

Orange County Public Schools

Columbia Elementary



2015-16 School Improvement Plan

Columbia Elementary

18501 CYPRESS LAKE GLEN BLVD, Orlando, FL 32820

www.ocps.net/lc/east/ecu

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	56%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	42%

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 the community

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

Teachers review student data including academic, attendance trends and socio-economic needs prior to the start of school. By understanding the students' needs, teachers can better serve and educate their students as well as offering a safe and understanding classroom environment. Staff pair up with academically challenged and insecure students to forge a relationship by meeting weekly and reviewing academic and personal goals.

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

Code of Conduct is shared through the classrooms at the start of every nine weeks. Staff members are visible and accessible to students before, during and after school. The environment that permeates Columbia is one of respect and safety. The adults are caring and the students know that they may seek guidance. Systems are in place where students may receive additional support through guidance and Lakeside services. Extended Day services are available for all students which provides structure for physical activity and homework support.

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

Columbia utilizes the STAR (Students That Act Responsibly) behavioral system. The STAR system teaches students not only what the rules are, but how to follow them. Once appropriate behavior has been taught then positive reinforcement is used to continue the desired performance. All employees and students are familiarized each year with this system.

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

Individual and group counseling is provided by the guidance counselor as well as SEDNET agencies such as Lakeside, Kinder Consulting and Behavior Services. Character education is provided through morning news, classroom presentations, book talks and a monthly newsletter. The guidance counselor and media specialist work hand in hand to ensure that students receive this information. Individual students are recognized monthly for demonstrating the chosen character trait of the month. Parents and the community are invited to join the recognition program that promotes positive character traits.

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

The STAR (Students That Act Responsibly) system promotes positive behaviors. For situations that go beyond the realm of the STARS as with attendance and discipline, administrators follow through with student conferences prior to exacting consequences. These student conferences offer time and conversations for students to gain an understanding of making better choices. The student conferences are followed by parent contact where parental support of the consequences is to be gained. Through admin-teacher conferences as well as the MTSS process, attendance, behavior, and grades are discussed. Then action plans for individual students are developed.

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	25	24	20	19	14	22	124
One or more suspensions	3	1	0	2	3	3	12
Course failure in ELA or Math	35	29	58	67	47	47	283
Level 1 on statewide assessment	0	0	0	0	0	0	
	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	13	4	12	11	9	5	54

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

MTSS Tier Two Interventions include: Classroom behavior plans, 30 additional minutes of intervention instruction daily.

MTSS Tier Three Interventions include: Individual student behavior plans, additional 10 minutes of targeted instruction based on skill deficit.

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

Communication is paramount when enlisting and increasing parent and community involvement. Prior to the start of the school year, a Stellar Customer Service (SCS) Plan is developed and/or reviewed with a focus on the registration process. The SCS plan incorporated steps to clarify and correct communication as well as streamlining the steps in the registration process by providing computer access to potential parents. The PTA and SAC are other strong avenues that build the relationships and offer a bridge of communication to the community. "Meet the Teacher" and the "Boo Hoo Breakfast" offer parents the time to connect with the school and staff. Other ways Columbia ES connects with the parents and community include: Parent/Student Handbook, ProgressBook and Progress Reports, Announcements on the Marquee, School Messenger phone calls, Extended Day, Open House, Quarterly Newsletter, and Parent-Teacher Conferences.

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

Partners in Education along with PTA have been generous this school year. Breakfasts and chocolate treats were supplied to the teachers during preplanning. School supplies have been donated by different groups. Our assistant principal, Kathy Long, along with the PTA President, Sonia Franklin, are extremely proficient in outreach services. Ms. Long and Ms. Franklin have multiple contacts and garner supplies to support the school and achievement both academic and behavioral.

