Orange County Public Schools

Rock Springs Elementary

2015-16 School Improvement Plan

Rock Springs Elementary

2400 ROCK SPRINGS RD, Apopka, FL 32712

www.ocps.net/lc/north/ers

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	67%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	56%

School Grades History

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

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
Not In DA	3	Ella Thompson

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To lead our students to success with the support and involvement of families and the community.

Provide the school's vision statement

To be the top producer of successful students in the nation.

School Environment

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

During pre-planning each teacher is required to complete a class check-up sheet. The check-up sheet requires each teacher to review the student cum for important information (MTSS status, IEP, ELL, medical and legal issues) that will help the teacher build rapport with the students.
Our "Meet Your Teacher" event was staggered to allow specific subgroups a better opportunity to learn about the school and talk to school personnel. ASD students and parents in our self contained classrooms arrived at 4:00 so they can walk the school without the large crowds and high noise level. ELL students and parents arrived at 4:30 and met in the media center for an all Spanish speaking "Meet Your Teacher". Primary students arrived at 5:00 and intermediate came at 6:00. During "Meet Your Teacher" parents have the opportunity to share information with the teacher about their child. Teachers have a sign-up sheet for parents that would like to have a one-on-one conference within the first two weeks of school. Parents that attended "Meet Your Teacher" received a VIP sticker that allowed them to go straight to their child's classroom on the first day of school.
We hold quarterly MPLC meetings for our ELL parents and students to learn about their needs and to share their ideas to improve our school. My CCT tracks our ELL students throughout the year and provides support for teachers and parents on strategies to help their student improve.
We host monthly CARD meetings for our ASD parents and students in our community to learn about their needs and to share their ideas to improve our school. During these meetings expert speakers are brought in to provide information for parents to help their student at home and in school.
We have after school clubs that range from tumbling and running to chess and STEM activities. This allows students to participate in activities that are enriching and work with teachers in a flexible, less formal environment.

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

The administrative team reviews student code of conduct with each grade level. Teachers embed school rules and procedures into their lessons during the first ten days of school. Our school uses CHAMPS as a school wide behavior management plan. Teachers incorporate CHAMPS in the classrooms to develop rules and procedures.
School-wide procedures have been implemented to maintain safety during arrival, daytime transitions, and dismissal. Staff and our safety patrols help monitor our hallways before and after school. Or school has a single point entrance for students int he morning. All students walk through our cafeteria after walking past at least two staff members. You will always hear staff members greeting students with good morning as the walk into the school building. The principal is out at car riders to open doors and greet students and parents.
We have implemented Learning for Life to teach character traits in all grade levels. We use Learning

for Life with the district character traits each month. Teachers begin each month with Social Studies lessons to teach character traits.

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

During the pre-planning week the faculty participated in staff development on the CHAMPS program the school is utilizing as our school wide behavioral system. The faculty were provided with an introductory training on the program and its role in the MTSS process. The Code of Student Conduct and the new referral forms were reviewed. Teacher expectations for classroom management plans were shared and individual behavioral issues discussed. CHAMPS training will continue throughout the school year with specific topics in the program being addressed.

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

Our gifted teacher provides mentoring services for students in all grade levels. She builds support groups for students that are sharing the same issues or problems. Teachers refer students to the admin team who need emotional support during the day. The admin team works with the gifted teacher to pair students with adult mentors. The ESE resource teachers will be providing social skills training for those students that have documented needs on their IEPs.
Our two behavior specialists provide support and strategies for teachers to help them meet the social-emotional needs of the students. They collect behavioral data and look for patterns in behavior to formulate strategies for teachers to implement to improve student behavior. They also conduct behavioral counseling sessions for students after conducting observations from classroom visits.
The school psychologist provides support counseling to individual students as needed. Teachers complete an observation request form based on teacher observation or parent request. Our school psychologist will observe the student in the classroom multiple times to determine if further action is needed.
Teachers can refer students to our staffing specialist for outside counseling services. Teachers must collect behavioral data our provide evidence that leads them to believe that the child needs extra support that is only available outside the the school system. The staffing specialist reviews the data with the teacher and social worker to determine if outside counseling services are available for the family.

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 monitor student attendance with a three tiered approached. First, teachers call parents after three absences to check on their student. Second, our registrar monitors student attendance in SMS. She provides this information to the administration and sends letters home to parents informing them of the multiple absences. The assistant principal uses EDW to track attendance and determine if a student qualifies for Tier 2 intervention. If a student shows a high rate of absences the behavior team will create a plan to increase student attendance and support the parents' concerns.
The Assistant Principal monitors the number of students who have multiple suspensions. She follows the OCPS Student Code of Conduct to provide appropriate discipline tat will allow students to stay in school. She collaborates with the teacher to determine if the student qualifies for Tier 2 intervention. If the student qualifies the behavior team observes the teacher and student to determine the best strategies to decrease behaviors that would lead to suspensions. Our gifted teacher provides social

group training for these high risk students.

Teachers monitor course failure using informal assessments, daily and weekly grades. Teachers provide small group intensive instruction to improve student performance. Teachers create common summative assessments to evaluate each student on the standards being taught. During PLC meetings and data meetings teachers discuss strategies to support struggling students.

The administrative team monitors all students in MTSS monthly with teachers to examine student growth in reading and math. Teachers bring student data to show if instructional strategies are working to improve student performance. Teachers share successful strategies with their peers and ask for support when they are not seeing student growth. The math and reading coach follow up with classroom visits to provide more support and monitor the teacher's use of the new strategies.

Students who are scoring in the lowest 25% in reading and/or math are provided tutoring services before and after school by classroom teachers to strengthen their reading and math skills. Material for tutoring is provided by the coaches using district approved materials. Student performance is tracked by the tutoring teacher and shared during MTSS data meetings.

The school uses the iReady program to supplement the reading and math instruction for all students. Each student will spend a minimum 45 minutes in reading and 30 minutes in math per week on the iReady program. iReady is encouraged to be used at home with parent support.

