Polk County Public Schools

Rochelle School Of The Arts

2015-16 School Improvement Plan

Rochelle School Of The Arts

1501 MARTIN L KING JR AVE, Lakeland, FL 33805

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

School Demographics

School Type	**2014-15 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 2)
Combination	No	52%

Alternative/ESE Center	**Charter School**	**2015-16 Minority Rate** (Reported as Non-white on Survey 2)
No	No	69%

School Grades History

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

Preliminary Informational Baseline School Grade

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

School Board Approval

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

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Rochelle School of the Arts is committed to doing whatever it takes to provide an enriched and rigorous curriculum through the arts and academics in a challenging environment.

Provide the school's vision statement

Rochelle School of the Arts will prepare all students for the future by providing a rigorous curriculum along with the active study of the visual and performing arts.

School Environment

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

Teachers conduct "getting to know you" activities at the beginning of the school year. Cultures are celebrated through our fine arts department in which all students participate. Positive Behavior Support and school expectations are in full implementation this year, along with weekly focus lessons expanding on the PBS core values. The school communicates with parents for positive reasons, praising positive choices and communicates consequences with the goal of improving and correcting behavior.

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

A Positive Behavior Support model of school-wide expectations has been implemented in 2015-16. Expectations for student behavior are explicitly taught at the beginning of the year, and weekly focus areas continue throughout the year. These efforts foster a sense of community and positive affirmation, contributing to a safe and respectful environment. Teachers conduct bullying lessons the first weeks of school, helping students to understand appropriate behavior. Bullying reporting boxes are placed in the main office, guidance office and media center where staff, students and/or parents can report incidences anonymously if needed. Guidance Counselors conduct sessions with classes, and are often the first to intervene in conflict situation, assisting students with conflict resolution skills. Our school resource officer (SRO) and school administration are actively present during arrival, dismissal, and in classrooms each day. Staff monitors students before school, during all transitional periods and after school to ensure a safe and orderly environment.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Positive Behavior Support (PBS) is the school-wide system focused on teaching appropriate behaviors, re-teaching, communicating with families, appropriate consequences, and positive reinforcement of good choices. Posters of our expectations are visible throughout the classrooms and around the campus Based on prior year's discipline data, minor infractions are our top area of focus. Therefore, the PBS team has developed references and resources for all staff distinguishing between major and minor infractions, and protocols when corrective measures are required. All staff received training in August, and training updates will occur as needed during the year to ensure consistency of

expectations and understanding of implementation. Expectations have been shared with all stakeholders.

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

Two Guidance Counselors (one for elementary and one for middle school) are full-time staff members, and they work with teachers, students, and families to address social-emotional areas of concern. The Counselors also support conflict resolution issues between students, and work to build these skill sets with students. We collect data from the instructional staff through weekly grade level meetings, monthly Multi-Tiered Systems of Support (MTSS) meetings, Problem Solving Team (PST) meetings, conversations with our guidance counselors, discipline data and Early Warning Systems (EWS).

Early Warning Systems

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

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Polk County Schools provides an Early Warning System (EWS), accessible through the IDEAS platform, that focuses on the following indicators:
Attendance below 90 percent
One or more suspensions
Any student who is struggling with behavioral expectations (discipline referrals)
Any student who drops below a 2.0 grade point average (GPA), which usually includes grades of D or F
All students who scored at the non-proficiency level on statewide, standardized assessment in reading, writing,math and/or science

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
	5	6	7	8	
Attendance below 90 percent	0	0	0	0	
One or more suspensions	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	
Level 1 on statewide assessment	39	60	55	45	199

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

Indicator	Grade Level	Total
	6	
Students exhibiting two or more indicators	1	1

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

Monthly MTSS meetings will be held with K-5 and departments in Middle School to identify students with EWS indicators. Strategies will be developed in consultation with the teachers to address students' academic needs. K-5 teachers will provide small group or individualized Tier 3 tutoring one day per week during one of their planning periods to provide focused support to students in a non-distracting environment.

