regarding possible areas of focus. These were followed with a Leadership Team Meeting in May during which data were reviewed and ideas were discussed. Based on the data, there was consensus at that meeting for the need to develop academic stamina within Fairglen's students. An informal survey was sent to all faculty, and the response was overwhelmingly in favor of making "academic stamina" the primary focus of Fairglen's 2016-2017 School Improvement Plan. At pre-planning of the 2016-2017 school year, brainstorming sessions were again held with all faculty. Four essential questions regarding academic stamina were discussed: 1) What is it? 2) What does it look like? 3) How will we address it? 4) How will we measure it? Responses to these essential questions were reviewed and condensed by administration. As many of the strategies would look different based on the grade level, each grade level team held a planning session to develop grade level specific plans to address academic stamina. These plans were reviewed and consolidated by administration into a plan which was presented to the Leadership Team, faculty, and School Advisory Committee for final review and approval.

Brevard Public Schools School Improvement Plan 2016 - 2017

Part 1: Planning for Student Achievement

RATIONALE – Continuous Improvement Cycle Process

Data Analysis from multiple data sources: Please consider the priority indicators selected from your school BPIE and EDI Insight Survey results within the rationale of your SIP.

Data Related to Professional Practice

2015 INSIGHT survey results for Fairglen

- Fairglen’s Index score for Academic Expectations was 7.5. The average for Brevard was 8.0, and the top quartile average was 8.9.
- Under the category of peer culture, only 61% of respondents agreed that teachers at Fairglen shared a common vision of what effective teaching looks like (Brevard average = 73%, top quartile average = 91%)

These scores indicate an opportunity for Fairglen faculty and staff to further develop a consistent understanding of the demands of the Florida Standards and the level to which the students need to work in order to reach the full intent of the Florida Standards.

2015 BPIE Self-Assessment

- Fairglen scored “Not Yet” for Indicator 8- School administrators facilitate the use of resources, by school personnel, to implement best practices for inclusive education for all SWDs.

These scores indicate an opportunity for Fairglen to improve the ability of ESE teachers to collaborate to review resources and plan for quality inclusion practices. To address this, Fairglen administrators made the ESE team its own Curriculum Leadership Team along with Reading, Math, Science and Social Studies, allowing for scheduled dates for collaborative planning and inclusive scheduling.

Data Related to Student Achievement

TABLE 1: Fairglen’s Percentile Ranking on School Grade Components for the Past Three Years

	2014	2015	2016	Change From Most Recent Ranking
Total Points	17	15	33	+18
Reading Proficiency	24	19	19	0
Math Proficiency	28	26	31	+5
Writing Proficiency	22	-----	-----	-----
Science Proficiency	39	9	22	+13
Reading Gains	19	-----	33	+14
Math Gain	9	-----	39	+30
L25% Reading Gains	15	-----	57	+42
L25% Math Gains	9	-----	70	+61

Analysis of student achievement data in TABLE 1 indicate an upswing in performance. Out of the eight components of school grades from FSA testing in 2015-2016, Fairglen stayed steady in one category, and showed mild to significant improvement in the seven other categories. The growth was most significant in the categories involving learning gains as opposed to proficiency level. Based on this data, one may assume a correlation between the School Improvement focus for 2015-2016, its impact on learning gains, and the importance of continuing those practices in 2016-2017.

While there were improvements in student achievement last year, the data also shows opportunities for growth, both in the area of gains, but also in the areas of reading, math and science proficiency.

TABLE 2: FSA ELA 2016 Grade Level Performance by Level

	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5
3 rd Grade School Average	20	36	30	14	0
3 rd Grade District Average	17	23	29	22	10
Difference	+3	+13	+1	-8	-10
4th Grade					
4 th Grade School Average	30	30	30	7	2
4 th Grade District Average	20	23	27	22	8
Difference	+10	+7	+3	-15	-6
5th Grade					
5 th Grade School Average	30	28	32	8	3
5 th Grade District Average	18	26	27	20	8
Difference	+12	+2	+5	-12	-5
6th Grade					
6 th Grade School Average	17	38	23	23	0
6 th Grade District Average	14	23	26	27	10
Difference	+3	+15	-3	-4	-10

