Schrader Elementary School

2015-16 School Improvement Plan

Schrader Elementary School

11041 LITTLE RD, New Port Richey, FL 34654

www.pasco.k12.fl.us

School Demographics

School Type	2014-15 Title I School	**2015-16 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 2)
Elementary	Yes	80%

Alternative/ESE Center	Charter School	**2015-16 Minority Rate** (Reported as Non-white on Survey 2)
No	No	29%

School Grades History

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

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 Pasco County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

DA Category	Region	RED
Focus	4	Jim Browder

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our mission is to create a nurturing environment where students actively engage in purposeful curriculum. By using cutting edge technology and research based teaching strategies, we can foster the development of life long global learners in collaboration with our school community.

Provide the school's vision statement

Our vision is to create a community which works together so all Schrader students will reach their highest potential. Schrader focuses on a future where students arrive fully prepared for success in the 21st century interconnected age. Our conceptual model of schooling is grounded in the responsible investment of resources to drive optimum planning, vibrant growth and continuous improvement. Through our shared vision, we commit to providing a world-class education for all students.

School Environment

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

At Schrader we have initiated the Raider 100 Club. Our Schrader School Rules are to BE SAFE, BE RESPECTFUL, and BE RESPONSIBLE. These three simple rules at Schrader cover everything you can think
of! We encourage using this terminology at home as well. Our Schoolwide positive behavior support plan teaches students expected behaviors. Students earn "Raider 100" tickets when using expected behaviors. Students turn tickets in and receive a small prize. Names are drawn out of a ticket box each week and those students whose names are drawn receive the following:
•Place their ticket on the 100 Club board
•Receive Raider 100 Club Member prizes and a postcard in the mail
When a whole row on the 100 Club board fills with tickets...all students with tickets in that row get the "Mystery Motivator"!

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

This year we will be teaching positive social behaviors by implementing Second Step®: A Violence Prevention Curriculum in all kindergarten through fifth grade classrooms. Second Step is a school wide social skills and violence prevention curriculum designed to promote social competence in areas such as empathy, managing emotions, and social problem solving. This will be implemented in every classroom. In addition our grade level teams will be mapping out conative skills to teach with our second step lessons. The second step skills and conative skills will be embedded in daily lessons for maximum reinforcement.

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

In the past, school-wide discipline has focused mainly on reacting to specific student misbehavior by implementing punishment-based strategies including reprimands, loss of privileges, office referrals,

suspensions, and expulsions. Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective. Introducing, modeling, and reinforcing positive social behavior are important pieces of a student's educational experience. Teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding. The purpose of school-wide PBS is to establish a climate
in which appropriate behavior is the norm.

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

Guidance and counseling are available to students and their families. These services are coordinated and implemented by the our student services team. Schrader has one guidance counselor that provides classes, counseling and support.
Student Mentoring has been initiated this year to help our students in need of positive peer influence succeed.

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 use Pasco STAR which is our district's database that compiles early warning system indicators for every school. This system tracks attendance, behavior incidents, standardized assessment data, and course failure on a daily basis.
We look at attendance data for use with our ACT (Attendance Counts Tremendously) Club and behavior data for use with our PBS (Positive Behavior Support) Committee quarterly.
We look at our Level 1 scores when they are released over the summer. These are used to determine enrollment in our Extended School Year program, Extended School Day program, and in conjunction with other data to assist in placing students for support in their next year's classrooms.

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	8	23	18	17	15	13	94
One or more suspensions	1	6	4	1	4	14	30
Course failure in ELA or Math	1	9	6	7	4	13	40
Level 1 on statewide assessment	0	0	0	0	9	25	34

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	1	6	4	1	4	14	30

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

Depending upon which indicators are present, students may be included in any/some/all of the following interventions:
•ACT Club (Attendance Counts Tremendously): We meet with students to help them discover and implement strategies that will help ensure they are in school every day. Students are paired up with a staff mentor who tracks the student's attendance, encourages him/her on a weekly basis, and provides an incentive if earned.
•Student Mentor Program: To assist students in improving their behavior we are developing mentorships between students across campus. We are pairing up some older students who need help themselves as mentors for younger students as it builds their self-esteem and requires they model those behaviors they still need to develop. Younger students in need of behavior assistance are paired up with older students who may or may not be troubled themselves. Candidates who serve as mentors are screened carefully to ensure they are prepared to start making positive changes in themselves and others.
•PMP (Progress Monitoring Plan): Teachers identify students who are not meeting grade level standards and those students are put on a PMP. This plan is developed between the teacher, parents, and student to outline what supports will be put in place in the classroom for the student to remediate skills in deficit areas.
•504: This plan is developed between the teacher, parents, and student to outline what accommodations will be put in place in the classroom for the student to ensure equal access to the curriculum.
•IEP (Individualized Education Plan): This plan is developed between the teacher, parents, and student to outline what accommodations will be put in place in the classroom for the student to ensure equal access to the curriculum.
•Extended School Year and Extended School Day: Students are invited to additional support programs based on their data. Teachers determine their levels and skill set and work to close the achievement gap on an individual basis.
•ABC Committee (Assist, Believe, Care): Students are enrolled in the ABC Committee by their parents when they believe they do not have enough resources to support their child. School supplies, financial assistance for field trips, food for the weekends-Pack a Sack, and holiday gifts/meals are provided as available.

