

Orange County Public Schools

Deerwood Elementary



2015-16 School Improvement Plan

Deerwood Elementary

1356 S ECONLOCKHATCHEE TRL, Orlando, FL 32825

www.ocps.net/lc/east/ede

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	59%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	59%

School Grades History

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

This plan is pending approval by the Orange 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>.

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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

To lead our students to success with the support and involvement of families and their communities

Provide the school's vision statement

To be the top producer of successful students in the nation

School Environment

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

Deerwood Elementary School faculty and staff believes that communication is the bridge between peoples of differing backgrounds and cultures. The school has systems and provides professional development to strengthen the bonds between all stakeholders. By creating systems of trust, relationships are built and as a result, the school can effectively focus on all children.

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

Maintaining and ensuring a safe environment is paramount to Deerwood's continued success. The school utilizes a core value system called "Mr. P-Body" designed to teach the core values of the school and promote a positive learning environment. The school also focuses on maintaining a safe environment when considering external concerns, such as severe weather or campus intruders. All systems are coordinated through and established with district's safety teams, such as Site Security and the East Area Office. These systems are monitored and updated continuously. Adults and school patrols are on duty throughout the campus during arrival and dismissal to ensure the safety of all students.

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

The OCPS Student Code of Conduct is the official document on which Deerwood monitors and governs student behavior on campus. The Code sets the standards and procedures for evaluating student discipline issues. The code is reviewed in the classrooms every nine weeks to ensure continued understanding. The school also utilizes a core value system called "Mr. P-Body" designed to teach the core values of the school and promote a positive learning environment. A reward system is established to recognize students, teachers, and classes who exhibit these core values such as pride, passion and positivity. Teachers are at the forefront of setting and implementing clear student behavioral expectations.

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

To meet the social-emotional needs of all students, Deerwood has on-site services through a program called Deerwood Cares. The program is led by the school's counselor and behavioral specialist. The program tailors responses to the individual needs of particular students and their

families. Support groups help with issues such as divorce, grief and loss, low self-esteem, poverty, anger management and depression. Counseling focuses on early and consistent intervention. The team brings together community support, professional counseling and active monitoring systems to assist students and their families. Students can be referred to Deerwood Cares by teachers, faculty members, families, nurses, etc. The counseling is private and takes place during non-academic times, such as lunch, specials, or after school.

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

Deerwood Elementary understands the connection between student attendance and student achievement. Simply put, students must be present to learn. For students who are not attending school on a consistent basis, the school initiates attendance conferences with the school staff, administration and the school's assigned social worker. Deerwood is uniquely blessed with the addition of a large number of students through its exceptional education cluster center. These students have high medical needs, and are often present less than the 90% threshold due to medical emergencies, appointments or procedures.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	11	10	9	7	5	4	46
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	21	10	20	23	20	24	118
Level 1 on statewide assessment	0	0	0	0	0	0	

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

Indicator	Grade Level						Total	
	K	1	2	3	4	5		
Students exhibiting two or more indicators		7	4	7	3	3	3	27

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

Deerwood grade level teams meet weekly in PLC meetings to focus on just student achievement. Teachers provide individual data to help the team formulate strategies to meet the needs of all students.

Teams provide administration with continuous progress monitoring, based on common grade-level assessments in both ELA and math, through weekly progress monitoring data sheets.

The following are strategies and resources provided by the school to enhance student achievement:

Parent-Teacher conferences

District Support -- Social Worker, School Psychologist, Minority Achievement Office (MAO)

Community resources; MAGIC officer

Intervention class daily (math and reading)

School-based instructional support teachers and paraprofessionals (reading and math)
"Boots on the Ground" -- UCF volunteers provided in-class tutoring and small group instruction during core academics
UCF Interns
Math Club before school
After School tutoring (Reading and Math)
Moby Max K-5 (Math/ELA)
USA Test Prep 3-5 (Math/ELA/Science)
Achieve 3000 3-5 (Reading)
iStation
Accelerated Reader
Multi-Tiered System of Support (MTSS) for academics and behavior

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

The parental involvement target for Deerwood Elementary School is to increase the number of parents who volunteer in the classroom.

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

Deerwood has an active PTA and strong parental and community involvement for fostering increased student achievement. Parents supervise the daily math club, assist in the media center and cafeteria and tutor students in class and after school. The school is a 5-star school for its high level of volunteerism.

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
Serianni, Anthony	Principal
Daniello, Chistina	Other
LoTurco, Rebecca	Guidance Counselor
Pagan, Mary	Instructional Coach
Speir, Chana	Instructional Media
West, Mary	Instructional Coach
Djak, Nikki	Dean
Pollard, Sara	Instructional Coach

Duties

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

Principal- Monitors student progress on School Improvement Plan goals. Provides a common vision for the use of data-based decision making and ensures the school based team is implementing MTSS. Conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, guarantees adequate professional development to support MTSS implementation and communication with parents regarding school-based MTSS plans and activities. Coaches- (Instructional, Reading, Math, and Science) Develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/ behavior assessment and intervention approaches.

