

Ray V. Pottorf Elementary School

4600 CHALLENGER BLVD, Fort Myers, FL 33966

<http://rvp.leeschools.net/>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	82%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	85%

School Grades History

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

**Preliminary Informational Baseline School Grade*

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

School Board Approval

This plan is pending approval by the Lee County School Board.

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

DA Category	Region	RED
Focus	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To ensure that all students learn.

Provide the school's vision statement

Community, staff, parents and students working in partnership to insure all are successful learners who master the skills needed to excel.

School Environment

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

Teachers and other school-based adults build relationships with our students to ensure that all students have at least one positive adult contact daily. Teachers have conversations with students to gain insight into a student's cultural beliefs. Teachers encourage students to share their cultural traditions to promote a diverse learning environment.

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

Every person in Ray V Pottorf Elementary School (RVP) is expected to treat every person with dignity and respect. The guidelines for Positive Behavior System (PBS) are in place and monitored. Staff has reviewed these guidelines and the school-wide discipline plan.

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

RVP is a model PBS school. Teachers and students are informed of and trained on our school-wide behavior expectations to ensure the safety of all students. Incentives are offered for positive behavior and consequences are 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 guidance counselor and behavior specialist are available to collaborate with teachers and parents about students who are experiencing social and emotional challenges. Small group and individual counseling are provided by the guidance counselor. A mentor will be assigned to students as needed. For students needing them, intervention strategies will be developed and implemented through the MTSS process.

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

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
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

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/183136>.

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

Local businesses partner with RVP to provide incentives for report card achievement and parent night donations. Partners supply guest readers for Read Across America Day and Dr. Zeuss night. In addition, guest speakers from the local community, such as police officers and the fire department, provide real world experiences for our students.

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
Whitaker, Dorothy	Principal
German, Mia	Other
Bernadin, Dawn	Teacher, K-12
Costello, Sarah	Teacher, K-12
Cunningham, Jill	Teacher, ESE
Mixon, Lauren	Instructional Coach
Blazina, Dwayne	Assistant Principal
Watts, Michael	Instructional Coach
Thielman, Christina	Instructional Coach
French, Amy	Instructional Coach
Garrison, Margaret	Teacher, K-12
Gibbs, Ida	Teacher, K-12
Rose, James	Teacher, K-12
Halvarson, Kathleen	Teacher, K-12
Silsby, Lisa	Other

Duties

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

The individuals on the Leadership Team participate in the writing of the School Improvement Plan. In addition the Leadership Team also makes all school-wide decisions regarding curriculum and instruction. The MTSS Team meets on an as needed basis to monitor progress data for students receiving interventions. The problem solving process developed by the district is used.

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

Title 1 and SAI funds are used to employ additional teachers, resource teachers, and/or support staff. Resource teachers are certified staff who provide support for targeted students in reading and math. Science and Technology Resource teachers are utilized in the Master schedule and funded from Title I.. Title 1 dollars are also used for the After School Tutoring Program, professional development, parent involvement workshops, and supplemental supplies or materials. Migrant funds are used to purchase supplies to support ELL instruction. Title II dollars are used to support Cooperative Learning Coaching throughout the year.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
	Parent
Rhonda Cuthbert	Education Support Employee
Natasha Hodge	Education Support Employee
Crystal Peterson	Parent
Dorothy Whittaker	Principal
Dwayne Blazina	Teacher
Miria Burton	Parent
Tiffany Hanaver	Parent
Yennis Hernandez	Parent
Ronald Cadet	Parent
Rosa Marte	Parent
Luis Diaz	Parent
Louinet Louime	Parent
Reina Torres	Parent
Judy Knizner	Business/Community

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 meets in the fall to review and approve the SIP before submission to the district. Mid Year and End of Year reviews of progress are done at SAC meetings.

Development of this school improvement plan

At the fall meeting, after a presentation featuring last years progress, new targets and initiatives are discussed with the committee. The School Improvement Plan for the current school year is then approved by SAC. Progress is reviewed at mid-year and end of year.

Preparation of the school's annual budget and plan

Proposed budget and school needs are presented and discussed at the spring SAC meeting.