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	22	14	20	19	16	15	106
One or more suspensions	2	0	0	0	1	0	3
Course failure in ELA or Math	18	21	37	56	35	38	205
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	10	3	4	11	8	9	45

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

Student of the Month is a recognition program where teachers select students that are improving or working hard to improve their academic and social skills in the classroom. The teachers select Students of the Month based on their demonstration of the Learning for Life character trait of the month. Students join our assistant principal under the pavilion at the end of the month for a special treat.

All students participate in Accelerated Reader and their reading progress is tracked every four weeks. Awards are given to classrooms that meet AR goals. Individual awards are given to students for achieving specific point goals. The first thirty minutes of day from 8:15-8:45 all students are reading books in the hallway before teacher's bring them into their classrooms. School staff members monitor students in the hallway during this independent reading time.

For every grading period students can earn academic and behavior awards. Perfect Attendance awards are given each grading period for students who attend every day and are not tardy. BUG Awards (Bringing Up Grades) are given each grading period for students that increase their grades

from the previous grading period. A honor roll and AB honor roll is for all students except kindergarten. All awards are handed out during our award ceremony were parents are invited to attend.

Read2Succeed is implemented in our media center to help low performing reading students in all grade levels. Read2Succeed focuses on our ED students with instruction being provided by community volunteers. The program is extended into the Rock Springs Trailer Park community where evening tutoring is offered two times a week.

MPLC (Multilingual Parent Leadership Counsel) meets four times a year to provide community resources and training to our ELL parents to support their child's academic success. Our CCT provides school and community resources to help support our ELL families. The computer lab is open in the morning for our ELL students to work in the i-Ready program.

Another program to support ELL students will be the MAO tutoring. MAO tutoring will be available to ELL students as a chance to preview upcoming math and reading skills before they are taught in the classroom. The MAO tutoring is provided by intermediate grade teachers after school.

SAI tutoring before school will be available for 3-5 grade students in reading and math. SAI tutoring will be focused on extending instruction for ESE students and students that are performing in the lowest 25% in reading and math. SAI tutoring will be re-teaching standards that were previously taught in the classroom.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Rock Springs has an active and growing PTA membership. We continue to promote PTA recruitment and encourage parents to participate in fundraisers and activities. The PTA and administration are always looking for new parent leaders to join the PTA board Supporting our PTA is a crucial step in increasing parent involvement. Working with PTA we have created several events to build positive relationships with our parents. Our Trunk or Treat event in October provides a safe and fun environment for families and school staff to dress up in their Halloween costumes and have fun. We have a Movie Night were parents bring out blankets and chairs to sit outside on our basketball court to watch a movie under the stars. These purely fun events are balanced with academic nights were we provide parents standards based, make and take activities they can use at home to extend student learning. We have a special night to celebrate our students with ASD where all families can learn about autism and how they can support this special student population.

Communication is a critical element to parent involvement. The principal provides weekly phone and text messages using School Messenger. Events that will change dismissal or effect the school day are also communicated immediately to parents using school messenger. The CCT provides communication in Spanish to meet the needs of this growing population. Our marquee is used to remind parents of school events that are coming up so they can plan accordingly. The front office staff takes pride in greeting parents in a warm and friendly manner that puts everyone at ease.

The principal is highly visible on campus during school hours and after school events. The principal opens car doors and greets students each morning in car riders. This gives him the chance to speak

to parents and provide the first set of encouraging words for the students.

Before the first progress report teachers are calling parents to set up appointments to discuss their students' academic or behavioral progress. During Open House, teachers have conference sign-up sheets available for parents to schedule a parent teacher conference. We have Report Card Conference Night for the first and third grading period. During Report Card Conference meetings teachers share multiple data sources to indicate the learning level of the student. Teachers provide strategies for parents and build a plan so school and home are working together to support learning. Parents are given student passwords to access Progress Book to monitor their child's grades.

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

Partners in Education (PIE) is an essential ingredient for the academic success of Rock Springs Elementary students. The PIE program enhances student learning and promotes school improvement. A business signs up to become a PIE through our County Website. The PIE agrees to participate with our school and shares its resources. This results in a mutually beneficial relationship between Rock Springs Elementary and our PIEs. Partners in Education provide an invaluable service to students, families and our school.

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
Burns, Brian	Principal
Ruddell, Brenda	Assistant Principal
Varela, Tanya	Instructional Coach
Bennett, Jennifer	Instructional Coach
Sturtevant, Lindsey	Instructional Coach

Duties

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

The Leadership Team members were in attendance in developing the SIP with the staff and community. The MTSS Leadership Team provides guidance to teachers as we work through the process of identifying students and interventions/enrichment needed to enhance student achievement. The team will then disseminate the information to the staff, coordinate resources for interventions/enrichment and monitor the progress of the students.

Brian Burns-(Principal)

The school principal is responsible for establishing the instructional focus of the school. I use my coaches to monitor the alignment of instructional planning and delivery in the classroom. I monitor teachers and students daily to understand the strengths and weakness of instruction at my school. I meet with the administrative team weekly to discuss data and what they are seeing in classrooms and in lesson plans. Professional development for teacher and staff members is generated from the classroom observations by the administrative team.