TABLE 3: FSA Mathematics 2016 Grade Level Performance by Level

	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5
3 rd Grade School Average	20	19	44	18	0
3 rd Grade District Average	20	19	27	23	11
Difference	---	---	+17	-5	-11
4th Grade					
4 th Grade School Average	39	23	18	17	2
4 th Grade District Average	22	18	28	20	12
Difference	+17	+5	-10	-3	-10
5th Grade					
5 th Grade School Average	18	30	31	16	6
5 th Grade District Average	20	23	25	22	11
Difference	-2	+7	+6	-6	-5
6th Grade					
6 th Grade School Average	16	20	30	28	6
6 th Grade District Average	13	17	26	27	16
Difference	+3	+3	+4	+1	-10

Analysis of student data in Tables 2 and 3 suggest a consistent over-representation of Fairglen students in

Levels 1 and 2 and under-representation of Fairglen students in Levels 4 and 5. This is evident for both Reading and Math, but is a little more significant in Reading. It was this data which led to faculty discussions regarding academic stamina and the difficulty many of the students at Fairglen experienced in maintaining the level of perseverance to reach the full depth of the standards.

Analysis of Current Practices:

Describe action steps that have become non-negotiable, things that you will continue doing.

Fairglen's 2015-2016 School Improvement Plan focused significantly on the development and implementation of grade level Common Formative Assessments. Additionally, regularly scheduled Data Meetings were conducted to monitor student performance on these assessments and progression of students below grade level. These practices will continue with two meetings per month being standards-based which focus on analysis of common formative assessments data and instructional strategies for assessed standards. One data meeting per month will focus on progression and interventions of below grade level students.

Due to continued struggles of 3rd-6th grade students to demonstrate proficiency levels on statewide assessments, there has been a shift of focus for Fairglen's Title I program. The shift has placed a much stronger emphasis on providing academic support for students in Kindergarten through 2nd grade to ensure as much as possible is done to get students to grade level before reaching 3rd grade. Kindergarten, 1st grade, and 2nd grade each have their own full-time Title I teacher working solely with their grade level to provide academic support in Reading and Math to below grade level students.

Title I Learning Labs will continue be used for 3rd/4th and 5th/6th for students "on the bubble" and below grade level. Students' time in these labs may include only computer-based learning programs, small group interventions, or a combination of the two based on the needs of the individual student. Computer-based programs for reading are Scholastic System 44, Scholastic Read 180, Lexia and SuccessMaker. Computer programs for math are FastMath and SuccessMaker. Small group interventions primarily focus on Fountas & Pinnell Leveled Literacy Interventions (LLI).

Best Practice:

Based on research, as it relates to the data analysis above, what should be best practices in the class room?

As it relates to the above data analysis, the expertise of the Fairglen faculty was utilized in a brainstorming session in August to address four essential questions regarding academic stamina: 1) What is it? 2) What does it look like? 3) How are we going to address it? and 4) How are we going to measure it? Results were as follows:

What is It?

- The will to persevere to reach a goal.
- Using failure to find success.
- Seeing a task through even when it becomes challenging and difficult.

What does it look like?

- Active engagement for extended periods of time.
- Sustained focus.
- Finding coping strategies.
- Goal setting.
- Celebrating when goals are met.

How are we going to address it?

- Modeling (B.E.S.T. Module 2)
- Growth Mindset (supported in research by Dweck)
- Goal Setting/conferencing/monitoring/reflection (B.E.S.T. Module 4 and 5)
- Building Relationships (B.E.S.T. Module 3)
- Chunking tasks into manageable pieces/gradual increase (B.E.S.T. Module 6)
- Teaching positive self-talk (supported by Mraz and Hertz, 2015)

How will we measure it?

- Personal goal setting
- Student surveys
- Formative assessments
- Summative assessments
- Informal observations

In addition, to address the need for consistent academic expectations (Insight Survey), all grade levels will participate in a process of prioritizing ELA standards. Grade levels will also participate in vertical team meetings to discuss each team's standard prioritization and ensure vertical team alignment of standard expectations.

School-Based Goal: What can be done to improve instructional effectiveness?

Fairglen's 2016-2017 School Improvement Plan goal is to improve the academic stamina of its students.