Grade recovery opportunities will be provided promptly if students are unsuccessful within a nine-week grading period with the learning in a core academic class.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

The 2015-16 year will be one of rebuilding the parent organization at Rochelle. Effective communication of school activities and events will occur, supporting families having the appropriate information to engage in school activities, especially Parent Informational events and the Fine Arts Programs offered at Rochelle. The Parent Portal is an online system that provides parents with the opportunity to view their student's grades and progress throughout each grading period. Volunteers will be connected to their areas of interest so that the school can be supported in classrooms, departments, administratively, financially, and in special programs.

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

The school recognizes the importance of building positive relationships with businesses, community organizations, and families. Communication with families occurs through monthly newsletters and calendars, the school website, student agendas, email, phone call systems, and school events including visual art shows and fine arts performances. Connecting volunteers to areas of need or interest is a priority in 2015-16, as well as reorganizing the parent organization. Business and community partnerships help sustain staff morale, support raising funds or acquiring resources for school needs, and support recruiting efforts.

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
Ward, Julie	Principal
Griffin, Carol	Assistant Principal
Brackman, Lee	Assistant Principal
Tidwell, Donna	Other

Duties

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

Julie Ward, Principal - establishes priorities for professional development and school improvement, schedules for classroom observations and coaching, secures district resources to support school efforts.
Carol Griffin, Assistant Principal, primary focus grades K-5
Lee Brackman, Assistant Principal, primary focus grades 6-8
Academic Leadership Team (receiving on-going training from the district & bringing the learning back to the school): Teresa McCawley (Math), Kim Nolen (ELA), and Rebecca Merrill (Science); Kathleen Martin (ELA), Barbara Homan (Science), Greg Bonadies (SS), and Lisa Rasnake (Math). Donna Tidwell, Resource Teacher (attending Instructional Coach trainings)
Grade/Department Facilitators (lead their grade levels or departments in instructional and other tasks): Jamie Schweim-Kindergarten; Phyllis Conover-First Grade; Teresa McCawley-Second Grade; Shelly Luty-Third Grade; Kim Nolen-Fourth Grade; Katie Maurer-Fifth Grade; Kathleen Martin-Reading & Language Arts; Barbara Homan-Science; Greg Bonadies - SS; Fine Arts-Brandie King & Freda Phifer

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

Grade level (K-5) and department teams (6-8) meet weekly for Collaborative Planning sessions focused on aligned standards-based instruction and assessments. Members of the Leadership Team support and guide this process (Griffin and Tidwell with Elementary, Brackman with Middle School, and Ward visiting all groups on a rotating basis).Teams will review student work in follow-up sessions to assess fidelity and response to the instructional strategies. Middle school teams' focus will primarily be a vertical alignment approach, as there is only one teacher per grade level & subject. District Coaches will also support these teams' work routinely. The Administrative Leadership Team observes in classrooms, providing Instructional Coaching feedback based on targeted areas of focus or learning by the teachers. Professional Development will be provided as a result of identified needs.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Julie Ward	Principal
Theresa Lauretta	Business/Community
Brenda Paul	Business/Community
Toyaleta Speed	Teacher
Kathie Gallucci	Parent
Terrel Wiggins	Parent
Pal Powell	Parent
Theresa Barnes	Parent
Candy Wagner	Parent
Lynne Velso	Parent
Demeteria Patterson	Parent
Carol Griffin	Education Support Employee

Duties

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

Evaluation of last year's school improvement plan

The SAC was involved in reviewing the SIP during 2014-15.

Development of this school improvement plan

The School Improvement Plan will be presented to the SAC for input and critique.

Preparation of the school's annual budget and plan

The SAC committee assists determining and prioritizing the schools overall needs and how best to use available funds to address these needs to move the school forward.

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

NA

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
Ward, Julie	Principal
Griffin, Carol	Assistant Principal
Tidwell, Donna	Instructional Coach
Brackman, Lee	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team works collaboratively with grade chairs and the Academic Leadership Team to support AR participation in all grade levels, standards-based instructional strategies and assessments, monitoring student progress through monthly MTSS meetings, and ensuring that teachers are implementing appropriate MTSS procedures in their classrooms.

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

All elementary teachers have common planning periods. Middle school's common planning is by department. The school is scheduled to have half day planning sessions for vertical planning and collaboration. During the vertical planning sessions, teacher will discuss the Florida Assessment Standards with the teachers at adjacent grade levels. The school administrators, dean and resource teacher will monitor all planning sessions throughout the school year.

