Rideout Elementary School

2015-16 School Improvement Plan

Rideout Elementary School

3065 APALACHICOLA BLVD, Middleburg, FL 32068

http://roe.oneclay.net

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	45%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	25%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	B*	A	A	B

Preliminary Informational Baseline School Grade

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Clay County School Board.

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.

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our mission is to increase the academic performance of all students. RideOut Elementary School, working in conjunction with all stakeholders, will provide a public education experience that is motivating, challenging, and rewarding for all children. Based on the premise that all students can learn, our teachers will provide opportunities for each child to experience maximized academic success within a safe and inviting environment.

Provide the school's vision statement

RideOut Elementary School exists to prepare lifelong learners for personal success in a global and technologically advanced society.

School Environment

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

Teachers and administrators at ROE seek to gain insight about students' cultures in a variety of ways. Parents are surveyed at the start of each school year about their children's unique qualities that impact social, academic, and personal growth. Interest inventories, personal and/or social histories, and staffing cards completed by prior-year instructional staff are utilized to better acquaint school employees with students and enable their needs to be met. In addition, events such as parent and student orientation before school begins as well as open house offer families a chance to build relationships with faculty and staff.

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

A comprehensive school safety plan is reviewed and revised to align with current needs of students and staff. This is communicated to leadership teams and department chairs to ensure student safety and security at all times. In addition, students are surveyed annually about a variety of elements of their learning environments, including safety and wellness. A comprehensive guidance program is readily available for students and families through which a variety of services is deployed including bullying education, social/personal skills, personal responsibility and study habits, and conflict resolution. These structures are in place before, during, and after school to ensure the safety and security of students whenever they are on campus. In addition, grade level teams work to build procedures and routines that allow students to have a continuous level of behavior expectation throughout the day. Individual classroom rules are posted to reflect these group behavior norms. Faculty and staff duty stations are scheduled to provide eyes-on coverage of our halls, public areas and sidewalks as well as classrooms. Students arriving prior to the 7:40 opening of the cafeteria for breakfast are held in the front lobby until scheduled supervision is in place. At the end of the day, students are released to designated classrooms depending on their mode of transportation. Dismissal from these areas is handled via intercom announcements, with bus and day care students loaded first and sent on their way before parent pick-up and walkers are released.

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

An established discipline plan is in place and routinely supported by teachers and school administrators. Low-level behavioral offenses are addressed at the classroom level through consistent grade-level wide procedures designed by teacher teams. These rules and routines are posted in classrooms and regularly reviewed throughout the year. Students who present any disruption of the learning environment are removed by school administrators or guidance who conference with students about behaviors, investigate root causes of student misbehavior, and apply strategies to improve student behavioral performance. This typically includes conferences with parents and included teachers on any behavior modification strategies that should be carried out in the classroom. Additionally, teachers are trained in the use of positive behavior supports and engagement strategies, such as Kagan or Total Participation Techniques, to help keep students attention focused on learning.Consequences can include removal from the group lunch table, missing recess, in school suspension and in rare and extreme cases out of school suspension. Positive reinforcement is utilized comprehensively through a variety of recognition program to facilitate appropriate behavior both in the classroom and across campus. These programs include a monthly leadership luncheon for grades kindergarten through two where outstanding students have lunch with a special guest and are recognized with a treat and certificate and honor roll recognition for grades three through six.

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

The core curricular programs of Making Meaning and Being a Writer integrate systematic social/personal skill acquisition through weekly instructional cycles. These programs are implemented with fidelity in all K-5 ELA classrooms at ROE. A comprehensive guidance program is readily available for students and families through which a variety of services are deployed including: individual counseling and problem solving, bullying education, social/personal skills, personal responsibility and study habits, and conflict resolution. Students, parents, and staff members may notify the guidance department of a need for social-emotional intervention at any time, and timely response is standard practice. Students with continuing behavior issues are placed on Tier 3 behavior plans, which track the behavior to determine antecedents specific to problem behaviors as well as tracking daily interventions. These plans are reviewed on a monthly basis and adjusted as needed with guidance from the school based leadership team. In addition, ROE is a district center for a Positive Behavior Supports unit, through which additional behavioral expertise is applied for the benefit of the social and emotional progress of all students.