Strategies: Small number of action oriented staff performance objectives.

While Fairglen’s “collective focus” is developing its students’ academic stamina, the actual strategies for implementation will vary based on the needs and developmental levels of its students as well as the make-up and talents of its teachers. For that reason, grade level teams collaborated to develop grade level specific strategies to which they were committed to help improve the academic stamina of their students.

These grade level specific strategies, as well as a few “whole school” strategies are:

Barrier	Action Steps to Overcome Barrier	Person Responsible	Timetable	In-Process Measure
Need for Academic Stamina in Kindergarten Students	Build positive relationships with students	Kindergarten Teachers	Ongoing	Teacher Observation
	Introduce/connect Growth Mindset through text	Kindergarten Teachers	Ongoing	Lesson Plans
	Modeling positive self-talk	Kindergarten Teachers	Ongoing	Teacher Observation
	Daily 5 / Read to Self – increase class Independent Daily Reading (IDR) time	Kindergarten Teachers	Ongoing	Stamina Chart
	Develop centers/procedures which promote independent on-task behaviors	Kindergarten Teachers	Ongoing	Lesson Plans Teacher Observation
	Develop independent morning work activities (VPK)	VPK Teachers	Ongoing	Lesson Plans Teacher Observation

Barrier	Action Steps to Overcome Barrier	Person Responsible	Timetable	In-Process Measure
Need for Academic Stamina in First Grade Students	Teach students how to choose “just right” books	1 st Grade Teachers	First 6 weeks of school	Observations and conferring time
	IDR Time – monitor time – gradual increase	1 st Grade Teachers	Ongoing	Class Graph
	Develop writing ideas anchor chart for class and individual students	1 st Grade Teachers	Ongoing	Anchor Chart Student Lists
	Teach students to revise and add details to writing	1 st Grade Teachers	Ongoing	Student Work Samples
	Use a common writing rubric	1 st Grade Teachers	Ongoing	Student Work Samples
	Graph reading growth; Students will chart their Running Record scores and graph based on below, meeting, or exceeding standards	1 st Grade Teachers 1 st Grade Students	Ongoing (minimum of quarterly)	Student Graphs
	Students will monitor their sight word growth	1 st Grade Teachers	Ongoing (minimum of quarterly)	Individual Sight Word Lists
	Develop/Implement strategies to compose and decompose numbers such as number bonds, part-part-whole mats, expressions, ten frames, dot cards, etc.	1 st Grade Teachers	Ongoing	Student Work Samples Formative and Summative Assessments

Barrier	Action Steps to Overcome Barrier	Person Responsible	Timetable	In-Process Measure
Need for Academic Stamina in Second Grade Students	Writing – Chunking the writing process into manageable tasks with gradual increase in product demand and complexity	2 nd Grade Teachers	Ongoing	Rubrics Writing Products
	Reading -Model selection of “just right” books -Gradual increase of IDR time -Reading conferencing with individual students	2 nd Grade Teachers	Ongoing	Reader Response Activities: Reading Log, Book Commercials, Graphic Organizers Reading Conferences SRI/RC Data
	Goal setting / Conferencing / Positive Self-talk	2 nd Grade Teachers	Ongoing	Data Notebooks Conferences Teacher Observations

Barrier	Action Steps to Overcome Barrier	Person Responsible	Timetable	In-Process Measure
Need for Academic Stamina in Third Grade Students	Positive self-talk using an exit-slip and observation	3 rd Grade Teachers	Ongoing	Exit Slips Teacher Observations
	Setting short term goals as a class for stamina (IDR)	3 rd Grade Teachers	Ongoing	Stamina Chart
	Students set individual reading goals	3 rd Grade Teachers	Ongoing	SRI/Formative Goal Sheet
	Develop gradual increase of independent <i>task-focused</i> reading	3 rd Grade Teachers	Ongoing	Lesson Plans Teacher Observations
	Celebrate success – lunch & movie monthly per meeting their goal	3 rd Grade Teachers	Ongoing	SRI and/or Reading Counts Points