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

Recruit: We utilized our current staff, word of math, interview interns at Southeastern University
Develop: Each teacher new to Rochelle receives guidance from the grade/department facilitator as far as operational and instructional expectations, policies and procedures and everyday questions.
Retain: Support teachers in their development as a team member and instructional colleague, make them a part of the decision making procedure, reward and acknowledge their accomplishments

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

Teachers are chosen as mentors based on their experience, skills in instructional planning and delivery, understanding of the standards and best practices, classroom management strategies, communication skills

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

By unpacking the Florida Standards and collaborating with adjacent grade levels, we ensure that the instruction provided is understood and delivered appropriately to children.

Instructional Strategies

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

The school uses FAIR, STAR, on-going assessments to determine areas of strengths and deficiencies for each student. Teachers provided differentiated instruction to meet the individual needs of each child. Students who continue to struggle are brought before the MTSS committee and offered additional support to minimize or eliminate those deficiencies.

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: 3,750

Academic teachers provide after school turotring in core classes as well as Fine Arts teachers provide enrichment in respective disciplines.

Strategy Rationale

Students are able to get additional instruction in small groups or one on one to focus on areas of interest or need.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Griffin, Carol, carol.griffin@polk-fl.net

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

Teachers keep track of students that attend tutoring sessions and track their progress in their respective course.

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

Rochelle promotes vertical collaberation between teachers to ensure that subject areas are developing lessons using anchor standards. These lessons should incorporate similar standards from previous grade levels to build on the students prior knowledge. Rochelle encourages students to strive for advanced classes and course work. Vertical teams work together to coordinate the instruction, remediation, and enrichment efforts for students.

College and Career Readiness

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

Rochelle hosts various high schools' information sessions with students. Fifth and Eighth grade students attend the Workforce Education "WE3" expo in order to gain insight into various academies and career oriented programs available in our district. Guest speakers are utilized through content area courses and enrichment opportunities for all students.

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

NA

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

Rochelle provides an ITV production course for students that are interested in learning about TV production. This course develops students technical skills in the areas of video recording, editing and broadcasting. Students also develop their research and powerpoint presentation skills throughout this course.

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

Rochelle strives to offer all applicable advanced level courses, such as high school courses in Algebra, Earth/Space Honors, and Geometry.

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.

NA

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.

NA

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. Academic and Arts classes will provide rigorous, standards-based learning for all students.

G2. A Positive Behavior Support school-wide system of expectations, reinforcement, and corrective measures will be fully implemented in the school in order to ensure a safe and orderly climate, and to reduce office referrals.

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. Academic and Arts classes will provide rigorous, standards-based learning for all students. `1a`

🔍 G074738

Targets Supported `1b`

Indicator	Annual Target
FSA English Language Arts - Achievement	
FSA Mathematics - Achievement	
FCAT 2.0 Science Proficiency	

Resources Available to Support the Goal `2`

- Summer learning for the ALT.

- On-going training throughout the year provided by the district for the ALT

- Weekly grade level meeting times for instructional planning

- Collective knowledge of the team

Targeted Barriers to Achieving the Goal `3`

- Time to meet & consistent understanding of Collaborative Planning expectations

- Academic Leadership Team's lack of prior experience with the priorities.

- Teacher pedagogy to support collaboratively developed lesson plan implementation

- Difficulty with appropriate interventions.

Plan to Monitor Progress Toward G1. `8`

Evaluation of instructional effectiveness indicators and student achievement data

Person Responsible
Julie Ward

Schedule
Quarterly, from 9/14/2015 to 6/3/2016

Evidence of Completion
Review of standardized student achievement data by administration and Academic Leadership Team, as well as with grade level/content area teams will occur quarterly (or more often as data is available)l, reflecting improvements in student achievement over the course of the year.