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

When a student exhibits two or more early warning indicators, a school-based team shall convene to determine appropriate intervention strategies for the student. The school shall provide at least 10 days' written notice of the meeting to the student's parent, indicating the meeting's purpose, time, and location, and provide the parent opportunity to participate.

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 6	Total
Attendance below 90 percent	3	3
One or more suspensions	3	3
Course failure in ELA or Math	0	
Level 1 on statewide assessment	0	
	0	

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

Strategies employed by the school to improve various EW indicators include:
Attendance: attendance contract, doctor's notes, social worker referral, parent phone calls
Grades: tutoring, remediation, instructional supports during the school day (reteach/enrich, academic supports, etc.
Discipline: behavior contract, school service work, In School Suspension
Testing: Intensive reading, Intensive math
Students who have previously qualified for Exceptional Student Services or a 504 Plan are not targeted by EWS intervention.

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?
No

PIP Link
The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

ROE welcomes the involvement of parents in the academic activities of their children at all times. A comprehensive parent volunteer program actively exists to support the instructional environment and the Parent/Faculty Association actively recruits and supports all K-6 classrooms whenever needed. Annual school events are advertised for parent participation and support throughout the school year and across various grade levels. Activities include monthly Parent Faculty Association meetings, monthly School Accountability Committee meetings, monthly and quarterly awards for citizenship and academics, monthly fun runs for charity, social activities such as the Father-daughter dance and enrichment activities that students and parents alike participate in such as drama, chorus, muggins and math team and the spelling bee. Routine communication with parents is established through the Tuesday Folder initiative as well as student planners for daily two way communication. ParentLink notifications (both voice and e-mail), teacher and school websites, the FOCUS Student Information

System, the Remind 101 tool (used by many staff members), the school Facebook page and monthly classroom newsletters are also tools to keep the community informed about happenings at RideOut..

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

ROE maintains an active Business Partner program through with local business may support the instructional needs and goals of the school while retaining the support of all stakeholders. Local business are annually solicited for their support of our school through the delivery of a Business Partner Packet that provides comprehensive information about how the school and local business can work together for the benefit of the students. Business Partners are invited to participate in a variety of school events throughout the year, through with they can demonstrate support while maintaining visibility in the educational community, particularly among local stakeholders. The School Advisory Council is comprised of a board that includes two business partners. All business partners are invited to attend the annual Volunteer breakfast where they are recognized for their participation and support.

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
Orsi, Joyce	Principal
Johnson, Amy	Guidance Counselor
King, Mallory	Other
Archibald, Connie	Assistant Principal
Burrell, Tara	Teacher, K-12
Charbonneau, Carla	Teacher, K-12
Altwater, Allison	Teacher, K-12
Barnett, Tara	Teacher, K-12
Calcote, Melissa	Teacher, K-12
Barfield, Dallas	Teacher, K-12
Shepherd, Kathryn	Teacher, K-12
Mosteller, Alicia	Teacher, K-12
Garland, Jennifer	Teacher, K-12
Bruce, Kary	Teacher, K-12
Byrd, Prince	Teacher, K-12

Duties

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

The function of the School-Based Leadership Team (SBLT) is to analyze school-wide data to determine the effectiveness of Tier 1 instruction for all students. Data to be analyzed includes K-2 FAIR, 3-12 Performance Matters benchmark assessments, and formal assessments such as FCAT

2.0. The principal is the leader of the meeting. The assistant principal attends the meetings in a support role for the principal. The Intervention Team Facilitators are present to help ensure that the district's MTSS plan is followed. Lead teachers occasionally attend SBLT meetings to provide additional details about grade or department level progress monitoring and instructional fidelity.