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 available at the school site.

Description

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

Our Parent Involvement Plan establishes our outline for family, staff, and community involvement.
Each year during Open House, the principal will hold a meeting during which families are invited to hear an explanation of Schrader's participation in Title I, the requirements of a Title I school, and the rights of

families to be involved in the school. Throughout the year the staff will hold parent workshops, parent conferences, and School Advisory Council meetings for families at a variety of times to encourage participation.

The staff will provide families with an explanation of the curriculum and the assessments used to measure progress. Different ways in which we share this information include personal conferences, telephone conferences, notes in the planners, in a monthly newsletter, on our website, in informational flyers, and through phone messages. Student progress will be reported frequently, both formally and informally. Mid-quarter progress reports, quarterly report cards, and parent-teacher conferences are combined with personal, telephone, and/or written communication on an as needed basis.

The staff at SES will provide a regular time for families and community members to participate in making decisions relating to the education of our students by encouraging them to ask questions and give suggestions during meetings and workshops as well as through surveys for that specific purpose.

Together we have jointly developed a school-family compact. This document outlines how we share the responsibility for improving student academic achievement and inspiring appropriate behavior to ensure a safe, nurturing environment.

Families will have reasonable access to staff and opportunities to volunteer and participate in their child's classroom. Families will be encouraged to become active volunteers through PTO, SAC, newsletters and parent/teacher connections.

The written Parent Involvement Plan will be distributed to all parents/guardians of students at SES in an understandable format. In addition, it has been placed on the school website making it available to the local community. This plan will be periodically updated to meet the changing needs of the families and community members of the school. If the plan is not satisfactory to the stakeholders, comments may be submitted to the school in writing, by email, by phone call, or through the annual parent survey. The faculty and staff at SES will respond to the comments and actively work to address any concerns.

Information relating to school and parent programs, meetings, and activities will be provided in a language that families can understand. At SES, we will provide full opportunities for migrant, Limited English and/or disabled parents/guardians to participate in all school activities.

The Parent Involvement Coordinator solicits local businesses to partner with the school to create an equally beneficial relationship in which the school receives services of some kind in exchange for exposure on the business' part. Many of our business sponsors support our academic endeavors that highlight student achievement such as our Academic Aces-Reading, Writing, Science and Reaching Goals, and Award Student of the Month, as well as participate in school-wide events like the Great American Teach-In.

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
Berryhill, Tammy	Principal
Middleton, Jill	Assistant Principal
Pollard, Diana	Instructional Technology
Mularz, Shana	Instructional Technology
Bryant, Lacy	Teacher, K-12
Hadesty, Alyson	Teacher, K-12
Wolowicz , Tabatha	Teacher, K-12
Lisnock , Debra	Teacher, K-12
Bashinelli , Jessica	Teacher, K-12
Hudak-Puckhaber, Dawn	Teacher, K-12
Thompson , Kimberly	Teacher, K-12
Sroka , Craig	Teacher, K-12
Snow , Patricia	Teacher, K-12
Hopper, Michelle	Teacher, K-12
Peterson, Sara	Teacher, K-12
	Instructional Coach

Duties

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

Our Grade Level Facilitators serve as our Professional Learning Communities Leaders. Within their grade level teams the leadership team members model and support Tier I, II, and III problem solving processes in the areas of Reading, Writing, Math, Science, Media/Technology and Positive Behavior Support. Grade level teams prioritize the content they will plan for using the standards based approach and the work of a PLC and the inquire method. These cycle are continuous and intertwined throughout their PLC's.