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

Our MTSS team meets every Tuesday. During these meetings, the focus is identifying and meeting the needs of struggling learners through appropriate and structured interventions. The team reviews student performance data on assessments and identifies students who are meeting/exceeding benchmarks, or who are at moderate/high risk for not meeting benchmarks standards (Tier 1, 2 and 3). The team reviews progress monitoring and classroom level data to determine if the intensity and duration of the interventions in place need to change. They make recommendations to the regular education and support teachers that provide instruction to the student. In addition, the team has provided professional development and will continue ongoing professional development to ensure teachers fully understand the MTSS process and the direct correlation to student achievement. Selected members of the MTSS team are a part of the SAC (School Advisory Council) where they help develop goals and monitor student progress relevant to the goals defined in the SIP.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Anthony Serianni	Principal
Mary Ellen West	Teacher
David Bynum	Business/Community
Pam Yates	Parent
Maggie Bermudez	Education Support Employee
Chris Robinson	Parent
Chana Speir	Teacher
Bettina Reynolds	Teacher
Meredith Koontz	Parent
Judy Bynum	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

Data is not available to determine whether or not the school was successful in meeting the goals from the 2014-2015 School Improvement Plan. However, steps were taken to ensure that all of the strategies mentioned in the plan were implemented at the school and progress monitoring data indicated that the school was on track to meet its goal of 77% scoring level 3 or above in reading. The SAC team reviewed the SIP to identify areas that might be critical for success in 2015-2016, with a cost-analysis of programs implemented by the school. This analysis was used to determine if programs would be reenacted in the upcoming year or replaced (if necessary) with cost-effective programs and strategies.

Development of this school improvement plan

At our first SAC meeting in September of this school year, the SAC committee reviewed the 2014 state assessment and benchmark data. Based on that data, we developed our school improvement goals for the year.

Preparation of the school's annual budget and plan

The Budget Advisory team met with the principal as he prepared the school's budget for the 2015-2016 school year.

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

N/A

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
Serianni, Anthony	Principal
Pagan, Mary	Instructional Coach
Speir, Chana	Instructional Media
West, Mary	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

A major initiative will be the successful implementation of Achieve 3000, Moby Max, iStation and Accelerated Reader as instructional support programs. Another major initiative will be continued professional development on the Florida State Standards as a way to strengthen our core instruction. The school will also participate in Battle of the Books and promote reading Sunshine State and Florida Reading Association books by having a school contest.

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

The school encourages collaboration by its implementation of a PLC system. Teachers belong to at least two PLCs. The first PLCs are the grade level PLCs. These PLCs meet weekly to focus on planning and instruction. The PLCs build common assessments, work with instructional coaches to formulate targeted lesson and unit plans and discuss intervention strategies for struggling students. The second group of PLCs are subject area PLCs. Reading, Math, Science and Writing PLCs meet monthly to deconstruct standards, align themselves vertically, and participate in professional development to be shared with grade level PLCs.

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

The school encourages staff members to network with colleagues to recruit highly qualified teachers. Deerwood also provides ongoing professional development and coaching opportunities at both the school and district level. In addition, we have a partnership with the University of Central Florida's Urban Minority program where students intern and tutor at Deerwood. At the end of the school term, the teacher candidates are fully prepared to be effective teachers at the school, if a position is available. The people responsible are the principal and instructional coaches.

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

We have three second-year teachers this school year, and no first year teachers. The teachers have been assigned an experienced grade level mentor with evidence of achieving high standards on the FSA and formative assessments. Mentor and mentee will work together during their grade level professional learning communities (PLCs) daily/weekly. Mentor/mentee checkpoint meetings will be used to discuss areas of need and progress in completion of teacher induction program components.

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

Deerwood's faculty and staff implement OCPS approved resources and measurement topic plans (MTPs). The MTPs are aligned to Florida State Standards. The school also utilizes the district lesson plan template in coordination with the MTPs. School professional development is offered to school faculty and staff to encourage 21st century best practices in Math, ELA, and Science. Administration coordinate and monitor the use of appropriate instructional materials in the classroom.

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

It is the school's expectation that teachers use progress monitoring through summative and formative assessments to establish a student's level of mastery. This is the basis for small group instruction, intervention groups and push-in support. The intervention is conducted during a formal class period, for at least a half hour. Teachers also supplement with morning/after school tutoring. Finally, the push-in support is either instructional support teachers, para-professionals or UCF tutors (Boots on the Ground).

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: 1,104

Level 1 and Level 2 reading and math students will be provided with before/after school tutoring. Morning/After school tutoring will take place 1 day a week in 30 minute sessions. The instruction will be based on the diagnostic assessment each student will take using Moby Max for math and Achieve 3000 for reading. The Moby Max and Achieve 3000 systems will provide tutors with specific areas of strength and weakness so they can group students for instruction and target skill deficits.

Strategy Rationale

The students are given an opportunity to continue learning in a smaller environment with more one-on-one instruction. The use of computer programs helps to motivate learning with technology.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Pollard, Sara, sara.pollard@ocps.net

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

Teachers will use Moby Max and Achieve 3000 to diagnose reading and math for every student involved in tutoring. The students will be progress monitored weekly using the Moby Max and Achieve 3000 system. The progress monitoring data will be graphed and reported to school administration. Progress monitoring data using Moby Max and Achieve 3000 will be utilized to help teachers plan instruction.

Strategy: Before School Program

Minutes added to school year: 1,000

Math Club -- students use computer programs to earn points to qualify for prizes

Strategy Rationale

The club's friendly environment promotes math skill acquisition, especially basic math facts

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Pollard, Sara, sara.pollard@ocps.net

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

Data will be tabulated within the computer program Moby Max. Teachers will monitor student growth using formative and summative assessments.