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

All ROE students will take a benchmark assessment 3 times per year. School-based leadership teams will meet after each assessment period to review student data. Quality of Tier 1 instruction will be analyzed within these meetings. Administrators will meet quarterly with all grade level/content area teams, in response to PLC log notations and Tier 1 data. At these meetings, administrators and teachers will look at specific student data and will initiate Tier 2 or Tier 3 plans for those students who are struggling to meet grade level / course expectations. These meetings will focus on student achievement and the provision of appropriate, effective interventions. District and school resources will be allocated based upon individual student needs. These resources include but are not limited to the use of the Riggs method for phonics instruction, The Six Minute Solution for reading fluency, REWARDS for Reading for decoding and comprehension, Singapore Math and computer based practice systems such as MobyMax and Thinking Blocks for intervention in mathematics.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Tracy Burt	Teacher
Tammy Roberts	Education Support Employee
Amy Crosby	Parent
Alison Altwater	Teacher
Kellie Hudson	Parent
Brandie Peterson	Parent
Jennifer Frisbee	Parent
Stacy Adkins	Teacher
Mike Boyd	Business/Community

Duties

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

Evaluation of last year's school improvement plan

The School Improvement Plan for 2013-2014 supported stated goals by offering varied support for goals, including providing access to professional development opportunities both on campus and through outside agencies such as FDLRS. Expenditures of School Improvement Funds was aligned to support instructional strategies in support of each goal, including approximately 37% for evidence based materials and programs, as well as approximately 51% for professional development programs fees and materials.

Development of this school improvement plan

The council reviewed current status data, with an emphasis on 2013-2014 student achievement information, to develop needs assessments and make recommendations for instructional goals and resource allocation. The team worked to align these goals with related professional development needs as well and instructional materials and resources, to prioritize budget items.

Preparation of the school's annual budget and plan

No budget for the 2015-2016 school year

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

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

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Orsi, Joyce	Principal
Archibald, Connie	Assistant Principal
Altwater, Allison	Teacher, K-12
Charbonneau, Carla	Teacher, K-12
Merrill, Cinda	Instructional Media
Calcote, Melissa	Teacher, K-12
Shepherd, Kathryn	Teacher, K-12
Barnett, Tara	Teacher, K-12
Blockinger, Megan	Teacher, K-12
Garland, Jennifer	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT is comprised of the Media and ELA Committees at ROE. The primary focus of the Literacy Leadership Team at ROE during 2015-2016 will be to monitor and effectively support the implementation of the Florida Standards during the reading/language arts block. In addition, the team will support teachers in developing strategies and resources for effective Multi-tiered Support at all levels. Literacy is also the focus of classroom libraries as well as targeted check out of appropriately level books from the Media center that rotate monthly. October hosts the Storybook character parade, where each student can come dressed as their favorite character, and carry their inspirational book with them as they parade. Literacy week is celebrated in January with daily activities and challenges. Incentives for passing AR quizzes are determined monthly based on individual student goals.

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

Foundational workshops were instituted for all faculty members once per week for the first six weeks of the school year. Weekly collaborative Professional Learning Communities are ongoing within each grade level and department. These meetings include data review, goal setting, problem analysis and planning for next steps in connection with a group of shared students. Teams receive weekly administrative feedback on instructional goals, strategies, and other focus topics, as well as on the student achievement data related to PLC team initiatives. The ROE Hospitality Committee fosters monthly events to facilitate positive working relationships as well as congenial relationships both within the school and outside of the school day.

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

The ROE administrative team actively recruits prospective teachers at the district's annual recruiting fair and fosters the development of student teachers, paraprofessionals, and substitute teachers who wish to pursue full-time classroom teacher positions. ROE boasts a record of high-performance in Clay County, earning an "A" or "B" grade since the institution of the Florida A+ Program of school accountability. Teachers enjoy a primarily stable, non-mobile student population, and a highly supportive base of parents and community members. Teacher turnover rates at ROE are low, and teachers develop meaningful professional networks with their colleagues. Facilities at the school offer a comfortable, modern working environment, with fully networked computers in all classrooms, wireless network access in select areas, and enhanced classroom technology at all grades. Weekly Professional Learning Communities driven by teacher need and student outcome data are used to increase teacher quality and maintain instructional effectiveness. Mentor teachers are assigned, as needed, to support novice faculty members or those in need of improvement.

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

Prior to the start of each school year, beginning teachers are matched with and assigned a mentor teacher. These assignments are based on the performance records, teaching experience (grade, department, or specialization, and strengths of mentor teachers, as well as identified areas of strength and need of novice teachers. Planned mentoring activities include: regularly scheduled mentor meetings, both with and without an administrator present, classroom coaching activities, and observation/feedback cycles between the new teacher and his/her mentor. These activities are designed to ensure ongoing support for new educators, opportunities for professional development and clinical improvement in a non-intimidating and comfortable atmosphere.

