

Polk County Public Schools

Socrum Elementary School



2015-16 School Improvement Plan

Socrum Elementary School

9400 OLD DADE CITY RD, Lakeland, FL 33810

<http://schools.polk-fl.net/socrum>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	65%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	44%

School Grades History

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

DA Category	Region	RED
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

At Socrum Elementary every student will exhibit effective effort and embody a belief that he/she is able to achieve academically and excel with positive behavior.

Provide the school's vision statement

We believe that every student will be recognized as a first priority and be provided the environment and support to ensure their academic and personal success.

School Environment

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

The Socrum Elementary School administration and staff utilize parent and student information forms, Genesis reports and cumulative record information to learn about students' cultures. All staff utilize community building activities to build relationships with all students.

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

Socrum Elementary has established school safety procedures and expectations for all areas of the school building. The procedures and expectations are tied to the Positive Behavior Support system schoolwide.

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

Socrum Elementary implements a schoolwide Positive Behavior Support model. The Positive Behavior Support process involves goal identification, information gathering, hypothesis development, designing support plans, and implementation and monitoring of the overall PBS program by the administration, PBS team and staff.

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

Socrum Elementary ensures that the social-emotional needs of all students are being met with the use of the use of a schoolwide Positive Behavior Support model for all students, monthly MTSS Professional Learning Communities where individual student academic and behavior progress will be discussed .

While using PBS, the students will be taught the schoolwide expectations of being an active listener, being respectful and being responsible. Students not exhibiting the schoolwide expectations will be recommended for Tier 2 interventions. Those interventions may include participating in the student mentoring program, additional services provided by guidance and small cluster group meetings as needed. All interventions will be monitored and evaluated for success monthly.

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

The administration at Socrum evaluates early warning indicators to improve academic performance of all students identified by the indicators. The early warning indicators will include attendance below 90 percent, regardless of excused or unexcused absence, one or more suspensions, whether in school or out of school, course failure in English Language Arts or mathematics, and scoring a Level 1 on the statewide standardized assessment in English Language ARts or mathematics.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	23	14	21	13	15	12	98
One or more suspensions	5	3	10	6	1	4	29
Course failure in ELA or Math	0	2	2	13	0	1	18
Level 1 on statewide assessment	0	0	0	0	0	0	

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

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

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

Socrum Elementary utilizes a variety of intervention strategies to improve the academic performance of students identified by the early warning system. For students with excessive absences, the administration has the school social worker plan home visits and conduct attendance meetings. For students with one or more suspensions, the PBS Tier 2 and 3 team meets to recommend mentoring or social skills activities. For students who have scored a level 1 on the statewide assessment, the administration works in conjunction with the teachers to plan additional academic interventions and tutoring.

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/183377>.

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

Socrum Elementary partners with parents and the local community to serve as members of the School Advisory Council and as members of the Title 1 Parent Involvement Team. Socrum encourages the school community and parents to volunteer within the school. In addition, the staff at Socrum utilizes the community as business partners for the school and school events.

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
Hassler, Moe	Principal
Santangelo, Amy	Assistant Principal
Rutledge, Kathryn	Instructional Coach
Hammock, Ronda	Teacher, K-12
blake, kayla	Teacher, K-12
dimarco, jessica	Instructional Coach
nunez, raquel	Teacher, K-12

Duties

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

Moe Hassler, Principal and Amy Santangelo, Assistant Principal: Provide a common vision for the use of data-based decision-making, ensure that the school-based team is implementing Rtl, conduct assessment of Rtl skills of school staff, ensure implementation of intervention support and documentation, ensure adequate professional development to support Rtl implement and communicate with parents regarding school-based Rtl plans and activities.

Guidance Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. Communicates with child-serving community agencies to support the students' academic emotional, behavior and social success.

Kathryn Rutledge, Reading Coach and PBS Team Leader: Provides information on school-wide discipline data, as well as Tier2/3 intervention plan data. Participates in the development and coordination of Tier 2 behavior intervention programs.

