



## Dr Carrie D Robinson Littleton Elementary School

700 HUTTO RD, North Fort Myers, FL 33903

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

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
Elementary	Yes	67%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	45%

### School Grades History

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

*\*Preliminary Informational Baseline School Grade*

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

### School Board Approval

This plan is pending approval by the 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>.

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>17</b>
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	21
<b>Appendix 1: Implementation Timeline</b>	<b>25</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>26</b>
Professional Development Opportunities	27
Technical Assistance Items	29
<b>Appendix 3: Budget to Support Goals</b>	<b>0</b>

## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	<a href="#">Gayle Sitter</a>
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 each student achieves his/her highest personal potential

##### **Provide the school's vision statement**

To provide a structured education stressing strong foundational skills, as well as, a shared responsibility with teachers, parents, and students

#### School Environment

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

Littleton administration ensures that relationship-building is a clear priority for all faculty and staff members. During the first days of school teachers use a variety of methods to set a positive tone and clarify the values that will guide interpersonal interaction between students and between the teacher and students such as Kagan classbuilding and teambuilding activities, student interest surveys, generating mission and vision statements at the classroom level, etc. This positive relationship building continues throughout the school year by providing opportunities for students to participate in a variety of extra-curricular activities, school wide Parent Involvement events, and grade level specific functions and assemblies, recognition activities for students that focus on student learning gains and behavior improvement.

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

School-wide expectations established through Positive Behavior Support (PBS) are taught explicitly to all students at all levels. Student misbehaviors are looked upon as learning opportunities for reteaching in a caring and nurturing way that allows students to feel respected by their teachers and peers. A philosophy of "all students are ours" ensures consistency across campus for providing safety for every student. Adults are stationed throughout the building at opening and dismissal to ensure student safety. Procedures are in place for teachers, students, and parents to provide concerns regarding safety issues on campus. All extra-curricular activities are supervised by Littleton staff which allows this feeling of safety to continue.

##### **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. Carrie D. Robinson Littleton Elementary is a Positive Behavior Support (PBS) school. PBS emphasizes the use of proactive, educative, and reinforcement-based strategies to achieve meaningful and durable behavior and lifestyle changes for all students.

We teach the expectations in every area of the school: classroom, hallways, media center, specials, buses, and cafeteria. They are based off Littleton's school-wide expectations of STAR:

S Stay Safe

T To Be Prepared

A Active Learner



R Respectful

Throughout the entire school, you will also see our classroom behavior expectations posted:

Pay Attention/On Task

Stay in Seat/Line

Raise Hand/Wait Turn

Follows Directions/Rules

Physical/Verbal Control

Accepts Criticism

Shows Respect

Positive Attitude

We also utilize brain-based instructional practices, such as, cooperative learning, frequent brain breaks, and learning styles that promote an engaging classroom environment.

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

A full-time school counselor provides small group counseling sessions focused on specific topics like peer conflict, death, and divorce, in addition to, one-on-one sessions for students with greater needs. The school counselor has provided teachers and students with referral forms to assist with student needs. We work with highly qualified school volunteers and staff to provide mentoring opportunities to students in need. We participate in Lee County's Character Education Word of the Month Program by incorporating literature and activities into classroom lessons that focus on responsibility, honesty, etc., as well as, PBS expectations videos are available to assist meeting the social-emotional needs of our Littleton students.

**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**

N/A

**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**

N/A

## 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/177698>.

#### **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**

We have a strong partnership with Winn Dixie, Publix, Wal-Mart, Walgreens, Sam's Club, Lowe's, Chick-Fil-A, and several church groups in the community. We sustain these partnerships by having a designated point of contact for requesting resources and ensuring our partners' understand how their support contributes to student success.

## 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
Broughton, Monica	Principal
Sanders, Jeff	Assistant Principal
Cauceglia, Elissa	Other
Pavy, Tina	Other
Giampi, Jenna	Teacher, K-12
Gomes, Lisa	Teacher, K-12
Rowell, Rhonda	Teacher, K-12
Hassett, Susan	Teacher, Adult
Patel, Dharmistha	Teacher, K-12
Theresa, Laurenti	Teacher, K-12
Kirdahy, Marlene	Teacher, Adult
Callard, Katherine	Teacher, K-12

#### Duties

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

The School Leadership Team at Dr. Carrie D. Robinson Littleton Elementary meets on a monthly basis to analyze school and/or student progress data in order to identify students in need of further support and monitor the progress of students receiving interventions to ensure that the needs of all students are being met. We also look at the needs of our teachers to plan for professional development in order to provide a more effective learning environment. The Leadership Team also attends grade level PLC meetings in order to support the collaborative process for teaching and learning.

**Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact**

The School Leadership Team continually conducts monthly analyses of school, classroom, and student level data in order to identify areas for school improvement. Additionally, the team assists with the evaluation of the student response to current interventions, curricula, and school systems. Title I, Title II and other programs coordinate through the SIP process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. All school improvement plans are reviewed at the district level for appropriate use of funds and effective use of resources. This district level review prevents duplication of services and facilitates coordination between schools and departments. This collaboration ensures that all programs support schools.

Title I, Part A coordinates with Title I, Part C to provide expanded academic enrichment opportunities to Migrant students. Services include after school tutorials in reading and math; health services; and literacy workshops for parents as a result of the coordination of these funds. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

The facilities and schools coordinate with health services (mental and physical) and other social services to meet the need of students returning back to their assigned educational facility. The district Health Services, Student Services, Title I, Title III and ESE departments are all a part of the collaborative effort. For example: social workers from student services has the process and procedures in place to assist students and their families with social services for food stamps and other health services; the ESE Department has established a memorandum of understanding for assistance with housing and counseling services through Ruth Cooper and the Lutheran Service; vocational instructors establish partnership with businesses so students will have an opportunity to continue to develop their vocational skill.

Title I coordinates with other programs funded under NCLB through the SIP (School Improvement Plan) process. Within this plan, schools complete a Professional Development Plan in collaboration with Title II. The PDP is concentrated in reading, math, science and writing to meet the needs of the targeted subgroups not making AYP. The PDP includes teachers, paraprofessionals, and administrators. As part of the School Advisory Council, parents are included in this planning process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. This collaboration ensures that all programs funded under NCLB use funds to support schools, not supplant district obligations. All school improvement plans are reviewed at the district level for appropriate use of funds and effectiveness. This district level review prevents duplication of services and facilitates coordination between agencies. Each school's SIP is reviewed by all stakeholders and submitted to the Board for approval. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

## School Advisory Council (SAC)

### Membership:

Name	Stakeholder Group
Monica Broughton	Principal
Tina Pavy	Teacher
Jenna Andle	Teacher
Jenna Giampi	Teacher
Amy Stephens	Parent
Lori Ramey	Education Support Employee
Shirley Robinson	Education Support Employee
Krystal York	Parent
Anaisa Guzman	Parent
Lamar Stewart	Parent
Timothy Fitzpatrick	Parent
Elaine Carmona	Parent
Mandy Fitzgerald	Parent
Catalina Torres	Parent
Jeff Sanders	Principal
Chad Michaels	Business/Community
Greg Roughgarden	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 reviewed student assessment data in conjunction with SIP goals, were given the opportunity to ask clarifying questions, and provided recommendations for the upcoming school year.

*Development of this school improvement plan*

SAC will review the initial development of the plan and collaborate to make additions, deletions, or corrections as needed.

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

SAC will meet at least quarterly to monitor the plan and provide input. SAC will engage in discussions about instructional processes and data throughout the year. SAC will also discuss the information shared at DAC and disseminate the information to other stakeholders throughout the year.

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

There is a zero balance.

***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
Broughton, Monica	Principal
Sanders, Jeff	Assistant Principal
Cauceglia, Elissa	Other
Pavy, Tina	Other
Giampi, Jenna	Teacher, K-12
Tingley, Jessica	Teacher, K-12
Bush, Kelli	Teacher, K-12
Gomes, Lisa	Teacher, K-12
Allen, Betty	Teacher, K-12
Williams, Pandora	Teacher, K-12
Peralta, Sasha	Teacher, K-12
Johnston, Maribeth	Teacher, K-12
Howard, Julie	Teacher, K-12
Holmes, Lisa	Teacher, K-12

**Duties**

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

The major initiative of the LLT will be to focus on data to make instructional decisions for students. The goal is for every child to be proficient in every CORE Florida Standard . Data will be monitored closely and interventions will be implemented as needed. Other initiatives of the LLT will be to share with staff researched based strategies to improve reading success, provide resources for the PLC process to improve student achievement, and to assist in the planning & hosting of a parent involvement night with a sole emphasis on reading & also a Reading Celebration Day for 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**

Littleton encourages positive working relationships with teachers by participation in PLC meetings. The master schedule has been designed to provide consistent time for teachers to meet by grade level. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

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

Our school participates in recruiting activities such as out of state recruiting and our in-county job fair to recruit highly qualified teachers. We also provide monthly professional development activities to further

enhance the skills of beginning and highly-qualified effective teachers so they are better prepared for challenges they may incur throughout the school year.