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

Prekindergarten students are given the opportunity to visit kindergarten classrooms near the end of the school year. The prekindergarten teacher collaborates with kindergarten teachers to enhance instruction and ensure that the prekindergarten curriculum is aligned with and complements the kindergarten curriculum.

Fifth grade students will visit Liberty Middle School at least twice this year and are on a block schedule to prepare them for the transition to middle school.

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

Deerwood participates in various programs to expose students to different careers and college choices such as Teach-In and Partners in Education. Spirit Day in which students and faculty are encouraged to wear college gear is another way exposure to college and university options are integrated into the elementary school. Students are also exposed to college and career choices through the available field trips taken at each grade level.

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

Career and technology information is supported by Deerwood Elementary through the iC3 Spark program which supports 4th and 5th grade students in their effort to earn the Digital Tools Certificate in the areas of word processing, spreadsheets, and digital presentations. In addition to this,

Deerwood also utilizes the Project Lead the Way elementary STEM curriculum to help teachers incorporate relevant and meaningful STEM activities during science time.

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

The school uses HERO binders (Have Everything Ready and Organized) to better equip the students with the necessary organizational tools and strategies needed to succeed in the post-secondary world. HERO binders give teachers a unique tool to provide direct instruction in personal organization and responsibility through the general curriculum. Also, students in the gifted program have the opportunity to enroll in online classes, replicating the rigor they could be expected to encounter while taking online classes in college.

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

HERO binders provide the opportunity for direct instruction of organizational skills and personal responsibility that will serve as the foundation for future success in the post-secondary world. Students who need assistance in increasing proficiency in reading and math are eligible for tutoring which supports one of the indicators for the High School Feedback Report.

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:

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.** Teachers and administrators will collaborate and reflect through PLCs to plan for and implement lessons that fully address the intent of the grade level Florida Standards thus causing an increase in student achievement. (Division Priority: Invest in Human Capital)

- G2.** Teachers and administrators will utilize standards-based instruction to increase student achievement in student subgroups. (Division Priority: Accelerate Student Performance)

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. Teachers and administrators will collaborate and reflect through PLCs to plan for and implement lessons that fully address the intent of the grade level Florida Standards thus causing an increase in student achievement. (Division Priority: Invest in Human Capital) 1a

G072643

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	82.0
AMO Math - All Students	83.0
FCAT 2.0 Science Proficiency	72.0

Resources Available to Support the Goal 2

- Test item specifications
- Grade level coaches
- Supplemental resources (Achieve 3000, Moby Max, etc.)
- Professional development on new resources
- Ability based improvement block
- Professional development on lesson planning and assessment writing

Targeted Barriers to Achieving the Goal 3

- Teacher awareness of grade-appropriate rigor
- Variance in student readiness
- Teachers lack an appropriate structure for collaborative planning

Plan to Monitor Progress Toward G1. 8

Student progress data in both reading and math as well as student use data in both reading and math.

Person Responsible

Chana Speir

Schedule

Weekly, from 9/9/2015 to 6/10/2016

Evidence of Completion

Student data will indicate appropriate usage and increased proficiency in both reading and math.

G2. Teachers and administrators will utilize standards-based instruction to increase student achievement in student subgroups. (Division Priority: Accelerate Student Performance) 1a

G072644

Targets Supported 1b

Indicator	Annual Target
AMO Reading - SWD	67.0
AMO Math - SWD	66.0
FCAT 2.0 Science Proficiency	72.0

Resources Available to Support the Goal 2

- Experience instructional coaches
- UCF college of education volunteers
- Professional development on data disaggregation and analysis
- Supplemental resources to help identify gaps in readiness

Targeted Barriers to Achieving the Goal 3

- Teachers lack experience planning for varied student readiness
- Lack of time to work with struggling students on an individual basis

Plan to Monitor Progress Toward G2. 8

Student progress monitoring data in both reading and math from both formative and summative assessments.

Person Responsible

Chana Speir

Schedule

Weekly, from 9/9/2015 to 6/10/2016

Evidence of Completion

Student progress monitoring data shows an increase in proficiency in both reading and math.

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. Teachers and administrators will collaborate and reflect through PLCs to plan for and implement lessons that fully address the intent of the grade level Florida Standards thus causing an increase in student achievement. (Division Priority: Invest in Human Capital) **1**

 G072643

G1.B1 Teacher awareness of grade-appropriate rigor **2**

 B189559

G1.B1.S1 Teachers provided with professional development regarding the depth of the standard, deconstruction of standards, and accessing resources. (Division Priority: Invest in Human Capital) **4**

 S200879

Strategy Rationale

By applying this strategy, teachers are provided with and trained on the resources needed for effective, standards-based lesson planning.

Action Step 1 **5**

Assess the needs of individual teachers/PLCs with regard to deconstructing standards and accessing available resources.

Person Responsible

Anthony Serianni

Schedule

Monthly, from 8/17/2015 to 6/10/2016

Evidence of Completion

Grade level reports from team leaders and resource liaisons

Action Step 2 5

Provide differentiated professional development on deconstructing standards and resource mining.

Person Responsible

Anthony Serianni

Schedule

Monthly, from 8/26/2015 to 6/10/2016

Evidence of Completion

Teacher sign-in sheet

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

Professional development schedule and teacher sign-in sheets

Person Responsible

Anthony Serianni

Schedule

Monthly, from 8/26/2015 to 6/10/2016

Evidence of Completion

Teacher sign-in sheets and copies of presentation materials

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

Teachers will be observed to ensure that learning goals and activities are at the appropriate level of rigor.