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

ROE facilitates and monitors the integration of approved, adopted curricular resources in all core courses, and routinely review any nonstandard materials presented to students to ensure alignment with FL Standards and Clay County curriculum maps. A variety of resources are provided for instructors, including district curriculum resources, district content area workshops, local PLC meetings and routine feedback, OneClayU, and CPALMS.

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

Core Reading Instruction is analyzed at the K-2 level through the use of the FAIR assessment. Data for this assessment is accessed through Performance Matters and provides targeted information on student areas of need.In grades 3 through 6 quarterly data is generated through the use of computerize assessment in the form of Performance Matters benchmark assessments and STAR reading. This summative data is combined with formative data from the classroom to determine the focus for daily reteach and enrichment. Classroom teachers work closely with VE Inclusion teachers to develop differentiated instruction and to provide support for struggling learners. Students for whom the core instruction is not sufficient to reach mastery, we employ a number of Tier 2 and Tier 3 supports including PALS reading, REWARDS reading, and Singapore Math. Many of these interventions are implemented by classroom teachers during their scheduled reteach and enrich period.

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: 2,880

Before- and after-school tutoring opportunities offer targeted students (lower quartile, Level 1 and/ or Level 2) opportunities for intensive remediation and instruction in core subjects of reading and math. Learning objectives for these sessions are identified using item analysis reports and strand detail information.

Strategy Rationale

Additional exposure to content and concepts in multiple formats will allow students to progress toward mastery of the standards.

Strategy Purpose(s)

• Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Archibald, Connie, clarchibald@oneclay.net

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

Baseline data on target students is collected from Performance Matters, PMRN, and teacher record prior to the start of tutoring. This information is formatively collected during regular Benchmark Assessment periods to monitor student progress and the effectiveness of extended learning opportunities. Classroom teachers and the School Based Leadership Team is responsible for monitoring the effectiveness of tutoring.

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

To assist in the transition from preschool to Kindergarten, the Kindergarten team conducts summer screening of all incoming students to determine levels of readiness and assist in appropriate classroom placement. The team also hosts "Kindergarten Night," prior to the start of school during which they provide parents and students with information that will help students meet the academic and social requirements of early school age students. Within the first thirty days of school, all Kindergarteners are additionally screened using the statewide FLKRS/ECHOS assessments. Detailed information regarding Kindergarten learning standards, along with other assistive materials such as phonics guides, sight word lists, and parent involvement guides are provided to parents during Open House. Mentoring relationships are developed for Kindergarten students through the facilitation of reading and writing buddies with upper primary and intermediate students.
When ROE students are preparing to move on to the Junior high, their transition is facilitated by meeting with representatives of the three middle schools that ROE feeds into; Lakeside, Lake Asbury and Wilkinson. Schedules are developed before the end of the sixth grade year, pending testing results, so students have some idea of what their seventh grade year will look like academically. Special transition meetings are held for all ESE student's moving on to the middle school setting, in which the variety of program options are reviewed and decisions about appropriate placement are made with parent and student input.

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

N/A

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

N/A

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

N/A

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

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

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

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Increase students' writing skills by integrating writing (with emphasis on citing text evidence to support thinking) throughout every content area.

G2.   Increase the effectiveness Of Professional Learning Communities.

G3.   Increase the percentage of students making learning gains in math with an emphasis on the lowest quartile(grades 4-6)/high risk (grades K-3).

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. Increase students' writing skills by integrating writing (with emphasis on citing text evidence to support thinking) throughout every content area. `1a`

🔍 G071294

Targets Supported `1b`

Indicator	Annual Target
FSA English Language Arts - Achievement	70.0

Resources Available to Support the Goal `2`

- Being a Writer

- MFAS (Mathematic Formative Assessment System)

- Math Journaling

Targeted Barriers to Achieving the Goal `3`

- Time for Professional Development

- Adequate teacher knowledge of effective strategies for writing instruction.