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

Analysis of relevant demographic/school profile data for the purpose of problem analysis and hypothesis generation.
• Identification of critical RtI infrastructure already established and/or in need of development and provide plan for building capacity.
• Analysis of schoolwide and grade-level data in order to identify student achievement trends.
• Analysis of disaggregated data in order to identify trends and groups in need of intervention.
• Development of assessment strategies and calendars (i.e., Universal Screening, Progress Monitoring, Diagnostic Assessment).
• Development of data review plans, supports, and calendars.
• Development of processes to ensure intervention fidelity.
•Assessment of school staff's practices and skill development
(RtI Skills and RtI Perception of Practices Surveys).

•Development of professional development/technical assistance
plan to support RtI implementation.
Involvement may include:
•Analysis of relevant demographic/school profile data for the purpose of problem analysis and
hypothesis generation.
•Identification of critical RtI infrastructure already established and/or in need of development and
provide plan for building capacity.
•Analysis of schoolwide and grade-level data in order to identify student achievement trends.
•Analysis of disaggregated data in order to identify trends and groups in need of intervention.
•Development of assessment strategies and calendars (i.e., Universal Screening, Progress
Monitoring, Diagnostic Assessment).
•Development of data review plans, supports, and calendars.
•Development of processes to ensure intervention fidelity.
•Review of Progress Monitoring data.
•Planning for Interventions.
•Assessment of RtI implementation progress (Self- Assessment of Problem Solving Implementation
(SAPSI).
•Assessment of school staff's skill development (RtI Skills Survey).
•Development of professional development/technical assistance plan to support RtI implementation.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Patricia Snow	Teacher
Shoshana Mularz	Teacher
Janice Montaldi	Education Support Employee
Sara Swartz	Teacher
JoAnn Schmidt	Education Support Employee
Kathleen Herath	Parent
Catanna Testino	Parent
Tammy Berryhill	Principal
Brenda Broderick	Parent
Tammy McNeil	Business/Community
Jill Middleton	Education Support Employee
Shaun Burr	Teacher

Duties

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

Evaluation of last year's school improvement plan

The mid and end of the year benchmark data was shared with the SAC. Each goal and strategy was reviewed and questions were asked and answered. Suggestions were taken for future planning. Ideas for the 2014-15 SIP were brainstormed and then shared with the Leadership Team for further development.

Development of this school improvement plan

The School Advisory Council plays a vital role in the development and implementation of the School Improvement Plan. Several meetings entail SAC members learning about the school priorities and giving feedback, offer suggestions, or asking questions of the instructional staff as they present the information and seek input.

Preparation of the school's annual budget and plan

Title One Funds are used to level the playing field for our students. The amount of funds is shared with the SAC and the team determines how they would like to see the funds used. Those recommendations are taken to the School Leadership team.

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

No funds have been available for the SAC.

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

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Berryhill, Tammy	Principal
Middleton, Jill	Assistant Principal
Mularz, Shana	Instructional Technology
Pollard, Diana	Instructional Technology
Bryant, Lacy	Teacher, K-12
Wolowicz , Tabatha	Teacher, K-12
Lisnock , Debra	Teacher, K-12
Bashinelli , Jessica	Teacher, K-12
Hudak-Puckhaber, Dawn	Teacher, K-12
Thompson , Kimberly	Teacher, K-12
Sroka , Craig	Teacher, K-12
Snow , Patricia	Teacher, K-12
Peterson, Sara	Teacher, K-12
Hadesty, Alyson	Teacher, K-12
Burr, Shaun	Teacher, ESE
Alderman, Christa	Teacher, K-12
Cooper, Jayna	Instructional Coach
Nagel, Melissa	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT determines the priorities for unwrapping the CCSS and implementing our School Improvement Plan goals and strategies. The LLT also helps determine the priorities of professional development and the means for training with the staff. The LLT are our eyes and ears for each grade level team to help set the speed of the team.

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

Consistent and abundant common planning time is provided for the teachers to plan units of instruction together as grade level teams. Through Authentic Learning Units (ALU's) practitioners know how to limit and redirect standard competitive urges students may exhibit and instead build a true community of learners. PBL through ALU's transforms the role of the teacher from content provider to learning coordinator. As a result, teachers spend less time lecturing and leading and more time planning, observing, listening, coaching, and facilitating learning along side of the learners. All instructional staff are engaged in Grouping Strategies professional development to deepen their efforts with creating a Collaborative Culture within the school and their classrooms.

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

The district has a recruitment team to actively seek out the best professional across the country. A database was created and shared with administrators to pursue highly qualified applicants to our schools.
At the school our teachers work weekly in Professional Learning Communities and have experienced Grade Level Facilitators to help our new teachers with planning standard based instruction for students. The school also has regular meetings for our new teachers to discuss challenges and concerns. Each new teacher has a mentor and they work diligently with each new teacher.