Brenda Ruddell-(Assistant Principal)

• Oversees the ESE department and their delivery of instruction

• Conducts iObservations for all instructional positions
• Primary resource for discipline and developing our school-wide behavior plan
Tanya Varela-(Curriculum Resource Teacher)
• Testing Coordinator: Coordinate District and State Assessments (plan, prepare materials for FSA, FCAT Science, Florida Alternate Assessment, OC Writes, EOCs, MAP).
• Performance Matters: Create and analyze data reports, attend data meetings and assist with Progress Monitoring. Assist teachers in interpreting data reports to drive instruction and re-teach.
• Instructional Coach: Deliberate Practice, Instructional Rounds, Coaching.
• Staff Development: Facilitate Staff Developments and provide training in curriculum, planning and teaching strategies.
• School Tutoring Program: Coordinate, develop and organize before/after school tutoring program with SAI funds.
• Beginning teacher, Mentor and Intern Coordinator: Ensure beginning teachers are supported by veteran teachers and coaches.
Jennifer Bennett-(Math Coach/Science Coach)
• Provides lesson modeling, professional development, and coaching to increase math and science achievement levels.
• Supports planning of purposeful and rigorous lessons implementing the new MFAS.
• Analyzes student data to assist teachers with informing instruction based on student needs.
Lindsey Sturtevant-(Reading Coach)
• Check out any reading intervention materials
• Assist teachers with FLKRS testing procedures
• Assist with implementation of the new Florida Standards
• Assist teachers with any questions or concerns with reading interventions and reading block set up
• Actively support staff and teachers in addressing student concerns in literacy
• Coordinate MTSS meetings and provide invitations to meetings in writing
• Assist teachers in using the MTSS forms to record and track their students' progress
• Assist with new teacher mentor program/ meet monthly with teachers new to OCPS and/or Rock Springs
• Support teachers in using the iReady computer program for reading and math
Yulimey Gonzalez -Curriculum Compliance Teacher
• Schedule and hold ELL meetings
• Provide parents with meetings and documentation of their student's progress in the ESOL program
• Coordinate and host MPLC meetings with the parents of ELL students
• Coordinate and administer the language-proficiency assessments for ELL 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 Multi-tiered System of Supports (MTSS) Leadership Team has developed an action plan to assist teachers and to provide a step by step plan of support for students based on data. Students with remediation or enrichment needs are identified based on baseline data. Teachers begin the interventions/enrichment, document progress, and meet with the MTSS team during monthly data meetings or on an as needed basis to discuss student progress. The MTSS team then assists the teacher in fine tuning the resources or intervention to meet the needs of the student.
Title III
At this time, we have not been informed if we will receive these funds. If we should receive these funds, most likely we will conduct tutoring for ELL students in reading and math.
Supplemental Academic Instruction (SAI)
Funds for this program are used to support student learning. This year the tutoring of students will

focus on previewing reading and math standards before they are taught by the grade level teacher. Student selection will be made by teachers based on reading and math assessment data.

Violence Prevention Programs

Anti-bully week will be conducted the fourth week in October. The intent of this week is to bring awareness to students about bullying and how to make a better choice in interacting with their peers. This week is funded by our PTA program. PTA will use materials from the Learning for Life program.

Nutrition Programs

The following goals are from our School Wellness Program:

Goal #1: increase the number of after school activities that support exercise and healthy decision making

Area of Weakness Addressed: Need to have staff members volunteer to run after school activities that will focus on exercise and healthy decision making.

Goal #2: Increase the amount of community support for the healthy school activities.

Area of Weakness Addressed: Need to increase community support for healthy school activities.

Actions:Reach out to school's new Partners in Education companies to support/promote healthy school activities by providing goods, services, or donations to the school.

Goal #3: Promote the implementation of the OCPS Health Education benchmarks.

Area of Weakness Addressed: Need to expand resources.

Actions:Encourage staff professional development opportunities including coordination between health and physical education teacher.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Mindy Fox	Business/Community
Gini Richards	Parent
Lisa Turner	Parent
Sylvia Domingues-Johnson	Parent
Keisha Jones	Parent
Tanya Varela	Teacher
Andrea Shaver	Education Support Employee
Apryl Cooke	Teacher
Lindsey Sturtevant	Teacher
Dee Harbin	Parent
Ona Bonsell	Parent
Janet Best	Student
Brenda Ruddell	Education Support Employee
Maggie Johnson	Parent
Beth McClellan	Parent
Brian Burns	Principal

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

In our first meeting we will review the goals from last year's school improvement plan. We will compare our academic goals with the students' data that we have collected from MAP, IOWA, 5th grade FCAT science, and 3rd grade lowest 25%. We will examine the Family and Community Involvement plan to determine its success. Recommendations will be made for this year's plan for improving this area of our School Improvement Plan.

Development of this school improvement plan

In May the SAC meets to plan next year's SIP. During the meeting we discuss the barriers that we must overcome for each subject area. The SAC creates multiple strategies that we can use to overcome the barriers. The SAC discusses which strategies will be most effective in helping our students learn.
In August we send out flyers and use School Messenger to invite all parents to be members of our SAC. This flyer goes home in English and Spanish. We hold our first SAC meeting on August 31. This meeting explains the purpose of our SAC, reviews the previous School Improvement Plan, shares the ideas for the new School Improvement Plan and allows parents to determine if they can commit to be a member for the entire year.
In September we select the SAC chairperson and other officers. The SIP is shared with the SAC members to get feedback for the strategies we will use to overcome our barriers.

Preparation of the school's annual budget and plan

The SAC was in agreement with using our funds to establish our tutoring programs before and after school. We will be focusing our efforts on third grade reading, fourth and fifth grade math and science. We will have a morning tutoring program for our ELL students to help them improve their reading skills.
The SAC will review the budget and provide recommendations for using monetary resources to improve student academic progress.

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

We will be using $21,000 to support a before school tutoring program for students who have been identified as needing much improvement in math in grades 3, 4, and 5. The money will be used to purchase supplies, materials, and the salaries of the teachers.
We will be using $20,000 to add a site license of iReady to our school computers to help all students improve their math skills and reading skills. iReady has been approved by OCPS as a Tier II and Tier III intervention program.
We will be using $6,000 to support minority students in 5th grade math and 3rd grade reading. The tutoring program will be before school based on parents' input for increase enrollment.