Barrier	Action Steps to Overcome Barrier	Person Responsible	Timetable	In-Process Measure
Need for Academic Stamina in Fourth Grade Students	Math word problem standard-based spiral reviews	4 th Grade Teachers	2x week	Graded Lesson
	Math – Number Talks – positive self-talk	4 th Grade Teachers	1-2x week	Student Responses Class Discussion
	Reading and Math – Common Formative Assessments	4 th Grade Teachers	Monthly	Graded Assessments
	Student goal setting, tracking, and conferencing with teacher	4 th Grade Teachers	As needed per individual	“Level Up” Board Conferences
	Socratic Seminars	4 th Grade Teachers	1-2x per 9-weeks	Student Discussions
	Independent Daily Reading	4 th Grade Teachers	Daily	Student Conferences Reading Counts
	Sustained Writing Time (Journals)	4 th Grade Teachers	Daily	Student Journals
	Develop opportunities for students to utilize technology to create projects	4 th Grade Teachers	As fits with curriculum	Student Product

Barrier	Action Steps to Overcome Barrier	Person Responsible	Timetable	In-Process Measure
Need for Academic Stamina in Fifth Grade Students	Daily 5 – Read to self Math By Myself	5 th Grade Teachers	Daily 1-30 minutes	Bar Graph Personal Goal Setting Interactive Spirals
	Daily 5 – Listening to Reading	5 th Grade Teachers	Daily 5-15 minutes	Informal Observations
	Daily 5 – Read to Someone Math With Someone	5 th Grade Teachers	3-5 days/week	Interactive Journals
	Daily 5 – Working with Writing/Word Work Write About Math	5 th Grade Teachers	3-4 days/week	Interactive Journals
	Science Lab Exploration Stations (Read it! Watch it! Research it! Explore it! Organize it! Illustrate it! Assess it! Write it!	5 th Grade Teachers	Beginning of Units	Student-led Exploration Responses
	Teaching Positive Self-Talk through Growth Mindset	5 th Grade Teachers	Daily	Anchor Charts Modeling Class Meetings

Barrier	Action Steps to Overcome Barrier	Person Responsible	Timetable	In-Process Measure
Need for Academic Stamina in Sixth Grade Students	Teaching positive self-talk in all classes	6 th Grade Teachers	Ongoing	Survey before and after teaching
	Student goal setting related to academic stamina / personal perseverance	6 th Grade Teachers	Weekly	Personal Reflections Self-evaluations
	Teacher modeling of persistence through difficult times	6 th Grade Teachers	Ongoing	End Survey
	Journaling about experiences relating to stamina both academically and personally	6 th Grade Teachers	Weekly	Journal Responses Teacher Observations
	Teaching about the brain – how it works, learns and grows	6 th Grade Teachers	1 st Semester	Pre/post tests
	Teaching coping strategies	6 th Grade Teachers	Ongoing	Teacher Observations

Barrier	Action Steps to Overcome Barrier	Person Responsible	Timetable	In-Process Measure
Need for awareness of student self-perception of academic stamina.	Develop and implement student academic stamina survey (1 st -6 th Grade).	Administration Teachers	September December April	Survey Results

<p>Need for awareness and understanding of strategies which can support the development of student academic stamina</p>	<p>Each teacher is provided a copy of <i>A Mindset for Learning</i> (Mraz & Hertz, 2015) and <i>The Book Whisperer</i> (Miller, 2009) to be read/discussed</p> <p>Each teacher participates on a Curriculum Leadership Team which provides at least one early release professional development involving best practices which support student learning and the development of academic stamina</p>	<p>Administration Teachers</p> <p>Teachers</p>	<p>August, then ongoing</p> <p>Monthly</p>	<p>Meeting agendas</p> <p>Lesson Plans</p> <p>Implementation of Strategies</p>
<p>Need for consistency in academic expectations</p>	<p>Teachers will participate in a year-long process of prioritizing ELA standards and engaging in vertical team conversations regarding prioritized standards and effective instructional strategies to reach the depth of those standards</p>	<p>Teachers</p>	<p>Ongoing</p>	<p>Prioritized Standards</p> <p>Meeting Notes</p>

EVALUATION – Outcome Measures and Reflection-*begin with the end in mind.*

Qualitative and Quantitative Professional Practice Outcomes: Measures the level of implementation of professional practices throughout your school.