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
Pritts, Matthew	Principal
Long, Kathy	Assistant Principal
Drinkwater, Emily	Instructional Coach
Planeta, Laurie	Instructional Coach
Barbour, Debra	Dean
Craig, Laura	Other

Duties

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

Matthew Pritts, Principal, and the assistant principal will oversee the scheduling and implementation of monthly MTSS meetings with teachers at every grade level. They will conduct frequent classroom walk throughs and observations to monitor fidelity and cohesiveness within teams. Emily Drinkwater, CRT/RtI Coach, will participate with all monthly MTSS meetings, review progress monitoring data as well as conduct observations and coaching with instructional staff. She will also lead teams with common assessments and unit planning. Laurie Planeta, Reading Coach, will assist teachers in providing supplemental activities, interventions and support to children who are not showing adequate growth based on progress monitoring data. She will conduct classroom observations and coaching to instructional staff. The Reading Coach will also assist with Common Assessments and Unit Planning

with specific grade levels. Laura Anderson, Staffing Specialist/CCT will initiate Educational Planning Team meetings when student data is not reflecting adequate growth. Debbie Barbour, Behavior Specialist, and Nicole Minger, Guidance Counselor, will support teachers and students who may need assistance with behavioral structures, plans and interventions. All Leadership team members will actively be involved with monthly MTSS meetings.

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

Monthly MTSS meetings will be conducted in grades K-5 to review and discuss student performance within Tier 1, Tier 2 and Tier 3 intervention support levels. Specific attention will focus on progress monitoring data, implementation of both CORE and intervention curriculum along with the type of learning environment within each classroom setting for each low performing student. Grade level data, classroom data and individual student data will be analyzed and compared in an effort to align appropriate interventions and supports required for the bottom 30% of each grade level.
Title II- To support teacher training and implementation of the Journey and Go Math curriculum.
SAI- Before/After school tutoring program.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Matthew Pritts	Principal
Omar Aguila	Parent
Paige Allen	Parent
Julianna Baker	Parent
Brandon Diehl	Parent
Sheba Hepburn	Parent
Arela Lachelle	Parent
Keri Siler	Parent
Juliana DiVito	Teacher
Francisco Lopez	Teacher
Jessica Savon	Teacher
Sonia Franklin	Parent
Jason Beaver	Business/Community
Kristin Mikulski	Education Support Employee
	Student

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

SAC reviewed performance data from the 2014/15 school year to determine growth for the school. Data was shared in key content areas that include: Reading, Math, Writing, and Science. SAC discussed areas of improvement and areas that showed limited growth. Data used included: surveys, Iowa Basics results, benchmarks, and SRI levels.

Development of this school improvement plan

SAC is involved in looking at barriers as well as strategies to assist our students within our school community. School Performance data is shared in all content areas: Reading, Math, Writing, and Science. Based on the data, we explore possible barriers of low performance areas. Based on the barriers, we look at strategies at the school/classroom level that can assist our goal of reaching specific students (based on performance data).

Preparation of the school's annual budget and plan

School enrollment numbers were shared along with class size instructional needs based on historical enrollment numbers. Personnel are the primary focus of the budget. SAC's focus was to provide a consistent environment for students based on the large school environment.

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

School Tutoring Program: 3rd-5th Grade Reading and Math, including PM bus transportation:
Teacher Pay for all AM/PM Groups (October-March): \$7739.00

Note: School Improvement funds used to supplement other tutoring funds to support additional students.

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
Pritts, Matthew	Principal
Long, Kathy	Assistant Principal
Drinkwater, Emily	Instructional Coach
Planeta, Laurie	Instructional Coach
Pressy, Robyn	Instructional Media

Duties

Describe how the LLT promotes literacy within the school

The teachers and staff work towards increasing students reading and comprehension skills. We will focus on higher order reasoning skills, fluency, vocabulary, and comprehension with a variety of resources. Team will share strategies to integrate a variety of texts to assure text complexity at each grade level. Teachers will share ideas and/or sections used to assist students reach on grade level performance.