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

Both the administration and mentor teachers continue to support new teachers' instruction and provide quality coaching and feedback. Mentors and team members plan lessons with our beginning teachers. During this process they connect lesson activities to content standards, discuss student progress, and analyze student work. All teachers participate in the PLC process to strengthen instructional processes. Mentors and administration model and co-teach lessons with the beginning teachers. In addition, high-quality job-embedded professional development is provided for and aligned with the individual needs of our beginning teachers.

## **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***

Littleton teachers work in PLC groups to plan for instruction using state approved curricular materials and a county academic plan that is in alignment with Florida Standards. Teachers routinely work to clarifying the intention of the Florida Standards and utilize sample questions and item specs to ensure they are teaching each standard to an appropriate level of depth and complexity.

#### **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***

At the classroom level, teachers work in PLC groups to analyze data and plan intervention, reteaching, and enrichment activities for students. Our daily schedule provides time each day for grade levels to work with small groups of students on intervention or reteaching while enrichment students participate in activities that deepen and broaden the scope of the identified standard. At the school level, the Leadership Team analyzes student data to plan spending in a way that places resource teachers, supplemental curriculum materials, and scheduling in alignment with student needs.

***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: 2,070**

Small group tutoring focusing on individual student needs according to pre-assessments in reading and math.

**Strategy Rationale**

Grouping students according to the area of greatest need will allow for more effective instruction resulting in greater student learning gains.

**Strategy Purpose(s)**

- Core Academic Instruction

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

Sanders, Jeff, jefflsa@leeschools.net

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

STAR Reading to identify areas of need in reading and end of tutoring learning gains.  
Mid-Year Assessment Data to identify areas of need in math and end of tutoring learning gains.  
Throughout the course of tutoring, teachers will analyze formative assessment data for the purposes of planning.

**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 to familiarize them with the school and expectations for the coming year. In addition, all students are assessed upon entering within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Fifth grade teachers work with students on organization and responsibility with materials throughout the school year to prepare them for the transition to middle school. Students are encouraged to attend middle schools Open House events.

**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**

N/A

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

N/A

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

N/A

**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**

N/A

## 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.

N/A

### 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.

N/A



## 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.** In 2015-2016, the student proficiency will increase from 35% to 42% as measured by the state's Science assessment.
- G2.** Teacher engagement will increase at least .2% in the Q12 area of enhancing the quality of relationships between employees in the workplace through nurturing, trust, and emotional loyalty as measured by the FY16 Gallup Teacher Engagement Survey.
- G3.** Robinson Littleton Elementary will have 100% participation of core subject teachers to track Florida Standards and progress monitor the Florida Standards using the CASTLE Standards Tracker during the FY16 school year as documented by professional learning communities minutes.

## 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.** In 2015-2016, the student proficiency will increase from 35% to 42% as measured by the state's Science assessment. **1a**

G074304

**Targets Supported** **1b**

Indicator	Annual Target
FCAT 2.0 Science Proficiency	42.0

**Resources Available to Support the Goal** **2**

- C-Palms
- National Geographic
- SRA Science Snapshots
- Science Resource Teacher
- Integration of Science through Literacy
- WINN time

**Targeted Barriers to Achieving the Goal** **3**

- Student deficiency of reading comprehension skills.

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

STAR/STAR EL, District Science Checkpoints

**Person Responsible**

Elissa Cauceglia

**Schedule**

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

**Evidence of Completion**

Student data from the above referenced assessments

**G2.** Teacher engagement will increase at least .2% in the Q12 area of enhancing the quality of relationships between employees in the workplace through nurturing, trust, and emotional loyalty as measured by the FY16 Gallup Teacher Engagement Survey. 1a

G074305

**Targets Supported** 1b

Indicator	Annual Target
	4.02

**Resources Available to Support the Goal** 2

- Team Building Activities, Health/Wellness Activities, Gallup Strength Finder Survey, Creation of opportunities for teachers to work together

**Targeted Barriers to Achieving the Goal** 3

- Lack of time for teachers to commit to one or more of the resources

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

Administer an end of activity evaluation after the implementation of each activity/event to gauge the engagement or effectiveness.