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

SAC will discuss and approve any proposed expenditures. In the past funds have been used to purchase PAWS tee-shirts, AR/FCAT incentives and 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
Altenburg, Judy	Instructional Coach
Bernadin, Dawn	Teacher, K-12
Cunningham, Jill	Teacher, ESE
Halvarson, Kathleen	Teacher, K-12
Rose, James	Teacher, K-12
Garrison, Margaret	Teacher, K-12
Mixon, Lauren	Instructional Coach
Thielman, Christina	Instructional Coach
LeGrand, Vionette	Teacher, K-12
Hart-King, Jewel	Teacher, K-12
Lindner, Christina	Teacher, ESE
Perry, Torsha	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT will be focusing on using STAR Early Literacy and STAR Reading data to make instructional decisions for all students. LLT members will meet with Professional Community groups to identify student needs based on data. Meetings will take place both monthly and quarterly to monitor student progress. Professional Development opportunities will be offered, based on the needs of the students and teachers as identified in data. Instructional strategies and resources aligned to the Florida Standards will be made available to staff. This goal will be to improve the performance of all 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

PLCs professional development is provided to facilitate effective collaboration between teachers. A daily schedule that allows for 50-minutes common planning time for all grade levels is in place. Staff will participate in a minimum of two 50-minute PLCs each week. Each PLC has established norms and commitments to ensure a professional working relationship. Administration and coaches actively support PLCs as they analyze data and plan for instruction,

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

Teachers must be Highly Qualified to be employed in a Title I school. Certification is checked and monitored by the Personnel Department. Teachers are notified of any requirements needed to be in-field for the subjects they are teaching. They sign out of field documents and district procedures are used to monitor the completion of needed course work. The administration checks with personnel to insure new hires have met all certification requirements and are Highly Qualified.

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

The Apples program provides an experienced mentor to all 1st year and new to the district teachers. Mentors are required to complete Clinical Education training and have at least 4 years of teaching experience. Throughout the year, 1st year teachers and their mentors will meet to discuss: best practices, data analysis, and professional progress. Mentor teachers will also complete scheduled non-evaluative observations monthly to provide constructive and supportive feedback for the 1st-year teacher.

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

RVP follows the district academic plan which is aligned to Florida standards. Teachers are provided resources and materials that are aligned to each of the Florida Standards. PLCs use a standards-based design for planning instruction in math, reading, science, and social studies. Standards are posted in student language, in every classroom, and teachers explain and discuss the standards with the students during the instructional process. Teachers develop an instructional and assessment calendar to insure all standards are taught.

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

Common grade-level formative and summative assessments are used to gauge mastery of the Florida standards by each student. Formative assessments are used during the instructional process. A common summative assessment will be given after an instructional sequence to determine mastery of a standard(s). The results from this assessment will also be used to determine interventions for the next instructional sequence. Intervention strategies such as scaffolding, reteaching, and enrichment are provided based on individual student need.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 4,500

The school day has been lengthened by 25 minutes. This schedule includes for 150 minutes for ELA instruction, 60 minutes for math, and 40-45 minutes for Intervention time.

Strategy Rationale

Increased time on task with appropriate subject area activities will lead to increased student achievement.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Whitaker, Dorothy, dottiejw@leeschools.net

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

Leadership will collect and analyze end-of-year assessment data to determine the efficacy of the extended school day.

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

Orientation meetings will be held prior to the start of the school year for Kindergarten students and their families. The families will learn about our school program and expectations. Flyers are sent to the surrounding day care facilities and building tours for individual families are scheduled as needed. Two ESE Pre-K are housed within our building. The district guidelines for curriculum are followed. Staff assess the students and implement strategies to enable them to master their IEP objectives. The teacher works collaboratively with the Kindergarten teachers and is aware of expectations for Kindergarten success.

The district also offers a VPK program to families in the community.

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:

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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.** 100% of core subject area teachers will track standards and progress monitor through the CASTLE Standards Tracker during the FY16 as documented by professional learning communities minutes.
- G2.** Teacher engagement will increase at least .2% in the Q12 area of Q04 as measured by the FY16 Gallup Teacher Engagement Survey.
- G3.** To consistently provide effective instruction to increase achievement for all students.

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. 100% of core subject area teachers will track standards and progress monitor through the CASTLE Standards Tracker during the FY16 as documented by professional learning communities minutes. 1a

G074151

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

- Coaches
- District Coordinators
- Leadership Team
-

Targeted Barriers to Achieving the Goal 3

- Teacher knowledge and use of CASTLE Standards Tracker.
- Establish a system to analyze data to progress monitor for individuals' standard mastery.