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

Systems have been set in place to encourage building relationships and promoting an environment in which sharing takes place. Building on last year's focus, collaboration within the teams is focused around common planning time for each grade level. This planning has secured common planning where PLCs, MTSS and Data Analysis Planning can occur. Additionally, Deliberate Practice as well as Professional Development will be focused upon with the support of Teacher Leaders.

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

Maintain all components of Great Beginning training and OCPS beginning teacher program-Instructional Coach, Emily Drinkwater

Assign experienced mentors to beginning teachers-Matthew Pritts, Principal and Emily Drinkwater, Instructional Coach

Professional Development provided throughout the school on and off site- Matthew Pritts Principal; Kathy Long, Asst. Principal; Emily Drinkwater, CRT; and Laurie Planeta, Reading Coach
MTSS and Data Meetings- Matthew Pritts, Kathy Long, Laura Anderson, Laurie Planeta, Emily Drinkwater

iObservation overview training: Matthew Pritts, Principal; Kathy Long, Asst. Principal

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

New and beginning teachers meet with administration and resource teachers during pre-planning to highlight expectations and resources available at Columbia. A mentor for each beginning teacher is assigned during preplanning. Mentors are selected based on current grade level or previous experience in that grade level, as well as location in the building. Mentors meet weekly with assigned mentee to discuss weekly goals and checklists. Instructional coach meets with new teachers monthly to clarify beginning teacher requirements and concerns and/or needed support.

Current Mentors/Beginning Teachers for the 2015-16 School Year: Lindsay Joiner assigned to Brittany Dubas (Mentor) and Katayun Kapadia assigned to Michelle Vaughn (Mentor).

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

The district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the standards-based resources during daily instruction.

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

Students are assessed at the beginning of the year using MAPS, SRI (Lexile), Istation, and common assessments. The data is analyzed to determine the need of Tier II interventions. While all students receive Core instruction as their Tier I, students that are performing below expectation will also receive 30 extra minutes of Tier II support. Monthly and bi-monthly progress monitoring by the MTSS committee determines the need for further interventions. Students showing a need will also receive an additional 10-15 minutes daily of targeted intervention as their Tier III intervention. Tier III students will be progress monitored weekly and adjustments to interventions will be made as needed. This scaffolded approach is to ensure that all students are successful. Students with an IEP will receive ESE support outside of the regular education classroom.

Non-proficient students in reading in grades 3-5 will be invited to participate in before/after school tutoring program.

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: 1,800

Students who have been identified as non-proficient in reading or math are invited to before/after school tutoring. Students will use Florida Ready Materials.

Strategy Rationale

Tutoring will act as an intervention to scaffold the learning of students in the area(s) of reading and math.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Drinkwater, Emily, emily.drinkwater@ocps.net

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

Data collection will occur each month. Teachers will monitor individual groups by having tracking sheets for tutoring groups.

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

Columbia Elementary offers (2) half day Voluntary Pre Kindergarten classes to four year olds in the community. One week prior to the school's start date, the students' assigned teachers call to welcome them to kindergarten and invite them to a special "Meet Your Teacher" event. This event is reserved for pre-k and kindergarten students only. It gives them an opportunity to meet their teacher and see their classroom without a large crowd.

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

In order to advance awareness in college and career information; Destination College, Teach-In, College Day, and STEM activities will be utilized. College Days will be used to further increase student attentiveness towards colleges and schools found within universities. College Days will be scheduled by the Leadership Team to occur quarterly. A specific university will be chosen to coincide with college day. Then students will be elicited to research a few of the different colleges housed by the selected university. Teach-In will support a growing student appreciation of careers and professional development for teachers in the area of STEM. Teach-In will promote ideas of careers in science, technology, engineering and mathematics.