Plan to Monitor Progress Toward G1. `8`

OneClay Writes data will be analyzed at each grade level
CWT data will be analyzed monthly to determine if writing is being incorporated
PLC logs will be analyzed to determine implementation successes and challenges

Person Responsible
Connie Archibald

Schedule
Biweekly, from 8/20/2015 to 6/2/2016

Evidence of Completion
PLC logs, CWT data, baseline and mid-year OneClay writes data

G2. Increase the effectiveness Of Professional Learning Communities. [1a]

G071295

Targets Supported [1b]

Indicator	Annual Target
ELA/Reading Gains	80.0

Resources Available to Support the Goal [2]

- Ongoing training focused on PLC facilitation

- Common Planning Time for Teacher Teams to Collaborate in PLCs

Targeted Barriers to Achieving the Goal [3]

- Developing Common Ground through which Teachers can Form Teams

Plan to Monitor Progress Toward G2. [8]

Review of student data as revealed in bi-weekly documentation of achievement levels.

Person Responsible
Connie Archibald

Schedule
Biweekly, from 8/20/2015 to 6/2/2016

Evidence of Completion
Data included on meeting log records, student work samples.

G3. Increase the percentage of students making learning gains in math with an emphasis on the lowest quartile(grades 4-6)/high risk (grades K-3). `1a`

Targets Supported `1b`

🔑 G071296

Indicator	Annual Target
Math Achievement District Assessment	75.0

Resources Available to Support the Goal `2`

- Examplars Training provided by curriculum specialists

- After-School Tutoring

- Common Formative Assessments developed in PLC

Targeted Barriers to Achieving the Goal `3`

- Adequate teacher knowledge of effective strategies for increasing student achievement.

Plan to Monitor Progress Toward G3. `8`

Student achievement data.

Person Responsible
Joyce Orsi

Schedule
Quarterly, from 8/20/2015 to 6/2/2016

Evidence of Completion
Student data reports via PM, Clay Foundations, PLC logs

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. Increase students' writing skills by integrating writing (with emphasis on citing text evidence to support thinking) throughout every content area. `1`

🔍 G071294

G1.B1 Time for Professional Development `2`

🔍 B185961

G1.B1.S1 Dedicated Thursday morning and afternoon Professional Development every week from 7:30-8:15 or 2:45-3:30 (no meetings or conferences are scheduled during this time) `4`

🔍 S197368

Strategy Rationale

System wide common planning/professional development time ensures teacher ability to collaborate with others to help support student engagement, learning and growth.

Action Step 1 `5`

Design master schedule with protected P.D. time weekly.

Person Responsible

Connie Archibald

Schedule

Weekly, from 8/20/2015 to 6/2/2016

Evidence of Completion

Master Schedule, Calendar reflecting that no meetings or workshops are scheduled.

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

Lesson Plans, Class Observation, CWT, PLC logs

Person Responsible

Connie Archibald

Schedule

Daily, from 8/20/2015 to 6/2/2016

Evidence of Completion

Achievement Data, PLC meetings minutes/agendas,

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

Student Data Achievement in Writing

Person Responsible

Connie Archibald

Schedule

Weekly, from 8/20/2015 to 6/2/2016

Evidence of Completion

Student Data Notebooks, Teacher Data Notebooks, Student Data Reports, PLC Meetings/ Agendas, Leadership team meetings/agendas

G1.B2 Adequate teacher knowledge of effective strategies for writing instruction. 2

🔍 B185962

G1.B2.S1 Professional development resources for writing in the content areas 4

🔍 S197369

Strategy Rationale

Teachers will require adequate knowledge of best practices for writing instruction across the content areas.

Action Step 1 5

Training in content area writing strategies and location of supporting resources.

Person Responsible

Connie Archibald

Schedule

Quarterly, from 8/20/2015 to 6/2/2016

Evidence of Completion

Sign in sheets and training documentation to evidence implementation.

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

Professional development records, including agendas, sign-in sheets, and observations of change in teacher practice.

Person Responsible

Connie Archibald

Schedule

Monthly, from 9/18/2014 to 5/29/2015

Evidence of Completion

Lesson Plans, Framework Walk throughs, student work, training documentation

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

Student achievement scores in writing

Person Responsible

Connie Archibald

Schedule

Quarterly, from 8/20/2015 to 6/2/2016

Evidence of Completion

Data notebooks, achievement scores

G2. Increase the effectiveness Of Professional Learning Communities. [1]

G071295

G2.B1 Developing Common Ground through which Teachers can Form Teams [2]

B185963

G2.B1.S1 Analyze student groups and/or instructional content and group teachers by common students or common content. Teachers with no commonalities will be coupled with staff at other schools for virtual collaboration. [4]

S197370

Strategy Rationale

Professional development and PLC work is most effective when teachers share common goals.