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

The school's teacher mentoring program includes ongoing meetings, grade level planning, and same team assignment for immediate assistance. Our Learning Design Coach and Math Coach provide extensive follow-up with teachers on a small group and individual basis. Coaching is also done by administrators as well after formal and informal observations. Teachers new to Schrader are supported by an official mentor or their grade level facilitator.

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

Each school in the district is required to utilize program materials that are endorsed by the State of Florida. The State ensures that these programs are aligned with the standards. The District provides curriculum maps in all areas that are aligned to the standards in conjunction with the district's endorsed program materials.
Professional Learning Communities are utilized at Schrader to allow instructional staff the opportunity to plan for core instructional programs together. The focus of their planning is on the standards

through Marzano's framework balancing humanities and STEM blocks of learning to include Authentic Learning Units of study.

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

Our grade level facilitators have had the opportunity to receive facilitator training and will continue to receive training. As a result of having trained facilitators our professional learning communities teachers have been more effective collaborators, planners and are embracing courageous conversations. They have embraced the professional learning systems and professional learning communities at work in order to maximize collaborative planning. Teachers were trained how to use resources to plan effective lessons create formative assessments, and use data from formative and benchmark assessments to plan for instruction to close gaps before they get too large and to move students' learning forward. Training continues to be provided in kindergarten through fifth grade in IRLA and instructional implications. Teachers learned how to accurately pinpoint the reading level of a student, then use their knowledge of that level to set individual student reading goals. We will connect reading goals to writing goals as well. This allows for teachers to individualize learning, form groups, and plan with a common language. Teachers will expand their knowledge on the process and expectations for students in Writer's Workshop to have students apply those skills when writing across content. Training will be expanded in the eight mathematical practices for teachers to deepen their understanding and effectively collaborate around the standards. Teachers are unwrapping the standards according to learning goals mapped out in our units of learning and authentic learning units. Teachers will continually make progress by unwrapping standards and creating unit plans as a grade level team based on the PLC's at work and the learning cycle.

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: 5,040

Extended school day provides enrichment and remediation to Core Academic Instruction and enrichment by allowing students scaffolded and hands-on instruction and practice.

Strategy Rationale

When looking at the data collected from IRLA, State standardized assessments and informal teacher assessments, there is a noticeable need for extended instructional time for specific groups of students in order for them to make positive learning growth.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Berryhill, Tammy, tberryhi@pasco.k12.fl.us

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

Data will be collected from IRLA, State standardized assessments and teacher assessments, to monitor the need for extended instructional time for specific groups of students in order for them to make positive learning growth and adjust curriculum accordingly.

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

At Schrader Elementary School, all incoming Kindergarten students are assessed upon entering Kindergarten in order to determine individual and group needs and to assist in the development of effective, rigorous instructional and intervention programs. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter knowledge, and Phonological Awareness/Processing.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

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

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report, as required by section 1008.37(4), Florida Statutes

Needs Assessment

Problem Identification

Data to Support Problem Identification

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

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

-

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.   Using collaborative learning structures we will increase student achievement through data-based decisions and high impact instruction by planning standards-based Authentic Learning Units.

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. Using collaborative learning structures we will increase student achievement through data-based decisions and high impact instruction by planning standards-based Authentic Learning Units. `1a`

🔍 G072939

Targets Supported `1b`

Indicator	Annual Target
Math Achievement District Assessment	80.0
FCAT 2.0 Science Proficiency	58.0
ELA Achievement District Assessment	80.0

Resources Available to Support the Goal `2`

- 1. Writer's Workshop PD/Units of Study by Lucy Calkins/ 45 minutes of prioritized time daily 2. Professional Learning Communities-PLC Training/PLC planning time 3. Using Common Core Standards to Enhance Classroom Instruction and Assessment/CCSS Flipbooks 4. CCSS 5. ELA/ Math Standards Groupings via district 6. IRLA K-5 7. Marzano's Academic Vocabulary List 8. Writing to Sources 9. Common Core Mathematics in a PLC at Work K-2 and 3-5/Number Talks 10. Second Step 11. Academic Vocabulary/ Latin Roots/Prefix and Suffixes 12. Websites-FCRR/ CPalms/Marzano Research 13. Books for instructional staff: Students Taking Charge, It's Not What You Teach, But How, and Text Dependent Questions 14. Coaching and Training through Innovating Designs for Education (Adaptive Change and Learner-Active, Technology-Infused Classrooms) 15. Technology (Mini iPads, iPads, Laptops) 16. Title One funds for PD (IDE, Substitutes, Stipends) 17. Classroom furniture (zboom student desks/flower tables, Apple TV, new TV's) 18. Additional PLC planning time bi-weekly 19. Grouping Strategies-Kagan Cooperative Learning Structures. 20. Marzano's 9 Essential Elements