G2. A Positive Behavior Support school-wide system of expectations, reinforcement, and corrective measures will be fully implemented in the school in order to ensure a safe and orderly climate, and to reduce office referrals. `1a`

Targets Supported `1b`

G074739

Indicator	Annual Target
Discipline incidents	

Resources Available to Support the Goal `2`

- PBS team - staff committed to full implementation
- All staff recognizes the need for change and improvement

Targeted Barriers to Achieving the Goal `3`

- School climate not reflective of PBS structure or norms

Plan to Monitor Progress Toward G2. `8`

Data reflecting the number/percent of students by class, grade level, and school who met each monthly goal for PBS stamps, and also a review of the number of office discipline referrals.

Person Responsible

Julie Ward

Schedule

Monthly, from 10/1/2015 to 6/10/2016

Evidence of Completion

Monthly data will be assembled reflecting the number/percent of students meeting the monthly goals for PBS stamps, and discipline referral data will also be compared to prior years.

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. Academic and Arts classes will provide rigorous, standards-based learning for all students. 1

🔑 G074738

G1.B1 Time to meet & consistent understanding of Collaborative Planning expectations 2

🔑 B195159

G1.B1.S1 Create common understanding of Collaborative Planning expectations and outcomes, involving all team members 4

🔑 S206779

Strategy Rationale

Increasing opportunities to work on the work generates cohesiveness and consistency with expectations, resulting in increased student achievement

Action Step 1 5

Professional Development will occur on the purpose and expectations for Collaborative Planning

Person Responsible

Julie Ward

Schedule

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

Evidence of Completion

Sign-in sheets will be maintained to reflect attendance at PD.

Action Step 2 `5`

Templates will be used to provide a common structure for pre-planning and lesson plans

Person Responsible

Julie Ward

Schedule

Quarterly, from 9/7/2015 to 12/18/2015

Evidence of Completion

Templates will be shared and revised during the first semester in order to facilitate common understanding and purpose of the Collaborative Planning teams.

Action Step 3 `5`

All teachers on the grade level or content area teams will contribute to the pre-planning forms in advance of the designated meetings.

Person Responsible

Lee Brackman

Schedule

Weekly, from 9/14/2015 to 6/3/2016

Evidence of Completion

The Assistant Principals and/or Resource Teacher will document each teacher's contribution to the weekly templates and meetings

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

Agendas and completed templates will demonstrate the fidelity of implementation

Person Responsible

Carol Griffin

Schedule

Weekly, from 9/14/2015 to 6/3/2016

Evidence of Completion

Agendas & minute record form will be maintained by each AP at the Collaborative Planning meetings

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

Administration and/or Resource Teacher will be present to observe and/or participate in the Collaborative Planning meetings to ensure proper focus and contribution by team members.

Person Responsible

Carol Griffin

Schedule

Weekly, from 9/8/2015 to 6/3/2016

Evidence of Completion

Agenda and minutes of the weekly meetings maintained by the Administrative team and/or Resource Teacher.

G1.B2 Academic Leadership Team's lack of prior experience with the priorities. `2`

🔧 B195160

G1.B2.S1 The Academic Leadership Team will guide the work related to the areas of achievement data analysis, standards-based instructional plan development, and professional learning initiatives `4`

🔧 S206780

Strategy Rationale

Maximizing the time and resources of the ALT through the prioritizing will support effective and efficient use of meetings.

Action Step 1 `5`

Establish a regular meeting schedule, agenda template, and task assignment for the ALT to prioritize the structure and purpose of the meetings.

Person Responsible

Julie Ward

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Documentation notebook of meeting schedule, agendas, minutes, and task assginments

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

Weekly addition of ALT meeting minutes and agendas to ALT notebook

Person Responsible

Carol Griffin

Schedule

Weekly, from 9/14/2015 to 6/3/2016

Evidence of Completion

Agendas, minutes, and other documents related to each week's meetings will be maintained in the ALT notebook

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

Quarterly review of the ALT's "actions steps"

Person Responsible

Lee Brackman

Schedule

Quarterly, from 9/14/2015 to 6/3/2016

Evidence of Completion

Each quarter the ALT's minutes will reflect a review of the action steps/prioritized next steps from that quarter to confirm follow-through and effectiveness of implementation.

G1.B3 Teacher pedagogy to support collaboratively developed lesson plan implementation 2

B195161

G1.B3.S1 Teachers will receive Coaching and Feedback on the effectiveness of the standards-based classroom instruction, learning tasks, and assessments observed in the classroom. 4

S206781

Strategy Rationale

Affirmation of effective strategies and specific feedback on areas for growth will increase effectiveness of instruction.