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

K-Kids, a service oriented club that is run through Kiwanis, assists students in becoming aware of community needs and the careers that focus on serving public entities. In further strengthening the concept of civic duties, Student Council plays a major role at Columbia Elementary School by providing an environment which helps students to better understand platforms and voting.

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

Providing Study Skills through Destination College techniques such as goal setting and tracking, Cornell notes, and organizational notebooks will be used to scaffold student learning and progress toward more rigorous coursework. The integration of STEM activities will be encouraged in the science core curriculum through professional development opportunities for teachers.

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

Columbia utilizes tutoring to scaffold the learning for students not on grade level in reading and math.

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.

Columbia ES data points reflect strength in learning gains within key content areas such as reading and math. Learning gains reflect all learners along with our lowest 25% students. Proficiency levels in reading and math are stable with limited growth. Proficiency levels are in the low 70%'s. Writing proficiency is much lower at 56%.

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.

Based on school data and proficiency levels, our "root cause" focuses on mastery of standards at each grade level. Our learning gains in reading and math show improvement in our systems and monitoring of student performance. Proficiency levels are stable and not showing growth. Reflecting on "why," we look at the level of mastery of our students based on grade level standards. We determined that awareness and deep knowledge of expected standards is key for student long term success and proficiency. We also determined that we will need to understand what, how, and at what level to measure each standard. With a deeper awareness of standards, our students will be able to increase proficiency levels due to consistent instruction and targeted assessments.

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase use of standards-based instruction which will lead to an increase in student achievement (Division Priority: Accelerate Student Performance).

- G2.** Teachers and administrators will collaborate and reflect through PLC's 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).

Strategic Goals Detail

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

G1. Increase use of standards-based instruction which will lead to an increase in student achievement
(Division Priority: Accelerate Student Performance). 1a

G072686

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	83.0
AMO Math - All Students	82.0
FCAT 2.0 Science Proficiency	68.0

Resources Available to Support the Goal 2

- Journeys Curriculum Go Math Core Connections Resources Performance Coach/Motivation Reading IMS Curriculum Support/Pacing Technology: SMARTBoards, PC's, Software, Safari Montage Performance Matters

Targeted Barriers to Achieving the Goal 3

- Consistency of Florida State Standards and instructional shifts
- Lack of a systematic approach to reading enrichment and interventions within the classroom setting

Plan to Monitor Progress Toward G1. 8

Performance data meetings

Person Responsible

Matthew Pritts

Schedule

Monthly, from 9/17/2015 to 5/24/2016

Evidence of Completion

Common Assessment Data iStation Data SRI MAPS Data FSA Data

G2. Teachers and administrators will collaborate and reflect through PLC's 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

G072687

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	82.0
AMO Reading - All Students	83.0
FCAT 2.0 Science Proficiency	68.0

Resources Available to Support the Goal 2

- IMS curriculum support and pacing PLC note form Computers Unit Plan Template

Targeted Barriers to Achieving the Goal 3

- Lack of common planning time designated for PLC meetings and unit planning.

Plan to Monitor Progress Toward G2. 8

Performance Data Meetings

Person Responsible

Matthew Pritts

Schedule

Monthly, from 10/1/2015 to 5/24/2016

Evidence of Completion

Common Assessment Student Data SRI Data i-Station Data MAP Data

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. Increase use of standards-based instruction which will lead to an increase in student achievement (Division Priority: Accelerate Student Performance). **1**

 G072686

G1.B1 Consistency of Florida State Standards and instructional shifts **2**

 B189658

G1.B1.S1 Identify Florida Standards and the relationship to the Marzano instructional framework. **4**

 S201008

Strategy Rationale

To familiarize teachers with standards based instruction.

Action Step 1 **5**

Provide professional development and support to teams as they plan Instructional Focus Calendars for the 2015-16 school year.

Person Responsible

Emily Drinkwater

Schedule

Monthly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Focus Calendars by grade level

Action Step 2 5

Weekly coaching on development of rigorous goals and scales which focus on grade level standards.