A mid-year and end-of-year survey will be given to teachers to monitor their level of implementation of school Improvement Plan strategies as well as their opinion of the impact these strategies are having on student academic stamina. The goal would be that 100% of surveyed teachers either agree or strongly agree that planned strategies were implemented with fidelity and that they were effective in developing student academic stamina. Implementation will also be monitored utilizing classroom walkthrough and observation data.

2015 INSIGHT survey results for Fairglen

- Fairglen’s Index score for Academic Expectations was 7.5. The average for Brevard was 8.0, and the top quartile average was 8.9.
- Under the category of peer culture, only 61% of respondents agreed that teachers at Fairglen shared a common vision of what effective teaching looks like (Brevard average = 73%, top quartile average = 91%)

The goal for the 2016 INSIGHT survey is for Fairglen’s scores on the above questions to be equal to or greater than the district average.

Qualitative and Quantitative Student Achievement Expectations: Measures student achievement.

A survey was developed to measure student self-perception of their own academic stamina. The survey will be given three times during the year to develop a grade level “Academic Stamina Rating”. The goal is to see consistent increases in the rating on the mid-year and the end-of-year survey.

On the 2017 FSA, the goal is for Fairglen’s percentage of students who score a Level 1 or 2 on FSA Reading and math to decrease by 10%, and for the percentage of students who score a Level 4 or 5 on FSA Reading and Math to increase by 10%. Those targets are:

Reading Level 1 and 2 2016 percentage = 57.25%. **2017 TARGET = 51.525%**

Reading Level 4 and 5 2016 percentage = 14.25%. **2017 TARGET = 15.675%**

Math Level 1 and 2 2016 percentage = 46.25%. **2017 TARGET = 41.625%**

Math Level 4 and 5 2016 percentage = 23.25%. **2017 TARGET = 25.575%**

Part 2: Support Systems for Student Achievement

(Federal, State, and District Mandates)

For the following areas, please write a brief narrative that includes the data from the year 2015-2016 and a description of changes you intend to incorporate to improve the data for the year 2016-2017.

MULTI-TIERED SYSTEM OF SUPPORTS MTSS/RtI This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b) and Senate Bill 850.

1. 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. Include the methodology for coordinating the use of federal, state and local funds, services, and programs.
2. Describe your school's data-based problem-solving process: including types of data used to monitor effectiveness of core, supplemental, and intensive instruction; and school based structures in place to address MTSS implementation.

Fairglen's MTSS leadership team is comprised of the Guidance Counselor, ESE Contact, district assigned school psychologist, ESE support specialist and behavior analyst, and an ESE and General Education teacher specific to the student brought to the team. Key members of the team have received training on Enrich, Excent and attend periodic meetings held at the district to train and update ESE, 504 and ESOL Contacts.

School Leadership utilizes Curriculum Leadership Teams to analyze data and provide input regarding resources and professional development needed to meet the needs of all students. In addition, the School Leadership Team provides guidance to administration regarding Fairglen's School Improvement focus and monitoring school progress. A cross-section of stakeholders including administrators, representatives from all Curriculum Leadership Teams, the ESE department, activity teachers, Title I teachers, and the Guidance Counselor are included on the School Leadership Team.

Data sources include SuccessMaker, Lexia, System 44, Read 180, Scholastic Math Inventory, FastMath, FAIR, Scholastic Reading Inventory, Running Records, and monitoring individual behavior plans. Members of the school leadership team attend MTSS meetings to provide input on individual student cases and Performance Matters is used to access student data. Teachers share student data from Walk to Intervention and/or Title 1 support and work with the core MTSS team to meet student needs. Continued understanding of the MTSS is increased through meetings that walk each member of the team through the process for an individual student. De-briefing occurs with school administration and teachers intermittently as student data is analyzed and actions determined for the student.

PARENT AND FAMILY INVOLVEMENT: (Parent Survey Data must be referenced) Title I Schools may use the [Parent Involvement Plan](#) to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Consider the level of family and community involvement at your school and parent survey data collected. Respond to the following questions. What are best practices that are strengths and how will they be sustained? What are areas of weaknesses and how are they being addressed?

