

Ruediger Elementary School

526 W 10TH AVE, Tallahassee, FL 32303

[no web address on file]

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
66%

Alternative/ESE Center
No

Charter School
No

Minority
89%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	C	B	C

School Board Approval

This plan was approved by the Leon County School Board on 11/18/2014.

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	1	Melissa Ramsey
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Reaching Every Student - All Day, Every Day, in Every Way!

Provide the school's vision statement

Ruediger Elementary School will be an engaging, safe and respectful learning environment that embraces change and produces successful learners who value diversity and are conscientious contributors to our society.

School Environment

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

Building relationships among students and teachers is the cornerstone of our success. Teachers take time to get to know children personally, and go out of their way to meet families and important adults in their lives. We host Open House for this purpose, frequently conference with students' families, host family nights for each grade level, send home newsletters, and use agenda planners for daily communication.

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

Our Ruediger staff prides itself on modeling the behaviors and attitudes we expect from our students. All adults speak quietly and respectfully to children and one another at all times. Before school, employees greet students and their families as they arrive on campus, and again when they leave in the afternoon. Close supervision is provided before and after school. We also offer after school child care via our Extended Day Education Program.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

RES implements a school-wide Positive Behavior System to reinforce appropriate behavior. Our counselor conducts guidance lessons daily, and these are reinforced through an embedded character education program. Ruediger Bucks, earned for positive choices and academic efforts, are awarded to children and can be redeemed weekly in our Ruediger Buck store. Individual teachers and teams also have clearly defined behavior management systems in place which include rewards and consequences. In addition, we have a clearly defined hierarchy of potential infractions indicating those that should be handled in the classroom and those requiring administrative support. We place great emphasis on academic effort and achievement, recognizing accomplishments with personalized certificates and awards. We maintain a constant focus on high levels of student engagement as a method of reducing off task behavior and disruption.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Our counselor conducts guidance lessons for all children at Ruediger. As specific needs arise, she also works personally with identified children via individual and/or small group counseling. This year we are expanding our mentoring program through partnerships with Envision Credit Union, Generations Church, and Celebration Baptist Church. In addition, a local business is supporting fifteen families with weekly food bags provided through Second Harvest.

Early Warning Systems

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

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

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

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/175643>.

Description

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

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

This year Envision Credit Union 'adopted' Ruediger and will provide an array of assistance including teacher and student incentives, homework help for struggling students, and mentoring for identified children. A local business has also partnered with the Second Harvest Book Bag program to provide weekend food bags for fifteen Ruediger students. We also partner with local businesses for 'share nights.' A local business owner is also part of our School Advisory Council.

Effective Leadership

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

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Stephens, Sally	Principal
Davis, Shannon	Assistant Principal
Moyes, Tammy	Instructional Technology

Duties

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

Members of the MTSS were involved with developing the School Improvement Plan by reviewing data, identifying areas that need to be addressed, helping set clear expectations for instruction and identifying resources. Mrs. Moyes, our SM7 coach, coordinates use of our three labs, runs student achievement reports for reading and math, and shares outcomes with teachers. Mrs. Mischler and Mrs. Dupree are our reading coaches, with Mrs. Mischler focusing on grades 3-5 while Mrs. Dupree works with teachers in grades K-2. All three are vital members of our Intervention Assistance Team (IAT) which meets weekly to identify struggling students, and adjusts programs as indicated by data for students in intervention groups. Team members also include our guidance counselor, serving as Referral Coordinator; our ESE teachers, a paraprofessional who provides student interventions, and all grade level chairs.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through after-school programs or the Summer Reading Academy (Leon Co. Schools). The district coordinates with Title II and III in ensuring staff development is provided.

Title I, Part C- Migrant

Migrant Liaison provides services and support to students and their parents. The liaison coordinates with Title I and other programs to ensure student needs are met.

Title I, Part D

The district receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-Out Prevention programs.

Title II

The LEA and schools are held accountable for improvements in student academic achievement. Title II funding is used to increase students academic achievement through strategies such improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools.

Title III

The LEA provides services and educational materials to improve the education of immigrant and English Language Learners.