Person Responsible

Anthony Serianni

Schedule

Daily, from 9/8/2015 to 6/10/2016

Evidence of Completion

Student activities match the rigor of the standards and the learning goals

G1.B1.S2 Teachers utilize standards-based instructional scales which identify student evidences at each level. Teachers then reflect on the effectiveness of those resources based on student achievement on formative assessments. (Division Priority: Provide empowering environments) 4

 S200880

Strategy Rationale

Teachers are actively analyzing the appropriateness of their planning based on student achievement data.

Action Step 1 5

Train teachers on developing standards-based scales with student evidence.

Person Responsible

Anthony Serianni

Schedule

On 8/26/2015

Evidence of Completion

Teacher sign-in sheet

Action Step 2 5

Teachers utilize information gathered from scales to make instructional decisions

Person Responsible

Anthony Serianni

Schedule

Weekly, from 8/26/2015 to 6/10/2016

Evidence of Completion

Updated focus calendars and lesson plans

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Lesson plans with scales posted to SharePoint

Person Responsible

Anthony Serianni

Schedule

Weekly, from 8/26/2015 to 6/10/2016

Evidence of Completion

Lesson plans with scales

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Teacher observations; scales being utilized in the classroom

Person Responsible

Anthony Serianni

Schedule

Daily, from 9/8/2015 to 6/10/2016

Evidence of Completion

Lesson plans with scales, students tracking progress and collecting evidence using scales, teachers amending lesson plans based on student progress

G1.B2 Variance in student readiness **2**

 B189560

G1.B2.S1 Grade level teams utilize flexible groupings and differentiated instruction during the designated Improvement Block (intervention period) based on formative assessment results in both reading and math. (Division Priority: Accelerate student performance) **4**

 S200881

Strategy Rationale

Using this system, teachers can better meet the individual needs of all students.

Action Step 1 **5**

Develop and implement standards-based formative assessments.

Person Responsible

Anthony Serianni

Schedule

Every 3 Weeks, from 9/11/2015 to 6/10/2016

Evidence of Completion

Formative assessments and student data based on those assessments

Action Step 2 **5**

Use data to create groups of students with like needs for intervention/enrichment.

Person Responsible

Anthony Serianni

Schedule

Every 3 Weeks, from 9/11/2015 to 6/10/2016

Evidence of Completion

Data tracking sheets; appropriate groups; planned interventions/enrichments

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

Weekly data meetings

Person Responsible

Anthony Serianni

Schedule

Weekly, from 9/2/2015 to 6/10/2016

Evidence of Completion

Class data forms, updated focus calendars, flexible group rosters

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

Tracking re-assessment data

Person Responsible

Anthony Serianni

Schedule

Every 3 Weeks, from 9/11/2015 to 6/10/2016

Evidence of Completion

Increased student achievement on the re-assessment

G1.B2.S2 Teachers will utilize diagnostic-based computer resources such as Achieve 3000 and Moby Max to diagnose student deficiencies, prescribe appropriate interventions, and differentiate instruction. (Division Priority: Narrow achievement gaps) 4

 S200882

Strategy Rationale

The computer programs will allow teachers to clearly identify student need and assign specific interventions to individual students for support.

Action Step 1 5

Purchase school rights to computer programs (Achieve 3000, USA Test Prep, and Moby Max).

Person Responsible

Anthony Serianni

Schedule

Evidence of Completion

Items purchased and school has access

Action Step 2 5

Train teachers on accessing and utilizing the computer programs.

Person Responsible

Anthony Serianni

Schedule

Weekly, from 8/19/2015 to 9/2/2015

Evidence of Completion

Teachers have access and are able to utilize the programs for instruction.

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Data will be pulled from the computer programs on a weekly basis to monitor use and student progress.

Person Responsible

Chana Speir

Schedule

Weekly, from 9/9/2015 to 6/10/2016

Evidence of Completion

Student data is gathered on a weekly basis and teachers are observed utilizing the programs during observations.

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Data meetings in which student progress and use will be monitored and held on a weekly basis.

Person Responsible

Chana Speir

Schedule

Weekly, from 9/9/2015 to 6/10/2016

Evidence of Completion

Student data shows an increase in proficiency in both math and reading.

G1.B3 Teachers lack an appropriate structure for collaborative planning **2**

 B189561

G1.B3.S1 Grade-level PLCs will be assigned an Instructional Coach as a resource liaison to assist in the collaborative planning process. (Division Priority: Provide empowering environments) **4**

 S200883

Strategy Rationale

The coaches will help guide the PLCs through the planning process and facilitate lesson planning, assessment writing, and data analysis.

Action Step 1 **5**

Designate instructional coach for each grade level

Person Responsible

Anthony Serianni

Schedule

Evidence of Completion

Leadership roles and responsibilities document

Action Step 2 **5**

Liaisons meet with PLCs weekly to facilitate collaborative planning

Person Responsible

Anthony Serianni

Schedule

Weekly, from 8/26/2015 to 6/10/2016

Evidence of Completion

PLC meeting forms, lesson plan feedback

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

PLC meeting forms and lesson plan feedback on SharePoint

Person Responsible

Anthony Serianni

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Lesson plan feedback and PLC meeting forms

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Teacher observations; standards-based lesson plans

Person Responsible

Anthony Serianni

Schedule

Weekly, from 9/8/2015 to 6/10/2016

Evidence of Completion

Increased student achievement on formative and summative assessments

G1.B3.S2 Grade-level PLCs will meet three times a week to plan lessons, analyze student data, and reflect on instructional practices. (Division Priority: Invest in Human Capital) 4

 S200884

Strategy Rationale

This strategy will provide the structure needed to embed this practice into our school culture.