Fairglen Elementary, a Title I school, has an extensive Parent Involvement Plan established for the 2016-2017 school year. The plan includes a schedule of a variety of meetings and programs for parents to attend throughout the school year. An explanation of the Title I program is provided at Bingo Nights, an annual Title I meeting, and Open House. An Academic Curriculum Series is designed to provide parents information and training so they may better support student learning at home. Parent Involvement Nights will also help parents understand the computer programs used in school to support struggling students. Parent feedback from needs assessment surveys and program evaluations are utilized to evaluate and improve Fairglen's parent involvement programs.

EARLY WARNING SYSTEMS (SB 850) Please complete 1 – 3. 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).

1. List any additional early warning system indicators and describe the school's early warning system.

ELEMENTARY

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
- Other

Description of early warning system:

Early warning indicators will be monitored by the Assistant Principal. Interventions will include letters and/or phone calls to parents, academic support through Title I, referral to IPST, development of Progress Monitoring Plans, assignment of a mentor, and/or academic support through the Academic Support Program.

Add any additional EWS indicators here:

SECONDARY

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or mathematics
- Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
- Other

Description of early warning system:

Add any additional EWS indicators here:

2. This section captures a snapshot of the total number of students exhibiting a respective indicator or set of indicators during the 2015-16 school year. These data should be used as part of the needs assessment to identify potential problem areas and inform the school's planning and problem solving for 2016-17:

- The number of students by grade level that exhibit each early warning indicator listed above.

Fill in BLANKS with data from 2015-16 School Year - Number of Students														
Grade Level	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Attendance <90	35	12	18	21	24	26	17							
1 or more ISS or OSS	5	2	1	4	3	12	8							
Level 1 in ELA or Math				30	43	36	22							
Course Failure in ELA or Math														
Students exhibiting 2 or more indicators	2	1	0	5	9	14	7							

3. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators).

Data meetings will be held regularly to monitor the progress of all students. Struggling students will be identified early following analysis of data from beginning of the year assessments. Students identified as struggling with Tier I instruction will be referred to MTSS and begin receiving Tier 2 support through either the Title I lab or Walk to Intervention. If students do not respond to Tier 2 interventions, Tier 3 support will be implemented as needed. Title I teachers will be assigned specific students to support and progress monitor. Student progress will be communicated to administration through regularly scheduled meetings. Attendance will be monitored through administration and guidance.

STUDENT TRANSITION AND READINESS

1. **PreK-12 TRANSITION** This section used to meet 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.

Fairglen has two VPK classes and during the last quarter of each school year, the school assists the VPK students with the transition to Kindergarten with the following activities:

- VPK students mirror the dismissal procedure with Kindergarten students instead of direct and separate supervision by VPK teachers and assistants
- VPK students go to breakfast with the rest of the students instead of as a separate grade level
- VPK students attend Activity classes, PE and Music, during the last few weeks of school
- A Kindergarten Orientation is held for incoming Kindergarten students and parents

Sixth grade teachers departmentalize, allowing students the opportunity to experience switching classes and having three different teachers. Feeder Chain orientations are provided to allow students the opportunity to learn about the school they will be transitioning to.

2. **COLLEGE AND CAREER READINESS** This section is required for schools with 9, 10, 11 or 12. This section meets the requirements of Sections 20 U.S.C. § 6314(b).

Describe the strategies the school uses to support 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 (<http://data.fldoe.org/readiness/>). As required by section 1008.37(4), FL Statutes.

(TITLE 1 SCHOOLS ONLY)

Highly Qualified Teachers

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

Descriptions of Strategy	Person Responsible	Projected Completion Date
1. Hiring policies and procedures for the district are strictly followed.	School Administrators	Ongoing
2. The most qualified applicants are interviewed. When possible, multiple stakeholders make up the interview team, allowing varied perspectives and input.	School Administration and Teacher Leaders	Ongoing
3. Teachers are evaluated per the district's Instructional Personnel Performance Appraisal System.	School Administration	Ongoing
4. References will always be checked prior to offering any position.	School Administration	Ongoing

Non-Highly Qualified Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who are not highly qualified. *When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessionals that are teaching out-of-field/and who are not highly qualified	Provide the strategies that are being implemented to support the staff in becoming highly qualified
None	