Plan to Monitor Progress Toward G1. 8

Teachers will use data from CASTLE to drive instruction and interventions.

Person Responsible

Dorothy Whitaker

Schedule

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

Evidence of Completion

Reports from CASTLE, PLC agendas/minutes.

G2. Teacher engagement will increase at least .2% in the Q12 area of Q04 as measured by the FY16 Gallup Teacher Engagement Survey. 1a

G074152

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

- Administrators
- Coaches
- Leadership Team
- Technology

Targeted Barriers to Achieving the Goal 3

- Teachers' knowledge and understanding of appropriate types of recognition for good work.

Plan to Monitor Progress Toward G2. 8

Quarterly surveys will document an increase in the number of team members that feel they have been recognized for good work.

Person Responsible

Dwayne Blazina

Schedule

Quarterly, from 10/30/2015 to 6/10/2016

Evidence of Completion

Survey results.

G3. To consistently provide effective instruction to increase achievement for all students. 1a

G074153

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

- Academic Coaches for reading, math,.
- Teacher Leaders
- Resource Teachers
- District-adopted curricula for literacy and math to support Florida Standards and differentiated instruction.
- PLCs and common planning time for collaboration on instruction and progress monitoring.
- Professional Development (Kagan training; PBS training; Thinking Maps, Writing Through Thinking Maps and Whole Brain Teaching)

Targeted Barriers to Achieving the Goal 3

- The consistent use of research-based instructional strategies to increase student engagement and mastery of standards.

Plan to Monitor Progress Toward G3. 8

District baseline and midyear assessments; district subject-area assessments

Person Responsible

Michael Watts

Schedule

Monthly, from 9/8/2015 to 6/10/2016

Evidence of Completion

Data analysis will validate student progress from baseline to midyear assessments.

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. 100% of core subject area teachers will track standards and progress monitor through the CASTLE Standards Tracker during the FY16 as documented by professional learning communities minutes. **1**

 G074151

G1.B1 Teacher knowledge and use of CASTLE Standards Tracker. **2**

 B193591

G1.B1.S1 Provide training and coaching on the use of CASTLE Standard Tracking software. **4**

 S205140

Strategy Rationale

Implementation of a process to progress monitor standards mastery will improve instruction and raise student achievement.

Action Step 1 **5**

Training on the use of CASTLE Standard Tracking software.

Person Responsible

Michael Watts

Schedule

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

Evidence of Completion

Teachers will utilize CASTLE Standard Tracker reports for progress monitoring FY16.

Action Step 2 5

Coaching on CASTLE Standard Tracking and analyzing data reports. .

Person Responsible

Michael Watts

Schedule

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

Evidence of Completion

Reports from CASTLE and PLC minutes.

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

Core Leadership will review PLC agendas to be sure training and coaching are provided.

Person Responsible

Dorothy Whitaker

Schedule

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

Evidence of Completion

Reports from CASTLE and PLC agendas/minutes will document the use of CASTLE Standard Tracking system.

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

Data from CASTLE will be used to set up Intervention groups.

Person Responsible

Dorothy Whitaker

Schedule

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

Evidence of Completion

Rosters for Intervention rotations and PLC minutes.

G1.B2 Establish a system to analyze data to progress monitor for individuals' standard mastery. 2

 B193592

G1.B2.S1 Daily fifty minute common PLC time. 4

 S205141

Strategy Rationale

Time for teachers to monitor student mastery of standards and plan for instruction will increase student achievement.

Action Step 1 5

Provide teachers with a daily common PLC time.

Person Responsible

Dorothy Whitaker

Schedule

Daily, from 10/5/2015 to 6/10/2016

Evidence of Completion

Master schedule indicating common PLC time.

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

Grade levels will determine dates for PLCs to pull and analyze data.

Person Responsible

Dwayne Blazina

Schedule

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

Evidence of Completion

Master schedule documenting the 50 minutes allowed daily for PLCs and PLC minutes to document discussions on progress monitoring.

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

Core Leadership will meet quarterly to look at students' mastery of standards.

Person Responsible

Dorothy Whitaker

Schedule

Monthly, from 9/14/2015 to 6/10/2016


Evidence of Completion

CASTLE Reports and Core Leadership PLC minutes.