Title X- Homeless

The District Homeless Social Workers provide resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. Title I and Title X coordinate efforts to support and provide services to students in Title I and Non-Title I schools.

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers on standardized tests such as FCAT.

Violence Prevention Programs

The school offers a non-violence and anti-drug program to students that incorporate field trips, community service, and counseling. The Leon County Sheriff's Department and Florida State University's Peace Jam program are used to give students non-violent tools while helping their community.

Nutrition Programs

Leon County Schools Wellness grant will provide exercise programs and education for our students in healthy eating habits.

Housing Programs

N/A

Head Start

We currently offer on-site Pre-K for ESE, SR, and VPK students. In addition, we offer a Kindergarten Orientation every Spring and invite local day care centers, VPK centers, and Head Start programs.

Adult Education

N/A

Career and Technical Education

Proposals are submitted annually to enhance selected vocational programs for regular, disadvantaged, and handicapped students in grades 7-12.

Job Training

A partnership with the city will provide students with a job skills program that will allow students the opportunity to learn how to create a resume, dress for success, and perform well during a job interview.

Other

N/A

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Sally Stephens	Principal
Adams, Tangelia	Business/Community
Brunson, Anthony	Parent
Cross, Netia	Parent
Crumity, Armia	Parent
Green, Keisha	Parent
Jackson, Kristie	Parent
Long, Sharon	Parent
Lundy, Portia	Parent
Rucker, Brittany	Parent
Stafford, Dominique	Parent
Mitchell, Etolia	Education Support Employee
Barnes, Yolanda	Teacher
Schrieber, Leigh	Teacher
Humphrey, Jennifer	Teacher

Duties

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

Evaluation of last year's school improvement plan

During our first SAC meeting on September 23, 2014, we will evaluate the effectiveness of our SIP by comparing our actual 2014 FCAT scores to our SIP goals.

Development of this school improvement plan

The School Improvement Plan will be presented to the SAC team at our first meeting. We will revise the plan to reflect their input and the conclusions we drew from evaluation of last year's plan. Voting will occur when the plan is finalized.

Preparation of the school's annual budget and plan

The current Title 1 budget will be presented to the SAC team. 100% of funds will be used to support curriculum and instruction for the purpose of increasing student achievement.

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

If funds become available, they will be used to purchase materials to support instruction.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

Our goal is to demonstrate to teachers how to use data to drive instruction. We also work on interventions with teachers as well as provide professional development and support for those teachers that need help in teaching reading skills/benchmarks.

Public and Collaborative Teaching

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

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Our academic success at Ruediger thrives on collaboration among teacher experts. Teachers returned to work two days early to collaboratively plan for implementation of the new reading program. Nine hours of pre-planning were dedicated to team planning of math, science, and daily intervention/enrichment. Time is built into the weekly schedule for all teams to gather in PLCs focused on planning, ongoing data analysis, and discussion about best practices that result in strong student achievement. In addition, portions of after school meetings are dedicated to team planning and embedded staff development.

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

We utilize the Leon County Paperless Application Tracking System (PATS) which pre-identifies teachers who meet the criteria for 'highly qualified'. During interviews, we probe to identify the highest performing candidates who are most likely to bring about academic gains for our students. New teachers are paired with mentor teachers at the school site. They participate in the district's training support program for new teachers, and also receive more frequent feedback concerning instructional practice via our iObservation system. In addition, administration provides additional support via monthly meetings with new teachers.

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

Florida Educator Accomplished Practices will be the focus of bi-monthly meetings of the mentor and the mentee. In addition, pre-observation conferences, classroom observations, and post-observation conferences will be completed.

Veteran teacher assisting beginning teacher-both in the Primary and intermediate grades. Teachers were chosen due to their experience and clinical education.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Our teachers use district adopted core curriculum programs in all content areas, and these are aligned to the new standards. In addition, we follow the pacing guides provided by Leon County Schools to ensure that instruction and standards are taught in a timely manner. Two reading coaches model and co-teach in classrooms for the purpose of improving instruction. Frequent administrative walk-throughs also verify that instruction is aligned to standards and effectively delivered.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

During weekly grade level PLC meetings, teams bring current reading, writing, math, or science assessment data. Together they analyze assessment results to identify proficient and struggling students. As a result of their analysis, classroom instruction is differentiated during small group instruction. In addition, we have a daily intervention and enrichment (I/E) block. Assessment data also enables grade levels to differentiate instruction at this time as students regroup and switch teachers so that instruction meets their current needs. In addition to weekly IAT meetings, the entire team meets monthly with our school psychologist to study the progress of our children in reading intervention groups. If data indicates insufficient progress, we change intervention strategies to increase achievement. In addition, students engage daily in Success Maker 7, and younger children participate daily in Waterford.