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
Sturtevant, Lindsey	Instructional Coach
Varela, Tanya	Instructional Coach
Burns, Brian	Principal
Ruddell, Brenda	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of Rock Springs will be to implement standards-based instruction using the Marzano Framework and the Backward Design Model.
The Literacy Leadership Team will participate with all grade level PLCs to create effective unit lesson plans with
Learning Goals, Daily Targets, and Scales that match the rigor of the Florida Common Core Standards. Rock Springs will focus on Marzano's DQ2, DQ3, and DQ4 for student learning. Teachers will use these strategies: Interacting with New Knowledge, Practicing and Deepening Knowledge, Generating and Testing Hypotheses. Teachers will utilize the Backward Design Model to create these unit plans.
We will use Core Connections in writing across the curriculum to help students organize their thoughts and understanding of concepts in each subject area. All teachers will be trained in Core Connections and will then train their team members in using these strategies in their classrooms.
Teachers will use the collaboration site to document student achievement on grade level data spreadsheets. Teachers will record their students' original Unit Scale scores for the common summative assessment and their students' scores after re-teaching the material.
Teachers will participate in Instructional Rounds to focus on their Deliberate Practice element. Teachers will begin by completing a self-assessment to determine the element they want to improve. The Instructional Rounds will allow teachers to observe a colleague to compare their own instructional practices, reflect, and then implement those strategies in their own classrooms. The rounds encompass teachers meeting on a regular basis to research strategies and compile resources to improve their instructional practice. To complete the Deliberate Practice, an administrator will evaluate the teachers on their chosen element to show growth.
The Professional Development at Rock Springs will focus on Grade Level PLCs, where teachers will work to create comprehensive Unit Plans and common summative assessments in reading and math. Professional Developments will also focus on the implementation of standards-based instruction using the Backward Design Model, Marzano framework, writing expectations using Core Connections, and utilizing core instructional materials and supplemental materials to increase rigor in the Unit Plans. Professional development will be differentiated for the teachers and grade levels based on student data and classroom observations. Another focus for Professional Development will address the MTSS process for both academics and behavior. Teachers will be trained in the progression of the MTSS process, their role in the process, and the correct documentation and paperwork that is required. A third focus for Professional Developments will include training in the Sheltered Instruction Observation Protocol (SIOP) to address the needs of our ELL students.

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

Each grade level meets in the morning before school to create unit lesson plans following the district scope and sequence. Teachers are working together to create Common Summative Assessments to

ensure all students are assessed at the same rigorous level. Coaches and the Administrative Team meet with the teachers at least once a week to provide support during their PLC meetings.

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

The school secretary reviews each resume to make sure the applicant has met the minimum requirements. The principal and assistant principal review each resume to determine which students look to be the best qualified candidate for the open position. Our secretary contacts the candidate to set up and interview with the principal, assistant principal and a teacher from the grade level. After interviewing the candidate the hiring team will discuss which candidate will best fit our school. Principal or assistant principal will call for references and the school secretary will send a request to ER for a background check. At this point if the principal will call the candidate to offer them a position at the school.
All new teachers to our school, the district, or the state are included in our "new teacher" program. They are given a mentor teacher that is on their grade level or has experience on the new teacher's grade level. The CRT and coaches meet the new teachers once a month to review policies, expectations, and to answer any ongoing questions.
For retaining our highly qualified teachers the administrative team makes every effort to support the teachers throughout the year. This includes protecting their planning time, instruction time, and ending meetings on time. The principal works o recognizing teachers for their hard work and dedication. This is not praising and telling them how great they are as it is telling them that you see what they are doing and they are doing it well. Our CHEER committee provides opportunities for teachers to socialize off campus and build those long lasting relationships that help you get through the long school year.

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

Our mentoring program will introduce new and beginning teachers to the culture, expectations, and vision of Rock Springs Elementary and Orange County Public Schools. CRT, Reading Coach, Math Coach, and CCT will meet monthly or as needed with beginning teachers and mentors to discuss school-wide and grade level procedures, benchmarks, creating lesson plans, opportunities for professional development, and provide additional support as needed. Monthly meetings with beginning teachers and mentors will also address progress and concerns. Beginning teachers will be paired with highly qualified mentors that have taken Clinical Educator and Coaching and Mentoring Online Course. Mentors will have a proven track record of effective teaching and professionalism.

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

Through PLCs each team collaborates to align the instructional materials with the Florida Common Core Standards. The administrative team monitors the PLCs and lesson plans for compliance. Instructional coaches attend lesson plan meetings to provide support and guidance in developing effect lesson plans that provide rigorous instruction. The leadership team pulls lesson plans once a month to review for standards based instruction. Classroom observations are used to determine if the student activities in the lesson plans are aligned with the DOK level of the Florida Common Core Standard. All supplemental materials have been pre-approved by the district to ensure alignment with Florida Common Core Documents. Unit Common Summative Assessments are written by each grade level and are aligned with test item specifications (grade 3-5) to ensure standards are aligned. The

Reading and Math coaches monitor the quality of the CSAs to ensure the rigor of the assessments meets the Florida Standards and FSA Test Item Specs.

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 teachers focus on a daily learning target from the district MTPs to meet the unit learning goal for each curriculum area. Teachers implement the Gradual Release model to scaffold and differentiate the instruction based on the students' needs. The teachers use a formative assessment at the end of the lesson to evaluate the students' success with the daily learning target. Students that are proficient are provided enrichment activities and students that are not proficient are provided small group instruction to reteach the daily learning target using a variety of instructional strategies. The teams participate in grade-wide interventions, grouping students according to their individual needs.
After each curriculum unit teachers evaluate students' proficiency levels through a common summative assessment. Students who are not proficient on the common summative unit assessment are provided secondary small group instruction and monitored for proficiency of unit learning goals.
The school also uses data to determine before and after school tutoring groups. The data will target specific students to provide scaffolded support by front loading skills to build background knowledge and connections before they are taught in their classrooms.
The MTSS process includes data meetings that helps teachers identify the specific needs of their students and provide interventions that address those needs. The teachers use the data to develop a plan for Tier 2 intervention support. The MTSS team monitors those Tier 2 interventions and works together to determine if students show a need for more intensive interventions in Tier 3. The MTSS coach and other instructional support staff in the school work together to provide Tier 3 interventions in a small group or one on one basis.

