

Lake County Schools

Round Lake Elementary School



2015-16 School Improvement Plan

Round Lake Elementary School

31333 ROUND LAKE RD, Mount Dora, FL 32757

<http://lake.k12.fl.us/rle>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	50%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	Yes	41%

School Grades History

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

**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

N/A

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, 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	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Round Lake Charter Conversion Elementary is to inspire success and a love of learning in a safe and nurturing environment through the combined efforts of students, faculty, staff, and parents.

Provide the school's vision statement

Round Lake Elementary...where friendships begin and learning never ends.

School Environment

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

At the end of each summer, Round Lake staff members participate in two local community Back to School Bash events - one in Sorrento and one in downtown Mount Dora. Teacher volunteers set up a booth and provide supplies and treats for visiting students and their families. This gives staff members an opportunity to present a positive first impression for the school year to the community. The administrators also began the year with the theme "You've Gotta Have Heart" and asked teachers to always keep their why in mind when planning for instruction, when working with students, and when communicating with families.

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

Round Lake is a PBS - Positive Behavior Support - model school. Teachers have been trained to work with students to teach them the behavior expectations, not just assume that they know it or know how to deal with problems effectively. The Round Lake Pledge which describes the school behavior expectations - Be Safe, Be Respectful, Be Responsible - is recited each morning on the announcements. The Assistant Principal and Instructional Dean provided a refresher for staff during preplanning this year and training for new hires, as well. Other supports are also in place. The Instructional Dean works with small groups of identified students to develop Successful Skills (academic and behavior mentoring). Before school, students await dismissal to class in two areas (for car and bus riders), which are supervised by staff and Shore Patrol (Safety Patrol).

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

It is the goal of PBS to prevent students from missing instructional time due to suspensions or time in the office. All staff members are trained to work with a student to identify choices and consequences through the use of an SBR (Student Behavior Report). This document allows the student to reflect on his/her choices with input from the teacher and an opportunity for parents to be part of the conversation. Certain levels of infractions (identified through the District Code of Conduct) and repeated SBRs may result in a visit to an administrator, Tuesday School (during which behavior lessons are taught), work detail, or suspension.

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

Round Lake is working with high school and college students in the MDHS ROTC program and Lake-Sumter sports, as well as volunteer community members, to serve as mentors. When needed and allowed by parents, counseling services can be arranged through Life Stream Public Mental Health and through Hospice.

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

Building positive relationships and encouraging involvement begins even before the start of the school year at Meet the Teacher. A great number of families come to school the Thursday afternoon before school starts to meet teachers and see classrooms. Our PTO is on hand to serve refreshments and give information about becoming involved at RLE. We host two parent conference nights each year, as well as other events, like School Carnival, Family Reading Night, Music performances, and STEM Night.

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

Our PTO is integral to the process of building and sustaining partnerships with the local community. Through them, we have partnerships with a variety of local businesses who have generously provided time, money, and/or supplies and other items.

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
Bartberger, Linda	Principal
Roman, Todd	Assistant Principal
Chevalier, Michelle	Other
Whipple, Lee Ann	Instructional Coach
Harley, Stevie	Dean
Dean, Nicole	Instructional Coach

Duties

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

RLE has a multi-tiered system of leadership. The administrators meet at least monthly with Team Leaders who collaborate on instructional matters. They also meet monthly with Grade Chairs who coordinate the more managerial tasks required.

Members of the MTSS leadership team provide input into the academic and anti-bullying goals and interventions described in the School Improvement Plan. The team will also work together to implement any needed changes as indicated by ongoing progress monitoring, to ensure that the aligned tiered processes are in place.

Administration: Todd Roman, Assistant Principal: Provides a clear understanding of and support for the MTSS/RtI process and its implementation to the staff. Ensures adequate professional development to support MTSS implementation. Stevie Harley, Instructional Dean.

Classroom Teachers: Provide information about core instruction, deliver most Tiers of instruction/intervention, collaborate with fellow teachers and members of the MTSS/RtI team to implement Tier 2 and Tier 3 interventions, and collect student data.

Literacy Coach and CRT - LeeAnn Whipple and Michelle Chevalier: Assist with school screening programs that identify children who may be considered "at risk". Meet with teachers to plan instruction and interventions in the areas of reading, math, and language arts. Assist in the design and implementation of progress monitoring, data collection and data analysis. Participate in the design and delivery of professional development, as needed.

