

Orange County Public Schools

# Little River Elementary



2015-16 School Improvement Plan

# Little River Elementary

100 CASWELL DR, Orlando, FL 32825

[www.ocps.net/lc/east/elr](http://www.ocps.net/lc/east/elr)

## School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
Elementary	Yes	100%
<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	89%

## School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>	C*	B	C	B

*\*Preliminary Informational Baseline School Grade*

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

## School Board Approval

This plan is pending approval by the 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	<a href="#">Ella Thompson</a>
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 family and 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

Principal Bindas values the research behind teachers knowing and understanding students' interests and backgrounds. Beginning with our "Meet Your Teacher Event" teachers are expected to welcome and invite students and families to share their special interests and backgrounds with them. The goal is to create an environment of acceptance and community. Teachers work hard to personalize learning activities and encourage student connections to the content they are teaching – this works to keep students engaged. By using student interest surveys or conversations Little River teachers gather information about their students. They also make an effort to learn about current events their students are particularly interested in or excited about. Additionally, teachers greet students as they come through the door and participate in the school's breakfast in the classroom program. They make special efforts to show up for all school events and volunteer to support art, science and music clubs as well as a school talent show. Teachers receive feedback from the principal on how they behave in an objective and controlled manner in order to make students feel more secure. Their professional demeanor is observed and helps drive a trusting relationship with students. It is expected that they are fair and consistent when reinforcing positive and addressing negative behavior. The teachers develop trusting relationships with their students and serve as positive professional career role models.

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

Adult supervision is provided in all areas of the campus for students who arrive at school 30 minutes before the start of the school bell. Extended Media hours are established for before school book checkout, silent reading time and help with homework. The student code of conduct is reviewed with all students every quarter in order to ensure students know they have a plan of action for reporting any unsafe feelings or events to a school staff member. All students are educated on the school's NO BULLYING policy. Quick action is taken and an investigation is conducted for any report of bullying or harassment from a student. Fifth grade serve as safety patrol and are recognized for their excellent service record. The principal is highly visible around campus and the students know they can talk to her and share any type of information with her. There is an expectation for having a positive attitude and negative talk is addressed in order for it to cease. There is an adult who greets the students during arrival and dismissal in the bus loop. Students who are car riders arrive in the front of the school and are greeted by a patrol or adult who opens the car door for them.

**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**

CHAMPS, a research based Positive Behavior Support (PBS) has been successfully implemented as our school wide behavioral system. It is a collaborative, assessment-based approach to developing effective interventions for problem behavior. It emphasizes the use of proactive, educative, and reinforcement-based strategies to achieve meaningful and durable behavior and lifestyle outcomes. The goal of our CHAMPS program is to build effective environments in which positive behavior is more effective than problem behavior.

As a result of our PBS strategies implementation school-wide, students with and without disabilities benefit by having an environment that is conducive to learning. All individuals (students, staff, teachers, parents) learn more about their own behavior, learn to work together, and support each other as a community of learners.

On-going training for use of CHAMPS in the classrooms, common areas, and on the school bus, are available. During discipline team meetings, extra support and guidance are discussed for at risk students and a problem based proactive planning session is held in order to see that all members of the Little River learning community feel safe in an orderly school campus environment..

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

The principal at Little River Elementary has fostered a caring school community that promotes the core values of respect and integrity. She established a comprehensive approach for providing an effective character education and guidance program. The teacher is considered as the primary caretaker, role model, and ethical educator. Students are treated with respect, encouraged for expected behavior, and corrected for wrongful actions. In all classrooms a caring community is created. Teachers provide a democratic classroom environment where class meetings are held aimed at engaging students in shared decision making and in taking responsibility for making the classroom the best it can. This is monitored and on going observations are conducted by the principal. Teaching character values through the Learning for Life curriculum are encouraged. Daily use of small group cooperative learning strategies helps to foster students' ability to work with and appreciate others. Students develop the cognitive side of character through reading, research, writing, and discussion. If necessary, the behavior support teacher and guidance counselor teach students how to solve conflicts. Wrap around guidance and social support groups are contacted in order to help struggling parents. The community partners join the school in a cooperative effort to meet the needs of homeless students or families with high needs for food, clothing and shelter.

### **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**

We understand that attendance, suspensions, and course failures are significant indicators of drop-outs; therefore, we test our students frequently and provide tutoring and in school interventions for low performing students. We work with our families, school social worker and outside agencies to provide for student academic and behavioral needs that impede classroom success. We intervene early with a team approach in all areas to increase the likelihood of success. Interventions include home visits, frequent parent contact, linking families with appropriate services and helping them hold students accountable for rigorous learning.

**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	9	11	7	10	11	14	62
One or more suspensions	0	0	2	1	0	1	4
Course failure in ELA or Math	16	24	30	49	24	35	178
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	4	5	6	8	3	11	37

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

The principal oversees the process of creating inclusive heterogeneous, balanced classrooms of students. Teachers work in teams and collaborate with the Reading Coach to determine the most effective intervention programs and goals for students. The Florida Continuous Improvement Model and Multi-Tier Support System (MTSS) of strategic planning system drives their decisions for the school's progress monitoring plan. Those students who require more intervention for success are placed in homogeneous intervention groups, tutoring sessions and invited to extended media hours for additional time reading. These decisions are based on student achievement data and classroom visits to ensure sufficient growth for all students.

**Family and Community Involvement**

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

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

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

**Will the school use its PIP to satisfy this question?**

Yes

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/181200>.

**Description**

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

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

There are two staff members who serve as Partner in Education representatives for the school. They visit local organizations or businesses in an effort to seek their partnership in our school events or for donations for students and teachers. It is important for the school to be able to recognize students for academic achievement. Many times business partners have coupons for a discount or free treat for the

kids who make the honor roll.

We strive to have a local community business partner as a member of our PTA or SAC. Due to the high numbers of low income families, we have sought the assistance of partners to help families meet basic needs.

In addition our school participates in an annual District Teach-In event. Businesses and local community members come to our school to present information about the many careers available in the workforce.

## 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
Bindas, Karen	Principal
Jeannides, Jorie	Instructional Coach
Scofield, Jessica	Teacher, ESE
Rosa, Brad	Instructional Coach

#### Duties

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

The principal directs the Multi Tiered Support System(MTSS) team, ensures that MTSS is being implemented school wide, provides support for teachers, collaborates with teams to match the appropriate intervention to meet the student's needs, communicates with parents, and ensures programs are being implemented with fidelity.

The MTSS ensures that tiered interventions are being implemented school wide, provide support for teachers, collaborate with teams to match the appropriate intervention to the student's needs, communicate with parents, and ensure programs are being implemented with fidelity. Along with the principal, team members oversee student data collection from teachers, discuss ongoing data analysis,(biweekly) document interventions used, and provide support and resources for Tier I - III students.

The Reading and Math coaches will monitor the use of scientifically based programs for interventions, meet with all teachers to provide support and model lessons, and assist with data collection and data analysis.

The Curriculum Resource Teacher will monitor the implementation of scientifically based programs for interventions, meet with all teachers to provide support and model lessons, and assist with data collection and data analysis.

Our School Psychologist will attend MTSS meetings, assist with data collection, interpret data, provide support for intervention fidelity and documentation, and provide compliance assistance in respect to testing.

Behavior Resource specializes in Tier I, II, III support for implementation of the school wide behavior plan(CHAMPS), and meets with teachers to follow through on implementation of CHAMPS and tier two behavior point charts.

General Education teachers provide core instruction, collaborate as teams to provide Tier I, II, III instruction and positive behavior support for students.

***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**

The Little River MTSS team uses a multi-tiered service delivery model. This model is guided by the problem solving process that facilitates the school team in using data to define student problems, analyze why problems are occurring, design intervention and measure success through progress monitoring. It is aligned to the Florida three tier model of instruction/intervention.

The school MTSS team meets regularly (biweekly) to:

- Review and analyze the alignment, instruction and assessment
- Use data to evaluate the effectiveness of core, tier II and tier III instruction
- Analyze grade level, subject area and classroom data using the decision making rubric
- Use the problem solving process to guide, meet, and identify problems
- Progress monitor for academic and behavior structures for tiers I, II, III
- Place students in their intervention group which is flexible using results from the beginning of the year formative and program placement tests.
- Share student support system results found within the Principal's Report during SAC meetings

Title I: Little River has 100% of its students who are eligible for Free/Reduced Meals. As such, additional funds are distributed to Little River that are used to supplement instruction and resources. Purchased Resource Teacher for Parenting and a portion of the Reading Coach and CRT. Funded extended Media Program and Tutoring.

Title II: Little River will use its Title II allocation to support the goals of the SIP that focus on professional development as it relates to the Marzano framework for teaching and learning.

Title III: Funds from Multilingual Services are used to supplement the learning of students with limited English proficiency.

Title X: District support provides clothing and other resources to support homeless students and families.

SAI: Funds are allocated to support reading achievement in the school.