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: After School Program

Minutes added to school year: 4,800

After school math and reading tutoring programs to focus on students who are in the lowest 30%, ELL, ESE, or in any subgroup.

Strategy Rationale

Our goal is to improve our AMO subgroups. By providing this extended learning time we will close the gap on our subgroups. Overall this will improve our proficiency level in math and reading.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Bennett, Jennifer, jennifer.bennett@ocps.net

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

Students will be assessed after each math and reading standard has been taught. We will compare the mini-benchmark tests to the baseline benchmark tests completed in the beginning of the year.

Strategy: Before School Program

Minutes added to school year: 4,800

Provide 30 minutes of daily computer based instruction for ELL students in our computer lab. The students will be using the iReady reading program. The students will be selected and monitored by the CCT.

Strategy Rationale

The iReady reading program provides differentiated practice for each student and monitors their progress. The program will also generate reports to help us improve the students' academic gains.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

Strategy: After School Program

Minutes added to school year: 1,500

After school Math Olympiad math enrichment program focusing on our fourth and fifth graders who scored a level 4 or 5 on 2014 FCAT math assessment.

Strategy Rationale

Enrichment program for above level learners to support continued growth in math.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Bennett, Jennifer, jennifer.bennett@ocps.net

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

Students will be assessed after each math benchmark has been taught. We will compare the mini-benchmark tests to the baseline bench mark tests completed in the beginning of the year.

Strategy: After School Program

Minutes added to school year: 1,500

After school STEM Club enrichment program focusing on fifth graders who scored a level 3 on 2014 FCAT reading assessment.

Strategy Rationale

Enrichment program for to support continued growth in science.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Bennett, Jennifer, jennifer.bennett@ocps.net

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

Students will be assessed after each science benchmark has been taught. We will compare the mini-benchmark tests to the baseline bench mark tests completed in the beginning of the year.

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

All kindergarten students are screened with FLKRS and iReady to determine which interventions need to be put in place to meet the individual needs of our students.

The Kindergarten teacher conducted a prescreening of incoming kindergarten students in the summer before preplanning to assess their learning levels. As new kindergarten students enroll throughout the year they are screened to determine placement.

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

Teach-In introduces students to various careers and experiences and is a perfect opportunity for parents, business leaders and community members to support student learning and exposure to college and career opportunities.

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

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

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

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

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:
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Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Rock Springs Elementary will increase the proficiency level of all students identified in subgroups using differentiated instructional strategies. (Accelerate Student Performance, Narrow Achievement)

G2.   Rock Springs Elementary will increase the number of students who score at proficient levels in all content areas by using standards based instruction. (Ensure Career and College Readiness, Narrow Achievement)

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. Rock Springs Elementary will increase the proficiency level of all students identified in subgroups using differentiated instructional strategies. (Accelerate Student Performance, Narrow Achievement) 1a

🔍 G072961

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	74.0
AMO Reading - All Students	80.0

Resources Available to Support the Goal 2

- District and school coaches
- iReady reading and math instruction
- MTSS data wall
- Teachers implementing standards based instruction

Targeted Barriers to Achieving the Goal 3

- Teachers not understanding the MTSS process
- Administration not monitoring the implementation of the MTSS process

Plan to Monitor Progress Toward G1. 8

Teachers will collect intervention data to track student progress. Common summative assessments scores and i-Ready data will be monitored to see if the MTSS process is improving student proficiency scores.

Person Responsible
Brenda Ruddell

Schedule
Monthly, from 8/6/2015 to 6/2/2016

Evidence of Completion
Intervention scores and graphs, common summative assessment scores, and i-Ready data will be collected to determine the progress towards the goal.

G2. Rock Springs Elementary will increase the number of students who score at proficient levels in all content areas by using standards based instruction. (Ensure Career and College Readiness, Narrow Achievement) `1a`

🔍 G072962

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - All Students	80.0
AMO Math - All Students	74.0

Resources Available to Support the Goal `2`

- District and school coaches

- District Curriculum tools

- Wide variety of manipulative materials

- Caring Teachers and Staff dedicated to improving instructional practices

- Designated 45 minute planning time per day

- Test item specs for grades 3-5

Targeted Barriers to Achieving the Goal `3`

- Lack of understanding of standards based instruction

- Ineffective monitoring plan to improve standards based classroom instruction

Plan to Monitor Progress Toward G2. `8`

Common Summative Assessment data will be used to determine if standards based instruction is improving student performance.

Person Responsible
Brian Burns

Schedule
Biweekly, from 9/3/2015 to 6/2/2016

Evidence of Completion
Common Summative Assessment data will be used to track the progress of standards based instruction.

Plan to Monitor Progress Toward G2. `8`

i-Ready diagnostic tests will be used to determine if the standards based instruction is improving student performance.

Person Responsible

Brian Burns

Schedule

Quarterly, from 9/11/2015 to 6/3/2016

Evidence of Completion

i-Ready diagnostic reports will be used to monitor if students are increasing their grade level proficiency.

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. Rock Springs Elementary will increase the proficiency level of all students identified in subgroups using differentiated instructional strategies. (Accelerate Student Performance, Narrow Achievement) 1

🔑 G072961

G1.B4 Teachers not understanding the MTSS process 2

🔑 B190500

G1.B4.S1 The administrative team will provide professional development on effectively using the MTSS process to improve student proficiency scores. 4

🔑 S201929

Strategy Rationale

Teachers must understand how to use the MTSS process so they are identifying specific students based on their academic weaknesses in the state standards and their behavioral weaknesses that impact the learning environment. Teachers can develop effective strategies for students to use to increase their understanding of the state standards and how to improve their behavior.

Action Step 1 5

The administrative team will provide training for teachers in using the MTSS process.

Person Responsible

Lindsey Sturtevant

Schedule

Quarterly, from 9/2/2015 to 6/6/2016

Evidence of Completion

Power Point, attendance sheet, exit slip from teachers

Action Step 2 `5`

Teams will participate in monthly MTSS meetings to facilitate their understanding of the MTSS process.