School Guidance Counselors - Erin Porter and Carol Timmons: Meet with teachers to plan instruction and interventions for behavior. Facilitate development of intervention plans. Provide support for intervention fidelity and documentation. Schedule all meetings.

Student Services Personnel: Advise and provide expertise on all MTSS/RtI issues.

ESE Specialist - Michelle Castillo: Facilitates placement of students qualifying for ESE.

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

Administration and guidance use DATA-STAR, Skyward, Literacy First, STAR Reading and Math, FIDO, CELLA scores, School Score Report, Literacy First results, and MTSS STAR to determine strengths and weaknesses and to help close the achievement gap between subgroups regarding school-wide core effectiveness. Our problem-solving team consists of Guidance Counselors, CRT, Literacy Coach, Administration, parents, and as needed, school psychologist, social worker, SLP and ESE staff. Round Lake has implemented a school-wide reading intervention (FINS) as focused instruction tailored to groups of students with similar academic needs.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Linda Bartberger	Principal
Chuck Babbino	Business/Community
Diane Waring	Parent
Don Hyland	Parent
Denisse Ennis	Teacher
Maria Mancilla	Education Support Employee
Iris Pieterston	Teacher
Chris Jensen	Parent
Amy Moler	Parent

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

At the first meeting of each school year (or at the first meeting after results are received), the FSA results for our school are presented to the SAC. Successes are recognized, areas of concern are identified, and the results are compared to the goals of last year's SIP. School personnel share their vision for addressing curricular and behavioral needs and input from SAC members is shared.

Development of this school improvement plan

School personnel share their vision for addressing curricular and behavioral needs based on a needs analysis. Members of the SAC analyze the test data and review school initiatives to write school goals for the current year. After the SIP is crafted, the SAC reviews the plan to make any necessary adjustments and to approve its contents.

Preparation of the school's annual budget and plan

The principal and the budget committee prepare the annual budget.

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

Currently, there are no SAC funds provided by the State. However, as a charter conversion school, we are able to place some funds in an SAC account in order to help fund certain projects, including: Writing Camp, after school tutoring, and FSA/FCAT snacks.

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
Whipple, Lee Ann	Instructional Coach
Chevalier, Michelle	Other
Chappell, Lorrie	Teacher, K-12
Duke, Brooke	Teacher, K-12
Rackowski, Amy	Teacher, K-12
Sommer, Gretchen	Teacher, K-12
Matulia, Betsy	Teacher, K-12
Johnston, Whitney	Teacher, K-12
Dean, Nicole	Instructional Coach
Bartberger, Linda	Principal

Duties

Describe how the LLT promotes literacy within the school

Implementation of Common Core State Standards; book study; Implementation of ELA blueprints; Book of the Month program; Family Reading Night; Celebrate Literacy Week activities; after school Book Club; RLE Writing Plan

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

Grade levels have a daily common planning time of about 45 minutes. Teachers also have one-two Wednesday afternoons a month dedicated to collaborative planning. One Wednesday a month is set aside for Snack 'N Yak, during which grade levels take turns providing snacks and teachers have some time to connect. The other Wednesday is dedicated to MAX groups (mixed grade level PLCs for a variety of academic areas, like Writing and STEM).

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

After posting a job opening online with the District, we utilize a team interview approach by the grade level in which the opening exists. (Responsible parties: Principal, Assistant Principal, Grade Chairs, Team Members)

After hiring, new teachers are partnered with an on-campus veteran mentor. (Responsible parties: Administrator, Team Leader)

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

When a new teacher is hired, he/she is partnered with the Team Leader for his/her grade level (or other teacher leader, if the position lends itself). These teachers schedule regular meetings together and may also have impromptu meetings to help the new teacher become acquainted with our school, with requirements/initiatives, and to provide support.

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

Round Lake is utilizing the district-provided blueprints to guide planning for instruction. These blueprints were created by trained staff to address the Florida Standards for ELA and Math. Through weekly collaborative planning meetings, teams will work with the assistance of the Literacy Coach, Writing Coach, and CRT to develop lessons, assessments, and materials that are aligned with the standards.

