Dr. Ne Roberts Elementary School

2015-16 School Improvement Plan

Dr. Ne Roberts Elementary School

6600 GREEN RD, Lakeland, FL 33810

http://schools.polk-fl.net/drnerobertsel

School Demographics

School Type	**2014-15 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 2)
Elementary	Yes	63%

Alternative/ESE Center	**Charter School**	**2015-16 Minority Rate** (Reported as Non-white on Survey 2)
No	No	55%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	D	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 Polk 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	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 work together encouraging each other to become life long learners who are able to solve problems in the real world.

Provide the school's vision statement

Our vision is for family, community and staff to build the foundation necessary to create productive citizens.

School Environment

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

Teachers utilize Kagan team-building activities to learn and observe student's cultures, in addition, these team building activities provide continuous opportunities to build relationships socially and academically among teachers and students.

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

Dr. NE Roberts used Positive Behavior Support to provide a framework of expectations for students and staff. The framework requires all staff and students model STAR an acronym for Students show responsibility, Truthfulness, Active learners, and be respectful. There are defined interventions and consequences employed without delay. This system provides a safe and respectful environment.

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

Dr. N.E. Roberts implements the PBS program. The framework requires all staff and students model STAR, an acronym that means: to Show responsibility, Truthfulness, Active learners, and be Respectful. There are defined interventions and consequences employed without delay. This system provides a safe and respectful environment.
Staff members are trained during the first week of school, so the program remains fair and consistent.

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

The Response to Intervention Coach, teachers, and leadership members meet monthly to discuss students, their data to include behavior and academic trends. RTI Coach will schedule a meeting for all students who are at-risk or are exhibiting a change in behavior/academics. During the meeting, necessary supports will be put into place.

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

Polk County Schools sends an Early Warning system report on a routine basis for the 2015-2016 school year. The report is used to track students with attendance, alert over-age students and identify suspensions. In addition, a failing report for grades is pulled every interim and quarter period. From the invention provided by Early Warning Reports and Pinnacle, our school uses this information to provide support and implement an action plan for either the subgroup, target group, or individual student.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	25	20	13	12	7	15	92
One or more suspensions	0	0	0	1	0	0	1
Course failure in ELA or Math	4	3	4	2	0	8	21
Level 1 on statewide assessment	0	0	0	0	71	22	93

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

Indicator	Grade Level					Total
	K	1	3	4	5	
Students exhibiting two or more indicators	2	1	4	2	5	14

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

Interventions Included:
Attendance meetings (school social worker, attendance manager, RTI Coach, parents)
Home visits made by school social worker
Phone calls to parents
Referral to PST team as needed
Parent conferences

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress
Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

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

PIP Link
The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/183595.

Description

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

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

School and student needs will be determined and we will look for business partnerships to meet those needs. We know will need donations of goods, materials, services and use of facilities for after school tutoring in neighborhoods that are distant from our school. Also, we will use business leaders' expertise with project based learning.
Parents and staff will be encouraged to seek out potential partnerships and provide ideas and connections that would enhance student learning experiences. We will meet with potential business and community partners and coordinate meetings and calls. We will collaborate with partners to identify activities that meet students goals and needs and align with academic goals of the school
In order to sustain partnerships, we will communicate with our partners in a professional and timely manner matching the needs with what the partner can provide. We will publicly show appreciation and thanks to our community and business partners.

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
Warren, Timothy	Principal
Thibodeau, Laurie	Guidance Counselor
Burroughs, Dana	Instructional Coach
Kocab-Redmon, Sara	Assistant Principal
Clopton, Diana	Other
Bell, Erica	Guidance Counselor
Menetre, Ashley	Instructional Coach
Gossh, Alodie	Instructional Coach

Duties

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

Leadership team: monitors student progress utilizing various data and provide the following for teachers: coaching, modeling, planning, providing resources, and giving feedback.
Interventionist: provides reading support to the lowest 25% in grades K - 5
Science Coach: facilitates subject planning, professional development, and modeling instructional lessons and designs.
RTI Data Coach: facilitates with monitoring Tier 2 and 3 students in reading and math, as well as provides resources for targeted interventions.
Administrators: Use data and classroom observations to drive standard-based instruction.