Targeted Barriers to Achieving the Goal `3`

- 1. Lack of training and resources 2. Time for planning 3. Common Assessment 4. Teacher buy-in and growth mindset 5. Professional Development to deepen understanding 6. Second Step and how it addresses conative strategies to include additional resources 7. Learning curve for staff for Adaptive Change Strategies and Authentic Learning Units 8. Differentiated learning will take place through a 3 year plan 9. Work toward productive digital citizenship with each student 10. Limited funds 11. How to use the new equipment/learning curve 12. Need for more PLC collaborative time

Plan to Monitor Progress Toward G1. `8`

This will be evident by students' use of technology infusion to build skills and work collaboratively to set and achieve goals. Students will speak using sophisticated vocabulary and their thinking processes will be evident through discussions and reflection both verbally and written. This strategy will be measured using a Learner-Active, Technology-Infused Classroom rubric. Teachers will create a roadmap for achieving at a proficient level and a "reach" to achieve beyond expectations by creating an analytic rubric to lay out clearly articulated expectations for the students. This implementation will be evident in student use of analytic rubrics to guide their learning. In addition, we will prioritize Gallop results on student and staff "Engagement" and student "Engagement" and "Hope".

Person Responsible

Tammy Berryhill

Schedule

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

Evidence of Completion

IRLA formative Assessments, Quarterly Checks, Performance Matters

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. Using collaborative learning structures we will increase student achievement through data-based decisions and high impact instruction by planning standards-based Authentic Learning Units. `1`

🔍 G072939

G1.B1 1. Lack of training and resources 2. Time for planning 3. Common Assessment 4. Teacher buy-in and growth mindset 5. Professional Development to deepen understanding 6. Second Step and how it addresses conative strategies to include additional resources 7. Learning curve for staff for Adaptive Change Strategies and Authentic Learning Units 8. Differentiated learning will take place through a 3 year plan 9. Work toward productive digital citizenship with each student 10. Limited funds 11. How to use the new equipment/learning curve 12. Need for more PLC collaborative time `2`

🔍 B190439

G1.B1.S1 Learning Environment and student centered learning environment. `4`

🔍 S201862

Strategy Rationale

Create a learning environment that supports student ownership of learning using motivating and authentic problem based tasks that will drive students to achieve curriculum standards.Students will infuse technology as a resource to support learning.

Action Step 1 `5`

Coaching from IDE Staff

Person Responsible

Tammy Berryhill

Schedule

Monthly, from 7/27/2015 to 6/3/2016

Evidence of Completion

Students are using rubrics to prove they have reached proficiency

Action Step 2 5

Planning of Authentic Learning Units(ALU's)

Person Responsible

Tammy Berryhill

Schedule

Biweekly, from 7/27/2015 to 6/3/2016

Evidence of Completion

Completed and implemented ALU's

Action Step 3 5

Student ownership of learning

Person Responsible

Tammy Berryhill

Schedule

Annually, from 7/27/2015 to 6/3/2016

Evidence of Completion

Students using analytic rubric to guide their learning

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

Student learning environment through implementation of a Learner-Active, Technology-Infused Classroom will be monitored through monthly coaching from an IDE Coach and administration. PLC's will monitor and support the ALU's being planned and implemented.

Person Responsible

Tammy Berryhill

Schedule

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

Evidence of Completion

PLC minutes will show evidence of fidelity of implementation.

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

Unpacking the standards will be monitored through implementation of a Learner-Active, Technology-Infused Classroom will be monitored through monthly coaching from an IDE Coach and administration. PLC's will monitor and support the ALU's being planned and implemented.

Person Responsible

Tammy Berryhill

Schedule

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

Evidence of Completion

PLC minutes will show evidence of fidelity of implementation.

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

This strategy will be evident when students use their analytic rubrics to determine their own pathway to learning.
The felt need will be monitored through the implementation of a Learner-Active, Technology-Infused Classroom will be monitored through monthly coaching from an IDE Coach and administration.

Person Responsible

Tammy Berryhill

Schedule

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

Evidence of Completion

PLC's will monitor and support the ALU's being planned and implemented.

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

Creating a student learning environment through implementation of a Learner-Active, Technology-Infused Classroom. Three levels of Innovative Designs for Education (IDE) professional development support will be offered to all staff through the next three years.