Person Responsible

Emily Drinkwater

Schedule

Weekly, from 9/1/2015 to 5/24/2016

Evidence of Completion

Sign in sheets, Agendas, Unit Plans

Action Step 3 5

Facilitation of weekly team planning to develop standard-based unit plans.

Person Responsible

Laurie Planeta

Schedule

Weekly, from 9/8/2015 to 5/24/2016

Evidence of Completion

Unit Plans

Action Step 4 5

Professional development and coaching on the creation of common assessments.

Person Responsible

Emily Drinkwater

Schedule

Monthly, from 10/6/2015 to 5/24/2016

Evidence of Completion

Common assessment and standards based student data spreadsheet

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

Unit plan checks and data meetings based on common assessments

Person Responsible

Matthew Pritts

Schedule

Every 6 Weeks, from 9/22/2015 to 5/24/2016

Evidence of Completion

Grade level unit plans and student data spreadsheets

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

Classroom informal observations to monitor use of standard-based instruction

Person Responsible

Matthew Pritts

Schedule

Monthly, from 9/22/2015 to 5/24/2016

Evidence of Completion

iObservation

G1.B2 Lack of a systematic approach to reading enrichment and interventions within the classroom setting

2

 B189659

G1.B2.S1 Schedule frequent MTSS/RTI meetings to discuss reading enrichment and interventions. 4

 S201010

Strategy Rationale

To monitor student performance and provide coaching for teachers in assisting their students.

Action Step 1 5

Schedule frequent one on one or small group MTSS Meetings to discuss individual student needs and performance.

Person Responsible

Emily Drinkwater

Schedule

Monthly, from 9/17/2015 to 5/26/2016

Evidence of Completion

MTSS Documentation Forms/Notes

Action Step 2 5

iStation Professional Development

Person Responsible

Emily Drinkwater

Schedule

Monthly, from 9/16/2015 to 5/26/2016

Evidence of Completion

iStation reports and MTSS notes

Action Step 3 5

Professional Development focused on enrichment using the super seven strategies

Person Responsible

Laurie Planeta

Schedule

Monthly, from 10/14/2015 to 3/16/2016

Evidence of Completion

Sign in sheets, agendas

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

Observe/Participate in MTSS Meetings

Person Responsible

Matthew Pritts

Schedule

Weekly, from 9/16/2015 to 5/26/2016

Evidence of Completion

MTSS Documentation/Notes

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

Compare data growth and teacher feedback based on instructional enrichment/interventions.

Person Responsible

Emily Drinkwater

Schedule

Monthly, from 9/17/2015 to 5/24/2016

Evidence of Completion

Growth of achievement on iStation, SRI and Common Assessments

G2. Teachers and administrators will collaborate and reflect through PLC's 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

G072687

G2.B1 Lack of common planning time designated for PLC meetings and unit planning. 2

B189661

G2.B1.S1 Provide professional development and support for the creation of grade level instructional focus calendars k-5. 4

S201013

Strategy Rationale

To support the district scope and sequence while building capacity at each grade level.

Action Step 1 5

Develop grade level instructional focus calendar with IMS Support

Person Responsible

Emily Drinkwater

Schedule

Quarterly, from 8/17/2015 to 3/28/2016

Evidence of Completion

Instructional Focus Calendars K-5 Unit Lesson Plans Common Assessment data

Action Step 2 5

Provide coaching during scheduled Tuesday team planning meetings

Person Responsible

Emily Drinkwater

Schedule

Weekly, from 9/1/2015 to 5/24/2016

Evidence of Completion

Instructional Focus Calendars K-5 Unit Lesson Plans

Action Step 3 5

Provide data presentation with powerpoint and handouts to determine effectiveness of unit plans.

Person Responsible

Matthew Pritts

Schedule

On 3/18/2016

Evidence of Completion

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

Classroom informal observations to ensure that each grade level is working within the pacing guides.