Action Step 1 5

Principal will assign grade-level team leaders.

Person Responsible

Anthony Serianni

Schedule

Evidence of Completion

Team leader list

Action Step 2 5

Principal will submit meeting expectation to team leaders.

Person Responsible

Anthony Serianni

Schedule

Evidence of Completion

PLC Schedule

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

PLC liaisons will report back to the principal with meeting notes.

Person Responsible

Mary West

Schedule

Weekly, from 9/2/2015 to 6/10/2016

Evidence of Completion

Meeting notes, lesson plans, and common assessments from 3 meetings each week

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Team liaisons will meet with PLCs each week and support the needs of the teams.

Person Responsible

Mary West

Schedule

Weekly, from 9/2/2015 to 6/10/2016

Evidence of Completion

Team liaisons will report back to principal after each weeks meetings. Team leaders will report to principal to ensure all needs are met.

G2. Teachers and administrators will utilize standards-based instruction to increase student achievement in student subgroups. (Division Priority: Accelerate Student Performance) 1

 G072644

G2.B1 Teachers lack experience planning for varied student readiness 2

 B189566

G2.B1.S1 Teachers will receive ongoing professional development on deconstructing standards coupled with support from Instructional Coaches during PLCs. (Division Priority: Invest in Human Capital) 4

 S200885

Strategy Rationale

Coaches are trained in the deconstruction process and will facilitate planning during PLC meetings.

Action Step 1 5

Assess the needs of individual teachers/PLCs with regard to deconstructing standards and accessing available resources.

Person Responsible

Anthony Serianni

Schedule

Monthly, from 8/17/2015 to 6/10/2016

Evidence of Completion

Grade level reports from team leaders and resource liaisons

Action Step 2 5

Assign Instructional Coaches to each PLC

Person Responsible

Anthony Serianni

Schedule

Evidence of Completion

Leadership roles and responsibilities document

Action Step 3 5

Develop and implement professional developments based on needs of individual teachers/PLCs

Person Responsible

Anthony Serianni

Schedule

Monthly, from 9/2/2015 to 6/10/2016

Evidence of Completion

PLC planning forms, lesson plans, professional development sign-in sheets

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

PLC meeting forms, lesson plans, sign-in sheets

Person Responsible

Anthony Serianni

Schedule

Weekly, from 8/26/2015 to 6/10/2016

Evidence of Completion

PLC meeting forms, lesson plans, sign-in sheets

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

Teacher observations, standards-based lessons and lesson plans, rigor-appropriate assessments

Person Responsible

Anthony Serianni

Schedule

Weekly, from 9/8/2015 to 6/10/2016

Evidence of Completion

Increase student achievement on formative and summative assessments

G2.B1.S2 Teachers will be trained in disaggregating student data to identify needs of specific subgroups and adjust instruction as needed. (Division Priority: Narrow achievement gaps) 4

 S200886

Strategy Rationale

This will help teachers better understand and address the needs of all students.

Action Step 1 5

Provide professional development on disaggregating data

Person Responsible

Anthony Serianni

Schedule

Evidence of Completion

Teacher sign-in

Action Step 2 5

Monitor teacher utilization of this strategy in weekly data meetings

Person Responsible

Anthony Serianni

Schedule

Weekly, from 9/2/2015 to 6/8/2016

Evidence of Completion

Teachers will bring appropriate data to meetings each week.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Teacher sign-in sheets, presentation materials

Person Responsible

Anthony Serianni

Schedule

Evidence of Completion

Teacher sign-in sheet, presentation materials

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Weekly data meetings

Person Responsible

Anthony Serianni

Schedule

Weekly, from 9/30/2015 to 6/10/2016

Evidence of Completion

Increased student achievement on formative and summative assessments

G2.B2 Lack of time to work with struggling students on an individual basis **2**

 B189567

G2.B2.S1 Teachers will utilize flexible groups based on formative assessment data during the Improvement Block. (Division Priority: Narrow achievement gaps) **4**

 S200887

Strategy Rationale

This strategy will pool students with the greatest need and allow for more effective push-ins and individualized instruction.

Action Step 1 **5**

Develop and implement standards-based formative assessments using computer-based and traditional resources.

Person Responsible

Anthony Serianni

Schedule

Every 3 Weeks, from 9/11/2015 to 6/10/2016

Evidence of Completion

Formative assessments and student data based on those assessments

Action Step 2 **5**

Use data to create groups of students with like needs for intervention/enrichment

Person Responsible

Anthony Serianni

Schedule

Every 3 Weeks, from 9/11/2015 to 6/10/2016

Evidence of Completion

Data tracking sheets; appropriate groups; planned interventions/enrichments

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

Weekly data meetings

Person Responsible

Anthony Serianni

Schedule

Weekly, from 9/2/2015 to 6/10/2016

Evidence of Completion

Class data forms, updated focus calendars, flexible group rosters

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

Track re-assessment data

Person Responsible

Anthony Serianni

Schedule

Weekly, from 9/16/2015 to 6/10/2016

Evidence of Completion

Increased student achievement on the re-assessment

G2.B2.S2 School will continue the "Boots on the Ground" program with UCF which will provide additional student interns and volunteers to assist teachers.(Division Priority: Accelerate student performance) 4

 S200888

Strategy Rationale

The more adult volunteers and educators on campus, the more teachers will be able to work with small groups and individual students.