G2. Teacher engagement will increase at least .2% in the Q12 area of Q04 as measured by the FY16 Gallup Teacher Engagement Survey. 1

 G074152

G2.B1 Teachers' knowledge and understanding of appropriate types of recognition for good work. 2

 B193593

G2.B1.S1 To provide forms of recognition that are specific, predictable, frequent and timely. 4

 S205142

Strategy Rationale

Gallup data reveals that the key to effective recognition is that it is honest and based on outcomes that are measurable. The answer to "how much recognition" is once every seven days.

Action Step 1 5

Develop and utilize a teacher survey to determine forms and frequency of recognition that teachers feel are appropriate.

Person Responsible

Dorothy Whitaker

Schedule

On 10/30/2015

Evidence of Completion

Survey results

Action Step 2 5

Establish processes and train staff to insure that the identified forms of recognition for good work are part of the school culture.

Person Responsible

Dwayne Blazina

Schedule

Monthly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Published Faculty Notes, Faculty PLC agendas and monthly newsletters that recognize the good work of team members.

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

Leadership Team members will collect data from each grade level on the types of recognition and frequency given.

Person Responsible

Dwayne Blazina

Schedule

Quarterly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Leadership PLC minutes.

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

The types of recognition for good work will include the recognitions identified in the original teacher survey.

Person Responsible

Dwayne Blazina

Schedule

Quarterly, from 10/30/2015 to 6/10/2016

Evidence of Completion

Artifacts documenting recognition. (Happy Notes; Newsletter; Faculty Notes).

G3. To consistently provide effective instruction to increase achievement for all students. 1

G074153

G3.B1 The consistent use of research-based instructional strategies to increase student engagement and mastery of standards. 2

B193594

G3.B1.S1 To utilize Kagan Cooperative Learning structures during the instructional process to increase student engagement. 4

S205143

Strategy Rationale

Kagan increases academic achievement, improves ethnic relations, enhances self-esteem, creates a more harmonious classroom climate, reduces discipline problems, and develops students' social skills and character virtues.

Action Step 1 5

Teachers will use Kagan Cooperative Learning Structures on a daily basis.

Person Responsible

Dwayne Blazina

Schedule

Daily, from 8/24/2015 to 6/10/2016

Evidence of Completion

Lesson plans and walkthroughs

Action Step 2 5

In-house coaches will provide ongoing professional development around selected Kagan structures.

Person Responsible

Dwayne Blazina

Schedule

Monthly, from 8/12/2015 to 6/10/2016

Evidence of Completion

Coaching Log and Faculty PLC's Agendas

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Administrative Walkthroughs and Lesson Plan reviews

Person Responsible

Dorothy Whitaker

Schedule

Monthly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Lesson plans and completed walkthrough data

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Quarterly Kagan Coaching

Person Responsible

Dwayne Blazina


Schedule

Quarterly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Coaching Feedback Forms

G3.B1.S2 Provide professional development and coaching on Thinking Maps, Writing Through Thinking Maps, and Whole Brain Teaching to develop students' critical thinking skills. 4

 S205144

Strategy Rationale

Learning opportunities that provide for active student engagement in high rigor activities will increase student mastery of standards.

Action Step 1 5

Training and coaching to facilitate implementation of Thinking Maps and Writing Through Thinking Maps.

Person Responsible

Christina Thielman

Schedule

Weekly, from 8/12/2015 to 1/6/2016

Evidence of Completion

Training sign-in sheets and PLC's minutes

Action Step 2 5

Teachers will use Thinking Maps and Whole Brain Teaching strategies during their daily instruction of reading and math.

Person Responsible

Dorothy Whitaker

Schedule

Daily, from 8/24/2015 to 6/10/2016

Evidence of Completion

Lesson Plans and walkthrough data.

Action Step 3 5

Training on and implementation of Whole Brain Teaching.

Person Responsible

Dorothy Whitaker

Schedule

Daily, from 8/21/2015 to 6/10/2016

Evidence of Completion

Training sign-in sheet and walkthrough data

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

The inclusion of Thinking Maps and Whole Brain Teaching strategies for reading and math instruction.

Person Responsible

Dorothy Whitaker

Schedule

Monthly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Lesson Plans and walkthrough data

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Check point data will document increased student mastery of standards.

Person Responsible

Dorothy Whitaker

Schedule

Monthly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Reports from the CASTLE Standard Tracking system

G3.B1.S3 Scheduled Intervention time to provide instruction that meets the needs of all students. 4

S205145

Strategy Rationale

Additional instructional time for those who need it will increase student mastery level of the standards.