### School Advisory Council (SAC)

#### Membership:

Name	Stakeholder Group
Arianna Short	Parent
Karen Bindas	Principal
Tee'Rena Mason	Parent
Lauren Caplan	Teacher
Jorie Jeannides	Teacher
Rebecca Long	Parent
Jenny Estrella	Parent
Vanessa Garcia	Parent
Allison Onuschak	Parent
Brendalyz Reyes	Parent
Megan Bishop	Business/Community
Maria Colon	Teacher
Yaitza Estrella	Parent
Valeria Martinez Febo	Education Support Employee

#### 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*

Based on SAC surveys of staff, students and parents, Little River will increase our evening activities to include a weekend health and wellness fair and a fall festival aimed at building community. We will also add more curriculum nights that include hands on family projects that they can take home to continue the learning.

*Development of this school improvement plan*

The principal attended the summer training for developing a school improvement plan. Members of the school leadership team and SAC parent representatives met early in August 2015 to discuss ways to increase collaboration, parent involvement and shared decision making during the 2015-2016 SAC meetings. Parent members will continue to discuss with teacher representatives ways to increase parent awareness of the school improvement goals and communicate common assessment results at regular intervals throughout the school year.

*Preparation of the school's annual budget and plan*

The principal and leadership team review student academic data from current programs and determine if there is a need to refresh existing resources and /or purchase new curriculum resources to better meet the academic needs of our students based on assessment data results.

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

No additional funds were allocated for SAC last year, however we used the remaining balance in the account to purchase Geomats for our physical education department. This purchase allowed the continuation of math literacy during physical education.

**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*

We are currently voting in our 2014-2015 SAC. This process will be complete by mid September.

**Literacy Leadership Team (LLT)**

**Membership:**

Name	Title
Bindas, Karen	Principal
Rosa, Brad	Instructional Coach
Jeannides, Jorie	Instructional Coach
Scofield, Jessica	Teacher, ESE

**Duties**

**Describe how the LLT promotes literacy within the school**

The LLT meets with the School Advisory Council (SAC) to develop the School Improvement Plan. The LLT provides school-wide assessment data on Tier 1, Tier 2, and Tier 3 students. It makes

recommendations for professional development and allocations of resources based on the analysis of that data.

## 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 teacher teams (PLC) engage in collective inquiry into both best practices in teaching and best practices in learning. They collectively attempt to arrive at consensus on vital questions by building shared knowledge about the state standards, instructional strategies and common assessments. PLC team leaders receive training and coaching in order to maximize their efforts and drive school improvement as a coalition. They lead collective inquiry that enables their team members to analyze student data that in turn determine their instruction. Gradually, the work of the teacher teams causes shifts in attitudes, beliefs, and habits which, over time, transform the culture of the school. As teachers train and work together to build shared knowledge on the best way to achieve goals and meet the needs of their students they learn to make the shifts necessary for 21st century learning. Grade level team of teachers work as a PLC, Professional Learning Community on a daily basis.

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

Attracting highly qualified teachers to high needs schools is one of the 10 components that are required by No Child Left Behind for Title 1 School wide programs. Little River Elementary School is a Title 1 school. The principal believes in the importance of school and district staff working together to recruit, interview and secure highly qualified teachers.

-Bindas (Principal) interviewed and hired experienced teachers who were seeking a strong supportive principal who would provide feedback, coaching and professional development. (Bindas' intentional deliberate practice)

-Bindas (Principal) implemented a strong teacher leadership team who are mentored, led by example and attend regular monthly dialogue sessions.

-Bindas (Principal) has retained a math coach who is a member of the district Aspiring Leadership program.

-Bindas (Principal) and grade level team leaders lead dedicated grade level teams of teachers who work in professional learning communities.

-A strong emphasis is placed on open communication to include... Principal weekly bulletin, shared calendar with the assistance of the School Secretary and community phone messages. (Principal)

-Ongoing teacher classroom management, curriculum, assessments and behavior support are encouraged through the support of the instructional coaches. (CRT, Math and Reading Coaches, and Behavior/Parenting Support staff)

-Recognition and celebrations are important to the principal, and include positive notes, monthly staff faculty meeting celebrations where refreshments are provided.

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

School based strategies include the curriculum resource teacher (CRT) who will partner new teachers with veteran teachers. The CRT and Instructional Support staff will meet throughout the year with new and existing teachers to provide ongoing professional development and mentoring. The principal will continue her Leaders for Learning team meetings and professional dialogue sessions to include invites to aspiring teacher leaders, Principal Bindas will support and intervene with changes in team leader roles after two years of experience, allowing for additional leadership growth and development.

## 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***

School action plans are developed to support the goals within our school improvement plan. Little River Elementary has been named as a district demonstration school for rigor. The Principal and instructional staff have received support and guidance from a coach from Learning Science International.

The expectation is that the Florida Standards are taught and students are engaged in lessons embedded with rigor everyday. Learning targets, scales and common assessments are visible to the observer, in all classrooms and the students are expected to know the learning targets and academic vocabulary when asked. All assessments contain depth of knowledge questions and teacher autonomy is observable.

#### 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***

The MTSS system of determining at risk students performing at tier levels 1-2-3 is in place at Little River. The MTSS coach provides training for teachers on how to use the proper progress monitoring tools, forms and resources for all students. Differentiation of instruction, flexible grouping and on going progress monitoring are implemented at all grade levels by all teachers and coaches. Data is collected by teachers and discussed with the leadership team and Principal on a biweekly basis. Istation, STAR and AR reports are reviewed each month. All students are STAR tested, receive fluency timings and adjust their AR goals at the mid point and end of each marking period. A data wall is built and used as an interactive tool in order to provide a visual exhibit for collaborative decision making for all instructional staff. The wall reflects our current status for the proficiency target percentage goals for annual student achievement targets.

***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:** 32,400

Little River has a signed agreement for the Champions to run an after school program for K to 5th grade students who enroll.

Program components include :

- A time set aside for homework with assistance
- Arts and crafts aligned to a thematic or skill learning objective (character education)
- Supervised outdoor activity time for fostering the health and well being
- Learning games for student interaction and skill building

**Strategy Rationale**

Champions will monitor nightly reading logs, fitness, and social skills. They will also help to build character and confidence with our students.

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Bindas, Karen, karen.bindas@ocps.net

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

- Attendance (reported to Principal quarterly)
- Discipline (check in by the school's behavior support staff member)
- Completion of homework (classroom teacher)

**Strategy:** Extended School Day

**Minutes added to school year:** 2,400

After school reading and writing tutoring

**Strategy Rationale**

Low student scores on state assessments

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Jeannides, Jorie, jorie.jeannides@ocps.net

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

mini assessments, student work samples, common formative assessments

**Strategy: Before School Program**

**Minutes added to school year: 5,100**

Open Media

**Strategy Rationale**

Provide silent reading and AR testing opportunity for students to reach AR goals

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Jeannides, Jorie, jorie.jeannides@ocps.net

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

Student percentages for reaching goals and increased STAR scores

**Strategy: After School Program**

**Minutes added to school year: 900**

Chess club

**Strategy Rationale**

extra time with hands on and friendly competition strategies to support strategic thinking, and problem solving.

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Rosa, Brad, brad.rosa@ocps.net

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

**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**

Little River Elementary School hosts an all day VPK (Voluntary Pre-Kindergarten) program. The class is capped at 20 students. The students are chosen on a first come basis. Fortunately 50-65% of these students remain at the school and enroll in the LRE Kindergarten program because they live within the zoned area. The students who attend our kindergarten are usually well adjusted and top performing students.

Several best practices are in place as new kindergarten students are registered at Little River in order

to begin the process of families having a positive interaction with the school staff.

- A set of pre-kindergarten / kindergarten fiction and non fiction story books are given to the first 50 children who register during the Spring and Summer registration period. This sends a message to children and families that reading is a priority. (reading priority)
- VPK teacher makes home visits to students enrolled in the program in July to make connections and to jump start a positive working and learning relationship.
- Free backpacks and school supplies are given to children who request the assistance. (family assistance)
- Much emphasis is placed on students learning rules and procedures, making friends and experiencing dismissal. (safe and orderly campus environment)
- Positive Behavior Support and CHAMPS are implemented school wide. (Positive relationships and character education)
- Kindergarten teachers administer beginning of the year one to one assessments using FLKRS and a CCSS checklist in reading and math and STAR early literacy assessment (assessments / readiness)
- Small group instruction (center rotations) is in place by the third week of school. (MTSS)
- Parents are held back from walking students to the rooms on the second day of school in order to send a message of security and a focus on starting the learning day right on time. (School Safety)
- Teachers have communication folders that are sent home each day with homework practice calendars and positive comments on their child's daily performance. (home to school communication)
- Parents receive a weekly classroom newsletter that keep parents informed of the content standards taught and ways to stay involved in their child's learning and achievement. (On going-Communication goal)
- Non-English speaking students are placed in the class with a Bilingual teacher, when possible, or receive assistance in their heritage language from an ELL para (ELL support)

### 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***

Little River Staff and the Students Burnett Honors College at UCF have established a partnership in connection with the AVID program. Considering the sequential nature of the OCPS-AVID-Program, success is far greater when an "entire school" is involved. Therefore, 100 percent of the grades 1-5 classrooms participate.

Participating students and teachers understand all aspects of the OCPS-BHC program. It enhances their curriculum. This ensures the successful integration of the curriculum into the new Florida Standards.

In order to promote college and career, staff "Dress for Success" 3 days a week in professional attire and on Wednesday they dress in college gear.