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

Based on 2014-2015 FSA and FAIR data, we will identify our instructional needs. Due to a 22 percentage point drop in our 2013-2014 FCAT science scores, our Title I money was used to fund an instructional coach for science. 2014-2015 Title I dollars also fund one Reading Interventionist position who will target the lowest 25% in grades K-5.
Data chats are used to determine the needs of all students and how resources will be shared. Monthly data meetings are held for each grade level to determine what resources are having the most impact. Tier 2 plans are utilized to monitor progress. The assistant principal maintains an accurate inventory of resources.
Walk-throughs with district coaches will assist administration in identifying if professional development and planning tools are being effective.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Yeadon, James	Parent
Buckner, Donna	Business/Community
Warren, Patricia	Parent
Patterson, Demetria	Teacher
Duke, Cynthia	Teacher
Timothy T. Warren	Principal
Sara Kocab-Redmon	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

SAC will discussed and reviewed 2014-2015 results on September 29, 2015

Development of this school improvement plan

The 2015-2016 School Improvement Plan will be presented and approved by SAC on September 29, 2015.

Preparation of the school's annual budget and plan

Title I budget will be presented to the SAC for recommendations and if changes need to occur, based on these recommendations, a final budget plan will be presented for approval by SAC on May 19, 2015 or earlier.

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

$169,125 was used to hire staff, including a Title I facilitator, Writing Resource Teacher, and Technology Teacher.
$2,670 was used for Parent Involvement supplies.

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
Warren, Timothy	Principal
Clopton, Diana	Other
Champion, Pamela	Instructional Media
Kocab-Redmon, Sara	Assistant Principal
Leadership, Team	Other
Thibodeau, Laurie	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

We are working to promote literacy during the 2015 – 2016 school year through:
*a year-long reading contest called, "Road to Success." Classrooms are given a weekly challenge, (earn twenty 100's in a week, each student needs to pass a non-fiction test on their level, etc.)
*the SSYRA competition for 4th and 5th graders.
*posting the TOP TEN Accelerated Readers or SuccessMaker growth scores in each grade level weekly in the Media Center.
*monthly Media Center contests, including: It's Not a Crime to Read, March Madness, and If You Give a Mouse a Cookie.
*9 week points goals for students with rewards, culminating in a year-long AR contest with awards given.
*one-on-one trainings with teachers regarding AR, SuccessMaker, resources, and Common Core support.
*a parent night to be held in late fall, purposed to encourage and support families reading together.
*before school book clubs, and/or sight-word student mentors.
*a weekly "Rocket Reader" student who highlights a favorite book on the school-wide morning news show.
*special displays, bookmarks, announcements to feature authors, award winning books, and celebrated events.

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

Teachers meet weekly to plan collaboratively with support from administration and leadership team members.
Many grade levels have and will continue to participate in Lesson Study.
This year grades 1-5 will departmentalize.
Social Committee celebrates special events for staff members in various ways to build relationships among the staff.

The Positive Behavior Support team implements " a note for a teacher," which allows colleagues to write positive comments about each other.

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

The school uses RHS system to post vacant positions. When a colleague applies, the leadership team sits in on interviews. Each teacher is given a grade level leader who assists in the every day tasks of teaching and managing instructional duties.

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

All new staff members, regardless of experience, are paired with their grade level leader to plan, assess, and discuss best practices. The grade level leader provides assistance on a weekly basis and the mentor-ship is sustained for the entire instructional year.

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

All lesson plans include the Florida Standards that are focal points for instructional delivery and student mastery. The administrators, along with leadership team, check lesson plans weekly. These lesson plans provide guidance for classroom visits.
Teachers use core programs such as Reading Wonders, Go Math, and Science curriculum maps. In addition, teachers use supplemental materials from The Department of Education, CPALMS, district approved interventions and instructional resources which are aligned to the Florida Standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Students who are promoted with remediation is grades K- 5 are placed in Tier 2 and given daily small group instruction based on the identified needs. The process includes school based leadership team meeting to review school-wide data such as FAIR-FS to identify grade level and/or subject trends. Teachers also keep accountability sheets in reading, math, and science. Students' progress are monitored by pre/post tests for each module in math, each unit in reading and science. Teachers meet with the school based leadership team monthly to review the progress of students. They collaborate as a grade level to modify/plan for appropriate interventions.
The Reading nterventionist, along with RTI Coach, attend data chats to collaborate about the interventions used in small group and if there is carry-over during core instruction. The discussion includes if core or tier instruction should be modified and/or supplemented due to lack of progress.