Action Step 1 5

Students are ability grouped based on common grade level assessments and receive remediation or enrichment based on their mastery of the tested standard.

Person Responsible

Dorothy Whitaker

Schedule

Daily, from 9/15/2015 to 6/10/2016

Evidence of Completion

Common grade level assessments

Plan to Monitor Fidelity of Implementation of G3.B1.S3 6

Coaches and administration will meet to review the data from CASTLE and the assigned groupings for intervention

Person Responsible

Lauren Mixon

Schedule

Monthly, from 9/15/2015 to 6/10/2016

Evidence of Completion

Reports from CASTLE and rosters for intervention.

Plan to Monitor Effectiveness of Implementation of G3.B1.S3 7

Monthly PLC data meetings with TIF teachers, coaches, and/or administration to review data reports for district subject-area assessments or grade-level assessments.

Person Responsible

Dorothy Whitaker

Schedule

Monthly, from 9/15/2015 to 6/10/2016

Evidence of Completion

Data reports and PLC minutes

G3.B1.S4 The allocation of resource personnel for additional support during Intervention time. 4

 S205146

Strategy Rationale

Small group support provided by highly qualified instructional staff increases student achievement.

Action Step 1 5

Coaches, Teacher Leaders, resource personnel, and instructional support personnel will be assigned to work with students during Literacy instruction and Intervention time.

Person Responsible

Dorothy Whitaker

Schedule

Daily, from 9/15/2015 to 6/10/2016

Evidence of Completion

Schedules for coaches, Teacher Leaders, resource personnel, and instructional support personnel.

Plan to Monitor Fidelity of Implementation of G3.B1.S4 6

Administration will review assignments to ensure effective use of personnel.

Person Responsible

Dorothy Whitaker

Schedule

Daily, from 9/15/2015 to 6/10/2016

Evidence of Completion

Daily schedules for coaches, Teacher Leaders, resource personnel, and instructional support personnel. Data reports to ensure personnel allocation is meeting highest needs.

Plan to Monitor Effectiveness of Implementation of G3.B1.S4 7

Data collection on mastery of Essential Standards will be reviewed at grade level PLCs.

Person Responsible

Dorothy Whitaker

Schedule

Monthly, from 9/15/2015 to 6/10/2016

Evidence of Completion

CASTLE Tracking reports will be reviewed at grade level PLCS to determined effectiveness of resource personnel and grade level needs. Changes in staff assignment will be made as needed.

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	Training on the use of CASTLE Standard Tracking software.	Watts, Michael	10/5/2015	Teachers will utilize CASTLE Standard Tracker reports for progress monitoring FY16.	6/10/2016 monthly
G1.B2.S1.A1	Provide teachers with a daily common PLC time.	Whitaker, Dorothy	10/5/2015	Master schedule indicating common PLC time.	6/10/2016 daily
G2.B1.S1.A1	Develop and utilize a teacher survey to determine forms and frequency of recognition that teachers feel are appropriate.	Whitaker, Dorothy	8/24/2015	Survey results	10/30/2015 one-time
G3.B1.S1.A1	Teachers will use Kagan Cooperative Learning Structures on a daily basis.	Blazina, Dwayne	8/24/2015	Lesson plans and walkthroughs	6/10/2016 daily