We hold a Teach In and promote college and career with many displays around the school campus. Little River has a variety of college volunteers who work directly with the students who explain and model the rigor necessary to be successful in college.

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

CAPE Certification program for students in grades 3-5, Learning for Life at all grade levels

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

As a brand new school we are provided with state of the art technology, which our Instructional coaches and teachers infuse into their daily lessons.

There is a multi-media news studio club where students can learn how to direct, produce, edit programs both live and taped.

**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**

We believe having the Media Center open for an extended hour before school will provide students additional time for reading, encourage a study buddy experience and help at-risk students seek homework help from mentoring staff. Additionally, we think it is important to host our Wednesday summer incentive reading programs for all interested students and parents who are currently enrolled. To serve as role models, teachers have year long "read-alouds" as classroom activities and literature circle cooperative student group assignments. During the year, interested students in grades 4 and 5 are invited to participate in the district's "Battle of the Books" by reading and writing higher level questions for the popular Sunshine State books. To bring awareness to college pride, teachers dress in their college clothing and appear on our career corner morning broadcast. Teaching elementary students organizational skills and expecting they use binders, planners and keep reading logs, help them develop highly effective habits for secondary education.

## 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.** Increase Standards Based Instruction which will lead to an increase in student achievement. (Division Priority: Accelerate student performance)
  
- G2.** Utilize collaborative planning to develop an infrastructure for effect and ongoing formative assessments resulting in an increase in student achievement. (Division Priority: Provide empowering environments)

## 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 Standards Based Instruction which will lead to an increase in student achievement. (Division Priority: Accelerate student performance) 1a**

G072732

**Targets Supported 1b**

Indicator	Annual Target
AMO Reading - African American	74.0
AMO Math - African American	75.0
FCAT 2.0 Science Proficiency	41.0

**Resources Available to Support the Goal 2**

- Marzano Essentials for Achieving Rigor Series
- Teacher Reflection Book
- Math Coach/CRT/Reading Coach
- Safari Montage video clips

**Targeted Barriers to Achieving the Goal 3**

- Lack of Rigor

**Plan to Monitor Progress Toward G1. 8**

Monitor the progress of students toward the goal of an increase in student achievement on all common formative assessments.

**Person Responsible**

Karen Bindas

**Schedule**

Weekly, from 8/24/2015 to 5/31/2016

**Evidence of Completion**

school progress monitoring reports

**G2. Utilize collaborative planning to develop an infrastructure for effect and ongoing formative assessments resulting in an increase in student achievement. (Division Priority: Provide empowering environments) 1a**

G072733

**Targets Supported 1b**

Indicator	Annual Target
5Es Score: Collaborative Teachers	31.0
AMO Reading - African American	74.0
AMO Reading - African American	74.0
FCAT 2.0 Science Proficiency	41.0

**Resources Available to Support the Goal 2**

- Florida Standards test item specs
- Florida Standards Reading and Math grade level resources
- Using Common Core Standards to enhance classroom instruction and assessment

**Targeted Barriers to Achieving the Goal 3**

- Teachers lack expertise in collaboration skills for developing daily and unit common formative assessments tied to standards based instruction.

**Plan to Monitor Progress Toward G2. 8**

Common assessments and student performance during testing conditions

**Person Responsible**

Jorie Jeannides

**Schedule**

Monthly, from 8/24/2015 to 5/27/2016

**Evidence of Completion**

Student scores and student observations

**Plan to Monitor Progress Toward G2. 8**

Instructional coaches will attend district trainings and bring back information and new strategies for teachers and Principal to discuss and learn during collaboration sessions and PLC meetings.

**Person Responsible**

Jorie Jeannides

**Schedule**

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

**Evidence of Completion**

Student data based on standards

## 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 Standards Based Instruction which will lead to an increase in student achievement. (Division Priority: Accelerate student performance) **1**

 G072732

**G1.B1** Lack of Rigor **2**

 B189781

**G1.B1.S1** Provide direct professional development on the use of the Instructional Framework. **4**

 S201146

#### Strategy Rationale

Framework elements are essentials for achieving rigor.

#### Action Step 1 **5**

Professional development lessons will be scheduled for early release Wednesdays, minimum of 2 times a month to guide and assist teachers in their planning for standards based instruction utilizing the instructional framework.

#### Person Responsible

Jorie Jeannides

#### Schedule

Monthly, from 8/17/2015 to 5/25/2016

#### Evidence of Completion

classroom observations, assessment data analysis and review of professional development binders

## Action Step 2 5

Teachers will be assigned to study groups based on their deliberate practice element. They will have book study, watch videos and share research tied to increasing rigor through the implementation of their element of study.

### **Person Responsible**

Karen Bindas

### **Schedule**

Monthly, from 10/26/2015 to 4/29/2016

### **Evidence of Completion**

deliberate practice plan reflection and action step evidence in iobservation

## Action Step 3 5

Weekly, teachers will receive articles, tips, and video links aligned to rigor and/or framework with the weekly bulletin. Teachers will complete a reflection for these articles and place them in their PD binder or in their iobservation deliberate practice plan template.

### **Person Responsible**

Karen Bindas

### **Schedule**

Weekly, from 8/17/2015 to 5/23/2016

### **Evidence of Completion**

Weekly WAVES and attachments sent via email and reflection on template provided

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

Principal will conduct classroom walk throughs to monitor for teachers utilizing standards based instruction.

### **Person Responsible**

Karen Bindas

### **Schedule**

Weekly, from 8/24/2015 to 5/27/2016

### **Evidence of Completion**

iobservation data, conferences

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

Coaches will review lesson plans

**Person Responsible**

Jorie Jeannides

**Schedule**

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

**Evidence of Completion**

Lessons designed around standards and activities linked directly to standards

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

Student achievement data from classroom common assessments.

**Person Responsible**

Karen Bindas

**Schedule**

Biweekly, from 8/24/2015 to 5/27/2016

**Evidence of Completion**

Data collection

**G1.B1.S2** Monitor lesson planning through standards based observations 4

S201147

**Strategy Rationale**

Planning and preparation must align to observed implementation in the classroom.

**Action Step 1** 5

CRT, Principal and Math Coach will review and provide feedback to teacher teams on unit lesson plans

**Person Responsible**

Karen Bindas

**Schedule**

On 5/27/2016

**Evidence of Completion**

Feedback will be provided in lesson plan comment section or template designed by Principal

**Action Step 2** 5

Instructional coaches will assist and provide on-going training for teacher teams in lesson planning tied to the standards and the Marzano framework.

**Person Responsible**

Jorie Jeannides

**Schedule**

Biweekly, from 8/18/2015 to 3/28/2016

**Evidence of Completion**

Instructional coach logs and their SMART goal action plan evidence.

### Action Step 3 5

Teacher lesson segments and common boards will be monitored for posting and having the students respond using the essential academic vocabulary across the content areas during classroom visits and observations

#### **Person Responsible**

Karen Bindas

#### **Schedule**

Every 3 Weeks, from 8/24/2015 to 5/30/2016

#### ***Evidence of Completion***

Lesson plan comments, common boards and feedback in iobservation comment sections

### Action Step 4 5

A three week classroom observation rotation schedule will be created for Principal and trained coaches to ensure all instructors are receiving actionable feedback tied to increasing rigor in the classroom.

#### **Person Responsible**

Karen Bindas

#### **Schedule**

Quarterly, from 9/4/2015 to 5/31/2016

#### ***Evidence of Completion***

Excel sheet of completed observation dates for all instructional staff

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

Review of Lesson Plans

#### **Person Responsible**

Karen Bindas

#### **Schedule**

Biweekly, from 8/24/2015 to 5/27/2016

#### ***Evidence of Completion***

Direct actionable feedback in the comment section and highlights for desired effects

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

Formal and informal classroom observations

**Person Responsible**

Karen Bindas

**Schedule**

On 5/2/2016

**Evidence of Completion**

Comments in iobservation and instructional scores for teachers

**G1.B1.S3** Coaching and/or professional development for teachers on teaching content area reading as needed. 4

 S201148

**Strategy Rationale**

Reading must be emedded into all content areas.

**Action Step 1 5**

All K-5 teachers will participate professional development sessions for small group guided reading and/or close reads lessons aligned to student's lexile levels for ELA, science and social studies standards.

**Person Responsible**

Jorie Jeannides

**Schedule**

On 5/2/2016

**Evidence of Completion**

Student achievement data from weekly or bi-weekly Lexile leveled readng passages in grades 1-5

**Action Step 2** 5

Teachers in grades K-3 will be trained to conduct DRA assessments at least 2 times a year to determine increased student achievement of individual students reading level and performance of ELA standards.

**Person Responsible**

Jorie Jeannides

**Schedule**

On 5/27/2016

***Evidence of Completion***

DRA assessment reports

**Plan to Monitor Fidelity of Implementation of G1.B1.S3** 6

Monitoring for professional development

**Person Responsible**

Karen Bindas

**Schedule**

On 5/27/2016

***Evidence of Completion***

Exit tickets, reflections, professional development binder entries

**Plan to Monitor Fidelity of Implementation of G1.B1.S3** 6

Teachers trained in administering of DRA

**Person Responsible**

Jorie Jeannides

**Schedule**

On 5/27/2016

***Evidence of Completion***

Classroom observations of small group lessons and DRA student data

**Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7**

Teacher Professional development

**Person Responsible**

Karen Bindas

**Schedule**

On 3/30/2016

**Evidence of Completion**

Focus on Marzano Super 7 strategies, and monitoring focus groups of deliberate practice elements

**G1.B1.S4** Review iobservation reports and feedback to determine effectiveness of lesson planning and use of instructional framework strategies. 4

 S201149

**Strategy Rationale**

Reflection for Principal on actionable feedback provided.