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 the first weeks of school, teachers assess students' abilities in reading (and math) using a variety of assessments, e.g. Literacy First PAST, phonics, and fluency assessments, iStation Reading and Math, STAR Reading, SRI. This data is then used to group students for intervention and enrichment during our 30 minute FINS classes, which meet four days a week. Assessments are administered periodically and students are regrouped up to three times a year, depending on their identified area(s) of need or enrichment. Teachers are also able to differentiate instruction within the reading block through flexible reading groups and centers and through math small groups.

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: 3,000

We will offer Tutoring for Homeless Students if/when funding is provided through Title Services. We offer FSA Tutoring for 3rd, 4th, and 5th graders two days a week for 1 hour each day from January to April.

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

Data has not been officially collected for these strategies in the past. Teachers do progress monitor their students and have them track the results.

Strategy: Extended School Day

Minutes added to school year: 1,000

STEM Club to prepare select groups of 3rd-5th graders for the District STEM Competition in February. Some groups continue to meet after the competition, as well.

Strategy Rationale

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

Our teams all placed in the top 9 of District schools last year. No data is officially gathered for these clubs.

Strategy: Extended School Day

Minutes added to school year:

School-wide MAX meetings and collaborative planning sessions for training and data discussions with teachers and leadership team.

Strategy Rationale

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

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

Comparisons of data throughout the year (and year to year) - including FCAT data, benchmark testing, Literacy First assessments, student work samples.

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 have 2 full day and 1 half day VPK programs on site. These students are taught by certified teachers and are assessed on readiness skills throughout the school year.

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

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Round Lake Elementary will see a decrease in Office Discipline Referrals relating to Bullying
- G2.** Round Lake Elementary will decrease the percentage of students scoring in the lowest quartile in Math.
- G3.** Round Lake Elementary will increase the science proficiency of all students.
- G4.** Round Lake Elementary will increase the writing proficiency of all students.

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. Round Lake Elementary will see a decrease in Office Discipline Referrals relating to Bullying 1a

Targets Supported 1b

G071449

Indicator	Annual Target
2+ Behavior Referrals	1.0

Resources Available to Support the Goal 2

- School wide PBS initiative, RtI/MTSS for behavior for those students with repeat offenses, monthly Student Successful Skills small groups which are comprised of students whom have received multiple discipline referrals and/or are at Level 3 for Behavior in the MTSS program and meet in a small group setting with Mr. Harley, our AP/Instructional Dean. Utilizing our Tuesday School-PBS initiative which helps those students who need additional assistance and guidance with behavioral infractions such as not being safe, not being responsible and/or not being respectful. MTSS and other child study teams and parent conferences routinely. OMEGA-MAN bully prevention school assembly.

Targeted Barriers to Achieving the Goal 3

- Lack of a consistent method/system of updating staff and students on the most up to date information in regards to defining what bullying is and what strategies to use when dealing with or observing bullying behavior both in person as well as online.

Plan to Monitor Progress Toward G1. 8

School-wide discipline data

Person Responsible

Linda Bartberger

Schedule

Quarterly, from 9/1/2015 to 6/7/2016

Evidence of Completion

We will collect and analyze the school discipline data and MTSS behavior data for both one-time and repeat offenders from last school year and this school year to see if our efforts/strategies have helped us decrease the total number of Office Discipline Referrals relating to Bullying.

G2. Round Lake Elementary will decrease the percentage of students scoring in the lowest quartile in Math.

1a

 G071450

Targets Supported 1b

Indicator	Annual Target
Math Gains	16.0

Resources Available to Support the Goal 2

- District blueprints; McGraw-Hill MyMath (K-1) and enVision Math 2.0 (2-5) math series; weekly team planning; PBL training (2 teachers at K and 2 at 3rd who will share with teams and in school PLCs); iStation Math; Moby Max; FASTTMath; Kagan student engagement structures

Targeted Barriers to Achieving the Goal 3

- students struggle with word problems and multi-step problems

Plan to Monitor Progress Toward G2. 8

Cumulative math assessments data chats

Person Responsible

Michelle Chevalier

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Cumulative math assessment grades

G3. Round Lake Elementary will increase the science proficiency of all students. 1a

G071451

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	57.0

Resources Available to Support the Goal 2

- Pearson Science school-wide with online access; weekly STEM Clubs (2nd-5th); at least quarterly STEM projects for each grade level; STEM leaders at each grade level (also participate in a monthly STEM PLC); Science Dailies and Science Boot Camp (5th grade); Science Fair training