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S2.A1	Training and coaching to facilitate implementation of Thinking Maps and Writing Through Thinking Maps.	Thielman, Christina	8/12/2015	Training sign-in sheets and PLC's minutes	1/6/2016 weekly
G3.B1.S3.A1	Students are ability grouped based on common grade level assessments and receive remediation or enrichment based on their mastery of the tested standard.	Whitaker, Dorothy	9/15/2015	Common grade level assessments	6/10/2016 daily
G3.B1.S4.A1	Coaches, Teacher Leaders, resource personnel, and instructional support personnel will be assigned to work with students during Literacy instruction and Intervention time.	Whitaker, Dorothy	9/15/2015	Schedules for coaches, Teacher Leaders, resource personnel, and instructional support personnel.	6/10/2016 daily
G1.B1.S1.A2	Coaching on CASTLE Standard Tracking and analyzing data reports. .	Watts, Michael	10/5/2015	Reports from CASTLE and PLC minutes.	6/10/2016 monthly
G2.B1.S1.A2	Establish processes and train staff to insure that the identified forms of recognition for good work are part of the school culture.	Blazina, Dwayne	8/24/2015	Published Faculty Notes, Faculty PLC agendas and monthly newsletters that recognize the good work of team members.	6/10/2016 monthly
G3.B1.S1.A2	In-house coaches will provide ongoing professional development around selected Kagan structures.	Blazina, Dwayne	8/12/2015	Coaching Log and Faculty PLC's Agendas	6/10/2016 monthly
G3.B1.S2.A2	Teachers will use Thinking Maps and Whole Brain Teaching strategies during their daily instruction of reading and math.	Whitaker, Dorothy	8/24/2015	Lesson Plans and walkthrough data.	6/10/2016 daily
G3.B1.S2.A3	Training on and implementation of Whole Brain Teaching.	Whitaker, Dorothy	8/21/2015	Training sign-in sheet and walkthrough data	6/10/2016 daily
G1.MA1	Teachers will use data from CASTLE to drive instruction and interventions.	Whitaker, Dorothy	10/5/2015	Reports from CASTLE, PLC agendas/ minutes.	6/10/2016 monthly
G1.B1.S1.MA1	Data from CASTLE will be used to set up Intervention groups.	Whitaker, Dorothy	10/5/2015	Rosters for Intervention rotations and PLC minutes.	6/10/2016 monthly
G1.B1.S1.MA1	Core Leadership will review PLC agendas to be sure training and coaching are provided.	Whitaker, Dorothy	10/5/2015	Reports from CASTLE and PLC agendas/minutes will document the use of CASTLE Standard Tracking system.	6/10/2016 monthly
G1.B2.S1.MA1	Core Leadership will meet quarterly to look at students' mastery of standards.	Whitaker, Dorothy	9/14/2015	CASTLE Reports and Core Leadership PLC minutes.	6/10/2016 monthly
G1.B2.S1.MA1	Grade levels will determine dates for PLCs to pull and analyze data.	Blazina, Dwayne	10/5/2015	Master schedule documenting the 50 minutes allowed daily for PLCs and PLC minutes to document discussions on progress monitoring.	6/10/2016 monthly
G2.MA1	Quarterly surveys will document an increase in the number of team members that feel they have been recognized for good work.	Blazina, Dwayne	10/30/2015	Survey results.	6/10/2016 quarterly
G2.B1.S1.MA1	The types of recognition for good work will include the recognitions identified in the original teacher survey.	Blazina, Dwayne	10/30/2015	Artifacts documenting recognition. (Happy Notes; Newsletter; Faculty Notes).	6/10/2016 quarterly
G2.B1.S1.MA1	Leadership Team members will collect data from each grade level on the types of recognition and frequency given.	Blazina, Dwayne	8/24/2015	Leadership PLC minutes.	6/10/2016 quarterly
G3.MA1	District baseline and midyear assessments; district subject-area assessments	Watts, Michael	9/8/2015	Data analysis will validate student progress from baseline to midyear assessments.	6/10/2016 monthly
G3.B1.S1.MA1	Quarterly Kagan Coaching	Blazina, Dwayne	8/24/2015	Coaching Feedback Forms	6/10/2016 quarterly
G3.B1.S1.MA1	Administrative Walkthroughs and Lesson Plan reviews	Whitaker, Dorothy	8/24/2015	Lesson plans and completed walkthrough data	6/10/2016 monthly
G3.B1.S2.MA1	Check point data will document increased student mastery of standards.	Whitaker, Dorothy	8/24/2015	Reports from the CASTLE Standard Tracking system	6/10/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S2.MA1	The inclusion of Thinking Maps and Whole Brain Teaching strategies for reading and math instruction.	Whitaker, Dorothy	8/24/2015	Lesson Plans and walkthrough data	6/10/2016 monthly
G3.B1.S3.MA1	Monthly PLC data meetings with TIF teachers, coaches, and/or administration to review data reports for district subject-area assessments or grade-level assessments.	Whitaker, Dorothy	9/15/2015	Data reports and PLC minutes	6/10/2016 monthly
G3.B1.S3.MA1	Coaches and administration will meet to review the data from CASTLE and the assigned groupings for intervention	Mixon, Lauren	9/15/2015	Reports from CASTLE and rosters for intervention.	6/10/2016 monthly
G3.B1.S4.MA1	Data collection on mastery of Essential Standards will be reviewed at grade level PLCs.	Whitaker, Dorothy	9/15/2015	CASTLE Tracking reports will be reviewed at grade level PLCs to determine effectiveness of resource personnel and grade level needs. Changes in staff assignment will be made as needed.	6/10/2016 monthly
G3.B1.S4.MA1	Administration will review assignments to ensure effective use of personnel.	Whitaker, Dorothy	9/15/2015	Daily schedules for coaches, Teacher Leaders, resource personnel, and instructional support personnel. Data reports to ensure personnel allocation is meeting highest needs.	6/10/2016 daily

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. 100% of core subject area teachers will track standards and progress monitor through the CASTLE Standards Tracker during the FY16 as documented by professional learning communities minutes.