**Action Step 1 5**

Principal will conduct practice classroom observations with trained coaches in order to provide cohesive expectations for teachers scale ratings and actionable feedback that will help them to increase rigor in the classroom resulting in increased student achievement and cognitive engagement.

**Person Responsible**

Karen Bindas

**Schedule**

Quarterly, from 9/1/2015 to 4/25/2016

**Evidence of Completion**

Observation comments and a collaboratively created sample actionable feedback tip sheet for assisting observers.

### Action Step 2 5

Share and review i-observation school reports with staff at least 4 times a year. Discuss the teacher autonomy, progress, frequency and effective use of the super 7 strategies aimed at increasing instructional rigor as a school team of educators.

#### **Person Responsible**

Karen Bindas

#### **Schedule**

Quarterly, from 8/17/2015 to 5/18/2016

#### **Evidence of Completion**

i-observation reports as PD handouts for binders, reflection exit tickets and sign in sheets

### Action Step 3 5

Survey teachers on the effectiveness of coaching, peer feedback, PD and provided resources aligned to increasing rigor in lesson planning and classroom instruction.

#### **Person Responsible**

Karen Bindas

#### **Schedule**

Every 3 Weeks, from 9/25/2015 to 5/27/2016

#### **Evidence of Completion**

Survey results and teacher comments

### Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Principal will conduct practice classroom observations with trained coaches in order to provide cohesive expectations for teachers scale ratings and actionable feedback that will help them to increase rigor in the classroom resulting in increased student achievement and cognitive engagement.

#### **Person Responsible**

Karen Bindas

#### **Schedule**

#### **Evidence of Completion**

School report on frequency of elements rated in iobservation

**Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7**

Principal will conduct practice classroom observations with trained coaches in order to provide cohesive expectations for teachers scale ratings and actionable feedback that will help them to increase rigor in the classroom resulting in increased student achievement and cognitive engagement.

**Person Responsible**

Karen Bindas

**Schedule**

On 5/27/2016

**Evidence of Completion**

Teacher instructional scores at midpoint and final as well as pre and post conferences

**G2.** Utilize collaborative planning to develop an infrastructure for effect and ongoing formative assessments resulting in an increase in student achievement. (Division Priority: Provide empowering environments) 1

 G072733

**G2.B1** Teachers lack expertise in collaboration skills for developing daily and unit common formative assessments tied to standards based instruction. 2

 B189784

**G2.B1.S1** CRT and Math coach will collaborate and provide ongoing trainings on deconstructing standards and creating common assessments for grade level teams of teachers . 4

 S201150

**Strategy Rationale**

Deconstructing the standards will help teachers understand grade level expectations needing to be mastered by all students.

**Action Step 1 5**

Provide PD and coaching for teachers in small and large group settings to strengthen their ability to write rigorous common assessment questions that challenge and develop problem solving skills in all students resulting in an increase student achievement scores.

**Person Responsible**

Jorie Jeannides

**Schedule**

Quarterly, from 8/18/2015 to 5/27/2016

**Evidence of Completion**

Student behavior during testing, PLC minutes, and student test scores

### Action Step 2 5

Instructional coaches will attend district trainings and bring back information and new strategies for teachers and Principal to discuss and learn during collaboration sessions and PLC meetings.

#### **Person Responsible**

Jorie Jeannides

#### **Schedule**

Quarterly, from 8/18/2015 to 5/30/2016

#### **Evidence of Completion**

Coach training handouts and 3-2-1 exit slips in teacher PD binders.

### Action Step 3 5

Instructional coaches and teachers will collaborate on how to best use technology tools during classroom instruction and at home in order to increase student engagement and achievement.

#### **Person Responsible**

Brad Rosa

#### **Schedule**

Biweekly, from 8/18/2015 to 5/31/2016

#### **Evidence of Completion**

Observable teacher use of Smart board and web based curriculum and instruction tools that add rigor to the lessons or provide differentiated instruction to close the gap in student achievement.

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

Provide PD and coaching for teachers in small and large group settings to strengthen their ability to write rigorous common assessment questions that challenge and develop problem solving skills in all students resulting in an increase student achievement scores.

#### **Person Responsible**

Jorie Jeannides

#### **Schedule**

Biweekly, from 8/17/2015 to 5/27/2016

#### **Evidence of Completion**

Progress monitoring of student scores

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

Instructional coaches will attend district trainings and bring back information and new strategies for teachers and Principal to discuss and learn during collaboration sessions and PLC meetings.

**Person Responsible**

Jorie Jeannides

**Schedule**

On 3/9/2016

***Evidence of Completion***

Utilization of information and strategies embeded in classroom instruction

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

Instructional coaches and teachers will collaborate on how to best use technology tools during classroom instruction and at home in order to increase student engagement and achievement..

**Person Responsible**

Brad Rosa

**Schedule**

Biweekly, from 8/19/2015 to 5/27/2016

***Evidence of Completion***

Lesson plans and comments

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

Provide PD and coaching for teachers in small and large group settings to strengthen their ability to write rigorous common assessment questions that challenge and develop problem solving skills in all students resulting in an increase student achievement scores.

**Person Responsible**

Jorie Jeannides

**Schedule**

On 5/27/2016

***Evidence of Completion***

Teacher Exit Slips

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

Instructional coaches will attend district trainings and bring back information and new strategies for teachers and Principal to discuss and learn during collaboration sessions and PLC meetings.

**Person Responsible**

Jorie Jeannides

**Schedule**

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

**Evidence of Completion**

Exit Slips and PLC minutes

**G2.B1.S2** Teacher grade level teams (PLC's ) will collaboratively create common assessments for all unit plans tied to teaching the standards. 4

 S201151

**Strategy Rationale**

Teamwork and collaboration is the key to creating a better product.

**Action Step 1 5**

Teacher teams will be trained on how to deconstruct the standards.

**Person Responsible**

Jorie Jeannides

**Schedule**

Semiannually, from 8/18/2015 to 10/30/2015

**Evidence of Completion**

Training handouts and powerpoint on school sharepoint.

### Action Step 2 5

Teachers will be provided with resource information and learn to determine if state, internet and district test item banks have rigorous enough standards based test specs for them to incorporate on their collaborative common assessments.

#### **Person Responsible**

Jorie Jeannides

#### **Schedule**

Daily, from 8/19/2015 to 4/25/2016

#### **Evidence of Completion**

Grade level common assessments for review.

### Action Step 3 5

Teacher teams will collaboratively work to design individual student tracking forms for content area progress monitoring of daily target goals and standards.

#### **Person Responsible**

Karen Bindas

#### **Schedule**

Quarterly, from 9/1/2015 to 5/31/2016

#### **Evidence of Completion**

Classroom tracking forms, student tracking folders, and content area academic student notebooks

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

Teacher teams will be trained on how to deconstruct the standards.

#### **Person Responsible**

Jorie Jeannides

#### **Schedule**

Biweekly, from 8/17/2015 to 3/31/2016

#### **Evidence of Completion**

Common Assessments

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

Teachers will be provided with resource information and learn to determine if state, internet and district test item banks have rigorous enough standards based test specs for them to incorporate on their collaborative common assessments.

**Person Responsible**

Jorie Jeannides

**Schedule**

Monthly, from 8/17/2015 to 5/27/2016

***Evidence of Completion***

Common Assessments

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

Teacher teams will collaboratively work to design individual student tracking forms for content area progress monitoring of daily target goals and standards.

**Person Responsible**

Karen Bindas

**Schedule**

On 5/27/2016

***Evidence of Completion***

Student data notebooks

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

Teacher teams will be trained on how to deconstruct the standards.

**Person Responsible**

Jorie Jeannides

**Schedule**

Monthly, from 8/17/2015 to 5/27/2016

***Evidence of Completion***

Students data

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

Teachers will be provided with resource information and learn to determine if state, internet and district test item banks have rigorous enough standards based test specs for them to incorporate on their collaborative common assessments.

**Person Responsible**

Jorie Jeannides

**Schedule**

Monthly, from 8/17/2015 to 5/27/2016

***Evidence of Completion***

Student data

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

Teacher teams will collaboratively work to design individual student tracking forms for content area progress monitoring of daily target goals and standards.

**Person Responsible**

Karen Bindas

**Schedule**

Monthly, from 9/7/2015 to 5/27/2016

***Evidence of Completion***

Student data

**G2.B1.S3** Student data results of collaboratively created common assessments created by the teachers will be analyzed by teachers, Principal and coaches. 4

S201152

### Strategy Rationale

DOK question levels tied to the standards level of rigor must be evident and effectively placed in the assessment at all grade levels.