Action Step 1 5

Administrators will visit classrooms for Instructional Coaching and Feedback sessions.

Person Responsible

Julie Ward

Schedule

Weekly, from 9/28/2015 to 6/3/2016

Evidence of Completion

Schedule of classroom visits

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

A review of the fidelity to the observation schedule and the trends observed will occur in weekly administration leadership team meetings.

Person Responsible

Julie Ward

Schedule

Weekly, from 9/28/2015 to 6/3/2016

Evidence of Completion

Each administrator will maintain the calendar schedule of classroom Coaching and Feedback visits, as well as the documentation forms.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Administration will calibrate feedback for accuracy

Person Responsible

Julie Ward

Schedule

Monthly, from 9/28/2015 to 6/3/2016

Evidence of Completion

Sharing and review of feedback forms in Leadership Team meetings; Quarterly calibration
visits to classrooms

G1.B3.S2 Teachers will collaboratively develop interventions and adapt as needed to support students'
mastery of grade level standards. 4

S206782

Strategy Rationale

Prompt interventions are necessary to ensure students do not fall further behind expectations.

Action Step 1 5

Monthly Response to Intervention meetings will occur with each grade level (elementary) or
content area (middle) to review students' data and develop interventions.

Person Responsible

Julie Ward

Schedule

Monthly, from 9/16/2015 to 5/18/2016

Evidence of Completion

RtI schedule of meetings

Action Step 2 5

Tier 1, 2, and 3 differentiated instruction will occur to ensure students are challenged and supported in learning.

Person Responsible

Julie Ward

Schedule

Monthly, from 10/28/2015 to 5/25/2016

Evidence of Completion

Lesson plans will reflect plans for differentiated group support at the Tier 1 level.

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Monthly review of lesson plans and RtI documents

Person Responsible

Julie Ward

Schedule

Monthly, from 10/28/2015 to 5/25/2016

Evidence of Completion

Lesson plans will reflect Tier 1, 2, and 3 support, and RtI team meetings will be documented

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Student achievement data will be reviewed at each monitoring point, tracking for growth

Person Responsible

Donna Tidwell

Schedule

Monthly, from 10/28/2015 to 5/25/2016

Evidence of Completion

Data, such as FAIR, Module Assessments, Weekly tests, Unit Tests, STAR/AR will be collected and monitored for student growth.

G2. A Positive Behavior Support school-wide system of expectations, reinforcement, and corrective measures will be fully implemented in the school in order to ensure a safe and orderly climate, and to reduce office referrals. 1

G074739

G2.B1 School climate not reflective of PBS structure or norms 2

B195163

G2.B1.S1 Establish Core Values, procedures, reinforcement structures, and corrective measures for PBS implementation appropriate for all students, K-8. 4

S206783

Strategy Rationale

Developing a structured system of expectations and procedures will support the success of PBS implementation for staff and students.

Action Step 1 5

Establish a PBS Team of staff members to establish Rochelle's Core Values, essential procedures, reinforcements, and consequences.

Person Responsible

Schedule

Biweekly, from 6/5/2015 to 8/21/2015

Evidence of Completion

A PBS Handbook with all essential documents

Action Step 2 5

Ensure all staff has a common understanding of the expectations of PBS

Person Responsible

Julie Ward

Schedule

On 6/3/2016

Evidence of Completion

Data from monthly student Pawsitive cards, class, and grade level success

"Paws-itive" student behavior cards used to reflect positive student choices and behaviors

Person Responsible

Schedule

Monthly, from 9/1/2015 to 6/3/2016

Evidence of Completion

Teachers will report the number of students in the class who met the monthly goal of a targeted number of "paw" stamps.

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

Review of number and type of office referrals, observations of staff regarding implementation and areas still in need of intervention.

Person Responsible

Schedule

Monthly, from 10/7/2015 to 6/8/2016

Evidence of Completion

Total number of office referrals will be reviewed by the PBS team each month, comparing to prior years' data. PBS Team will also problem-solve areas of concern brought by the team or staff for review. These actions will be reflected in the minutes of the PBS team.