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

Strategy: Extended School Day

Minutes added to school year: 90

1. Before-School Learning Labs: Students needing additional time to practice reading and mathematics skills Use the Learning Labs before school from 8:00-8:30.

Strategy Rationale

Additional reading or math support is provided to identified students for the purpose of accelerating their achievement.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Moyes, Tammy, moyest@leonschools.net

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

Data will be collected by assessment approved by the district and reported to the Title 1 office. Success Maker 7 and Waterford cumulative data will be viewed each week by the regular classroom teacher. The regular classroom teacher will provide input as needed.

Data will be collected and analyzed at weekly Professional Learning Community meetings. If indicated, teachers can move students out of the program if data shows sufficient gains.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

We currently offer on-site Pre-K for ESE, SR, and VPK students. In addition, we offer a Kindergarten Orientation every Spring and invite local day care centers, VPK centers, and Head Start programs.

College and Career Readiness

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

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

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

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** As we begin a more complex state measure of reading, our school goal for the ELA reading component of the 2015 FSA is to be within 10% (+/-) of our previous proficiency rate of 55% (108 students) as measured by the 2014 FCAT Reading test.
- G2.** As we begin a more complex state measure of math, our school goal for the 2015 FSA is to be within 10% (+/-) of our previous proficiency rate of 54% (107 students) as measured by the 2014 FCAT Math scores.
- G3.** As we begin a more complex state measure of writing, our school goal for the ELA writing component of the 2015 FSA is to be within 10% (+/-) of our previous proficiency rate of 75% 3 or above as measured by the 2014 FCAT Writing.
- G4.** During the 2013-2014 school year, 34% of students (163) missed 10 or more days due to unexcused absences. In 2015, 15% of students (75) will miss 10 or more days due to unexcused absences.
- G5.** On the 2013-14 FCAT Science test, 40% of all 5th graders scored level 3 or higher. During the 2014-2015 school year, 50% of fifth graders will scores Level 3 or higher on FCAT Science.

Strategic Goals Detail

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

G1. As we begin a more complex state measure of reading, our school goal for the ELA reading component of the 2015 FSA is to be within 10% (+/-) of our previous proficiency rate of 55% (108 students) as measured by the 2014 FCAT Reading test. 1a

G044456

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

- Wonders resources, Lexia, Waterford, AR, SM7

Targeted Barriers to Achieving the Goal 3

- During core instruction, additional time is needed to differentiate instruction via small groups.
- Teachers need time and support to learn the new Wonders program.

Plan to Monitor Progress Toward G1. 8

Classroom walk-throughs, monitoring of ongoing progress data

Person Responsible

Schedule

Biweekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Wonders cold reads, reports from SM7, Lexia, Waterford, AR, results of iObservation

G2. As we begin a more complex state measure of math, our school goal for the 2015 FSA is to be within 10% (+/-) of our previous proficiency rate of 54% (107 students) as measured by the 2014 FCAT Math scores. 1a

G041281

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

- Go Math, Wiley Warm Ups, Gizmos, district meetings for instructional leaders at school site

Targeted Barriers to Achieving the Goal 3

- Insufficient emphasis on high order problem solving instead of computation.

Plan to Monitor Progress Toward G2. 8

Quarterly monitoring of Go Math chapter and unit tests, and SM7 Math results

Person Responsible

Sally Stephens

Schedule

Biweekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Improvement in student performance data

G3. As we begin a more complex state measure of writing, our school goal for the ELA writing component of the 2015 FSA is to be within 10% (+/-) of our previous proficiency rate of 75% 3 or above as measured by the 2014 FCAT Writing. 1a

G041291

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

- District-provided writing materials District timeline

Targeted Barriers to Achieving the Goal 3

- Students do not incorporate enough elaboration and text evidence to support their thinking. Conventions need to improve.