G1.B1 Teacher knowledge and use of CASTLE Standards Tracker.

G1.B1.S1 Provide training and coaching on the use of CASTLE Standard Tracking software.

PD Opportunity 1

Training on the use of CASTLE Standard Tracking software.

Facilitator

Michael Watts

Participants

Classroom Teachers

Schedule

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

PD Opportunity 2

Coaching on CASTLE Standard Tracking and analyzing data reports. .

Facilitator

Michael Watts

Participants

Classroom teachers

Schedule

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

G3. To consistently provide effective instruction to increase achievement for all students.

G3.B1 The consistent use of research-based instructional strategies to increase student engagement and mastery of standards.

G3.B1.S1 To utilize Kagan Cooperative Learning structures during the instructional process to increase student engagement.

PD Opportunity 1

Teachers will use Kagan Cooperative Learning Structures on a daily basis.

Facilitator

Dwayne Blazina

Participants

Classroom Teachers

Schedule

Daily, from 8/24/2015 to 6/10/2016

G3.B1.S2 Provide professional development and coaching on Thinking Maps, Writing Through Thinking Maps, and Whole Brain Teaching to develop students' critical thinking skills.

PD Opportunity 1

Training and coaching to facilitate implementation of Thinking Maps and Writing Through Thinking Maps.

Facilitator

Christina Thielman

Participants

Classroom teachers

Schedule

Weekly, from 8/12/2015 to 1/6/2016

PD Opportunity 2

Training on and implementation of Whole Brain Teaching.

Facilitator

Whole Brain Teaching Trainer

Participants

Classroom teachers

Schedule

Daily, from 8/21/2015 to 6/10/2016

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	Training on the use of CASTLE Standard Tracking software.				\$0.00
2	G1.B1.S1.A2	Coaching on CASTLE Standard Tracking and analyzing data reports. .				\$0.00
3	G1.B2.S1.A1	Provide teachers with a daily common PLC time.				\$116,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0162 - Ray V. Pottorf Elementary School	Title I Part A		\$116,000.00
<i>Notes: Notes</i>						
4	G2.B1.S1.A1	Develop and utilize a teacher survey to determine forms and frequency of recognition that teachers feel are appropriate.				\$0.00
5	G2.B1.S1.A2	Establish processes and train staff to insure that the identified forms of recognition for good work are part of the school culture.				\$0.00
6	G3.B1.S1.A1	Teachers will use Kagan Cooperative Learning Structures on a daily basis.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title II		\$2,000.00
<i>Notes: Used to cover cost of substitutes for Kagan Coaches.</i>						
7	G3.B1.S1.A2	In-house coaches will provide ongoing professional development around selected Kagan structures.				\$0.00
8	G3.B1.S2.A1	Training and coaching to facilitate implementation of Thinking Maps and Writing Through Thinking Maps.				\$12,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0162 - Ray V. Pottorf Elementary School	Title I Part A		\$12,500.00
<i>Notes: Notes</i>						
9	G3.B1.S2.A2	Teachers will use Thinking Maps and Whole Brain Teaching strategies during their daily instruction of reading and math.				\$0.00
10	G3.B1.S2.A3	Training on and implementation of Whole Brain Teaching.				\$0.00
11	G3.B1.S3.A1	Students are ability grouped based on common grade level assessments and receive remediation or enrichment based on their mastery of the tested standard.				\$0.00

Budget Data						
12	G3.B1.S4.A1	Coaches, Teacher Leaders, resource personnel, and instructional support personnel will be assigned to work with students during Literacy instruction and Intervention time.				\$174,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0162 - Ray V. Pottorf Elementary School	Title I Part A		\$174,000.00
			<i>Notes: Notes</i>			
					Total:	\$304,500.00