**Person Responsible**

Stacie McElhannon

**Schedule**

Quarterly, from 9/15/2015 to 5/27/2016

**Evidence of Completion**

Results from the evaluations

**G3.** Robinson Littleton Elementary will have 100% participation of core subject teachers to track Florida Standards and progress monitor the Florida Standards using the CASTLE Standards Tracker during the FY16 school year as documented by professional learning communities minutes. 1a

G074306

**Targets Supported** 1b

Indicator	Annual Target
	32.0

**Resources Available to Support the Goal** 2

- a selected CASTLE facilitator
- available technology
- designated time for PLCs to review data for progress monitoring

**Targeted Barriers to Achieving the Goal** 3

- lack of CASTLE training

**Plan to Monitor Progress Toward G3.** 8

Student results from summatives and/or formatives administered throughout the year

**Person Responsible**

Elissa Cauceglia

**Schedule**

Monthly, from 10/5/2015 to 5/27/2016

**Evidence of Completion**

Improved student performance, documentation of CASTLE use from PLC minutes, CASTLE reports

## 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.** In 2015-2016, the student proficiency will increase from 35% to 42% as measured by the state's Science assessment. **1**

 G074304

**G1.B1** Student deficiency of reading comprehension skills. **2**

 B193970

**G1.B1.S1** To provide decoding and vocabulary reading instruction; utilize Thinking Maps **4**

 S205500

#### Strategy Rationale

To increase students' reading comprehension because the assessment involves a lot of reading.

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

Utilize WINN time to teach and/or reinforce decoding skills; ensure that all teachers receive Thinking Maps training so that it will be implemented in the classroom instruction

#### Person Responsible

Rhonda Rowell

#### Schedule

Weekly, from 9/8/2015 to 5/27/2016

#### Evidence of Completion

Master schedule contains the WINN time, PLC minutes, lesson plans

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

Walk-throughs by administration; provide teacher leader support

**Person Responsible**

Monica Broughton

**Schedule**

Monthly, from 9/1/2015 to 5/27/2016

***Evidence of Completion***

PLC minutes, Walk-through results

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

Ongoing progress monitoring, Goal Team meetings

**Person Responsible**

Elissa Cauceglia

**Schedule**

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


***Evidence of Completion***

improved student results on assessments

**G2.** Teacher engagement will increase at least .2% in the Q12 area of enhancing the quality of relationships between employees in the workplace through nurturing, trust, and emotional loyalty as measured by the FY16 Gallup Teacher Engagement Survey. **1**

 G074305

**G2.B1** Lack of time for teachers to commit to one or more of the resources **2**

 B193971

**G2.B1.S1** Create a focus group specifically to address engagement activities for staff **4**

 S205501

### **Strategy Rationale**

to help organize, plan, and promote employee engagement

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

A teacher from each grade level and department will comprise the focus group.

#### **Person Responsible**

Monica Broughton

#### **Schedule**

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

#### **Evidence of Completion**

Goal Team minutes from the engagement members.

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

Minutes will have to be submitted to administration with plans/progress regarding activities or events.

#### **Person Responsible**

Jeff Sanders

#### **Schedule**

Monthly, from 9/1/2015 to 5/27/2016

#### **Evidence of Completion**

Goal team minutes and reflections from teachers.

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

Administer a mid-year survey pertaining to employee engagement, specifically question #10 which pertains to building relationships among staff.

**Person Responsible**

Jeff Sanders

**Schedule**

On 1/22/2016

**Evidence of Completion**

Survey results

**G3.** Robinson Littleton Elementary will have 100% participation of core subject teachers to track Florida Standards and progress monitor the Florida Standards using the CASTLE Standards Tracker during the FY16 school year as documented by professional learning communities minutes. 1

 G074306

**G3.B1** lack of CASTLE training 2

 B193972

**G3.B1.S1** The CASTLE facilitator will receive training on use of the program. Afterwards, the facilitator will deliver the training to all core subject area teachers. Support will be provided throughout the year and teacher leaders will also receive CASTLE training in order to provide more support for teacher learning. 4

 S205502

**Strategy Rationale**

In order to use CASTLE for progress monitoring, we first must see that teachers receive appropriate training.

**Action Step 1** 5

The CASTLE facilitator will attend professional development training at the District office.

**Person Responsible**

Jenna Giampi

**Schedule**

Quarterly, from 10/5/2015 to 3/24/2016

**Evidence of Completion**

CASTLE reports



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

Administration will receive weekly PLC minutes from each grade level that will indicate the progress of students as measured by reports from CASTLE.

**Person Responsible**

Monica Broughton

**Schedule**

Weekly, from 10/5/2015 to 5/27/2016

**Evidence of Completion**

PLC minutes

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

Administration and Teacher Leaders will meet with PLC teams.