Plan to Monitor Progress Toward G3. 8

Maintain data on each student's writing scores

Person Responsible

Sally Stephens

Schedule

Monthly, from 9/16/2014 to 4/30/2015

Evidence of Completion

Improved scores on quarterly monitoring

G4. During the 2013-2014 school year, 34% of students (163) missed 10 or more days due to unexcused absences. In 2015, 15% of students (75) will miss 10 or more days due to unexcused absences. 1a

G041292

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

- Guidance Counselor, Assistant Principal

Targeted Barriers to Achieving the Goal 3

- Parent contact is not initiated early enough, before absences become chronic. Follow-up is inadequate.

Plan to Monitor Progress Toward G4. 8

Closely monitor students who in CSAP process.

Person Responsible

Shannon Davis

Schedule

Monthly, from 9/11/2014 to 5/29/2015

Evidence of Completion

Improved attendance for targeted students

G5. On the 2013-14 FCAT Science test, 40% of all 5th graders scored level 3 or higher. During the 2014-2015 school year, 50% of fifth graders will scores Level 3 or higher on FCAT Science. 1a

G041313

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	50.0

Resources Available to Support the Goal 2

- The district provides instruction for the adopted model, Argument Driven Inquiry (ADI) which teaches students to understand the core ideas and cross cutting concepts of science and learn how to participate in scientific practices in order to be proficient in science. They will also develop science specific literacy skills. Students will also use science Gizmos consistently for higher order thinking.
- Our students will also use concepts and skills taught in the scientific method to compete in the district science fair.
- In-school field trips such as Science on the Move (Florida State University) will give our students hands-on experiences as well as background knowledge of science concepts.

Targeted Barriers to Achieving the Goal 3

- Varying ability-levels which need specific interventions in order to read, write, and have a working knowledge of mathematical concepts/skills.

Plan to Monitor Progress Toward G5. 8

Results of science assessments within core science program.

Person Responsible

Shannon Davis

Schedule

Biweekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

results of iObservations during science instruction

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. As we begin a more complex state measure of reading, our school goal for the ELA reading component of the 2015 FSA is to be within 10% (+/-) of our previous proficiency rate of 55% (108 students) as measured by the 2014 FCAT Reading test. **1**

 G044456

G1.B1 During core instruction, additional time is needed to differentiate instruction via small groups. **2**

 B109224

G1.B1.S1 Administration, teachers, coaches, and media specialist will meet with PLC teams weekly to analyze assessment data and plan for effective instruction. Master schedule will reflect a reading block that is approximately two hours long, as well as a 40 minute block of time for Intervention/Enrichment during which students at each grade level shift into approaching, on, and beyond level groups for further differentiated instruction. **4**

 S120740

Strategy Rationale

Small group differentiated instruction designed to meet students where they are along with appropriate challenge will help them progress.

Action Step 1 **5**

Reading Coaches and SM7 Coach will support teachers in delivering appropriate differentiated instruction using the new Wonders resources and computer based programs (SM7, Lexia, Waterford). Instructional leaders will attend district trainings and share updates with their teams.

Person Responsible

Paula Mischler

Schedule

Weekly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Weekly evaluation of Wonders cold reads, reports from SM7, AR, Lexia, Waterford, administrative walk-throughs via iObservation.

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

Classroom walk-throughs, administrative attendance at PLCs, consultations with coaches

Person Responsible

Sally Stephens

Schedule

Biweekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Wonders cold read assessments, reports from AR, Lexia, Waterford, SM7

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

Classroom walk-throughs, monitoring of ongoing progress data

Person Responsible

Shannon Davis

Schedule

Biweekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Wonders cold reads, reports from SM7, Lexia, Waterford, AR, results of iObservation

G1.B2 Teachers need time and support to learn the new Wonders program. 2

 B109260

G1.B2.S1 Provide two mornings before teachers return to work in teams to collaborate on Wonders implementation. 4

 S120773

Strategy Rationale

Time will allow them to dig into the resources together and accomplish joint planning.