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	Professional Development will occur on the purpose and expectations for Collaborative Planning	Ward, Julie	8/17/2015	Sign-in sheets will be maintained to reflect attendance at PD.	6/3/2016 monthly
G1.B2.S1.A1	Establish a regular meeting schedule, agenda template, and task assignment for the ALT to prioritize the structure and purpose of the meetings.	Ward, Julie	8/24/2015	Documentation notebook of meeting schedule, agendas, minutes, and task assginments	6/3/2016 weekly
G1.B3.S1.A1	Administrators will visit classrooms for Instructional Coaching and Feedback sessions.	Ward, Julie	9/28/2015	Schedule of classroom visits	6/3/2016 weekly
G1.B3.S2.A1	Monthly Response to Intervention meetings will occur with each grade level (elementary) or content area	Ward, Julie	9/16/2015	RtI schedule of meetings	5/18/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	(middle) to review students' data and develop interventions.				
G2.B1.S1.A1	Establish a PBS Team of staff members to establish Rochelle's Core Values, essential procedures, reinforcements, and consequences.		6/5/2015	A PBS Handbook with all essential documents	8/21/2015 biweekly
G1.B1.S1.A2	Templates will be used to provide a common structure for pre-planning and lesson plans	Ward, Julie	9/7/2015	Templates will be shared and revised during the first semester in order to facilitate common understanding and purpose of the Collaborative Planning teams.	12/18/2015 quarterly
G1.B3.S2.A2	Tier 1, 2, and 3 differentiated instruction will occur to ensure students are challenged and supported in learning.	Ward, Julie	10/28/2015	Lesson plans will reflect plans for differentiated group support at the Tier 1 level.	5/25/2016 monthly
G2.B1.S1.A2	Ensure all staff has a common understanding of the expectations of PBS	Ward, Julie	8/17/2015	Data from monthly student Pawsitive cards, class, and grade level success	6/3/2016 one-time
G1.B1.S1.A3	All teachers on the grade level or content area teams will contribute to the pre-planning forms in advance of the designated meetings.	Brackman, Lee	9/14/2015	The Assistant Principals and/or Resource Teacher will document each teacher's contribution to the weekly templates and meetings	6/3/2016 weekly
G1.MA1	Evaluation of instructional effectiveness indicators and student achievement data	Ward, Julie	9/14/2015	Review of standardized student achievement data by administration and Academic Leadership Team, as well as with grade level/content area teams will occur quarterly (or more often as data is available)l, reflecting improvements in student achievement over the course of the year.	6/3/2016 quarterly
G1.B1.S1.MA1	Administration and/or Resource Teacher will be present to observe and/ or participate in the Collaborative Planning meetings to ensure proper focus and contribution by team members.	Griffin, Carol	9/8/2015	Agenda and minutes of the weekly meetings maintained by the Administrative team and/or Resource Teacher.	6/3/2016 weekly
G1.B1.S1.MA1	Agendas and completed templates will demonstrate the fidelity of implementation	Griffin, Carol	9/14/2015	Agendas & minute record form will be maintained by each AP at the Collaborative Planning meetings	6/3/2016 weekly
G1.B2.S1.MA1	Quarterly review of the ALT's "actions steps"	Brackman, Lee	9/14/2015	Each quarter the ALT's minutes will reflect a review of the action steps/ prioritized next steps from that quarter to confirm follow-through and effectiveness of implementation.	6/3/2016 quarterly
G1.B2.S1.MA1	Weekly addition of ALT meeting minutes and agendas to ALT notebook	Griffin, Carol	9/14/2015	Agendas, minutes, and other documents related to each week's meetings will be maintained in the ALT notebook	6/3/2016 weekly
G1.B3.S1.MA1	Administration will calibrate feedback for accuracy	Ward, Julie	9/28/2015	Sharing and review of feedback forms in Leadership Team meetings; Quarterly calibration visits to classrooms	6/3/2016 monthly
G1.B3.S1.MA1	A review of the fidelity to the observation schedule and the trends observed will occur in weekly administration leadership team meetings.	Ward, Julie	9/28/2015	Each administrator will maintain the calendar schedule of classroom Coaching and Feedback visits, as well as the documentation forms.	6/3/2016 weekly
G1.B3.S2.MA1	Student achievement data will be reviewed at each monitoring point, tracking for growth	Tidwell, Donna	10/28/2015	Data, such as FAIR, Module Assessments, Weekly tests, Unit Tests, STAR/AR will be collected and monitored for student growth.	5/25/2016 monthly
G1.B3.S2.MA1	Monthly review of lesson plans and RtI documents	Ward, Julie	10/28/2015	Lesson plans will reflect Tier 1, 2, and 3 support, and RtI team meetings will be documented	5/25/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.MA1	Data reflecting the number/percent of students by class, grade level, and school who met each monthly goal for PBS stamps, and also a review of the number of office discipline referrals.	Ward, Julie	10/1/2015	Monthly data will be assembled reflecting the number/percent of students meeting the monthly goals for PBS stamps, and discipline referral data will also be compared to prior years.	6/10/2016 monthly
G2.B1.S1.MA1	Review of number and type of office referrals, observations of staff regarding implementation and areas still in need of intervention.		10/7/2015	Total number of office referrals will be reviewed by the PBS team each month, comparing to prior years' data. PBS Team will also problem-solve areas of concern brought by the team or staff for review. These actions will be reflected in the minutes of the PBS team.	6/8/2016 monthly
G2.B1.S1.MA1	"Paws-itive" student behavior cards used to reflect positive student choices and behaviors		9/1/2015	Teachers will report the number of students in the class who met the monthly goal of a targeted number of "paw" stamps.	6/3/2016 monthly