Person Responsible

Tammy Berryhill

Schedule

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

Evidence of Completion

This will be evident by students' use of technology infusion to build skills and work collaboratively to set and achieve goals. Students will develop solutions to real world problems. Students will speak using sophisticated vocabulary and their thinking processes will be evident through discussions and reflection both verbally and written. Students will move from one activity to the next without teacher prompting. This strategy will be measured using a Learner-Active, Technology-Infused Classroom rubric.

G1.B1.S2 Marzano Framework 4

🔑 S201863

Strategy Rationale

PLC planning will prioritize Marzano's Essential Elements for achieving rigor resulting in high yielding impact on student achievement.

Action Step 1 5

Teachers will continue professional development offered by district in the area of unpacking the standards as well as training and coaching from the IDE coach to make the connection between unpacking the Common Core Standards and planning Authentic Learning Units. Teachers will create a roadmap for achieving at a proficient level and a "reach" to achieve beyond expectations by creating an analytic rubric to lay out clearly articulated expectations for the students.

Person Responsible

Tammy Berryhill

Schedule

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

Evidence of Completion

This implementation will be evident in student use of analytic rubrics to guide their learning. These analytic rubrics will be created by teachers during PLC planning and IDE Coaching sessions and will be based on the standards.

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

Standards will be monitored through implementation of a Learner-Active, Technology-Infused
Classroom will be monitored through monthly coaching from an IDE Coach and administration.
PLC's will monitor and support the ALU's being planned and implemented. PLC minutes will show
evidence of fidelity of implementation

Person Responsible

Tammy Berryhill

Schedule

On 6/3/2016

Evidence of Completion

Training and coaching from the IDE coach will help the teachers make the connection with
the Standards and planning Authentic Learning Units. Teachers will create a roadmap for
achieving at a proficient level and a "reach" to achieve beyond expectations by creating an
analytic rubric to lay out clearly articulated expectations for the students. This
implementation will be evident in student use of analytic rubrics to guide their learning.
These analytic rubrics will be created by teachers during PLC planning and IDE Coaching
sessions and will be based on the standards.

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

Teachers will continue professional development offered by district in the area of unpacking the
standards as well as training and coaching from the IDE coach to make the connection between
unpacking the Common Core Standards and planning Authentic Learning Units. Teachers will
create a roadmap for achieving at a proficient level and a "reach" to achieve beyond expectations
by creating an analytic rubric to lay out clearly articulated expectations for the students. This
implementation will be evident in student use of analytic rubrics to guide their learning. These
analytic rubrics will be created by teachers during PLC planning and IDE Coaching sessions and
will be based on the standards.

Person Responsible

Tammy Berryhill

Schedule

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

Evidence of Completion

This implementation will be evident in student use of analytic rubrics to guide their learning.

G1.B1.S3 Creating a Felt Need 4

S201864

Strategy Rationale

Develop authentic learning units to create a "Felt Need" to increase student engagement by prioritizing Gallop results on student "Engagement" and "Hope".

Action Step 1 5

Once the academic expectations are in place, instructional activities are designed to provide learners with differentiated opportunities to learn. Learning occurs best from a "felt need." This occurs when learners are presented with meaningful, higher order, open ended problems that create a motivating context for learning and build a "felt need" to learn curricular skills.? This strategy will be evident when students use their analytic rubrics to determine their own pathway to learning. As a result of students taking charge of their learning, we predict that students' attendance will increase, behavioral disruption will decrease, and overall academic proficiency will increase.

Person Responsible

Tammy Berryhill

Schedule

Weekly, from 7/27/2015 to 6/3/2016

Evidence of Completion

This strategy will be evident when students use their analytic rubrics to determine their own pathway to learning.

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

Student learning environment through implementation of a Learner-Active, Technology-Infused Classroom will be monitored through monthly coaching from an IDE Coach and administration. PLC's will monitor and support the ALU's being planned and implemented. PLC minutes will show evidence of fidelity of implementation.

Person Responsible

Tammy Berryhill

Schedule

On 6/3/2016

Evidence of Completion

PLC minutes will show evidence of fidelity of implementation.

Creating a student learning environment through implementation of a Learner-Active, Technology-Infused Classroom. Three levels of Innovative Designs for Education (IDE) professional development support will be offered to all staff through the next three years. This will be evident by students' use of technology infusion to build skills and work collaboratively to set and achieve goals. Students will develop solutions to real world problems. Students will speak using sophisticated vocabulary and their thinking processes will be evident through discussions and reflection both verbally and written. Students will move from one activity to the next without teacher prompting. This strategy will be measured using a Learner-Active, Technology-Infused Classroom rubric .In addition, we will prioritize Gallop results on student and staff "Engagement" and student "Engagement" and "Hope".