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: 1,080

The after-school program will take place in two locations for sixty minutes per session for nine weeks focusing on reading and math.

Strategy Rationale

To increase student proficiency in math and reading.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Warren, Timothy, timothy.warren@polk-fl.net

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

Student performance on district mandated assessments.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

For the Pre-K students transitioning into Kindergarten, the school hosts a kindergarten round- up which provides parents with readiness information and tour of the kindergarten classroom. In addition, we have VPK readiness programs on site which provide a familiar environment and bridge transitions for parents, teachers, and students when their student rolls up to kindergarten . Flyers and brochures are distributed throughout the area to announce upcoming registration for incoming students. FLKRS and FAIR assessment is administered during the first 30 days of school. The results of these assessments target specific areas of needs. For example, students with significantly low RSP scores are provided additional support.
Middle School staff members are invited to visit the school, to present the extracurricular activities, academic expectations, and environmental logistics of their middle school program. In addition, parents are given information regarding middle school orientation deemed just for 5th grade students.

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.   Fully implement a detailed daily instructional schedule K-5, which includes center rotations.

G2.   Fully implement the 5 E Model for Math and Science in all K-5 classrooms.

G3.   Teachers will use Florida Standards and approved supplemental programs to engage students in rigorous standard-based instruction that will increase proficiency as measured by state tests in math, reading, and science.

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. Fully implement a detailed daily instructional schedule K-5, which includes center rotations. 1a

🔍 G073335

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	76.0

Resources Available to Support the Goal 2

- Daily detailed schedule, 120 minute ELA block, center rotation charts, GRRM charts

Targeted Barriers to Achieving the Goal 3

- Limited teacher knowledge of the importance of the Gradual release of Responsibility Model (GRRM)

Plan to Monitor Progress Toward G1. 8

Student work samples (independent, teacher-led, and center rotations) will be reviewed during grade planning data chats on common planning days.

Person Responsible

Leadership Team

Schedule

Weekly, from 9/15/2015 to 6/3/2016

Evidence of Completion

Student work samples will show alignment to the Florida Standards, increased rigor in tasks, and increased proficiency as evidenced on Reading Wonders Unit and F.A.I.R., as well as increased proficiency as indicated on weekly comprehension check

G2. Fully implement the 5 E Model for Math and Science in all K-5 classrooms. `1a`

🔍 G073336

Targets Supported `1b`

Indicator	Annual Target
5Es Score: Math Instruction	85.0

Resources Available to Support the Goal `2`

- School-based Math Coach
- School-based Science Coach
- District Content Area Coaches
- Individuals that attended "Train the Trainer" Sessions

Targeted Barriers to Achieving the Goal `3`

- Some teachers do not fully understand the concept of the 5 E Model.

Plan to Monitor Progress Toward G2. `8`

Math Module Assessment and District Science Assessments

Person Responsible
Team Leadership

Schedule
Weekly, from 9/16/2015 to 6/3/2016

Evidence of Completion
increased student achievement on district math module assessments and science chapter assessments evidenced by meeting or exceeding the district average proficiency, student journals, accountability sheets

G3. Teachers will use Florida Standards and approved supplemental programs to engage students in rigorous standard-based instruction that will increase proficiency as measured by state tests in math, reading, and science. `1a`

Targets Supported `1b`

G073337

Indicator	Annual Target
FCAT 2.0 Science Proficiency	50.0
AMO Reading - All Students	76.0
AMO Math - All Students	76.0

Resources Available to Support the Goal `2`

- Standard-based lesson planning
- Monthly data chats for progress monitoring
- Science Coach
- Collaborative planning with unpacking the FL standards
- TenMarks
- Reading Coach

Targeted Barriers to Achieving the Goal `3`

- Understanding the KUD of FL standards

Plan to Monitor Progress Toward G3. `8`

Classroom observation through walk-throughs noting DOK level of questioning and student tasks

Person Responsible
Leadership Team

Schedule
Biweekly, from 9/18/2015 to 6/15/2016

Evidence of Completion
Teacher lesson plans, student work samples are aligned to the rigor and complexity of Florida Standards, DOK snapshots