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. Academic and Arts classes will provide rigorous, standards-based learning for all students.

G1.B1 Time to meet & consistent understanding of Collaborative Planning expectations

G1.B1.S1 Create common understanding of Collaborative Planning expectations and outcomes, involving all team members

PD Opportunity 1

Professional Development will occur on the purpose and expectations for Collaborative Planning

Facilitator

Julie Ward

Participants

All grade level and content area middle school teams

Schedule

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

G1.B3 Teacher pedagogy to support collaboratively developed lesson plan implementation

G1.B3.S1 Teachers will receive Coaching and Feedback on the effectiveness of the standards-based classroom instruction, learning tasks, and assessments observed in the classroom.

PD Opportunity 1

Administrators will visit classrooms for Instructional Coaching and Feedback sessions.

Facilitator

Julie Ward

Participants

All teachers

Schedule

Weekly, from 9/28/2015 to 6/3/2016

G2. A Positive Behavior Support school-wide system of expectations, reinforcement, and corrective measures will be fully implemented in the school in order to ensure a safe and orderly climate, and to reduce office referrals.

G2.B1 School climate not reflective of PBS structure or norms

G2.B1.S1 Establish Core Values, procedures, reinforcement structures, and corrective measures for PBS implementation appropriate for all students, K-8.

PD Opportunity 1

Ensure all staff has a common understanding of the expectations of PBS

Facilitator

Joel Rodriguez

Participants

All staff

Schedule

On 6/3/2016

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	Professional Development will occur on the purpose and expectations for Collaborative Planning	$0.00
2	G1.B1.S1.A2	Templates will be used to provide a common structure for pre-planning and lesson plans	$0.00
3	G1.B1.S1.A3	All teachers on the grade level or content area teams will contribute to the pre-planning forms in advance of the designated meetings.	$0.00
4	G1.B2.S1.A1	Establish a regular meeting schedule, agenda template, and task assignment for the ALT to prioritize the structure and purpose of the meetings.	$0.00
5	G1.B3.S1.A1	Administrators will visit classrooms for Instructional Coaching and Feedback sessions.	$0.00
6	G1.B3.S2.A1	Monthly Response to Intervention meetings will occur with each grade level (elementary) or content area (middle) to review students' data and develop interventions.	$0.00
7	G1.B3.S2.A2	Tier 1, 2, and 3 differentiated instruction will occur to ensure students are challenged and supported in learning.	$0.00
8	G2.B1.S1.A1	Establish a PBS Team of staff members to establish Rochelle's Core Values, essential procedures, reinforcements, and consequences.	$0.00
9	G2.B1.S1.A2	Ensure all staff has a common understanding of the expectations of PBS	$0.00
		Total:	$0.00