### Action Step 1 5

Results of pre and post common unit assessments will be collaboratively analyzed by question item, teacher class results, and grade level in order to enhance the work of the PLC and teacher sharing their expertise.

#### Person Responsible

Karen Bindas

#### Schedule

Biweekly, from 9/7/2015 to 5/30/2016

#### Evidence of Completion

Data analysis reports and data meeting minutes.

### Action Step 2 5

Principal and CRT will collaborate with other staff at other schools in order to determine if we are creating the appropriate level of questions for our common assessments.

#### Person Responsible

Jorie Jeannides

#### Schedule

Biweekly, from 10/19/2015 to 5/2/2016

#### Evidence of Completion

common assessments shared by other elementary schools

**Action Step 3** 5

Train PLC's to collaboratively create and write S.M.A.R.T goals in order to increase student achievement in ELA, Math and Science.

**Person Responsible**

Karen Bindas

**Schedule**

Quarterly, from 9/18/2015 to 5/27/2016

**Evidence of Completion**

SMART goal student achievement data results.

**Plan to Monitor Fidelity of Implementation of G2.B1.S3** 6

Results of pre and post common unit assessments will be collaboratively analyzed by question item, teacher class results, and grade level in order to enhance the work of the PLC and teacher sharing their expertise.

**Person Responsible**

Karen Bindas

**Schedule**

On 5/27/2016

**Evidence of Completion**

PLC Meeting Mnotes

**Plan to Monitor Fidelity of Implementation of G2.B1.S3** 6

Principal and CRT will collaborate with other staff at other schools in order to determine if we are creating the appropriate level of questions for our common assessments.

**Person Responsible**

Karen Bindas

**Schedule**

Monthly, from 8/24/2015 to 3/25/2016

**Evidence of Completion**

Common assessments

**Plan to Monitor Fidelity of Implementation of G2.B1.S3 6**

Train PLC's to collaboratively create and write S.M.A.R.T goals in order to increase student achievement in ELA, Math and Science.

**Person Responsible**

Karen Bindas

**Schedule**

Monthly, from 8/31/2015 to 3/25/2016

**Evidence of Completion**

PLC Meeting Minutes

**Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7**

Results of pre and post common unit assessments will be collaboratively analyzed by question item, teacher class results, and grade level in order to enhance the work of the PLC and teacher sharing their expertise.

**Person Responsible**

Karen Bindas

**Schedule**

Monthly, from 9/7/2015 to 5/27/2016

**Evidence of Completion**

PLC Meeting Minutes and Student Data

**Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7**

Principal and CRT will collaborate with other staff at other schools in order to determine if we are creating the appropriate level of questions for our common assessments.

**Person Responsible**

Karen Bindas

**Schedule**

Monthly, from 8/31/2015 to 3/25/2016

**Evidence of Completion**

Student Data

**Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7**

Train PLC's to collaboratively create and write S.M.A.R.T goals in order to increase student achievement in ELA, Math and Science.

**Person Responsible**

Karen Bindas

**Schedule**

Quarterly, from 10/26/2015 to 3/25/2016

**Evidence of Completion**

School Templates and Teacher Data notebooks and Matrix

**G2.B1.S4** Principal will monitor effective implementation of teacher collaboration in during their PLC sessions. 4

 S201153

**Strategy Rationale**

Effective use of PLC time will increase student achievement and classroom teacher pedagogy.

**Action Step 1 5**

PLC meeting minutes will be submitted each week for Principal feedback and support for increased collaboration.

**Person Responsible**

Karen Bindas

**Schedule**

Weekly, from 8/28/2015 to 5/27/2016

**Evidence of Completion**

Team Leader submitted PLC minutes on school tempate

**Action Step 2** 5

Principal will survey teachers and team leader for feedback on the collaborative workings of their PLC through a survey monkey and individual exit question tickets.

**Person Responsible**

Karen Bindas

**Schedule**

Semiannually, from 11/30/2015 to 5/31/2016

**Evidence of Completion**

Survey results and teacher comments

**Action Step 3** 5

Principal will provide mid point and final evaluation data and feedback for all teachers aligned to their collaborative PLC and professionalism in Domain 4 as a result of PLC observations, minutes and individual teacher conferences.

**Person Responsible**

Karen Bindas

**Schedule**

Semiannually, from 1/4/2016 to 5/2/2016

**Evidence of Completion**

Evidence of scale scores and feedback in teacher's Domain 4

**Plan to Monitor Fidelity of Implementation of G2.B1.S4** 6

PLC meeting minutes will be submitted each week for Principal feedback and support for increased collaboration.

**Person Responsible**

Karen Bindas

**Schedule**

On 5/6/2016

**Evidence of Completion**

PLC Minutes

**Plan to Monitor Fidelity of Implementation of G2.B1.S4 6**

Principal will survey teachers and team leader for feedback on the collaborative workings of their PLC through a survey monkey and individual exit question tickets.

**Person Responsible**

Karen Bindas

**Schedule**

Semiannually, from 11/2/2015 to 5/27/2016

**Evidence of Completion**

Surveys and exit tickets

**Plan to Monitor Fidelity of Implementation of G2.B1.S4 6**

Principal will provide mid point and final evaluation data and feedback for all teachers aligned to their collaborative PLC and professionalism in Domain 4 as a result of PLC observations, minutes and individual teacher conferences.

**Person Responsible**

**Schedule**

Semiannually, from 1/1/2016 to 5/31/2016

**Evidence of Completion**

iobservation data and feedback

**Plan to Monitor Effectiveness of Implementation of G2.B1.S4 7**

PLC meeting minutes will be submitted each week for Principal feedback and support for increased collaboration.

**Person Responsible**

Karen Bindas

**Schedule**

Weekly, from 8/31/2015 to 5/6/2016

**Evidence of Completion**

Principal Feedback

**Plan to Monitor Effectiveness of Implementation of G2.B1.S4 7**

Principal will survey teachers and team leader for feedback on the collaborative workings of their PLC through a survey monkey and individual exit question tickets.

**Person Responsible**

Karen Bindas

**Schedule**

Semiannually, from 11/2/2015 to 5/27/2016

**Evidence of Completion**

Principal feedback

**Plan to Monitor Effectiveness of Implementation of G2.B1.S4 7**

Principal will provide mid point and final evaluation data and feedback for all teachers aligned to their collaborative PLC and professionalism in Domain 4 as a result of PLC observations, minutes and individual teacher conferences.

**Person Responsible**

Karen Bindas

**Schedule**

Semiannually, from 1/1/2016 to 5/31/2016

**Evidence of Completion**

lobservation data and feedback

**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	Professional development lessons will be scheduled for early release Wednesdays, minimum of 2 times a month to guide and assist teachers in their planning for standards based instruction utilizing the instructional framework.	Jeannides, Jorie	8/17/2015	classroom observations, assessment data analysis and review of professional development binders	5/25/2016 monthly
G1.B1.S2.A1	CRT, Principal and Math Coach will review and provide feedback to teacher teams on unit lesson plans	Bindas, Karen	8/28/2015	Feedback will be provided in lesson plan comment section or template designed by Principal	5/27/2016 one-time
G1.B1.S3.A1	All K-5 teachers will participate professional development sessions for small group guided reading and/or close reads lessons aligned to	Jeannides, Jorie	9/8/2015	Student achievement data from weekly or bi-weekly Lexile leveled reading passages in grades 1-5	5/2/2016 one-time

**Orange - 1141 - Little River Elementary - 2015-16 SIP**  
*Little River Elementary*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	student's lexile levels for ELA, science and social studies standards.				
G1.B1.S4.A1	Principal will conduct practice classroom observations with trained coaches in order to provide cohesive expectations for teachers scale ratings and actionable feedback that will help them to increase rigor in the classroom resulting in increased student achievement and cognitive engagement.	Bindas, Karen	9/1/2015	Observation comments and a collaboratively created sample actionable feedback tip sheet for assisting observers.	4/25/2016 quarterly
G2.B1.S1.A1	Provide PD and coaching for teachers in small and large group settings to strengthen their ability to write rigorous common assessment questions that challenge and develop problem solving skills in all students resulting in an increase student achievement scores.	Jeannides, Jorie	8/18/2015	Student behavior during testing, PLC minutes, and student test scores	5/27/2016 quarterly
G2.B1.S2.A1	Teacher teams will be trained on how to deconstruct the standards.	Jeannides, Jorie	8/18/2015	Training handouts and powerpoint on school sharepoint.	10/30/2015 semiannually
G2.B1.S3.A1	Results of pre and post common unit assessments will be collaboratively analyzed by question item, teacher class results, and grade level in order to enhance the work of the PLC and teacher sharing their expertise.	Bindas, Karen	9/7/2015	Data analysis reports and data meeting minutes.	5/30/2016 biweekly
G2.B1.S4.A1	PLC meeting minutes will be submitted each week for Principal feedback and support for increased collaboration.	Bindas, Karen	8/28/2015	Team Leader submitted PLC minutes on school tempate	5/27/2016 weekly
G1.B1.S1.A2	Teachers will be assigned to study groups based on their deliberate practice element. They will have book study, watch videos and share research tied to increasing rigor through the implementation of their element of study.	Bindas, Karen	10/26/2015	deliberate practice plan reflection and action step evidence in iobservation	4/29/2016 monthly
G1.B1.S2.A2	Instructional coaches will assist and provide on-going training for teacher teams in lesson planning tied to the standards and the Marzano framework.	Jeannides, Jorie	8/18/2015	Instructional coach logs and their SMART goal action plan evidence.	3/28/2016 biweekly
G1.B1.S3.A2	Teachers in grades K-3 will be trained to conduct DRA assessments at least 2 times a year to determine increased student achievement of individual students reading level and performance of ELA standards.	Jeannides, Jorie	9/28/2015	DRA assessment reports	5/27/2016 one-time
G1.B1.S4.A2	Share and review i-observation school reports with staff at least 4 times a year. Discuss the teacher autonomy, progress, frequency and effective use of the super 7 strategies aimed at increasing instructional rigor as a school team of educators.	Bindas, Karen	8/17/2015	i-observation reports as PD handouts for binders, reflection exit tickets and sign in sheets	5/18/2016 quarterly
G2.B1.S1.A2	Instructional coaches will attend district trainings and bring back information and new strategies for teachers and Principal to discuss and learn during collaboration sessions and PLC meetings.	Jeannides, Jorie	8/18/2015	Coach training handouts and 3-2-1 exit slips in teacher PD binders.	5/30/2016 quarterly
G2.B1.S2.A2	Teachers will be provided with resource information and learn to determine if state, internet and district test item banks have rigorous enough	Jeannides, Jorie	8/19/2015	Grade level common assessments for review.	4/25/2016 daily