Person Responsible

Matthew Pritts

Schedule

Monthly, from 9/8/2015 to 9/8/2015

Evidence of Completion

Lesson Plans and observations.

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

PLC's to evaluate student performance based on curriculum pacing by grade level

Person Responsible

Kathy Long

Schedule

Biweekly, from 9/10/2014 to 5/25/2016

Evidence of Completion

PLC Notes and revised focus calendars based on student performance

G2.B1.S2 Systematically schedule PLC meetings and planning days. 4

S201014

Strategy Rationale

To culturally embed grade level unit planning and data analysis.

Action Step 1 5

Schedule weekly team planning meetings

Person Responsible

Emily Drinkwater

Schedule

Weekly, from 9/1/2015 to 5/24/2016

Evidence of Completion

Agendas Unit Plans

Action Step 2 5

Schedule bi-weekly PLC meetings

Person Responsible

Matthew Pritts

Schedule

Biweekly, from 9/9/2015 to 5/4/2016

Evidence of Completion

PLC notes

Action Step 3 5

Provide Lesson Plan Feedback to teams based on standards based instruction.

Person Responsible

Kathy Long

Schedule

Every 3 Weeks, from 10/1/2015 to 5/27/2016

Evidence of Completion

Copy of Feedback forms to evaluate lesson plans and lesson plans on sharepoint by grade level.