Plan to Monitor Progress Toward G3. `8`

English Language Arts: Reading Wonders weekly assessments

Person Responsible
Team Leadership

Schedule
Monthly, from 10/7/2015 to 6/2/2016

Evidence of Completion
Increased student proficiency as indicated on Reading Wonders Weekly Comprehension Checks, Reading Wonders Unit Tests, DOK Snapshots, student SuccessMaker grade level equivalent score

Plan to Monitor Progress Toward G3. 8

Math: Module Tests

Person Responsible

Leadership Team

Schedule

Monthly, from 10/7/2015 to 6/2/2016

Evidence of Completion

Increased student proficiency as indicated on Math Comprehension Checks, Math Module Assessments, DOK Snapshots, student SuccessMaker grade level equivalent score

Plan to Monitor Progress Toward G3. 8

Science: Science Chapter Test

Person Responsible

Leadership Team

Schedule

Monthly, from 10/7/2015 to 6/2/2016

Evidence of Completion

Increased student proficiency as indicated on Science Comprehension Checks, Science Chapter Assessments, DOK Snapshots,

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. Fully implement a detailed daily instructional schedule K-5, which includes center rotations. `1`

🔑 G073335

G1.B1 Limited teacher knowledge of the importance of the Gradual release of Responsibility Model (GRRM) `2`

🔑 B191673

G1.B1.S1 Provide teachers with strategies for each component of the GRRM. `4`

🔑 S203127

Strategy Rationale

Teachers need to understand the importance of explicit instruction (I do), scaffolded and collaborative practice (We do), and rigorous independent practice (You do).

Action Step 1 `5`

All teachers will develop a daily instructional schedule and post inside and outside of the classroom, which will include the Center Rotation portion of the Gradual Release of Responsibility Model (GRRM).

Person Responsible

Timothy Warren

Schedule

On 9/25/2015

Evidence of Completion

Daily Instructional Schedule, Daily Instructional Schedule Progress Monitoring PowerPoint, Center Rotation Chart Posted or projector on whiteboard, Center Rotation in Lesson Plan

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

The administration will complete a snapshot of school-wide implementation of the Detailed Daily Instructional Schedule, as well as Center Rotation Charts.

Person Responsible

Timothy Warren

Schedule

Daily, from 9/16/2015 to 11/20/2015

Evidence of Completion

Daily Instructional Schedule, Daily Instructional Schedule Progress Monitoring PowerPoint, Center Rotation Chart Posted or projector on whiteboard, Center Rotation in Lesson Plan

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

Classroom walkthroughs during specific portions of the GRRM (I do, We do, You do, Center Rotations) will evidence whether teachers are following the instructional model.

Person Responsible

Timothy Warren

Schedule

Weekly, from 9/16/2015 to 5/27/2016

Evidence of Completion

Center Rotation Chart Snapshot, Center Rotation in Lesson Plan, Classroom Walkthroughs ratings in Domains 1 and 2

G2. Fully implement the 5 E Model for Math and Science in all K-5 classrooms. [1]

G073336

G2.B1 Some teachers do not fully understand the concept of the 5 E Model. [2]

B191675

G2.B1.S1 Provide professional development pertaining to each component of the 5 E Model. [4]

S203128

Strategy Rationale

Once teachers are aware of the importance of each 5 E Model component, they will able to make certain that students are provided with authentic experiences.

Action Step 1 [5]

The Math and Science Coaches will provide in-class modeling of instruction using the 5 E Model and debrief with classroom teachers during common planning.

Person Responsible

Leadership Team

Schedule

On 6/3/2016

Evidence of Completion

Classroom observations, walk-throughs, common planning minutes, common planning agendas

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

Classroom observations, walk-throughs

Person Responsible

Leadership Team

Schedule

On 6/3/2016

Evidence of Completion

Improved student proficiency on math module assessments and science assessments as indicated on accountability sheets

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

PLCs will be used to discuss student work completed during math and science lessons

Person Responsible

Leadership Team

Schedule

Weekly, from 9/15/2015 to 6/3/2016

Evidence of Completion

Student work sample, accountability sheets

G3. Teachers will use Florida Standards and approved supplemental programs to engage students in rigorous standard-based instruction that will increase proficiency as measured by state tests in math, reading, and science. 1

G073337

G3.B2 Understanding the KUD of FL standards 2

B191680

G3.B2.S1 Unpack the standards using the professional development design: Standard Instructional Alignment. 4

S203129

Strategy Rationale

Teachers need to understand what the standard requires students to master on, prior, and post grade level. The teachers' understanding will assist in professional collaborative conversations about the state standards how they guide decision-making regarding classroom instruction.