Action Step 1 5

Principal will reach out to the UCF professors who oversee the Boots on the Ground program.

Person Responsible

Anthony Serianni

Schedule

Evidence of Completion

Emails, correspondence between principal and professors.

Action Step 2 5

Principal will meet with students at UCF to recruit volunteers.

Person Responsible

Anthony Serianni

Schedule

Evidence of Completion

Volunteer applications

Action Step 3 5

UCF students will register as district volunteers and come to our school to provide support.

Person Responsible

Chana Speir

Schedule

Daily, from 9/1/2015 to 6/10/2016

Evidence of Completion

Volunteer logs

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

School will coordinate with UCF professor to track student hours.

Person Responsible

Chana Speir

Schedule

Weekly, from 9/1/2015 to 6/10/2016

Evidence of Completion

Weekly volunteer hours are tracked

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

UCF students are observed assisting teachers and students in the classroom and receive training on effective instructional techniques.

Person Responsible

Chana Speir

Schedule

Daily, from 9/1/2015 to 6/10/2016

Evidence of Completion

Teacher feedback indicates that the presence of the UCF students is helping with instruction.

Appendix 1: Implementation Timeline

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

Orange - 1601 - Deerwood Elementary - 2015-16 SIP
Deerwood Elementary

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	Assess the needs of individual teachers/PLCs with regard to deconstructing standards and accessing available resources.	Serianni, Anthony	8/17/2015	Grade level reports from team leaders and resource liaisons	6/10/2016 monthly
G1.B1.S2.A1	Train teachers on developing standards-based scales with student evidence.	Serianni, Anthony	8/26/2015	Teacher sign-in sheet	8/26/2015 one-time
G1.B2.S1.A1	Develop and implement standards-based formative assessments.	Serianni, Anthony	9/11/2015	Formative assessments and student data based on those assessments	6/10/2016 every-3-weeks
G1.B2.S2.A1	Purchase school rights to computer programs (Achieve 3000, USA Test Prep, and Moby Max).	Serianni, Anthony	8/10/2015	Items purchased and school has access	one-time
G1.B3.S1.A1	Designate instructional coach for each grade level	Serianni, Anthony	8/17/2015	Leadership roles and responsibilities document	one-time
G1.B3.S2.A1	Principal will assign grade-level team leaders.	Serianni, Anthony	8/17/2015	Team leader list	one-time
G2.B1.S1.A1	Assess the needs of individual teachers/PLCs with regard to deconstructing standards and accessing available resources.	Serianni, Anthony	8/17/2015	Grade level reports from team leaders and resource liaisons	6/10/2016 monthly
G2.B1.S2.A1	Provide professional development on disaggregating data	Serianni, Anthony	9/23/2015	Teacher sign-in	one-time
G2.B2.S1.A1	Develop and implement standards-based formative assessments using computer-based and traditional resources.	Serianni, Anthony	9/11/2015	Formative assessments and student data based on those assessments	6/10/2016 every-3-weeks
G2.B2.S2.A1	Principal will reach out to the UCF professors who oversee the Boots on the Ground program.	Serianni, Anthony	8/11/2015	Emails, correspondence between principal and professors.	one-time
G1.B1.S1.A2	Provide differentiated professional development on deconstructing standards and resource mining.	Serianni, Anthony	8/26/2015	Teacher sign-in sheet	6/10/2016 monthly
G1.B1.S2.A2	Teachers utilize information gathered from scales to make instructional decisions	Serianni, Anthony	8/26/2015	Updated focus calendars and lesson plans	6/10/2016 weekly
G1.B2.S1.A2	Use data to create groups of students with like needs for intervention/enrichment.	Serianni, Anthony	9/11/2015	Data tracking sheets; appropriate groups; planned interventions/enrichments	6/10/2016 every-3-weeks
G1.B2.S2.A2	Train teachers on accessing and utilizing the computer programs.	Serianni, Anthony	8/19/2015	Teachers have access and are able to utilize the programs for instruction.	9/2/2015 weekly
G1.B3.S1.A2	Liaisons meet with PLCs weekly to facilitate collaborative planning	Serianni, Anthony	8/26/2015	PLC meeting forms, lesson plan feedback	6/10/2016 weekly
G1.B3.S2.A2	Principal will submit meeting expectation to team leaders.	Serianni, Anthony	8/17/2015	PLC Schedule	one-time
G2.B1.S1.A2	Assign Instructional Coaches to each PLC	Serianni, Anthony	8/17/2015	Leadership roles and responsibilities document	one-time
G2.B1.S2.A2	Monitor teacher utilization of this strategy in weekly data meetings	Serianni, Anthony	9/2/2015	Teachers will bring appropriate data to meetings each week.	6/8/2016 weekly
G2.B2.S1.A2	Use data to create groups of students with like needs for intervention/enrichment	Serianni, Anthony	9/11/2015	Data tracking sheets; appropriate groups; planned interventions/enrichments	6/10/2016 every-3-weeks
G2.B2.S2.A2	Principal will meet with students at UCF to recruit volunteers.	Serianni, Anthony	9/1/2015	Volunteer applications	one-time
G2.B1.S1.A3	Develop and implement professional developments based on needs of individual teachers/PLCs	Serianni, Anthony	9/2/2015	PLC planning forms, lesson plans, professional development sign-in sheets	6/10/2016 monthly
G2.B2.S2.A3	UCF students will register as district volunteers and come to our school to provide support.	Speir, Chana	9/1/2015	Volunteer logs	6/10/2016 daily