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

Observe and participate in PLC meetings

Person Responsible

Matthew Pritts

Schedule

Biweekly, from 9/9/2015 to 5/4/2016

Evidence of Completion

PLC Notes

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

PLC's to evaluate student performance data

Person Responsible

Kathy Long

Schedule

Monthly, from 9/10/2015 to 5/25/2016

Evidence of Completion

PLC notes along with student data by teacher and grade level

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	Provide professional development and support to teams as they plan Instructional Focus Calendars for the 2015-16 school year.	Drinkwater, Emily	8/17/2015	Focus Calendars by grade level	6/3/2016 monthly
G1.B2.S1.A1	Schedule frequent one on one or small group MTSS Meetings to discuss individual student needs and performance.	Drinkwater, Emily	9/17/2015	MTSS Documentation Forms/Notes	5/26/2016 monthly
G2.B1.S1.A1	Develop grade level instructional focus calendar with IMS Support	Drinkwater, Emily	8/17/2015	Instructional Focus Calendars K-5 Unit Lesson Plans Common Assessment data	3/28/2016 quarterly
G2.B1.S2.A1	Schedule weekly team planning meetings	Drinkwater, Emily	9/1/2015	Agendas Unit Plans	5/24/2016 weekly
G1.B1.S1.A2	Weekly coaching on development of rigorous goals and scales which focus on grade level standards.	Drinkwater, Emily	9/1/2015	Sign in sheets, Agendas, Unit Plans	5/24/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S1.A2	iStation Professional Development	Drinkwater, Emily	9/16/2015	iStation reports and MTSS notes	5/26/2016 monthly
G2.B1.S1.A2	Provide coaching during scheduled Tuesday team planning meetings	Drinkwater, Emily	9/1/2015	Instructional Focus Calendars K-5 Unit Lesson Plans	5/24/2016 weekly
G2.B1.S2.A2	Schedule bi-weekly PLC meetings	Pritts, Matthew	9/9/2015	PLC notes	5/4/2016 biweekly
G1.B1.S1.A3	Facilitation of weekly team planning to develop standard-based unit plans.	Planeta, Laurie	9/8/2015	Unit Plans	5/24/2016 weekly
G1.B2.S1.A3	Professional Development focused on enrichment using the super seven strategies	Planeta, Laurie	10/14/2015	Sign in sheets, agendas	3/16/2016 monthly
G2.B1.S1.A3	Provide data presentation with powerpoint and handouts to determine effectiveness of unit plans.	Pritts, Matthew	1/20/2016		3/18/2016 one-time
G2.B1.S2.A3	Provide Lesson Plan Feedback to teams based on standards based instruction.	Long, Kathy	10/1/2015	Copy of Feedback forms to evaluate lesson plans and lesson plans on sharepoint by grade level.	5/27/2016 every-3-weeks
G1.B1.S1.A4	Professional development and coaching on the creation of common assessments.	Drinkwater, Emily	10/6/2015	Common assessment and standards based student data spreadsheet	5/24/2016 monthly
G1.MA1	Performance data meetings	Pritts, Matthew	9/17/2015	Common Assessment Data iStation Data SRI MAPS Data FSA Data	5/24/2016 monthly
G1.B1.S1.MA1	Classroom informal observations to monitor use of standard-based instruction	Pritts, Matthew	9/22/2015	iObservation	5/24/2016 monthly
G1.B1.S1.MA1	Unit plan checks and data meetings based on common assessments	Pritts, Matthew	9/22/2015	Grade level unit plans and student data spreadsheets	5/24/2016 every-6-weeks
G1.B2.S1.MA1	Compare data growth and teacher feedback based on instructional enrichment/interventions.	Drinkwater, Emily	9/17/2015	Growth of achievement on iStation, SRI and Common Assessments	5/24/2016 monthly
G1.B2.S1.MA1	Observe/Participate in MTSS Meetings	Pritts, Matthew	9/16/2015	MTSS Documentation/Notes	5/26/2016 weekly
G2.MA1	Performance Data Meetings	Pritts, Matthew	10/1/2015	Common Assessment Student Data SRI Data i-Station Data MAP Data	5/24/2016 monthly
G2.B1.S1.MA1	PLC's to evaluate student performance based on curriculum pacing by grade level	Long, Kathy	9/10/2014	PLC Notes and revised focus calendars based on student performance	5/25/2016 biweekly
G2.B1.S1.MA1	Classroom informal observations to ensure that each grade level is working within the pacing guides.	Pritts, Matthew	9/8/2015	Lesson Plans and observations.	9/8/2015 monthly
G2.B1.S2.MA1	PLC's to evaluate student performance data	Long, Kathy	9/10/2015	PLC notes along with student data by teacher and grade level	5/25/2016 monthly
G2.B1.S2.MA1	Observe and participate in PLC meetings	Pritts, Matthew	9/9/2015	PLC Notes	5/4/2016 biweekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Increase use of standards-based instruction which will lead to an increase in student achievement (Division Priority: Accelerate Student Performance).

G1.B1 Consistency of Florida State Standards and instructional shifts

G1.B1.S1 Identify Florida Standards and the relationship to the Marzano instructional framework.

PD Opportunity 1

Provide professional development and support to teams as they plan Instructional Focus Calendars for the 2015-16 school year.

Facilitator

CRT

Participants

Classroom teachers

Schedule

Monthly, from 8/17/2015 to 6/3/2016

PD Opportunity 2

Weekly coaching on development of rigorous goals and scales which focus on grade level standards.

Facilitator

Emily Drinkwater and Laurie Planeta

Participants

Grade level teams

Schedule

Weekly, from 9/1/2015 to 5/24/2016

PD Opportunity 3

Facilitation of weekly team planning to develop standard-based unit plans.

Facilitator

Emily Drinkwater and Laurie Planeta

Participants

Grade level teams

Schedule

Weekly, from 9/8/2015 to 5/24/2016

PD Opportunity 4

Professional development and coaching on the creation of common assessments.

Facilitator

Emily Drinkwater and Laurie Planeta

Participants

Grade level teams

Schedule

Monthly, from 10/6/2015 to 5/24/2016

G1.B2 Lack of a systematic approach to reading enrichment and interventions within the classroom setting

G1.B2.S1 Schedule frequent MTSS/RTI meetings to discuss reading enrichment and interventions.