Action Step 1 5

Teachers and support staff meet in weekly PLC to unpack the standards to ensure student tasks and the core lessons align with what the standard is asking the students to know, understand, and be able to do.

Person Responsible

Timothy Warren

Schedule

Weekly, from 9/15/2015 to 6/2/2016

Evidence of Completion

SBLTs will attend PLCs to document evidence of unpacking the standards using the 'standard alignment tool', common planning agendas, common planning minutes, student work samples, center activities

Plan to Monitor Fidelity of Implementation of G3.B2.S1 `6`

Teacher's lesson plans are reviewed for standard alignment, with feedback given to teachers to affirm that activities and instruction are aligned.

Person Responsible

Team Leadership

Schedule

Weekly, from 9/16/2015 to 6/3/2016

Evidence of Completion

Weekly walk-throughs/oberservations to ensure that lesson plans are being delivered as stated.

Plan to Monitor Fidelity of Implementation of G3.B2.S1 `6`

Conduct weekly walk-throughs to ensure that "the instruction" being delivered is aligned to the Florida Standards.

Person Responsible

Team Leadership

Schedule

Weekly, from 10/1/2015 to 6/3/2016

Evidence of Completion

Students' artifacts are representative of the depth and complexity of the standard based instruction being delivered in the classroom.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 `7`

Instruction will be delivered to the depth of the standard utilizing predominantly DOK level 3 and 4

Person Responsible

Team Leadership

Schedule

Biweekly, from 9/26/2015 to 4/30/2016

Evidence of Completion

Students' work samples will reflect the extent/depth the math, language arts, and science standards were taught; student and teacher use of standards-based rubrics