**Orange - 1141 - Little River Elementary - 2015-16 SIP**  
*Little River Elementary*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	standards based test specs for them to incorporate on their collaborative common assessments.				
G2.B1.S3.A2	Principal and CRT will collaborate with other staff at other schools in order to determine if we are creating the appropriate level of questions for our common assessments.	Jeannides, Jorie	10/19/2015	common assessments shared by other elementary schools	5/2/2016 biweekly
G2.B1.S4.A2	Principal will survey teachers and team leader for feedback on the collaborative workings of their PLC through a survey monkey and individual exit question tickets.	Bindas, Karen	11/30/2015	Survey results and teacher comments	5/31/2016 semiannually
G1.B1.S1.A3	Weekly, teachers will receive articles, tips, and video links aligned to rigor and/or framework with the weekly bulletin. Teachers will complete a reflection for these articles and place them in their PD binder or in their iobservation deliberate practice plan template.	Bindas, Karen	8/17/2015	Weekly WAVES and attachments sent via email and reflection on template provided	5/23/2016 weekly
G1.B1.S2.A3	Teacher lesson segments and common boards will be monitored for posting and having the students respond using the essential academic vocabulary across the content areas during classroom visits and observations	Bindas, Karen	8/24/2015	Lesson plan comments, common boards and feedback in iobservation comment sections	5/30/2016 every-3-weeks
G1.B1.S4.A3	Survey teachers on the effectiveness of coaching, peer feedback, PD and provided resources aligned to increasing rigor in lesson planning and classroom instruction.	Bindas, Karen	9/25/2015	Survey results and teacher comments	5/27/2016 every-3-weeks
G2.B1.S1.A3	Instructional coaches and teachers will collaborate on how to best use technology tools during classroom instruction and at home in order to increase student engagement and achievement.	Rosa, Brad	8/18/2015	Observable teacher use of Smart board and web based curriculum and instruction tools that add rigor to the lessons or provide differentiated instruction to close the gap in student achievement.	5/31/2016 biweekly
G2.B1.S2.A3	Teacher teams will collaboratively work to design individual student tracking forms for content area progress monitoring of daily target goals and standards.	Bindas, Karen	9/1/2015	Classroom tracking forms, student tracking folders, and content area academic student notebooks	5/31/2016 quarterly
G2.B1.S3.A3	Train PLC's to collaboratively create and write S.M.A.R.T goals in order to increase student achievement in ELA, Math and Science.	Bindas, Karen	9/18/2015	SMART goal student achievement data results.	5/27/2016 quarterly
G2.B1.S4.A3	Principal will provide mid point and final evaluation data and feedback for all teachers aligned to their collaborative PLC and professionalism in Domain 4 as a result of PLC observations, minutes and individual teacher conferences.	Bindas, Karen	1/4/2016	Evidence of scale scores and feedback in teacher's Domain 4	5/2/2016 semiannually
G1.B1.S2.A4	A three week classroom observation rotation schedule will be created for Principal and trained coaches to ensure all instructors are receiving actionable feedback tied to increasing rigor in the classroom.	Bindas, Karen	9/4/2015	Excel sheet of completed observation dates for all instructional staff	5/31/2016 quarterly
G1.MA1	Monitor the progress of students toward the goal of an increase in	Bindas, Karen	8/24/2015	school progress monitoring reports	5/31/2016 weekly

**Orange - 1141 - Little River Elementary - 2015-16 SIP**  
*Little River Elementary*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	student achievement on all common formative assessments.				
G1.B1.S1.MA1	Student achievement data from classroom common assessments.	Bindas, Karen	8/24/2015	Data collection	5/27/2016 biweekly
G1.B1.S1.MA1	Principal will conduct classroom walk throughs to monitor for teachers utilizing standards based instruction.	Bindas, Karen	8/24/2015	iobservation data, conferences	5/27/2016 weekly
G1.B1.S1.MA3	Coaches will review lesson plans	Jeannides, Jorie	8/24/2015	Lessons designed around standards and activities linked directly to standards	6/3/2016 weekly
G1.B1.S2.MA1	Formal and informal classroom observations	Bindas, Karen	9/8/2015	Comments in iobservation and instructional scores for teachers	5/2/2016 one-time
G1.B1.S2.MA1	Review of Lesson Plans	Bindas, Karen	8/24/2015	Direct actionable feedback in the comment section and highlights for desired effects	5/27/2016 biweekly
G1.B1.S3.MA1	Teacher Professional development	Bindas, Karen	9/30/2015	Focus on Marzano Super 7 strategies, and monitoring focus groups of deliberate practice elements	3/30/2016 one-time
G1.B1.S3.MA1	Monitoring for professional development	Bindas, Karen	8/31/2015	Exit tickets, reflections, professional development binder entries	5/27/2016 one-time
G1.B1.S3.MA2	Teachers trained in administering of DRA	Jeannides, Jorie	9/7/2015	Classroom observations of small group lessons and DRA student data	5/27/2016 one-time
G1.B1.S4.MA1	Principal will conduct practice classroom observations with trained coaches in order to provide cohesive expectations for teachers scale ratings and actionable feedback that will help them to increase rigor in the classroom resulting in increased student achievement and cognitive engagement.	Bindas, Karen	9/8/2015	Teacher instructional scores at midpoint and final as well as pre and post conferences	5/27/2016 one-time
G1.B1.S4.MA1	Principal will conduct practice classroom observations with trained coaches in order to provide cohesive expectations for teachers scale ratings and actionable feedback that will help them to increase rigor in the classroom resulting in increased student achievement and cognitive engagement.	Bindas, Karen	School report on frequency of elements rated in iobservation	one-time	
G2.MA1	Common assessments and student performance during testing conditions	Jeannides, Jorie	8/24/2015	Student scores and student observations	5/27/2016 monthly
G2.MA2	Instructional coaches will attend district trainings and bring back information and new strategies for teachers and Principal to discuss and learn during collaboration sessions and PLC meetings.	Jeannides, Jorie	9/9/2015	Student data based on standards	3/9/2016 every-6-weeks
G2.B1.S1.MA1	Provide PD and coaching for teachers in small and large group settings to strengthen their ability to write rigorous common assessment questions that challenge and develop problem solving skills in all students resulting in an increase student achievement scores.	Jeannides, Jorie	8/17/2015	Teacher Exit Slips	5/27/2016 one-time
G2.B1.S1.MA4	Instructional coaches will attend district trainings and bring back information and new strategies for teachers and Principal to discuss and learn during collaboration sessions and PLC meetings.	Jeannides, Jorie	9/9/2015	Exit Slips and PLC minutes	3/9/2016 every-6-weeks