Person Responsible

Brian Burns

Schedule

Monthly, from 9/3/2015 to 5/1/2017

Evidence of Completion

Meeting agendas, sign-in sheet, and notes

Action Step 3 `5`

Grade level teams will participate in guided observations of effective teachers using differentiatied instruction.

Person Responsible

Tanya Varela

Schedule

On 2/29/2016

Evidence of Completion

Teachers will record observations and share information on a PLC documentation form.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 `6`

Teachers will be monitored through classroom observations in providing effective intervention and enrichment lessons.

Person Responsible

Brian Burns

Schedule

Weekly, from 9/8/2015 to 4/29/2016

Evidence of Completion

iObservation data and feedback

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Grade level plans will be monitored for effective intervention and enrichment instruction.

Person Responsible

Brian Burns

Schedule

Monthly, from 9/8/2015 to 5/9/2016

Evidence of Completion

Grade level schedule and plan for interventions and enrichment.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Student data will be monitored for a decrease in Tier 2 and Tier 3 students

Person Responsible

Lindsey Sturtevant

Schedule

Monthly, from 9/3/2015 to 6/2/2016

Evidence of Completion

Student data and notes from MTSS meetings will be collected to evaluate the teachers' understanding of the MTSS process.

G1.B6 Administration not monitoring the implementation of the MTSS process 2

🔧 B190502

G1.B6.S1 The administrative team will create an effective monitoring plan to support the MTSS process in all grade levels. 4

🔧 S201930

Strategy Rationale

Teachers will need feedback and ongoing support to effectively implement the MTSS process to close proficiency gaps in our subgroups.

Action Step 1 5

The administrative team will create a schedule to monitor and track students in MTSS.

Person Responsible

Brian Burns

Schedule

Monthly, from 9/3/2015 to 6/2/2016

Evidence of Completion

Data meeting calendar

Action Step 2 5

MTSS data meeting will use the data wall to track student progress in all grade levels

Person Responsible

Brenda Ruddell

Schedule

Monthly, from 9/3/2015 to 6/2/2016

Evidence of Completion

During the MTSS data meetings student information will be updated on ID cards and students will be moved on the MTSS data wall based on progress.

Plan to Monitor Fidelity of Implementation of G1.B6.S1 `6`

Notes from MTSS and lesson plan meetings will show how the administrative team was monitoring students in the MTSS process.

Person Responsible

Brian Burns

Schedule

Monthly, from 9/3/2015 to 6/2/2016

Evidence of Completion

Notes from the admin meeting and MTSS meeting

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 `7`

Tracking students using our MTSS data wall will allow the administrative team to monitor the effectiveness of our strategy.

Person Responsible

Brian Burns

Schedule

Monthly, from 9/3/2015 to 6/2/2016

Evidence of Completion

Our MTSS student data wall will provide the evidence that the strategy is effective.

G2. Rock Springs Elementary will increase the number of students who score at proficient levels in all content areas by using standards based instruction. (Ensure Career and College Readiness, Narrow Achievement) 1

🔑 G072962

G2.B1 Lack of understanding of standards based instruction 2

🔑 B190504

G2.B1.S1 Provide ongoing Professional Development in using standards based instruction and lesson planning 4

🔑 S201931

Strategy Rationale

To increase student proficiency levels teachers must be providing instruction that is rigorous and meets the state standard.

Action Step 1 5

The principal will outline expectations for school wide standards based instruction.

Person Responsible

Brian Burns

Schedule

Evidence of Completion

Pre-planning sign-in sheets and presentation agenda

Action Step 2 5

The administrative team will provide professional development opportunities and resources to increase teachers' understanding of standards based instruction.

Person Responsible

Tanya Varela

Schedule

Monthly, from 8/18/2015 to 6/8/2016

Evidence of Completion

Sign-in sheets and professional development agendas, exit slips

Action Step 3 [5]

The administrative team will monitor and provide feedback to teachers to improve standards based instruction.

Person Responsible

Brian Burns

Schedule

Weekly, from 9/8/2015 to 4/29/2016

Evidence of Completion

Classroom walkthrough data

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

Grade level lessons plans will be monitored for standards based instructional strategies.

Person Responsible

Brian Burns

Schedule

Monthly, from 9/14/2015 to 5/9/2016

Evidence of Completion

Lesson plans will show that teachers are focusing on standards based instruction.

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

Classroom observations will be conducted to verify learning goals, scales and student tasks are standards based and written at the correct depth of knowledge.

Person Responsible

Brian Burns

Schedule

Weekly, from 9/8/2015 to 4/29/2016

Evidence of Completion

Classroom observation data and will be collected to determine the implementation of standards based instruction.

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

Administration and coaches will compare classroom observation data with lesson plans to determine if teachers are using standards based instruction.

Person Responsible

Brian Burns

Schedule

Weekly, from 9/8/2015 to 4/29/2016

Evidence of Completion

Scores and feedback from classroom observations will provide evidence on standards based instruction

G2.B2 Ineffective monitoring plan to improve standards based classroom instruction `2`

🔑 B190505

G2.B2.S1 Develop a systematic monitoring plan to provide teachers support and actionable feedback to improve their standards based instruction `4`

🔑 S201933

Strategy Rationale

The school wide plan must be created that allows coaches and administration to support teachers as they move towards standards based instruction.

Action Step 1 `5`

The administrative team will create a monthly data meeting calendar to monitor student proficiency levels.

Person Responsible

Brian Burns

Schedule

On 8/28/2015

Evidence of Completion

Data meeting calendar will be given to each teacher during preplanning

Action Step 2 5

The principal will explain the monitoring plan for the school year with teacher and student expectations.

Person Responsible

Brian Burns

Schedule

On 8/28/2015

Evidence of Completion

Meeting notes and sign-in sheets

Action Step 3 5

The administration team will hold biweekly data meetings (MTSS/ CSA data) to evaluate the students' progress based on common summative assessments and progress monitoring.