Orange - 1601 - Deerwood Elementary - 2015-16 SIP
Deerwood Elementary

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.MA1	Student progress data in both reading and math as well as student use data in both reading and math.	Speir, Chana	9/9/2015	Student data will indicate appropriate usage and increased proficiency in both reading and math.	6/10/2016 weekly
G1.B1.S1.MA1	Teachers will be observed to ensure that learning goals and activities are at the appropriate level of rigor.	Serianni, Anthony	9/8/2015	Student activities match the rigor of the standards and the learning goals	6/10/2016 daily
G1.B1.S1.MA1	Professional development schedule and teacher sign-in sheets	Serianni, Anthony	8/26/2015	Teacher sign-in sheets and copies of presentation materials	6/10/2016 monthly
G1.B2.S1.MA1	Tracking re-assessment data	Serianni, Anthony	9/11/2015	Increased student achievement on the re-assessment	6/10/2016 every-3-weeks
G1.B2.S1.MA1	Weekly data meetings	Serianni, Anthony	9/2/2015	Class data forms, updated focus calendars, flexible group rosters	6/10/2016 weekly
G1.B3.S1.MA1	Teacher observations; standards-based lesson plans	Serianni, Anthony	9/8/2015	Increased student achievement on formative and summative assessments	6/10/2016 weekly
G1.B3.S1.MA1	PLC meeting forms and lesson plan feedback on SharePoint	Serianni, Anthony	8/24/2015	Lesson plan feedback and PLC meeting forms	6/10/2016 weekly
G1.B1.S2.MA1	Teacher observations; scales being utilized in the classroom	Serianni, Anthony	9/8/2015	Lesson plans with scales, students tracking progress and collecting evidence using scales, teachers amending lesson plans based on student progress	6/10/2016 daily
G1.B1.S2.MA1	Lesson plans with scales posted to SharePoint	Serianni, Anthony	8/26/2015	Lesson plans with scales	6/10/2016 weekly
G1.B2.S2.MA1	Data meetings in which student progress and use will be monitored and held on a weekly basis.	Speir, Chana	9/9/2015	Student data shows an increase in proficiency in both math and reading.	6/10/2016 weekly
G1.B2.S2.MA1	Data will be pulled from the computer programs on a weekly basis to monitor use and student progress.	Speir, Chana	9/9/2015	Student data is gathered on a weekly basis and teachers are observed utilizing the programs during observations.	6/10/2016 weekly
G1.B3.S2.MA1	Team liaisons will meet with PLCs each week and support the needs of the teams.	West, Mary	9/2/2015	Team liaisons will report back to principal after each weeks meetings. Team leaders will report to principal to ensure all needs are met.	6/10/2016 weekly
G1.B3.S2.MA1	PLC liaisons will report back to the principal with meeting notes.	West, Mary	9/2/2015	Meeting notes, lesson plans, and common assessments from 3 meetings each week	6/10/2016 weekly
G2.MA1	Student progress monitoring data in both reading and math from both formative and summative assessments.	Speir, Chana	9/9/2015	Student progress monitoring data shows an increase in proficiency in both reading and math.	6/10/2016 weekly
G2.B1.S1.MA1	Teacher observations, standards-based lessons and lesson plans, rigor-appropriate assessments	Serianni, Anthony	9/8/2015	Increase student achievement on formative and summative assessments	6/10/2016 weekly
G2.B1.S1.MA1	PLC meeting forms, lesson plans, sign-in sheets	Serianni, Anthony	8/26/2015	PLC meeting forms, lesson plans, sign-in sheets	6/10/2016 weekly
G2.B2.S1.MA1	Track re-assessment data	Serianni, Anthony	9/16/2015	Increased student achievement on the re-assessment	6/10/2016 weekly
G2.B2.S1.MA1	Weekly data meetings	Serianni, Anthony	9/2/2015	Class data forms, updated focus calendars, flexible group rosters	6/10/2016 weekly
G2.B1.S2.MA1	Weekly data meetings	Serianni, Anthony	9/30/2015	Increased student achievement on formative and summative assessments	6/10/2016 weekly
G2.B1.S2.MA1	Teacher sign-in sheets, presentation materials	Serianni, Anthony	9/23/2015	Teacher sign-in sheet, presentation materials	one-time
G2.B2.S2.MA1	UCF students are observed assisting teachers and students in the classroom and receive training on effective instructional techniques.	Speir, Chana	9/1/2015	Teacher feedback indicates that the presence of the UCF students is helping with instruction.	6/10/2016 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B2.S2.MA1	School will coordinate with UCF professor to track student hours.	Speir, Chana	9/1/2015	Weekly volunteer hours are tracked	6/10/2016 weekly

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. Teachers and administrators will collaborate and reflect through PLCs to plan for and implement lessons that fully address the intent of the grade level Florida Standards thus causing an increase in student achievement. (Division Priority: Invest in Human Capital)

G1.B1 Teacher awareness of grade-appropriate rigor

G1.B1.S1 Teachers provided with professional development regarding the depth of the standard, deconstruction of standards, and accessing resources. (Division Priority: Invest in Human Capital)

PD Opportunity 1

Provide differentiated professional development on deconstructing standards and resource mining.