Person Responsible

Tammy Berryhill

Schedule

On 6/3/2016

Evidence of Completion

This will be evident by students' use of technology infusion to build skills and work collaboratively to set and achieve goals. Students will develop solutions to real world problems. Students will speak using sophisticated vocabulary and their thinking processes will be evident through discussions and reflection both verbally and written.

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	Coaching from IDE Staff	Berryhill, Tammy	7/27/2015	Students are using rubrics to prove they have reached proficiency	6/3/2016 monthly
G1.B1.S2.A1	Teachers will continue professional development offered by district in the area of unpacking the standards as well as training and coaching from the IDE coach to make the connection between unpacking the Common Core Standards and planning Authentic Learning Units. Teachers will create a roadmap for achieving at a proficient level and a "reach" to achieve beyond expectations by creating an analytic rubric to lay out clearly articulated expectations for the students.	Berryhill, Tammy	8/17/2015	This implementation will be evident in student use of analytic rubrics to guide their learning. These analytic rubrics will be created by teachers during PLC planning and IDE Coaching sessions and will be based on the standards.	6/3/2016 biweekly
G1.B1.S3.A1	Once the academic expectations are in place, instructional activities are designed to provide learners with differentiated opportunities to learn. Learning occurs best from a "felt need." This occurs when learners are presented with meaningful, higher - order, open ended problems that create	Berryhill, Tammy	7/27/2015	This strategy will be evident when students use their analytic rubrics to determine their own pathway to learning.	6/3/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	a motivating context for learning and build a "felt need" to learn curricular skills.? This strategy will be evident when students use their analytic rubrics to determine their own pathway to learning. As a result of students taking charge of their learning, we predict that students' attendance will increase, behavioral disruption will decrease, and overall academic proficiency will increase.				
G1.B1.S1.A2	Planning of Authentic Learning Units(ALU's)	Berryhill, Tammy	7/27/2015	Completed and implemented ALU's	6/3/2016 biweekly
G1.B1.S1.A3	Student ownership of learning	Berryhill, Tammy	7/27/2015	Students using analytic rubric to guide their learning	6/3/2016 annually
G1.MA1	This will be evident by students' use of technology infusion to build skills and work collaboratively to set and achieve goals. Students will speak using sophisticated vocabulary and their thinking processes will be evident through discussions and reflection both verbally and written. This strategy will be measured using a Learner-Active, Technology-Infused Classroom rubric. Teachers will create a roadmap for achieving at a proficient level and a "reach" to achieve beyond expectations by creating an analytic rubric to lay out clearly articulated expectations for the students. This implementation will be evident in student use of analytic rubrics to guide their learning. In addition, we will prioritize Gallop results on student and staff "Engagement" and student "Engagement" and "Hope".	Berryhill, Tammy	8/17/2015	IRLA formative Assessments, Quarterly Checks, Performance Matters	6/3/2016 quarterly
G1.B1.S1.MA1	Creating a student learning environment through implementation of a Learner-Active, Technology-Infused Classroom. Three levels of Innovative Designs for Education (IDE) professional development support will be offered to all staff through the next three years.	Berryhill, Tammy	8/17/2015	This will be evident by students' use of technology infusion to build skills and work collaboratively to set and achieve goals. Students will develop solutions to real world problems. Students will speak using sophisticated vocabulary and their thinking processes will be evident through discussions and reflection both verbally and written. Students will move from one activity to the next without teacher prompting. This strategy will be measured using a Learner-Active, Technology-Infused Classroom rubric.	6/3/2016 annually
G1.B1.S1.MA1	Student learning environment through implementation of a Learner-Active, Technology-Infused Classroom will be monitored through monthly coaching from an IDE Coach and administration. PLC's will monitor and support the ALU's being planned and implemented.	Berryhill, Tammy	8/17/2015	PLC minutes will show evidence of fidelity of implementation.	6/3/2016 monthly
G1.B1.S1.MA3	Unpacking the standards will be monitored through implementation of a Learner-Active, Technology-Infused Classroom will be monitored through monthly coaching from an IDE Coach and administration. PLC's will monitor and support the ALU's being planned and implemented.	Berryhill, Tammy	8/17/2015	PLC minutes will show evidence of fidelity of implementation.	6/3/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA4	This strategy will be evident when students use their analytic rubrics to determine their own pathway to learning. The felt need will be monitored through the implementation of a Learner-Active, Technology-Infused Classroom will be monitored through monthly coaching from an IDE Coach and administration.	Berryhill, Tammy	8/17/2015	PLC's will monitor and support the ALU's being planned and implemented.	6/3/2016 monthly
G1.B1.S2.MA1	Teachers will continue professional development offered by district in the area of unpacking the standards as well as training and coaching from the IDE coach to make the connection between unpacking the Common Core Standards and planning Authentic Learning Units. Teachers will create a roadmap for achieving at a proficient level and a "reach" to achieve beyond expectations by creating an analytic rubric to lay out clearly articulated expectations for the students. This implementation will be evident in student use of analytic rubrics to guide their learning. These analytic rubrics will be created by teachers during PLC planning and IDE Coaching sessions and will be based on the standards.	Berryhill, Tammy	8/17/2015	This implementation will be evident in student use of analytic rubrics to guide their learning.	6/3/2016 biweekly
G1.B1.S2.MA1	Standards will be monitored through implementation of a Learner-Active, Technology-Infused Classroom will be monitored through monthly coaching from an IDE Coach and administration. PLC's will monitor and support the ALU's being planned and implemented. PLC minutes will show evidence of fidelity of implementation	Berryhill, Tammy	8/24/2015	Training and coaching from the IDE coach will help the teachers make the connection with the Standards and planning Authentic Learning Units. Teachers will create a roadmap for achieving at a proficient level and a "reach" to achieve beyond expectations by creating an analytic rubric to lay out clearly articulated expectations for the students. This implementation will be evident in student use of analytic rubrics to guide their learning. These analytic rubrics will be created by teachers during PLC planning and IDE Coaching sessions and will be based on the standards.	6/3/2016 one-time
G1.B1.S3.MA1	Creating a student learning environment through implementation of a Learner-Active, Technology-Infused Classroom. Three levels of Innovative Designs for Education (IDE) professional development support will be offered to all staff through the next three years. This will be evident by students' use of technology infusion to build skills and work collaboratively to set and achieve goals. Students will develop solutions to real world problems. Students will speak using sophisticated vocabulary and their thinking processes will be evident through discussions and reflection both verbally and written. Students will move from one activity to the next without teacher prompting. This strategy will be measured using a Learner-Active, Technology-Infused Classroom rubric .In addition, we will prioritize Gallop results on student and staff	Berryhill, Tammy	7/27/2015	This will be evident by students' use of technology infusion to build skills and work collaboratively to set and achieve goals. Students will develop solutions to real world problems. Students will speak using sophisticated vocabulary and their thinking processes will be evident through discussions and reflection both verbally and written.	6/3/2016 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	"Engagement" and student "Engagement" and "Hope".				
G1.B1.S3.MA1	Student learning environment through implementation of a Learner-Active, Technology-Infused Classroom will be monitored through monthly coaching from an IDE Coach and administration. PLC's will monitor and support the ALU's being planned and implemented. PLC minutes will show evidence of fidelity of implementation.	Berryhill, Tammy	7/27/2015	PLC minutes will show evidence of fidelity of implementation.	6/3/2016 one-time