Person Responsible

Brian Burns

Schedule

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

Evidence of Completion

Data sheets that document individual student scores.

Action Step 4 5

The instructional coaches will attend PLC lesson planning meetings to provide feedback to standards based planning.

Person Responsible

Brenda Ruddell

Schedule

Weekly, from 8/17/2015 to 6/8/2016

Evidence of Completion

PLC meeting notes

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

The administrative team will meet weekly to discuss the classroom observations and standards based instruction.

Person Responsible

Brian Burns

Schedule

Weekly, from 8/21/2015 to 6/3/2016

Evidence of Completion

Administrative team notes

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

The administrative team will meet weekly to discuss the progress the teachers are making towards standards based instruction based on the support of our monitoring plan.

Person Responsible

Brian Burns

Schedule

Weekly, from 8/28/2015 to 6/3/2016

Evidence of Completion

Notes from administrative meeting

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.B4.S1.A1	The administrative team will provide training for teachers in using the MTSS process.	Sturtevant, Lindsey	9/2/2015	Power Point, attendance sheet, exit slip from teachers	6/6/2016 quarterly
G1.B6.S1.A1	The administrative team will create a schedule to monitor and track students in MTSS.	Burns, Brian	9/3/2015	Data meeting calendar	6/2/2016 monthly
G2.B1.S1.A1	The principal will outline expectations for school wide standards based instruction.	Burns, Brian	8/18/2015	Pre-planning sign-in sheets and presentation agenda	one-time
G2.B2.S1.A1	The administrative team will create a monthly data meeting calendar to monitor student proficiency levels.	Burns, Brian	8/24/2015	Data meeting calendar will be given to each teacher during preplanning	8/28/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B4.S1.A2	Teams will participate in monthly MTSS meetings to facilitate their understanding of the MTSS process.	Burns, Brian	9/3/2015	Meeting agendas, sign-in sheet, and notes	5/1/2017 monthly
G1.B6.S1.A2	MTSS data meeting will use the data wall to track student progress in all grade levels	Ruddell, Brenda	9/3/2015	During the MTSS data meetings student information will be updated on ID cards and students will be moved on the MTSS data wall based on progress.	6/2/2016 monthly
G2.B1.S1.A2	The administrative team will provide professional development opportunities and resources to increase teachers' understanding of standards based instruction.	Varela, Tanya	8/18/2015	Sign-in sheets and professional development agendas, exit slips	6/8/2016 monthly
G2.B2.S1.A2	The principal will explain the monitoring plan for the school year with teacher and student expectations.	Burns, Brian	8/27/2015	Meeting notes and sign-in sheets	8/28/2015 one-time
G1.B4.S1.A3	Grade level teams will participate in guided observations of effective teachers using differentiated instruction.	Varela, Tanya	2/1/2016	Teachers will record observations and share information on a PLC documentation form.	2/29/2016 one-time
G2.B1.S1.A3	The administrative team will monitor and provide feedback to teachers to improve standards based instruction.	Burns, Brian	9/8/2015	Classroom walkthrough data	4/29/2016 weekly
G2.B2.S1.A3	The administration team will hold biweekly data meetings (MTSS/ CSA data) to evaluate the students' progress based on common summative assessments and progress monitoring.	Burns, Brian	8/24/2015	Data sheets that document individual student scores.	6/8/2016 biweekly
G2.B2.S1.A4	The instructional coaches will attend PLC lesson planning meetings to provide feedback to standards based planning.	Ruddell, Brenda	8/17/2015	PLC meeting notes	6/8/2016 weekly
G1.MA1	Teachers will collect intervention data to track student progress. Common summative assessments scores and i-Ready data will be monitored to see if the MTSS process is improving student proficiency scores.	Ruddell, Brenda	8/6/2015	Intervention scores and graphs, common summative assessment scores, and i-Ready data will be collected to determine the progress towards the goal.	6/2/2016 monthly
G1.B4.S1.MA1	Student data will be monitored for a decrease in Tier 2 and Tier 3 students	Sturtevant, Lindsey	9/3/2015	Student data and notes from MTSS meetings will be collected to evaluate the teachers' understanding of the MTSS process.	6/2/2016 monthly
G1.B4.S1.MA1	Teachers will be monitored through classroom observations in providing effective intervention and enrichment lessons.	Burns, Brian	9/8/2015	iObservation data and feedback	4/29/2016 weekly
G1.B4.S1.MA2	Grade level plans will be monitored for effective intervention and enrichment instruction.	Burns, Brian	9/8/2015	Grade level schedule and plan for interventions and enrichment.	5/9/2016 monthly
G1.B6.S1.MA1	Tracking students using our MTSS data wall will allow the administrative team to monitor the effectiveness of our strategy.	Burns, Brian	9/3/2015	Our MTSS student data wall will provide the evidence that the strategy is effective.	6/2/2016 monthly
G1.B6.S1.MA1	Notes from MTSS and lesson plan meetings will show how the administrative team was monitoring students in the MTSS process.	Burns, Brian	9/3/2015	Notes from the admin meeting and MTSS meeting	6/2/2016 monthly
G2.MA1	Common Summative Assessment data will be used to determine if standards based instruction is improving student performance.	Burns, Brian	9/3/2015	Common Summative Assessment data will be used to track the progress of standards based instruction.	6/2/2016 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.MA2	i-Ready diagnostic tests will be used to determine if the standards based instruction is improving student performance.	Burns, Brian	9/11/2015	i-Ready diagnostic reports will be used to monitor if students are increasing their grade level proficiency.	6/3/2016 quarterly
G2.B1.S1.MA1	Administration and coaches will compare classroom observation data with lesson plans to determine if teachers are using standards based instruction.	Burns, Brian	9/8/2015	Scores and feedback from classroom observations will provide evidence on standards based instruction	4/29/2016 weekly
G2.B1.S1.MA1	Grade level lessons plans will be monitored for standards based instructional strategies.	Burns, Brian	9/14/2015	Lesson plans will show that teachers are focusing on standards based instruction.	5/9/2016 monthly
G2.B1.S1.MA2	Classroom observations will be conducted to verify learning goals, scales and student tasks are standards based and written at the correct depth of knowledge.	Burns, Brian	9/8/2015	Classroom observation data and will be collected to determine the implementation of standards based instruction.	4/29/2016 weekly
G2.B2.S1.MA1	The administrative team will meet weekly to discuss the progress the teachers are making towards standards based instruction based on the support of our monitoring plan.	Burns, Brian	8/28/2015	Notes from administrative meeting	6/3/2016 weekly
G2.B2.S1.MA1	The administrative team will meet weekly to discuss the classroom observations and standards based instruction.	Burns, Brian	8/21/2015	Administrative team notes	6/3/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Rock Springs Elementary will increase the proficiency level of all students identified in subgroups using differentiated instructional strategies. (Accelerate Student Performance, Narrow Achievement)