Targeted Barriers to Achieving the Goal 3

- Time in the regular school day to address standards for all subject areas, including Science

Plan to Monitor Progress Toward G3. 8

Classroom Science assessments and FCAT 2.0

Person Responsible

Michelle Chevalier

Schedule

Semiannually, from 8/24/2015 to 6/3/2016

Evidence of Completion

Classroom assessment data chats; Science FCAT 2.0 results for 5th grade

G4. Round Lake Elementary will increase the writing proficiency of all students. 1a

G071452

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	65.0

Resources Available to Support the Goal 2

- RLE Writing Plan; FSA rubrics and test specifications; content-area writing across all grade levels; collaborative planning; McGraw Hill Reading Wonders/Weekly Assessments; Book of the Month Unit Studies; DBQ (4th and 5th grade); monthly MAX (PLC) meetings for communication of high expectations and data chats; writing scoring training; Writing Camp (for 4th grade)

Targeted Barriers to Achieving the Goal 3

- Time within teachers' contract day for specific, long-term training. Additionally, personnel resources to provide training.
- Teacher confidence in ability to teach writing.

Plan to Monitor Progress Toward G4. 8

Assessment results (FSA; Classroom writing assignments and DBQs)

Person Responsible

Nicole Dean

Schedule

Quarterly, from 8/24/2015 to 6/3/2016

Evidence of Completion

student test results

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. Round Lake Elementary will see a decrease in Office Discipline Referrals relating to Bullying **1**

 **G071449**

G1.B1 Lack of a consistent method/system of updating staff and students on the most up to date information in regards to defining what bullying is and what strategies to use when dealing with or observing bullying behavior both in person as well as online. **2**

 **B186220**

G1.B1.S1 Presenting students and staff with modern information and productive approaches/strategies as it relates to bullying. **4**

 **S197612**

Strategy Rationale

With an increase in online/social media bullying and harassment and with new research regarding the science behind bullying, updated information on this topic must be shared with all on a consistent basis.

Action Step 1 **5**

Invite the Omega Man bully prevention program to RLE so he can bring information and ideas to students and staff in regards to bully prevention/awareness.

Person Responsible

Erin Porter

Schedule

On 11/29/2015

Evidence of Completion

Omega Man program was invited to RLE and was a successful bully awareness program.

Action Step 2 5

Student Success Skill small groups

Person Responsible

Stevie Harley

Schedule

Monthly, from 10/1/2015 to 5/30/2016

Evidence of Completion

Mr. Harley works with multiple, repeat offenders (multiple referrals), students in a monthly small group setting. Helps students gain new ideas and strategies for being safe, respectful and responsible on campus and in life. Helps students gain new anger management strategies and how to think first before they act out. Discusses the definition of bullying and ways to prevent and communicate bullying behavior.

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

Discipline Data

Person Responsible

Stevie Harley

Schedule

Monthly, from 9/1/2015 to 5/30/2016

Evidence of Completion

Discipline and MTSS data. Total number of student office discipline referrals and the types of infraction(s) associated with the referrals.

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

Total number of school discipline referrals relating to bullying and/or harassment, especially those repeat offenders that Mr. Harley works with in his Student Success Skills monthly small groups.

Person Responsible

Todd Roman

Schedule

Monthly, from 9/1/2015 to 6/3/2016


Evidence of Completion

School-wide discipline data, staff/student PBS survey results, MTSS Behavior data

G2. Round Lake Elementary will decrease the percentage of students scoring in the lowest quartile in Math. 1

 G071450

G2.B2 students struggle with word problems and multi-step problems 2

 B186222

G2.B2.S1 Problem-Based Learning (PBL) training, both district and school-based 4

 S197613

Strategy Rationale

Two third and two kindergarten teachers attended district training over the summer which will continue throughout the year. They will implement the PBL process in their classrooms, host school-based PLCs, and provide an overview at October's Charter Conversion Conference.