Facilitator

Mary Ellen West

Participants

Teachers

Schedule

Monthly, from 8/26/2015 to 6/10/2016

G1.B1.S2 Teachers utilize standards-based instructional scales which identify student evidences at each level. Teachers then reflect on the effectiveness of those resources based on student achievement on formative assessments. (Division Priority: Provide empowering environments)

PD Opportunity 1

Train teachers on developing standards-based scales with student evidence.

Facilitator

Anthony Serianni

Participants

Teachers

Schedule

On 8/26/2015

G2. Teachers and administrators will utilize standards-based instruction to increase student achievement in student subgroups. (Division Priority: Accelerate Student Performance)

G2.B1 Teachers lack experience planning for varied student readiness

G2.B1.S1 Teachers will receive ongoing professional development on deconstructing standards coupled with support from Instructional Coaches during PLCs. (Division Priority: Invest in Human Capital)

PD Opportunity 1

Develop and implement professional developments based on needs of individual teachers/PLCs

Facilitator

Instructional coaches

Participants

teachers

Schedule

Monthly, from 9/2/2015 to 6/10/2016

G2.B1.S2 Teachers will be trained in disaggregating student data to identify needs of specific subgroups and adjust instruction as needed. (Division Priority: Narrow achievement gaps)

PD Opportunity 1

Provide professional development on disaggregating data

Facilitator

Anthony Serianni

Participants

Teachers

Schedule

Technical Assistance Items

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

G1. Teachers and administrators will collaborate and reflect through PLCs to plan for and implement lessons that fully address the intent of the grade level Florida Standards thus causing an increase in student achievement. (Division Priority: Invest in Human Capital)

G1.B2 Variance in student readiness

G1.B2.S2 Teachers will utilize diagnostic-based computer resources such as Achieve 3000 and Moby Max to diagnose student deficiencies, prescribe appropriate interventions, and differentiate instruction. (Division Priority: Narrow achievement gaps)

PD Opportunity 1

Train teachers on accessing and utilizing the computer programs.

Facilitator

Trainers from the companies who provide the programs

Participants

Teachers/administrators

Schedule

Weekly, from 8/19/2015 to 9/2/2015

G2. Teachers and administrators will utilize standards-based instruction to increase student achievement in student subgroups. (Division Priority: Accelerate Student Performance)

G2.B2 Lack of time to work with struggling students on an individual basis

G2.B2.S1 Teachers will utilize flexible groups based on formative assessment data during the Improvement Block. (Division Priority: Narrow achievement gaps)

PD Opportunity 1

Develop and implement standards-based formative assessments using computer-based and traditional resources.

Facilitator

Instructional Coaches

Participants

teachers

Schedule

Every 3 Weeks, from 9/11/2015 to 6/10/2016

Budget

Budget Data

1	G1.B1.S1.A1	Assess the needs of individual teachers/PLCs with regard to deconstructing standards and accessing available resources.	\$0.00
2	G1.B1.S1.A2	Provide differentiated professional development on deconstructing standards and resource mining.	\$0.00
3	G1.B1.S2.A1	Train teachers on developing standards-based scales with student evidence.	\$0.00
4	G1.B1.S2.A2	Teachers utilize information gathered from scales to make instructional decisions	\$0.00
5	G1.B2.S1.A1	Develop and implement standards-based formative assessments.	\$0.00
6	G1.B2.S1.A2	Use data to create groups of students with like needs for intervention/enrichment.	\$0.00
7	G1.B2.S2.A1	Purchase school rights to computer programs (Achieve 3000, USA Test Prep, and Moby Max).	\$11,799.00

Function	Object	Budget Focus	Funding Source	FTE	2015-16
1100		1601 - Deerwood Elementary	General Fund		\$11,799.00

Notes: Achieve 3000 cost \$8700 Moby Max cost \$699 USA Test Prep cost \$2400 This cost also includes teacher training and supports G1.B2.S2.A2

Budget Data			
8	G1.B2.S2.A2	Train teachers on accessing and utilizing the computer programs.	\$0.00
9	G1.B3.S1.A1	Designate instructional coach for each grade level	\$0.00
10	G1.B3.S1.A2	Liaisons meet with PLCs weekly to facilitate collaborative planning	\$0.00
11	G1.B3.S2.A1	Principal will assign grade-level team leaders.	\$0.00
12	G1.B3.S2.A2	Principal will submit meeting expectation to team leaders.	\$0.00
13	G2.B1.S1.A1	Assess the needs of individual teachers/PLCs with regard to deconstructing standards and accessing available resources.	\$0.00
14	G2.B1.S1.A2	Assign Instructional Coaches to each PLC	\$0.00
15	G2.B1.S1.A3	Develop and implement professional developments based on needs of individual teachers/PLCs	\$0.00
16	G2.B1.S2.A1	Provide professional development on disaggregating data	\$0.00
17	G2.B1.S2.A2	Monitor teacher utilization of this strategy in weekly data meetings	\$0.00
18	G2.B2.S1.A1	Develop and implement standards-based formative assessments using computer-based and traditional resources.	\$0.00
19	G2.B2.S1.A2	Use data to create groups of students with like needs for intervention/enrichment	\$0.00
20	G2.B2.S2.A1	Principal will reach out to the UCF professors who oversee the Boots on the Ground program.	\$0.00
21	G2.B2.S2.A2	Principal will meet with students at UCF to recruit volunteers.	\$0.00
22	G2.B2.S2.A3	UCF students will register as district volunteers and come to our school to provide support.	\$0.00
Total:			\$11,799.00