**Person Responsible**

Jeff Sanders

**Schedule**

Weekly, from 10/5/2015 to 5/27/2016

**Evidence of Completion**

PLC minutes, improved student results

**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	Utilize WINN time to teach and/or reinforce decoding skills; ensure that all teachers receive Thinking Maps training so that it will be implemented in the classroom instruction	Rowell, Rhonda	9/8/2015	Master schedule contains the WINN time, PLC minutes, lesson plans	5/27/2016 weekly
G2.B1.S1.A1	A teacher from each grade level and department will comprise the focus group.	Broughton, Monica	8/17/2015	Goal Team minutes from the engagement members.	5/27/2016 monthly
G3.B1.S1.A1	The CASTLE facilitator will attend professional development training at the District office.	Giampi, Jenna	10/5/2015	CASTLE reports	3/24/2016 quarterly
G1.MA1	STAR/STAR EL, District Science Checkpoints	Cauceglia, Elissa	8/24/2015	Student data from the above referenced assessments	5/27/2016 quarterly
G1.B1.S1.MA1	Ongoing progress monitoring, Goal Team meetings	Cauceglia, Elissa	8/24/2015	improved student results on assessments	5/27/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Walk-throughs by administration; provide teacher leader support	Broughton, Monica	9/1/2015	PLC minutes, Walk-through results	5/27/2016 monthly
G2.MA1	Administer an end of activity evaluation after the implementation of each activity/event to gauge the engagement or effectiveness.	McElhannon, Stacie	9/15/2015	Results from the evaluations	5/27/2016 quarterly
G2.B1.S1.MA1	Administer a mid-year survey pertaining to employee engagement, specifically question #10 which pertains to building relationships among staff.	Sanders, Jeff	1/19/2016	Survey results	1/22/2016 one-time
G2.B1.S1.MA1	Minutes will have to be submitted to administration with plans/progress regarding activities or events.	Sanders, Jeff	9/1/2015	Goal team minutes and reflections from teachers.	5/27/2016 monthly
G3.MA1	Student results from summatives and/or formatives administered throughout the year	Cauceglia, Elissa	10/5/2015	Improved student performance, documentation of CASTLE use from PLC minutes, CASTLE reports	5/27/2016 monthly
G3.B1.S1.MA1	Administration and Teacher Leaders will meet with PLC teams.	Sanders, Jeff	10/5/2015	PLC minutes, improved student results	5/27/2016 weekly
G3.B1.S1.MA1	Administration will receive weekly PLC minutes from each grade level that will indicate the progress of students as measured by reports from CASTLE.	Broughton, Monica	10/5/2015	PLC minutes	5/27/2016 weekly

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

**G1.** In 2015-2016, the student proficiency will increase from 35% to 42% as measured by the state's Science assessment.

**G1.B1** Student deficiency of reading comprehension skills.

**G1.B1.S1** To provide decoding and vocabulary reading instruction; utilize Thinking Maps

### **PD Opportunity 1**

Utilize WINN time to teach and/or reinforce decoding skills; ensure that all teachers receive Thinking Maps training so that it will be implemented in the classroom instruction

#### **Facilitator**

Rhonda Rowell, Dharmistha Patel

#### **Participants**

K-5 Teachers

#### **Schedule**

Weekly, from 9/8/2015 to 5/27/2016

**G3.** Robinson Littleton Elementary will have 100% participation of core subject teachers to track Florida Standards and progress monitor the Florida Standards using the CASTLE Standards Tracker during the FY16 school year as documented by professional learning communities minutes.

**G3.B1** lack of CASTLE training

**G3.B1.S1** The CASTLE facilitator will receive training on use of the program. Afterwards, the facilitator will deliver the training to all core subject area teachers. Support will be provided throughout the year and teacher leaders will also receive CASTLE training in order to provide more support for teacher learning.

**PD Opportunity 1**

The CASTLE facilitator will attend professional development training at the District office.

**Facilitator**

Jenna Giampi

**Participants**

Littleton Teachers

**Schedule**

Quarterly, from 10/5/2015 to 3/24/2016

**Technical Assistance Items**

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

**Budget**

<b>Budget Data</b>			
1	G1.B1.S1.A1	Utilize WINN time to teach and/or reinforce decoding skills; ensure that all teachers receive Thinking Maps training so that it will be implemented in the classroom instruction	\$0.00
2	G2.B1.S1.A1	A teacher from each grade level and department will comprise the focus group.	\$0.00
3	G3.B1.S1.A1	The CASTLE facilitator will attend professional development training at the District office.	\$0.00
<b>Total:</b>			<b>\$0.00</b>