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	All teachers will develop a daily instructional schedule and post inside and outside of the classroom, which will include the Center Rotation portion of the Gradual Release of Responsibility Model (GRRM).	Warren, Timothy	9/16/2015	Daily Instructional Schedule, Daily Instructional Schedule Progress Monitoring PowerPoint, Center Rotation Chart Posted or projector on whiteboard, Center Rotation in Lesson Plan	9/25/2015 one-time
G2.B1.S1.A1	The Math and Science Coaches will provide in-class modeling of instruction using the 5 E Model and debrief with classroom teachers during common planning.	Team, Leadership	9/16/2015	Classroom observations, walk-throughs, common planning minutes, common planning agendas	6/3/2016 one-time
G3.B2.S1.A1	Teachers and support staff meet in weekly PLC to unpack the standards to ensure student tasks and the core lessons align with what the standard is asking the students to know, understand, and be able to do.	Warren, Timothy	9/15/2015	SBLTs will attend PLCs to document evidence of unpacking the standards using the 'standard alignment tool', common planning agendas, common planning minutes, student work samples, center activities	6/2/2016 weekly
G1.MA1	Student work samples (independent, teacher-led, and center rotations) will be reviewed during grade planning data chats on common planning days.	Team, Leadership	9/15/2015	Student work samples will show alignment to the Florida Standards, increased rigor in tasks, and increased proficiency as evidenced on Reading Wonders Unit and F.A.I.R., as well as increased proficiency as indicated on weekly comprehension check	6/3/2016 weekly
G1.B1.S1.MA1	Classroom walkthroughs during specific portions of the GRRM (I do, We do, You do, Center Rotations) will evidence whether teachers are following the instructional model.	Warren, Timothy	9/16/2015	Center Rotation Chart Snapshot, Center Rotation in Lesson Plan, Classroom Walkthroughs ratings in Domains 1 and 2	5/27/2016 weekly
G1.B1.S1.MA1	The administration will complete a snapshot of school-wide implementation of the Detailed Daily Instructional Schedule, as well as Center Rotation Charts.	Warren, Timothy	9/16/2015	Daily Instructional Schedule, Daily Instructional Schedule Progress Monitoring PowerPoint, Center Rotation Chart Posted or projector on whiteboard, Center Rotation in Lesson Plan	11/20/2015 daily
G2.MA1	Math Module Assessment and District Science Assessments	Leadership, Team	9/16/2015	increased student achievement on district math module assessments and science chapter assessments evidenced by meeting or exceeding the district average proficiency, student journals, accountability sheets	6/3/2016 weekly
G2.B1.S1.MA1	PLCs will be used to discuss student work completed during math and science lessons	Team, Leadership	9/15/2015	Student work sample, accountability sheets	6/3/2016 weekly
G2.B1.S1.MA1	Classroom observations, walk-throughs	Team, Leadership	9/16/2015	Improved student proficiency on math module assessments and science assessments as indicated on accountability sheets	6/3/2016 one-time
G3.MA1	Classroom observation through walk-throughs noting DOK level of questioning and student tasks	Team, Leadership	9/18/2015	Teacher lesson plans, student work samples are aligned to the rigor and complexity of Florida Standards, DOK snapshots	6/15/2016 biweekly
G3.MA2	English Language Arts: Reading Wonders weekly assessments	Leadership, Team	10/7/2015	Increased student proficiency as indicated on Reading Wonders Weekly Comprehension Checks, Reading Wonders Unit Tests, DOK Snapshots, student SuccessMaker grade level equivalent score	6/2/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.MA3	Math: Module Tests	Team, Leadership	10/7/2015	Increased student proficiency as indicated on Math Comprehension Checks, Math Module Assessments, DOK Snapshots, student SuccessMaker grade level equivalent score	6/2/2016 monthly
G3.MA4	Science: Science Chapter Test	Team, Leadership	10/7/2015	Increased student proficiency as indicated on Science Comprehension Checks, Science Chapter Assessments, DOK Snapshots,	6/2/2016 monthly
G3.B2.S1.MA1	Instruction will be delivered to the depth of the standard utilizing predominantly DOK level 3 and 4	Leadership, Team	9/26/2015	Students' work samples will reflect the extent/depth the math, language arts, and science standards were taught; student and teacher use of standards-based rubrics	4/30/2016 biweekly
G3.B2.S1.MA1	Teacher's lesson plans are reviewed for standard alignment, with feedback given to teachers to affirm that activities and instruction are aligned.	Leadership, Team	9/16/2015	Weekly walk-throughs/oberservations to ensure that lesson plans are being delivered as stated.	6/3/2016 weekly
G3.B2.S1.MA3	Conduct weekly walk-throughs to ensure that "the instruction" being delivered is aligned to the Florida Standards.	Leadership, Team	10/1/2015	Students' artifacts are representative of the depth and complexity of the standard based instruction being delivered in the classroom.	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.

G2. Fully implement the 5 E Model for Math and Science in all K-5 classrooms.

G2.B1 Some teachers do not fully understand the concept of the 5 E Model.

G2.B1.S1 Provide professional development pertaining to each component of the 5 E Model.

PD Opportunity 1

The Math and Science Coaches will provide in-class modeling of instruction using the 5 E Model and debrief with classroom teachers during common planning.

Facilitator

Ashley Mentre, Math Coach and Dana Burroughs, Science Coach

Participants

K-5 Teachers

Schedule

On 6/3/2016

G3. Teachers will use Florida Standards and approved supplemental programs to engage students in rigorous standard-based instruction that will increase proficiency as measured by state tests in math, reading, and science.

G3.B2 Understanding the KUD of FL standards

G3.B2.S1 Unpack the standards using the professional development design: Standard Instructional Alignment.

PD Opportunity 1

Teachers and support staff meet in weekly PLC to unpack the standards to ensure student tasks and the core lessons align with what the standard is asking the students to know, understand, and be able to do.

Facilitator

Coaches/administrators

Participants

Teachers, interventionist, and administrators

Schedule

Weekly, from 9/15/2015 to 6/2/2016

Technical Assistance Items

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

Budget

		Budget Data	
1	G1.B1.S1.A1	All teachers will develop a daily instructional schedule and post inside and outside of the classroom, which will include the Center Rotation portion of the Gradual Release of Responsibility Model (GRRM).	$0.00
2	G2.B1.S1.A1	The Math and Science Coaches will provide in-class modeling of instruction using the 5 E Model and debrief with classroom teachers during common planning.	$0.00
3	G3.B2.S1.A1	Teachers and support staff meet in weekly PLC to unpack the standards to ensure student tasks and the core lessons align with what the standard is asking the students to know, understand, and be able to do.	$0.00
		Total:	$0.00