Action Step 1 5

PBL training (district-based and in school-level PLCs)

Person Responsible

Schedule

Monthly, from 9/23/2015 to 5/25/2016

Evidence of Completion

classroom observations with feedback

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

monthly meetings with facilitators, administrators, CRT, Literacy Coach, and Writing Coach

Person Responsible

Michelle Chevalier

Schedule

Monthly, from 9/16/2015 to 5/18/2016

Evidence of Completion

MAX group (PLC) walk-throughs; student samples shared at PLCs

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

PLC walkthroughs

Person Responsible

Linda Bartberger

Schedule

Monthly, from 9/23/2015 to 5/25/2016


Evidence of Completion

Administrators will visit the PLC groups to observe their collaboration and review of student work


G3. Round Lake Elementary will increase the science proficiency of all students. 1

 G071451

G3.B1 Time in the regular school day to address standards for all subject areas, including Science 2

 B186224

G3.B1.S1 More deliberate emphasis on time for Science in all classrooms. 4

 S197616

Strategy Rationale

Although FCAT 2.0 is a 5th grade test, teachers will have to be deliberate about incorporating Science instruction regularly in order to prepare future 5th graders.

Action Step 1 5

Administrators will verify that Science is written into the regular classroom schedule at each grade level.

Person Responsible

Linda Bartberger

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Classroom walk-throughs and lesson plans

Action Step 2 5

Teachers will collaborate to create Science lessons which address the State Standards, with an emphasis on vocabulary.

Person Responsible

Michelle Chevalier

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Collaborative planning notes

Action Step 3 5

Training on and implementation of lessons using the Engineering Design Process

Person Responsible

Michelle Chevalier

Schedule

Quarterly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Collaborative Planning and/or PLC minutes

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

Administrators' review of lesson plans and classroom observations

Person Responsible

Linda Bartberger

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Team Leader meeting and Administrative Team meeting notes

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

STEM PLC discussions and collaborative planning

Person Responsible

Michelle Chevalier

Schedule

Monthly, from 9/23/2015 to 5/25/2016

Evidence of Completion

STEM PLC agendas (school and grade level)

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

STEM PLC discussions; reviews of student work and grades (data chats)

Person Responsible

Michelle Chevalier

Schedule

Monthly, from 8/24/2015 to 6/3/2016


Evidence of Completion

PLC minutes (school and grade level); Team Leader discussions

G4. Round Lake Elementary will increase the writing proficiency of all students. **1**

 G071452

G4.B2 Time within teachers' contract day for specific, long-term training. Additionally, personnel resources to provide training. **2**

 B186229

G4.B2.S1 Addition of a Writing Coach to train and mentor teachers **4**

 S197619

Strategy Rationale

Many teachers have not had training in the teaching of writing and the writing process. With training, their skills and confidence will improve and lead to more solid writing instruction.

Action Step 1 **5**

Weekly/Biweekly collaborative planning meetings with grade level Writing Leader

Person Responsible

Nicole Dean

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Lesson plans; meeting notes

Action Step 2 **5**

Writing PLCs

Person Responsible

Nicole Dean

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

PLC minutes; student work

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

Monthly PLC prep meetings

Person Responsible

Linda Bartberger

Schedule

Monthly, from 10/21/2015 to 5/18/2016

Evidence of Completion

PLC agendas and/or minutes

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

Classroom walk-throughs to view student work/writing lessons

Person Responsible

Linda Bartberger

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Writing walk-through checklist; TEAM evaluation

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

Writing PLC walk-throughs

Person Responsible

Linda Bartberger


Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

TEAM evaluation; observation notes

G4.B3 Teacher confidence in ability to teach writing. **2**

 B186230

G4.B3.S1 Collaborative planning with the Writing Coach to plan writing goals and instruction, create rubrics, and share student work (across content areas). **4**

 S197620

Strategy Rationale

This would provide embedded time to work with writing, address concerns, and share strategies for instruction. The reoccurring support will work to build greater understanding and self-confidence.

Action Step 1 **5**

The Writing Coach will meet (biweekly or monthly) with collaborative grade level groups to plan instruction.

Person Responsible

Nicole Dean

Schedule

Biweekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Sign-in sheets

Plan to Monitor Fidelity of Implementation of G4.B3.S1 **6**

Progress updates between Writing Coach and Administrators.