**Orange - 1141 - Little River Elementary - 2015-16 SIP**  
*Little River Elementary*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.MA1	Provide PD and coaching for teachers in small and large group settings to strengthen their ability to write rigorous common assessment questions that challenge and develop problem solving skills in all students resulting in an increase student achievement scores.	Jeannides, Jorie	8/17/2015	Progress monitoring of student scores	5/27/2016 biweekly
G2.B1.S1.MA3	Instructional coaches will attend district trainings and bring back information and new strategies for teachers and Principal to discuss and learn during collaboration sessions and PLC meetings.	Jeannides, Jorie	9/9/2015	Utilization of information and strategies embeded in classroom instruction	3/9/2016 one-time
G2.B1.S1.MA5	Instructional coaches and teachers will collaborate on how to best use technology tools during classroom instruction and at home in order to increase student engagement and achievement..	Rosa, Brad	8/19/2015	Lesson plans and comments	5/27/2016 biweekly
G2.B1.S2.MA1	Teacher teams will be trained on how to deconstruct the standards.	Jeannides, Jorie	8/17/2015	Students data	5/27/2016 monthly
G2.B1.S2.MA4	Teachers will be provided with resource information and learn to determine if state, internet and district test item banks have rigorous enough standards based test specs for them to incorporate on their collaborative common assessments.	Jeannides, Jorie	8/17/2015	Student data	5/27/2016 monthly
G2.B1.S2.MA6	Teacher teams will collaboratively work to design individual student tracking forms for content area progress monitoring of daily target goals and standards.	Bindas, Karen	9/7/2015	Student data	5/27/2016 monthly
G2.B1.S2.MA1	Teacher teams will be trained on how to deconstruct the standards.	Jeannides, Jorie	8/17/2015	Common Assessments	3/31/2016 biweekly
G2.B1.S2.MA3	Teachers will be provided with resource information and learn to determine if state, internet and district test item banks have rigorous enough standards based test specs for them to incorporate on their collaborative common assessments.	Jeannides, Jorie	8/17/2015	Common Assessments	5/27/2016 monthly
G2.B1.S2.MA5	Teacher teams will collaboratively work to design individual student tracking forms for content area progress monitoring of daily target goals and standards.	Bindas, Karen	9/7/2015	Student data notebooks	5/27/2016 one-time
G2.B1.S3.MA1	Results of pre and post common unit assessments will be collaboratively analyzed by question item, teacher class results, and grade level in order to enhance the work of the PLC and teacher sharing their expertise.	Bindas, Karen	9/7/2015	PLC Meeting Minutes and Student Data	5/27/2016 monthly
G2.B1.S3.MA4	Principal and CRT will collaborate with other staff at other schools in order to determine if we are creating the appropriate level of questions for our common assessments.	Bindas, Karen	8/31/2015	Student Data	3/25/2016 monthly
G2.B1.S3.MA6	Train PLC's to collaboratively create and write S.M.A.R.T goals in order to increase student achievement in ELA, Math and Science.	Bindas, Karen	10/26/2015	School Templates and Teacher Data notebooks and Matrix	3/25/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S3.MA1	Results of pre and post common unit assessments will be collaboratively analyzed by question item, teacher class results, and grade level in order to enhance the work of the PLC and teacher sharing their expertise.	Bindas, Karen	9/7/2015	PLC Meeting Minutes	5/27/2016 one-time
G2.B1.S3.MA3	Principal and CRT will collaborate with other staff at other schools in order to determine if we are creating the appropriate level of questions for our common assessments.	Bindas, Karen	8/24/2015	Common assessments	3/25/2016 monthly
G2.B1.S3.MA5	Train PLC's to collaboratively create and write S.M.A.R.T goals in order to increase student achievement in ELA, Math and Science.	Bindas, Karen	8/31/2015	PLC Meeting Minutes	3/25/2016 monthly
G2.B1.S4.MA1	PLC meeting minutes will be submitted each week for Principal feedback and support for increased collaboration.	Bindas, Karen	8/31/2015	Principal Feedback	5/6/2016 weekly
G2.B1.S4.MA4	Principal will survey teachers and team leader for feedback on the collaborative workings of their PLC through a survey monkey and individual exit question tickets.	Bindas, Karen	11/2/2015	Principal feedback	5/27/2016 semiannually
G2.B1.S4.MA6	Principal will provide mid point and final evaluation data and feedback for all teachers aligned to their collaborative PLC and professionalism in Domain 4 as a result of PLC observations, minutes and individual teacher conferences.	Bindas, Karen	1/1/2016	observation data and feedback	5/31/2016 semiannually
G2.B1.S4.MA1	PLC meeting minutes will be submitted each week for Principal feedback and support for increased collaboration.	Bindas, Karen	8/24/2015	PLC Minutes	5/6/2016 one-time
G2.B1.S4.MA3	Principal will survey teachers and team leader for feedback on the collaborative workings of their PLC through a survey monkey and individual exit question tickets.	Bindas, Karen	11/2/2015	Surveys and exit tickets	5/27/2016 semiannually
G2.B1.S4.MA5	Principal will provide mid point and final evaluation data and feedback for all teachers aligned to their collaborative PLC and professionalism in Domain 4 as a result of PLC observations, minutes and individual teacher conferences.		1/1/2016	observation data and feedback	5/31/2016 semiannually

## 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 Standards Based Instruction which will lead to an increase in student achievement. (Division Priority: Accelerate student performance)

### **G1.B1** Lack of Rigor

**G1.B1.S1** Provide direct professional development on the use of the Instructional Framework.

#### **PD Opportunity 1**

Professional development lessons will be scheduled for early release Wednesdays, minimum of 2 times a month to guide and assist teachers in their planning for standards based instruction utilizing the instructional framework.

##### **Facilitator**

Principal, CRT and Math coach

##### **Participants**

All instructional staff

##### **Schedule**

Monthly, from 8/17/2015 to 5/25/2016

**G1.B1.S2** Monitor lesson planning through standards based observations

#### **PD Opportunity 1**

Instructional coaches will assist and provide on-going training for teacher teams in lesson planning tied to the standards and the Marzano framework.

##### **Facilitator**

CRT, Math Coach and Principal

##### **Participants**

All Instructional Staff

##### **Schedule**

Biweekly, from 8/18/2015 to 3/28/2016

**G1.B1.S3** Coaching and/or professional development for teachers on teaching content area reading as needed.

**PD Opportunity 1**

All K-5 teachers will participate professional development sessions for small group guided reading and/or close reads lessons aligned to student's lexile levels for ELA, science and social studies standards.

**Facilitator**

CRT

**Participants**

All classroom teachers

**Schedule**

On 5/2/2016

**G1.B1.S4** Review iobservation reports and feedback to determine effectiveness of lesson planning and use of instructional framework strategies.

**PD Opportunity 1**

Share and review i-observation school reports with staff at least 4 times a year. Discuss the teacher autonomy, progress, frequency and effective use of the super 7 strategies aimed at increasing instructional rigor as a school team of educators.

**Facilitator**

Principal

**Participants**

All Instructional Staff

**Schedule**

Quarterly, from 8/17/2015 to 5/18/2016

**G2.** Utilize collaborative planning to develop an infrastructure for effect and ongoing formative assessments resulting in an increase in student achievement. (Division Priority: Provide empowering environments)

**G2.B1** Teachers lack expertise in collaboration skills for developing daily and unit common formative assessments tied to standards based instruction.

**G2.B1.S1** CRT and Math coach will collaborate and provide ongoing trainings on deconstructing standards and creating common assessments for grade level teams of teachers .

### **PD Opportunity 1**

Provide PD and coaching for teachers in small and large group settings to strengthen their ability to write rigorous common assessment questions that challenge and develop problem solving skills in all students resulting in an increase student achievement scores.

#### **Facilitator**

CRT, Math Coach

#### **Participants**

All Instructional staff

#### **Schedule**

Quarterly, from 8/18/2015 to 5/27/2016

### **PD Opportunity 2**

Instructional coaches will attend district trainings and bring back information and new strategies for teachers and Principal to discuss and learn during collaboration sessions and PLC meetings.

#### **Facilitator**

District Coaches

#### **Participants**

School coaches

#### **Schedule**

Quarterly, from 8/18/2015 to 5/30/2016

### PD Opportunity 3

Instructional coaches and teachers will collaborate on how to best use technology tools during classroom instruction and at home in order to increase student engagement and achievement.

#### Facilitator

Jorie Jeanniedes and Brad Rosa

#### Participants

All instructional staff and Principal

#### Schedule

Biweekly, from 8/18/2015 to 5/31/2016

**G2.B1.S2** Teacher grade level teams (PLC's ) will collaboratively create common assessments for all unit plans tied to teaching the standards.

### PD Opportunity 1

Teacher teams will be trained on how to deconstruct the standards.

#### Facilitator

CRT

#### Participants

All Instructional staff

#### Schedule

Semiannually, from 8/18/2015 to 10/30/2015

### PD Opportunity 2

Teacher teams will collaboratively work to design individual student tracking forms for content area progress monitoring of daily target goals and standards.

#### Facilitator

CRT, Math coach and Gifted Teacher

#### Participants

All Instructional staff

#### Schedule

Quarterly, from 9/1/2015 to 5/31/2016

## Technical Assistance Items

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

**G1.** Increase Standards Based Instruction which will lead to an increase in student achievement. (Division Priority: Accelerate student performance)

### **G1.B1** Lack of Rigor

**G1.B1.S1** Provide direct professional development on the use of the Instructional Framework.

#### **PD Opportunity 1**

Teachers will be assigned to study groups based on their deliberate practice element. They will have book study, watch videos and share research tied to increasing rigor through the implementation of their element of study.

##### **Facilitator**

Karen Bindas

##### **Participants**

All Instructional Staff who have deliberate practice plans to complete

##### **Schedule**

Monthly, from 10/26/2015 to 4/29/2016

#### **PD Opportunity 2**

Weekly, teachers will receive articles, tips, and video links aligned to rigor and/or framework with the weekly bulletin. Teachers will complete a reflection for these articles and place them in their PD binder or in their iobservation deliberate practice plan template.