Action Step 1 5

Grade level Wonders summer trainers will work with their teams on implementation.

Person Responsible

Sally Stephens

Schedule

On 8/5/2014

Evidence of Completion

Classroom walkthroughs focused on Wonders implementation progress.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Administrators and reading coaches will monitor implementation and provide support.

Person Responsible

Sally Stephens

Schedule

Biweekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

results of iObservation walk throughs and progress monitoring data.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Reading coaches will model and co-teach as needed.

Person Responsible

Sally Stephens

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Ongoing assessment data, results of FSA

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Reading coaches will model and co-teach as needed.

Person Responsible

Sally Stephens

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Ongoing assessment data, results of FSA

G2. As we begin a more complex state measure of math, our school goal for the 2015 FSA is to be within 10% (+/-) of our previous proficiency rate of 54% (107 students) as measured by the 2014 FCAT Math scores. 1

G041281

G2.B1 Insufficient emphasis on high order problem solving instead of computation. 2

B100022

G2.B1.S1 Begin instruction with inquiry, during which students engage in 'struggle time' to solve problems. Emphasize multiple ways to solve problems, and oral and written explanations of how problems were solved. 4

S111302

Strategy Rationale

Embed critical thinking into daily instruction with adequate modeling and coaching by teacher.

Action Step 1 5

Use Wiley Warm Ups to begin instruction. Provide struggle time and highlight different ways students solved problems. Consistently have students verbally explain their process, and write same. Site based instructional leaders will attend district math trainings and share updates with their teams.

Person Responsible

Schedule

Daily, from 9/8/2014 to 5/29/2015

Evidence of Completion

Math chapter test results

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Classroom walk-throughs and observations

Person Responsible

Sally Stephens

Schedule

Weekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

iObservation results, results of Go Math chapter assessments monitored via PLCs

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Classroom walk-throughs and observations

Person Responsible

Sally Stephens

Schedule

Biweekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

iObservation results

G3. As we begin a more complex state measure of writing, our school goal for the ELA writing component of the 2015 FSA is to be within 10% (+/-) of our previous proficiency rate of 75% 3 or above as measured by the 2014 FCAT Writing. 1

 G041291

G3.B1 Students do not incorporate enough elaboration and text evidence to support their thinking. Conventions need to improve. 2

 B100041

G3.B1.S1 Teachers will model elaboration and text support strategies daily, embedding practice with appropriate conventions throughout. They will consistently provide students with feedback via conferences. Our district writing supervisor will assist. Administrators will go into classrooms to assist as frequently as possible. 4

 S111321

Strategy Rationale

Daily modeling and application using text evidence will prepare students.

Action Step 1 5

Teachers will attend monthly support meetings, and modeling in classrooms twice monthly.

Person Responsible

Schedule

Evidence of Completion

Records of attendance, improved writing scores

Action Step 2 5

Teachers will spend the first portion of instructional time modeling strong writing. Students will then write independently daily, with support provided to individuals and small groups as needed.

Person Responsible

Schedule

Evidence of Completion

Classroom Walk-throughs

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Classroom walk throughs

Person Responsible

Schedule

Evidence of Completion

Observation indicates that appropriate instruction is occurring daily

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Scoring of writing pieces

Person Responsible

Schedule

Evidence of Completion

Improved writing scores of students

G3.B1.S2 Teachers will attend district writing support meetings, They will also bring written samples for team analysis during their PLCs. 4

 S111322

Strategy Rationale

Examining students' work will guide instruction.

Action Step 1 5

Analyze students' writing during PLCs.

Person Responsible

Shannon Davis

Schedule

Biweekly, from 9/16/2014 to 5/26/2015

Evidence of Completion

Feedback notes from PLC meetings.

Action Step 2 5

Attend district writing support meetings

Person Responsible

Shannon Davis

Schedule

Monthly, from 9/9/2014 to 5/29/2015

Evidence of Completion

Sign-in sheets from training.

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Classroom walk-throughs via iObservation instrument

Person Responsible

Shannon Davis

Schedule

Biweekly, from 9/8/2014 to 5/29/2015

Evidence of Completion

iObservation results

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

iObservation results, administrators will participate in examining writing samples during PLCs.