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.

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	**Coaching from IDE Staff**				$52,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0341 - Schrader Elementary School	Title I Part A		$52,000.00
			Notes: Authentic Learning Units and Adaptive Change for a Learner Active Technology Infused Classrooms			
2	G1.B1.S1.A2	**Planning of Authentic Learning Units(ALU's)**				$20,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0341 - Schrader Elementary School	Title I Part A		$20,000.00
			Notes: Stipends and substitutes for planning with coaches for Authentic Learning Units.			
3	G1.B1.S1.A3	**Student ownership of learning**				$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title I Part A		$10,000.00
4	G1.B1.S2.A1	**Teachers will continue professional development offered by district in the area of unpacking the standards as well as training and coaching from the IDE coach to make the connection between unpacking the Common Core Standards and planning Authentic Learning Units. Teachers will create a roadmap for achieving at a proficient level and a "reach" to achieve beyond expectations by creating an analytic rubric to lay out clearly articulated expectations for the students.**				$0.00
5	G1.B1.S3.A1	**Once the academic expectations are in place, instructional activities are designed to provide learners with differentiated opportunities to learn. Learning occurs best from a "felt need." This occurs when learners are presented with meaningful, higher order, open ended problems that create a motivating context for learning and build a "felt need" to learn curricular skills.? This strategy will be evident when students use their analytic rubrics to determine their own pathway to learning. As a result of students taking charge of their learning, we predict that students' attendance will increase, behavioral disruption will decrease, and overall academic proficiency will increase.**				$0.00
					Total:	**$82,000.00**