##### **Facilitator**

Principal and coaches

##### **Participants**

All Instructional staff

##### **Schedule**

Weekly, from 8/17/2015 to 5/23/2016

**G1.B1.S2** Monitor lesson planning through standards based observations

**PD Opportunity 1**

CRT, Principal and Math Coach will review and provide feedback to teacher teams on unit lesson plans

**Facilitator**

CRT, Math Coach, Principal

**Participants**

All grade level teams of teachers

**Schedule**

On 5/27/2016

**PD Opportunity 2**

Teacher lesson segments and common boards will be monitored for posting and having the students respond using the essential academic vocabulary across the content areas during classroom visits and observations

**Facilitator**

Principal, CRT, Math Coach

**Participants**

All Instructional Staff

**Schedule**

Every 3 Weeks, from 8/24/2015 to 5/30/2016

**PD Opportunity 3**

A three week classroom observation rotation schedule will be created for Principal and trained coaches to ensure all instructors are receiving actionable feedback tied to increasing rigor in the classroom.

**Facilitator**

Principal, Match Coach, CRT

**Participants**

All Instructional Staff

**Schedule**

Quarterly, from 9/4/2015 to 5/31/2016

**G2.** Utilize collaborative planning to develop an infrastructure for effect and ongoing formative assessments resulting in an increase in student achievement. (Division Priority: Provide empowering environments)

**G2.B1** Teachers lack expertise in collaboration skills for developing daily and unit common formative assessments tied to standards based instruction.

**G2.B1.S3** Student data results of collaboratively created common assessments created by the teachers will be analyzed by teachers, Principal and coaches.

### **PD Opportunity 1**

Results of pre and post common unit assessments will be collaboratively analyzed by question item, teacher class results, and grade level in order to enhance the work of the PLC and teacher sharing their expertise.

#### **Facilitator**

Principal, CRT, Math Coach

#### **Participants**

All Instructional Staff

#### **Schedule**

Biweekly, from 9/7/2015 to 5/30/2016

### **PD Opportunity 2**

Principal and CRT will collaborate with other staff at other schools in order to determine if we are creating the appropriate level of questions for our common assessments.

#### **Facilitator**

Principal and CRT

#### **Participants**

Instructional Staff

#### **Schedule**

Biweekly, from 10/19/2015 to 5/2/2016

**PD Opportunity 3**

Train PLC's to collaboratively create and write S.M.A.R.T goals in order to increase student achievement in ELA, Math and Science.

**Facilitator**

CRT and Principal

**Participants**

Teacher PLC's

**Schedule**

Quarterly, from 9/18/2015 to 5/27/2016

**Budget**

<b>Budget Data</b>						
<b>1</b>	<b>G1.B1.S1.A1</b>	<b>Professional development lessons will be scheduled for early release Wednesdays, minimum of 2 times a month to guide and assist teachers in their planning for standards based instruction utilizing the instructional framework.</b>				<b>\$6,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	2110	100-Salaries	1141 - Little River Elementary	General Fund		\$6,000.00
<b>2</b>	<b>G1.B1.S1.A2</b>	<b>Teachers will be assigned to study groups based on their deliberate practice element. They will have book study, watch videos and share research tied to increasing rigor through the implementation of their element of study.</b>				<b>\$300.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5000	510-Supplies	1141 - Little River Elementary	General Fund		\$300.00
<b>3</b>	<b>G1.B1.S1.A3</b>	<b>Weekly, teachers will receive articles, tips, and video links aligned to rigor and/or framework with the weekly bulletin. Teachers will complete a reflection for these articles and place them in their PD binder or in their iobservation deliberate practice plan template.</b>				<b>\$0.00</b>
<b>4</b>	<b>G1.B1.S2.A1</b>	<b>CRT, Principal and Math Coach will review and provide feedback to teacher teams on unit lesson plans</b>				<b>\$0.00</b>
<b>5</b>	<b>G1.B1.S2.A2</b>	<b>Instructional coaches will assist and provide on-going training for teacher teams in lesson planning tied to the standards and the Marzano framework.</b>				<b>\$27,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	2110	100-Salaries	1141 - Little River Elementary	General Fund		\$27,000.00

### Budget Data

<b>6</b>	<b>G1.B1.S2.A3</b>	<b>Teacher lesson segments and common boards will be monitored for posting and having the students respond using the essential academic vocabulary across the content areas during classroom visits and observations</b>				<b>\$9,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	2110	100-Salaries	1141 - Little River Elementary	General Fund		\$9,000.00
<b>7</b>	<b>G1.B1.S2.A4</b>	<b>A three week classroom observation rotation schedule will be created for Principal and trained coaches to ensure all instructors are receiving actionable feedback tied to increasing rigor in the classroom.</b>				<b>\$9,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	2110	100-Salaries	1141 - Little River Elementary	General Fund		\$9,000.00
<b>8</b>	<b>G1.B1.S3.A1</b>	<b>All K-5 teachers will participate professional development sessions for small group guided reading and/or close reads lessons aligned to student's lexile levels for ELA, science and social studies standards.</b>				<b>\$2,100.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	2110	100-Salaries	1141 - Little River Elementary	General Fund		\$2,100.00
<b>9</b>	<b>G1.B1.S3.A2</b>	<b>Teachers in grades K-3 will be trained to conduct DRA assessments at least 2 times a year to determine increased student achievement of individual students reading level and performance of ELA standards.</b>				<b>\$0.00</b>
<b>10</b>	<b>G1.B1.S4.A1</b>	<b>Principal will conduct practice classroom observations with trained coaches in order to provide cohesive expectations for teachers scale ratings and actionable feedback that will help them to increase rigor in the classroom resulting in increased student achievement and cognitive engagement.</b>				<b>\$0.00</b>
<b>11</b>	<b>G1.B1.S4.A2</b>	<b>Share and review i-observation school reports with staff at least 4 times a year. Discuss the teacher autonomy, progress, frequency and effective use of the super 7 strategies aimed at increasing instructional rigor as a school team of educators.</b>				<b>\$0.00</b>
<b>12</b>	<b>G1.B1.S4.A3</b>	<b>Survey teachers on the effectiveness of coaching, peer feedback, PD and provided resources aligned to increasing rigor in lesson planning and classroom instruction.</b>				<b>\$0.00</b>
<b>13</b>	<b>G2.B1.S1.A1</b>	<b>Provide PD and coaching for teachers in small and large group settings to strengthen their ability to write rigorous common assessment questions that challenge and develop problem solving skills in all students resulting in an increase student achievement scores.</b>				<b>\$3,600.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	2110	100-Salaries	1141 - Little River Elementary	General Fund		\$3,600.00

### Budget Data

14	G2.B1.S1.A2	<b>Instructional coaches will attend district trainings and bring back information and new strategies for teachers and Principal to discuss and learn during collaboration sessions and PLC meetings.</b>				<b>\$250.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	7000	510-Supplies	1141 - Little River Elementary	General Fund		\$250.00
15	G2.B1.S1.A3	<b>Instructional coaches and teachers will collaborate on how to best use technology tools during classroom instruction and at home in order to increase student engagement and achievement.</b>				<b>\$0.00</b>
16	G2.B1.S2.A1	<b>Teacher teams will be trained on how to deconstruct the standards.</b>				<b>\$6,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	2110	100-Salaries	1141 - Little River Elementary	General Fund		\$6,000.00
17	G2.B1.S2.A2	<b>Teachers will be provided with resource information and learn to determine if state, internet and district test item banks have rigorous enough standards based test specs for them to incorporate on their collaborative common assessments.</b>				<b>\$0.00</b>
18	G2.B1.S2.A3	<b>Teacher teams will collaboratively work to design individual student tracking forms for content area progress monitoring of daily target goals and standards.</b>				<b>\$1,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	2110	100-Salaries	1141 - Little River Elementary	General Fund		\$1,000.00
19	G2.B1.S3.A1	<b>Results of pre and post common unit assessments will be collaboratively analyzed by question item, teacher class results, and grade level in order to enhance the work of the PLC and teacher sharing their expertise.</b>				<b>\$18,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	2110	100-Salaries	1141 - Little River Elementary	General Fund		\$18,000.00
20	G2.B1.S3.A2	<b>Principal and CRT will collaborate with other staff at other schools in order to determine if we are creating the appropriate level of questions for our common assessments.</b>				<b>\$600.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	2110	100-Salaries	1141 - Little River Elementary	General Fund		\$600.00
21	G2.B1.S3.A3	<b>Train PLC's to collaboratively create and write S.M.A.R.T goals in order to increase student achievement in ELA, Math and Science.</b>				<b>\$1,300.00</b>

<b>Budget Data</b>							
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
	2110	100-Salaries	1141 - Little River Elementary	General Fund		\$1,000.00	
	5000	510-Supplies	1141 - Little River Elementary	General Fund		\$300.00	
22	G2.B1.S4.A1	<b>PLC meeting minutes will be submitted each week for Principal feedback and support for increased collaboration.</b>					<b>\$0.00</b>
23	G2.B1.S4.A2	<b>Principal will survey teachers and team leader for feedback on the collaborative workings of their PLC through a survey monkey and individual exit question tickets.</b>					<b>\$0.00</b>
24	G2.B1.S4.A3	<b>Principal will provide mid point and final evaluation data and feedback for all teachers aligned to their collaborative PLC and professionalism in Domain 4 as a result of PLC observations, minutes and individual teacher conferences.</b>					<b>\$0.00</b>
					<b>Total:</b>	<b>\$84,150.00</b>	