Person Responsible

Sally Stephens

Schedule

Monthly, from 9/16/2014 to 5/29/2015

Evidence of Completion

Monthly tracking of writing scores for each student.

G4. During the 2013-2014 school year, 34% of students (163) missed 10 or more days due to unexcused absences. In 2015, 15% of students (75) will miss 10 or more days due to unexcused absences. 1

 G041292

G4.B1 Parent contact is not initiated early enough, before absences become chronic. Follow-up is inadequate. 2

 B100042

G4.B1.S1 The assistant principal will assume responsibility for attendance, with support from our new guidance counselor. Attendance reports will be monitored, and CSAPs initiated for students as needed. If parent phone call process is inadequate, parents will be invited into the school for conferences with a focus on identifying and rectifying the cause of the absences. 4

 S111323

Strategy Rationale

Identify and rectify chronic absenteeism before it has a negative impact on student achievement.

Action Step 1 5

Identify patterns early and contact parents.

Person Responsible

Shannon Davis

Schedule

Biweekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Log of attendance conferences

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Meet regularly to review data

Person Responsible

Shannon Davis

Schedule

Biweekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Reduction in absenteeism

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Attendance data review

Person Responsible

Shannon Davis

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Reduction in absenteeism

G5. On the 2013-14 FCAT Science test, 40% of all 5th graders scored level 3 or higher. During the 2014-2015 school year, 50% of fifth graders will scores Level 3 or higher on FCAT Science. 1

G041313

G5.B2 Varying ability-levels which need specific interventions in order to read, write, and have a working knowledge of mathematical concepts/skills. 2

B100071

G5.B2.S1 Teacher teams are working with the district science liaison to learn how to teach science standards to students of varying ability levels. 4

S111352

Strategy Rationale

Reading proficiency hinders understanding of high level science content

Action Step 1 5

PLC teams meet to analyze results of science assessments.

Person Responsible

Shannon Davis

Schedule

Biweekly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Walk-throughs and conferences with district. District and chapter science assessments.

Plan to Monitor Fidelity of Implementation of G5.B2.S1 6

District test data

Person Responsible

Tammy Moyes

Schedule

Biweekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Florida Comprehensive Achievement Test-Science

Plan to Monitor Effectiveness of Implementation of G5.B2.S1 7

walkthroughs via iObservation; data analysis during fifth grade PLC meetings

Person Responsible

Shannon Davis

Schedule

Biweekly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Results of science assessments within core science program.

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1	Use Wiley Warm Ups to begin instruction. Provide struggle time and highlight different ways students solved problems. Consistently have students verbally explain their process, and write same. Site based instructional leaders will attend district math trainings and share updates with their teams.		9/8/2014	Math chapter test results	5/29/2015 daily
G3.B1.S1.A1	Teachers will attend monthly support meetings, and modeling in classrooms twice monthly.		Records of attendance, improved writing scores	one-time	
G4.B1.S1.A1	Identify patterns early and contact parents.	Davis, Shannon	9/1/2014	Log of attendance conferences	5/29/2015 biweekly
G5.B2.S1.A1	PLC teams meet to analyze results of science assessments.	Davis, Shannon	9/8/2014	Walk-throughs and conferences with district. District and chapter science assessments.	5/29/2015 biweekly
G3.B1.S2.A1	Analyze students' writing during PLCs.	Davis, Shannon	9/16/2014	Feedback notes from PLC meetings.	5/26/2015 biweekly
G1.B1.S1.A1	Reading Coaches and SM7 Coach will support teachers in delivering appropriate differentiated instruction using the new Wonders resources and computer based programs (SM7, Lexia, Waterford). Instructional leaders will attend district trainings and share updates with their teams.	Mischler, Paula	9/8/2014	Weekly evaluation of Wonders cold reads, reports from SM7, AR, Lexia, Waterford, administrative walk-throughs via iObservation.	5/29/2015 weekly
G1.B2.S1.A1	Grade level Wonders summer trainers will work with their teams on implementation.	Stephens, Sally	8/4/2014	Classroom walkthroughs focused on Wonders implementation progress.	8/5/2014 one-time
G3.B1.S1.A2	Teachers will spend the first portion of instructional time modeling strong writing. Students will then write independently daily, with support provided to individuals and small groups as needed.		Classroom Walk-throughs	one-time	