Action Step 1 [5]

Conduct Quarterly Foundational Workshops on PLCs

Person Responsible

Connie Archibald

Schedule

Quarterly, from 8/20/2015 to 6/2/2016

Evidence of Completion

Presentation materials, handouts, sign in sheets

Action Step 2 `5`

Weekly monitoring of PLC work through Meeting Logs and Administrative Feedback

Person Responsible

Connie Archibald

Schedule

Weekly, from 8/20/2015 to 6/2/2016

Evidence of Completion

Meeting logs and administrative feedback.

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

PLC Records to include Meeting Logs, sign in sheets, and administrative feedback

Person Responsible

Connie Archibald

Schedule

Weekly, from 8/20/2015 to 6/2/2016

Evidence of Completion

Meeting logs, sign in sheets, and administrative feedback

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

Ongoing student data reported via PLC meeting logs.

Person Responsible

Connie Archibald

Schedule

Biweekly, from 8/20/2015 to 6/2/2016

Evidence of Completion

Student data as reflected in biweekly PLC meeting logs.

G3. Increase the percentage of students making learning gains in math with an emphasis on the lowest quartile(grades 4-6)/high risk (grades K-3). 1

G071296

G3.B1 Adequate teacher knowledge of effective strategies for increasing student achievement. 2

B185964

G3.B1.S1 Provide comprehensive professional development in effective, cross-curricular teaching strategies. (Examplars Training) 4

S197371

Strategy Rationale

By providing teachers with strategies to support cross-curricular learning students will be better able to apply and generalize strategies.

Action Step 1 5

Provide structured professional development opportunities on research-based instructional strategies.

Person Responsible

Connie Archibald

Schedule

Quarterly, from 8/20/2015 to 6/2/2016

Evidence of Completion

Professional development documentation, including sign-in sheets, agendas, etc.

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

Professional development documentation, including sign in sheets, agenda, and resources.

Person Responsible

Connie Archibald

Schedule

Quarterly, from 8/20/2015 to 6/2/2016

Evidence of Completion

Sign in sheets, agendas, training materials.

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

Lesson plans and teacher practice will provide evidence of improved instruction and integration of effective teaching strategies.