PD Opportunity 1

Professional Development focused on enrichment using the super seven strategies

Facilitator

Laurie Planeta and Emily Drinkwater

Participants

Classroom teachers

Schedule

Monthly, from 10/14/2015 to 3/16/2016

G2. Teachers and administrators will collaborate and reflect through PLC's 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.B1 Lack of common planning time designated for PLC meetings and unit planning.

G2.B1.S1 Provide professional development and support for the creation of grade level instructional focus calendars k-5.

PD Opportunity 1

Develop grade level instructional focus calendar with IMS Support

Facilitator

Emily Drinkwater and Laurie Planeta

Participants

Grade Level Teachers

Schedule

Quarterly, from 8/17/2015 to 3/28/2016

Technical Assistance Items

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

G2. Teachers and administrators will collaborate and reflect through PLC's 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.B1 Lack of common planning time designated for PLC meetings and unit planning.

G2.B1.S1 Provide professional development and support for the creation of grade level instructional focus calendars k-5.

PD Opportunity 1

Provide data presentation with powerpoint and handouts to determine effectiveness of unit plans.

Facilitator

Matthew Pritts & Emily Drinkwater

Participants

Grade Level Teams

Schedule

On 3/18/2016

Budget

Budget Data

1	G1.B1.S1.A1	Provide professional development and support to teams as they plan Instructional Focus Calendars for the 2015-16 school year.				\$7,300.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5000	100-Salaries	1451 - Columbia Elementary	General Fund		\$7,300.00
				<i>Notes: CRT providing coaching weekly per team starting with focus calendars then through unit planning and common assessments.</i>		
2	G1.B1.S1.A2	Weekly coaching on development of rigorous goals and scales which focus on grade level standards.				\$0.00
3	G1.B1.S1.A3	Facilitation of weekly team planning to develop standard-based unit plans.				\$6,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	7730	140-Substitute Teachers	1451 - Columbia Elementary	General Fund		\$6,000.00
				<i>Notes: Substitutes to cover classes for unit planning</i>		

Budget Data						
4	G1.B1.S1.A4	Professional development and coaching on the creation of common assessments.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	0000	590-Other Materials and Supplies	1451 - Columbia Elementary	General Fund		\$500.00
			<i>Notes: Office Supplies: Paper & Binders</i>			
5	G1.B2.S1.A1	Schedule frequent one on one or small group MTSS Meetings to discuss individual student needs and performance.				\$5,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5000	140-Substitute Teachers	1451 - Columbia Elementary	General Fund		\$5,500.00
			<i>Notes: Providing substitutes for MTSS conferences- cover teachers while meeting with MTSS team</i>			
6	G1.B2.S1.A2	iStation Professional Development				\$0.00
7	G1.B2.S1.A3	Professional Development focused on enrichment using the super seven strategies				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5000	140-Substitute Teachers	1451 - Columbia Elementary	General Fund		\$500.00
			<i>Notes: 4 teachers attending Gifted Matrix and enrichment training.</i>			
8	G2.B1.S1.A1	Develop grade level instructional focus calendar with IMS Support				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1451 - Columbia Elementary			\$0.00
9	G2.B1.S1.A2	Provide coaching during scheduled Tuesday team planning meetings				\$0.00
10	G2.B1.S1.A3	Provide data presentation with powerpoint and handouts to determine effectiveness of unit plans.				\$0.00
11	G2.B1.S2.A1	Schedule weekly team planning meetings				\$0.00
12	G2.B1.S2.A2	Schedule bi-weekly PLC meetings				\$60,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5000	100-Salaries	1451 - Columbia Elementary	General Fund		\$60,000.00
			<i>Notes: Teacher salary based on 2 hours a month per teacher with PLC's</i>			
13	G2.B1.S2.A3	Provide Lesson Plan Feedback to teams based on standards based instruction.				\$0.00
					Total:	\$79,800.00