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S2.A2	Attend district writing support meetings	Davis, Shannon	9/9/2014	Sign-in sheets from training.	5/29/2015 monthly
G1.MA1	Classroom walk-throughs, monitoring of ongoing progress data		9/1/2014	Wonders cold reads, reports from SM7, Lexia, Waterford, AR, results of iObservation	5/29/2015 biweekly
G1.B1.S1.MA1	Classroom walk-throughs, monitoring of ongoing progress data	Davis, Shannon	9/1/2014	Wonders cold reads, reports from SM7, Lexia, Waterford, AR, results of iObservation	5/29/2015 biweekly
G1.B1.S1.MA1	Classroom walk-throughs, administrative attendance at PLCs, consultations with coaches	Stephens, Sally	9/1/2014	Wonders cold read assessments, reports from AR, Lexia, Waterford, SM7	5/29/2015 biweekly
G1.B2.S1.MA1	Reading coaches will model and co-teach as needed.	Stephens, Sally	9/1/2014	Ongoing assessment data, results of FSA	5/29/2015 monthly
G1.B2.S1.MA1	Reading coaches will model and co-teach as needed.	Stephens, Sally	9/1/2014	Ongoing assessment data, results of FSA	5/29/2015 monthly
G1.B2.S1.MA1	Administrators and reading coaches will monitor implementation and provide support.	Stephens, Sally	9/1/2014	results of iObservation walk throughs and progress monitoring data.	5/29/2015 biweekly
G2.MA1	Quarterly monitoring of Go Math chapter and unit tests, and SM7 Math results	Stephens, Sally	9/1/2014	Improvement in student performance data	5/29/2015 biweekly
G2.B1.S1.MA1	Classroom walk-throughs and observations	Stephens, Sally	9/1/2014	iObservation results	5/29/2015 biweekly
G2.B1.S1.MA1	Classroom walk-throughs and observations	Stephens, Sally	9/1/2014	iObservation results, results of Go Math chapter assessments monitored via PLCs	5/29/2015 weekly
G3.MA1	Maintain data on each student's writing scores	Stephens, Sally	9/16/2014	Improved scores on quarterly monitoring	4/30/2015 monthly
G3.B1.S1.MA1	Scoring of writing pieces		Improved writing scores of students	once	
G3.B1.S1.MA1	Classroom walk throughs		Observation indicates that appropriate instruction is occurring daily	once	
G3.B1.S2.MA1	iObservation results, administrators will participate in examining writing samples during PLCs.	Stephens, Sally	9/16/2014	Monthly tracking of writing scores for each student.	5/29/2015 monthly
G3.B1.S2.MA1	Classroom walk-throughs via iObservation instrument	Davis, Shannon	9/8/2014	iObservation results	5/29/2015 biweekly
G4.MA1	Closely monitor students who in CSAP process.	Davis, Shannon	9/11/2014	Improved attendance for targeted students	5/29/2015 monthly
G4.B1.S1.MA1	Attendance data review	Davis, Shannon	9/1/2014	Reduction in absenteeism	5/29/2015 monthly
G4.B1.S1.MA1	Meet regularly to review data	Davis, Shannon	9/1/2014	Reduction in absenteeism	5/29/2015 biweekly
G5.MA1	Results of science assessments within core science program.	Davis, Shannon	9/1/2014	results of iObservations during science instruction	5/29/2015 biweekly
G5.B2.S1.MA1	walkthroughs via iObservation; data analysis during fifth grade PLC meetings	Davis, Shannon	9/15/2014	Results of science assessments within core science program.	5/29/2015 biweekly
G5.B2.S1.MA1	District test data	Moyes, Tammy	9/1/2014	Florida Comprehensive Achievement Test-Science	5/29/2015 biweekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. As we begin a more complex state measure of reading, our school goal for the ELA reading component of the 2015 FSA is to be within 10% (+/-) of our previous proficiency rate of 55% (108 students) as measured by the 2014 FCAT Reading test.

G1.B1 During core instruction, additional time is needed to differentiate instruction via small groups.