Person Responsible

Joyce Orsi

Schedule

Monthly, from 8/20/2015 to 6/2/2016

Evidence of Completion

Frameworks walkthrough data, admin-teacher communication

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Design master schedule with protected P.D. time weekly.	Archibald, Connie	8/20/2015	Master Schedule, Calendar reflecting that no meetings or workshops are scheduled.	6/2/2016 weekly
G1.B2.S1.A1	Training in content area writing strategies and location of supporting resources.	Archibald, Connie	8/20/2015	Sign in sheets and training documentation to evidence implementation.	6/2/2016 quarterly
G2.B1.S1.A1	Conduct Quarterly Foundational Workshops on PLCs	Archibald, Connie	8/20/2015	Presentation materials, handouts, sign in sheets	6/2/2016 quarterly
G3.B1.S1.A1	Provide structured professional development opportunities on research-based instructional strategies.	Archibald, Connie	8/20/2015	Professional development documentation, including sign-in sheets, agendas, etc.	6/2/2016 quarterly
G2.B1.S1.A2	Weekly monitoring of PLC work through Meeting Logs and Administrative Feedback	Archibald, Connie	8/20/2015	Meeting logs and administrative feedback.	6/2/2016 weekly
G1.MA1	OneClay Writes data will be analyzed at each grade level CWT data will be analyzed monthly to determine if writing is being incorporated PLC logs will be analyzed to determine implementation successes and challenges	Archibald, Connie	8/20/2015	PLC logs, CWT data, baseline and mid-year OneClay writes data	6/2/2016 biweekly
G1.B1.S1.MA1	Student Data Achievement in Writing	Archibald, Connie	8/20/2015	Student Data Notebooks, Teacher Data Notebooks, Student Data Reports, PLC Meetings/Agendas, Leadership team meetings/agendas	6/2/2016 weekly
G1.B1.S1.MA1	Lesson Plans, Class Observation, CWT, PLC logs	Archibald, Connie	8/20/2015	Achievement Data, PLC meetings minutes/agendas,	6/2/2016 daily
G1.B2.S1.MA1	Student achievement scores in writing	Archibald, Connie	8/20/2015	Data notebooks, achievement scores	6/2/2016 quarterly
G1.B2.S1.MA1	Professional development records, including agendas, sign-in sheets, and observations of change in teacher practice.	Archibald, Connie	9/18/2014	Lesson Plans, Framework Walk throughs, student work, training documentation	5/29/2015 monthly
G2.MA1	Review of student data as revealed in bi-weekly documentation of achievement levels.	Archibald, Connie	8/20/2015	Data included on meeting log records, student work samples.	6/2/2016 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.MA1	Ongoing student data reported via PLC meeting logs.	Archibald, Connie	8/20/2015	Student data as reflected in biweekly PLC meeting logs.	6/2/2016 biweekly
G2.B1.S1.MA1	PLC Records to include Meeting Logs, sign in sheets, and administrative feedback	Archibald, Connie	8/20/2015	Meeting logs, sign in sheets, and administrative feedback	6/2/2016 weekly
G3.MA1	Student achievement data.	Orsi, Joyce	8/20/2015	Student data reports via PM, Clay Foundations, PLC logs	6/2/2016 quarterly
G3.B1.S1.MA1	Lesson plans and teacher practice will provide evidence of improved instruction and integration of effective teaching strategies.	Orsi, Joyce	8/20/2015	Frameworks walkthrough data, admin-teacher communication	6/2/2016 monthly
G3.B1.S1.MA1	Professional development documentation, including sign in sheets, agenda, and resources.	Archibald, Connie	8/20/2015	Sign in sheets, agendas, training materials.	6/2/2016 quarterly

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. Increase students' writing skills by integrating writing (with emphasis on citing text evidence to support thinking) throughout every content area.

G1.B2 Adequate teacher knowledge of effective strategies for writing instruction.

G1.B2.S1 Professional development resources for writing in the content areas

PD Opportunity 1

Training in content area writing strategies and location of supporting resources.

Facilitator

Connie Archibald

Participants

All teachers

Schedule

Quarterly, from 8/20/2015 to 6/2/2016

G2. Increase the effectiveness Of Professional Learning Communities.

G2.B1 Developing Common Ground through which Teachers can Form Teams

G2.B1.S1 Analyze student groups and/or instructional content and group teachers by common students or common content. Teachers with no commonalities will be coupled with staff at other schools for virtual collaboration.

PD Opportunity 1

Conduct Quarterly Foundational Workshops on PLCs

Facilitator

Connie Archibald

Participants

All ROE Teachers

Schedule

Quarterly, from 8/20/2015 to 6/2/2016

PD Opportunity 2

Weekly monitoring of PLC work through Meeting Logs and Administrative Feedback

Facilitator

Connie Archibald

Participants

All ROE Faculty

Schedule

Weekly, from 8/20/2015 to 6/2/2016

G3. Increase the percentage of students making learning gains in math with an emphasis on the lowest quartile(grades 4-6)/high risk (grades K-3).

G3.B1 Adequate teacher knowledge of effective strategies for increasing student achievement.

G3.B1.S1 Provide comprehensive professional development in effective, cross-curricular teaching strategies. (Examplars Training)

PD Opportunity 1

Provide structured professional development opportunities on research-based instructional strategies.

Facilitator

Connie Archibald

Participants

K-6 Teachers, Administrators

Schedule

Quarterly, from 8/20/2015 to 6/2/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Design master schedule with protected P.D. time weekly.	$0.00
2	G1.B2.S1.A1	Training in content area writing strategies and location of supporting resources.	$0.00
3	G2.B1.S1.A1	Conduct Quarterly Foundational Workshops on PLCs	$0.00
4	G2.B1.S1.A2	Weekly monitoring of PLC work through Meeting Logs and Administrative Feedback	$0.00
5	G3.B1.S1.A1	Provide structured professional development opportunities on research-based instructional strategies.	$0.00
		Total:	**$0.00**