G1.B4 Teachers not understanding the MTSS process

G1.B4.S1 The administrative team will provide professional development on effectively using the MTSS process to improve student proficiency scores.

PD Opportunity 1

The administrative team will provide training for teachers in using the MTSS process.

Facilitator

Sturtevant, Lindsey

Participants

All instructional staff, staffing specialist, coaches and administration

Schedule

Quarterly, from 9/2/2015 to 6/6/2016

PD Opportunity 2

Teams will participate in monthly MTSS meetings to facilitate their understanding of the MTSS process.

Facilitator

Tanya Varela

Participants

All grade level teachers, ESE teachers

Schedule

Monthly, from 9/3/2015 to 5/1/2017

PD Opportunity 3

Grade level teams will participate in guided observations of effective teachers using differentiatied instruction.

Facilitator

Tanya Varela

Participants

All grade level teachers, ESE teachers

Schedule

On 2/29/2016

G2. Rock Springs Elementary will increase the number of students who score at proficient levels in all content areas by using standards based instruction. (Ensure Career and College Readiness, Narrow Achievement)

G2.B1 Lack of understanding of standards based instruction

G2.B1.S1 Provide ongoing Professional Development in using standards based instruction and lesson planning

PD Opportunity 1

The administrative team will provide professional development opportunities and resources to increase teachers' understanding of standards based instruction.

Facilitator

Varela, Tanya, Sturtevant, Lindsey, Bennett, Jennie, Gonzalez Yulimey

Participants

Instruction Staff

Schedule

Monthly, from 8/18/2015 to 6/8/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B4.S1.A1	The administrative team will provide training for teachers in using the MTSS process.				$400.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		100-Salaries	1011 - Rock Springs Elementary	General Fund		$400.00
			Notes: Salary and materials purchased by the Reading Coach			
2	G1.B4.S1.A2	Teams will participate in monthly MTSS meetings to facilitate their understanding of the MTSS process.				$600.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		100-Salaries	1011 - Rock Springs Elementary	General Fund		$600.00
			Notes: Salaries for Coaches			
3	G1.B4.S1.A3	Grade level teams will participate in guided observations of effective teachers using differentiatied instruction.				$4,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		140-Substitute Teachers	1011 - Rock Springs Elementary	School Improvement Funds		$4,400.00
			Notes: We will need to pay for subs to cover classrooms.			
4	G1.B6.S1.A1	The administrative team will create a schedule to monitor and track students in MTSS.				$100.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		590-Other Materials and Supplies	1011 - Rock Springs Elementary	General Fund		$100.00
			Notes: This is for any materials that are created, copied and given to the teachers to support MTSS.			
5	G1.B6.S1.A2	MTSS data meeting will use the data wall to track student progress in all grade levels				$100.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		239-Other	1011 - Rock Springs Elementary	General Fund		$100.00

Budget Data

			Notes: To pay for materials to create the data wall			
6	G2.B1.S1.A1	**The principal will outline expectations for school wide standards based instruction.**				**$250.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1011 - Rock Springs Elementary			$0.00
			1011 - Rock Springs Elementary			$250.00
			Notes: This will be for binder materials provided to teachers to support their standards based instruction.			
7	G2.B1.S1.A2	**The administrative team will provide professional development opportunities and resources to increase teachers' understanding of standards based instruction.**				**$900.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		100-Salaries	1011 - Rock Springs Elementary	General Fund		$900.00
			Notes: Salary for reading coach, math coach, and CRT as they research and develop the professional development.			
8	G2.B1.S1.A3	**The administrative team will monitor and provide feedback to teachers to improve standards based instruction.**				**$600.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		100-Salaries	1011 - Rock Springs Elementary	General Fund		$600.00
			Notes: The administrative team will review lesson plans and provide feedback to align them to the standards.			
9	G2.B2.S1.A1	**The administrative team will create a monthly data meeting calendar to monitor student proficiency levels.**				**$50.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		590-Other Materials and Supplies	1011 - Rock Springs Elementary	General Fund		$50.00
			Notes: Printed calendars for each teacher.			
10	G2.B2.S1.A2	**The principal will explain the monitoring plan for the school year with teacher and student expectations.**				**$100.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		590-Other Materials and Supplies	1011 - Rock Springs Elementary	General Fund		$100.00
			Notes: This will cover all materials provided for teachers.			

Budget Data

11	G2.B2.S1.A3	The administration team will hold biweekly data meetings (MTSS/ CSA data) to evaluate the students' progress based on common summative assessments and progress monitoring.				$600.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		100-Salaries	1011 - Rock Springs Elementary	General Fund		$600.00
			Notes: Admin team will spend the day meeting with all grade level teams to discuss data trends.			
12	G2.B2.S1.A4	The instructional coaches will attend PLC lesson planning meetings to provide feedback to standards based planning.				$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		100-Salaries	1011 - Rock Springs Elementary	General Fund		$1,000.00
			Notes: Coaches attending meetings and providing feedback to teams. Any material coaches will create and print out to share with grade level teams.			
					Total:	$9,100.00