Person Responsible

Nicole Dean

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

meeting notes

Plan to Monitor Effectiveness of Implementation of G4.B3.S1 7

Classroom walk-throughs to review student work

Person Responsible

Linda Bartberger

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Writing walk-through checklist; TEAM evaluations (including pre/post conference discussions)

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	Invite the Omega Man bully prevention program to RLE so he can bring information and ideas to students and staff in regards to bully prevention/ awareness.	Porter, Erin	9/29/2015	Omega Man program was invited to RLE and was a successful bully awareness program.	11/29/2015 one-time
G2.B2.S1.A1	PBL training (district-based and in school-level PLCs)		9/23/2015	classroom observations with feedback	5/25/2016 monthly
G3.B1.S1.A1	Administrators will verify that Science is written into the regular classroom schedule at each grade level.	Bartberger, Linda	8/24/2015	Classroom walk-throughs and lesson plans	6/3/2016 monthly
G4.B2.S1.A1	Weekly/Biweekly collaborative planning meetings with grade level Writing Leader	Dean, Nicole	8/24/2015	Lesson plans; meeting notes	6/3/2016 weekly
G4.B3.S1.A1	The Writing Coach will meet (biweekly or monthly) with collaborative grade level groups to plan instruction.	Dean, Nicole	8/24/2015	Sign-in sheets	6/3/2016 biweekly
G1.B1.S1.A2	Student Success Skill small groups	Harley, Stevie	10/1/2015	Mr. Harley works with multiple, repeat offenders (multiple referrals), students in a monthly small group setting. Helps students gain new ideas and strategies for being safe, respectful and responsible on campus and in life. Helps students gain new anger management strategies and how to think first before they act out. Discusses the definition of bullying and ways to prevent and communicate bullying behavior.	5/30/2016 monthly
G3.B1.S1.A2	Teachers will collaborate to create Science lessons which address the State Standards, with an emphasis on vocabulary.	Chevalier, Michelle	8/24/2015	Collaborative planning notes	6/3/2016 monthly
G4.B2.S1.A2	Writing PLCs	Dean, Nicole	8/24/2015	PLC minutes; student work	6/3/2016 monthly

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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.S1.A3	Training on and implementation of lessons using the Engineering Design Process	Chevalier, Michelle	8/24/2015	Collaborative Planning and/or PLC minutes	6/3/2016 quarterly
G1.MA1	School-wide discipline data	Bartberger, Linda	9/1/2015	We will collect and analyze the school discipline data and MTSS behavior data for both one-time and repeat offenders from last school year and this school year to see if our efforts/strategies have helped us decrease the total number of Office Discipline Referrals relating to Bullying.	6/7/2016 quarterly
G1.B1.S1.MA1	Total number of school discipline referrals relating to bullying and/or harassment, especially those repeat offenders that Mr. Harley works with in his Student Success Skills monthly small groups.	Roman, Todd	9/1/2015	School-wide discipline data, staff/ student PBS survey results, MTSS Behavior data	6/3/2016 monthly
G1.B1.S1.MA1	Discipline Data	Harley, Stevie	9/1/2015	Discipline and MTSS data. Total number of student office discipline referrals and the types of infraction(s) associated with the referrals.	5/30/2016 monthly
G2.MA1	Cumulative math assessments data chats	Chevalier, Michelle	8/24/2015	Cumulative math assessment grades	6/3/2016 monthly
G2.B2.S1.MA1	PLC walkthroughs	Bartberger, Linda	9/23/2015	Administrators will visit the PLC groups to observe their collaboration and review of student work	5/25/2016 monthly
G2.B2.S1.MA1	monthly meetings with facilitators, administrators, CRT, Literacy Coach, and Writing Coach	Chevalier, Michelle	9/16/2015	MAX group (PLC) walk-throughs; student samples shared at PLCs	5/18/2016 monthly
G3.MA1	Classroom Science assessments and FCAT 2.0	Chevalier, Michelle	8/24/2015	Classroom assessment data chats; Science FCAT 2.0 results for 5th grade	6/3/2016 semiannually
G3.B1.S1.MA1	STEM PLC discussions; reviews of student work and grades (data chats)	Chevalier, Michelle	8/24/2015	PLC minutes (school and grade level); Team Leader discussions	6/3/2016 monthly
G3.B1.S1.MA1	Administrators' review of lesson plans and classroom observations	Bartberger, Linda	8/24/2015	Team Leader meeting and Administrative Team meeting notes	6/3/2016 monthly
G3.B1.S1.MA4	STEM PLC discussions and collaborative planning	Chevalier, Michelle	9/23/2015	STEM PLC agendas (school and grade level)	5/25/2016 monthly
G4.MA1	Assessment results (FSA; Classroom writing assignments and DBQs)	Dean, Nicole	8/24/2015	student test results	6/3/2016 quarterly
G4.B2.S1.MA1	Classroom walk-throughs to view student work/writing lessons	Bartberger, Linda	8/24/2015	Writing walk-through checklist; TEAM evaluation	6/3/2016 monthly
G4.B2.S1.MA3	Writing PLC walk-throughs	Bartberger, Linda	8/24/2015	TEAM evaluation; observation notes	6/3/2016 monthly
G4.B2.S1.MA1	Monthly PLC prep meetings	Bartberger, Linda	10/21/2015	PLC agendas and/or minutes	5/18/2016 monthly
G4.B3.S1.MA1	Classroom walk-throughs to review student work	Bartberger, Linda	8/24/2015	Writing walk-through checklist; TEAM evaluations (including pre/post conference discussions)	6/3/2016 monthly
G4.B3.S1.MA1	Progress updates between Writing Coach and Administrators.	Dean, Nicole	8/24/2015	meeting notes	6/3/2016 monthly