G1.B1.S1 Administration, teachers, coaches, and media specialist will meet with PLC teams weekly to analyze assessment data and plan for effective instruction. Master schedule will reflect a reading block that is approximately two hours long, as well as a 40 minute block of time for Intervention/Enrichment during which students at each grade level shift into approaching, on, and beyond level groups for further differentiated instruction.

PD Opportunity 1

Reading Coaches and SM7 Coach will support teachers in delivering appropriate differentiated instruction using the new Wonders resources and computer based programs (SM7, Lexia, Waterford). Instructional leaders will attend district trainings and share updates with their teams.

Facilitator

District reading team & designated instructional leaders at school site will share curriculum updates with their teams. Teachers in grades K-5 will have two mornings prior to the start of school to collaborate on implementation of Wonders.

Participants

Teachers in grades K-5

Schedule

Weekly, from 9/8/2014 to 5/29/2015

G1.B2 Teachers need time and support to learn the new Wonders program.

G1.B2.S1 Provide two mornings before teachers return to work in teams to collaborate on Wonders implementation.

PD Opportunity 1

Grade level Wonders summer trainers will work with their teams on implementation.

Facilitator

Summer Wonders trainers

Participants

Teachers in grades K-5

Schedule

On 8/5/2014

G2. As we begin a more complex state measure of math, our school goal for the 2015 FSA is to be within 10% (+/-) of our previous proficiency rate of 54% (107 students) as measured by the 2014 FCAT Math scores.

G2.B1 Insufficient emphasis on high order problem solving instead of computation.

G2.B1.S1 Begin instruction with inquiry, during which students engage in 'struggle time' to solve problems. Emphasize multiple ways to solve problems, and oral and written explanations of how problems were solved.

PD Opportunity 1

Use Wiley Warm Ups to begin instruction. Provide struggle time and highlight different ways students solved problems. Consistently have students verbally explain their process, and write same. Site based instructional leaders will attend district math trainings and share updates with their teams.

Facilitator

Andrea Goddard

Participants

Teachers in grades K-5

Schedule

Daily, from 9/8/2014 to 5/29/2015

G3. As we begin a more complex state measure of writing, our school goal for the ELA writing component of the 2015 FSA is to be within 10% (+/-) of our previous proficiency rate of 75% 3 or above as measured by the 2014 FCAT Writing.

G3.B1 Students do not incorporate enough elaboration and text evidence to support their thinking. Conventions need to improve.

G3.B1.S1 Teachers will model elaboration and text support strategies daily, embedding practice with appropriate conventions throughout. They will consistently provide students with feedback via conferences. Our district writing supervisor will assist. Administrators will go into classrooms to assist as frequently as possible.

PD Opportunity 1

Teachers will spend the first portion of instructional time modeling strong writing. Students will then write independently daily, with support provided to individuals and small groups as needed.

Facilitator

Liz Greenberg

Participants

Grade 4 Teachers

Schedule

G3.B1.S2 Teachers will attend district writing support meetings, They will also bring written samples for team analysis during their PLCs.

PD Opportunity 1

Attend district writing support meetings

Facilitator

Liz Greenberg

Participants

fourth and fifth grade teachers

Schedule

Monthly, from 9/9/2014 to 5/29/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: As we begin a more complex state measure of reading, our school goal for the ELA reading component of the 2015 FSA is to be within 10% (+/-) of our previous proficiency rate of 55% (108 students) as measured by the 2014 FCAT Reading test.	8,390
Grand Total	8,390

Goal 1: As we begin a more complex state measure of reading, our school goal for the ELA reading component of the 2015 FSA is to be within 10% (+/-) of our previous proficiency rate of 55% (108 students) as measured by the 2014 FCAT Reading test.

Description	Source	Total
B1.S1.A1 - Inservice stipends (8 hours) for teachers returning for two mornings for planning implementation of Wonders.	Title I Part A	6,000
B1.S1.A1 - Classroom library to support independent reading and AR	School Improvement Funds	1,231
B1.S1.A1 - Wonders - Visual Vocabulary Cards, grades 2-5	School Improvement Funds	1,159
Total Goal 1		8,390