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.

G2. Round Lake Elementary will decrease the percentage of students scoring in the lowest quartile in Math.

G2.B2 students struggle with word problems and multi-step problems

G2.B2.S1 Problem-Based Learning (PBL) training, both district and school-based

PD Opportunity 1

PBL training (district-based and in school-level PLCs)

Facilitator

Chestnut, Sockwell, Platt, Miller

Participants

members representing each grade level

Schedule

Monthly, from 9/23/2015 to 5/25/2016

G3. Round Lake Elementary will increase the science proficiency of all students.

G3.B1 Time in the regular school day to address standards for all subject areas, including Science

G3.B1.S1 More deliberate emphasis on time for Science in all classrooms.

PD Opportunity 1

Training on and implementation of lessons using the Engineering Design Process

Facilitator

District Science Specialist, CRT, STEM Leaders (at each grade level)

Participants

All teachers

Schedule

Quarterly, from 8/24/2015 to 6/3/2016

G4. Round Lake Elementary will increase the writing proficiency of all students.

G4.B2 Time within teachers' contract day for specific, long-term training. Additionally, personnel resources to provide training.

G4.B2.S1 Addition of a Writing Coach to train and mentor teachers

PD Opportunity 1

Writing PLCs

Facilitator

Literacy Coach, Writing Coach

Participants

Grade Level PLC members

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Technical Assistance Items

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

G4. Round Lake Elementary will increase the writing proficiency of all students.

G4.B2 Time within teachers' contract day for specific, long-term training. Additionally, personnel resources to provide training.

G4.B2.S1 Addition of a Writing Coach to train and mentor teachers

PD Opportunity 1

Weekly/Biweekly collaborative planning meetings with grade level Writing Leader

Facilitator

Writing Coach

Participants

Grade level writing leaders

Schedule

Weekly, from 8/24/2015 to 6/3/2016

G4.B3 Teacher confidence in ability to teach writing.

G4.B3.S1 Collaborative planning with the Writing Coach to plan writing goals and instruction, create rubrics, and share student work (across content areas).

PD Opportunity 1

The Writing Coach will meet (biweekly or monthly) with collaborative grade level groups to plan instruction.

Facilitator

Writing Coach

Participants

Grade Levels

Schedule

Biweekly, from 8/24/2015 to 6/3/2016

Budget

Budget Data			
1	G1.B1.S1.A1	Invite the Omega Man bully prevention program to RLE so he can bring information and ideas to students and staff in regards to bully prevention/awareness.	\$0.00
2	G1.B1.S1.A2	Student Success Skill small groups	\$0.00
3	G2.B2.S1.A1	PBL training (district-based and in school-level PLCs)	\$0.00
4	G3.B1.S1.A1	Administrators will verify that Science is written into the regular classroom schedule at each grade level.	\$0.00
5	G3.B1.S1.A2	Teachers will collaborate to create Science lessons which address the State Standards, with an emphasis on vocabulary.	\$0.00
6	G3.B1.S1.A3	Training on and implementation of lessons using the Engineering Design Process	\$0.00
7	G4.B2.S1.A1	Weekly/Biweekly collaborative planning meetings with grade level Writing Leader	\$0.00
8	G4.B2.S1.A2	Writing PLCs	\$0.00
9	G4.B3.S1.A1	The Writing Coach will meet (biweekly or monthly) with collaborative grade level groups to plan instruction.	\$0.00
Total:			\$0.00