Jessica DiMarco, Math Coach: Provides information on school-wide discipline data, as well as Tier2/3 intervention plan data. Participates in the development and coordination of Tier 2 behavior intervention programs.

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 team will meet at least monthly to problem-solve using school-wide academic and behavioral data.
- The team will focus on evaluating effectiveness of existing academic and behavioral programs, student gains by grade level, teacher implementation of scientific based strategies, and make recommendations for implementation of new programs.
- The MTSS Leadership Team will write, monitor and revise the SIP during the school year.
- The SIP is a reflection of the problem-solving process: data analysis; goal setting; areas of weakness are identified; barriers are analyzed; strategies are selected, implemented and monitored during the school year.

Title I, Part A

Title I, Part A, funds school-wide services to Socrum Elementary. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. This program supports after-school and summer instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents. The district coordinates with Title II and Title III to ensure that staff development needs are addressed accordingly.

Title I, Part C- Migrant

Migrant students enrolled in Socrum Elementary will be assisted by the school and by the District Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates, assigned to schools with high percentages of migrant students, monitor the progress of these high need students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP. They provide support to both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.

Title I, Part D

Title I, Part D, provides Transition Facilitators to assist students with transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school. The Transition Facilitators communicate with the Guidance Counselors at schools to facilitate the transfer of records and appropriate placement.

Title II

Professional development resources are available to all schools through Title II funds. In addition, School Technology Services provide technical support, technology training, and licenses for software programs and web-based access via Title II-D funds as made available. Funds available to Socrum Elementary are used to purchase tutoring for FCAT preparation.

Title III

Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for school staff.

Title X- Homeless

The Hearth program, funded through Title X, provides support for identified homeless students. Title I provides additional support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through Title I, Part C.

Supplemental Academic Instruction (SAI)

SAI unit(s) are not provided to Socrum Elementary this year.

Violence Prevention Programs

Socrum Elementary provides violence and drug prevention programs in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, gang awareness, gun awareness, etc.

Nutrition Programs

This school is not a location for a summer feeding program for the community.

Kkk

Housing Programs

Students with housing needs are referred to the Homeless Student Advocate.

Head Start

Head Start is located on our campus. Resources are provided to the program to assist in the transition of students from pre-k to kindergarten. Head Start teachers may participate in professional learning opportunities offered to school staff, and they are involved in Professional Learning Community activities with kindergarten teachers. Parents of Head Start students are invited to participate in parent workshops and activities provided by the school.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Moe Hassler	Principal
Amy Santangelo	Education Support Employee
Kathryn Rutledge	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 and school parents were surveyed to determine areas of needed improvement for the upcoming year. The SAC and Parent Involvement Team contributed to the planning and revision of the School Improvement Plan.

Development of this school improvement plan

In the Spring the SAC committee is involved in surveys for evaluating school climate and school data. The SAC committee is also involved in the drafting and editing of the school improvement plan. Finally, the SAC committee will approve the SIP plan.

Preparation of the school's annual budget and plan

The SAC will approve budget expenditures during SAC meetings throughout the year.

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

Title I is funding three personal.

Title I funds are used for evaluation, professional development, and classrooms

Title I funding used for Parent involvement

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
Hassler, Moe	Principal
Santangelo, Amy	Assistant Principal
Rutledge, Kathryn	Instructional Coach
	Instructional Media
dimarco, jessica	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

- Provide information sessions for parents.
- Provide professional development for the staff.
- Ensure assessments are administered ongoing and data is used to plan quality differentiated instruction.
- Monitor the progress of the students in the bottom 25%.

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

In order to promote a positive working relationship between teachers, the administration has scheduled all grade levels for a common planning time each day. In addition, Socrum teachers and staff will implement Collaborative Planning during the school year. All grade levels will work with the administration, Reading and Math Coaches to collaboratively plan Standards Based Instruction. All grade levels will meet on Tuesdays for Reading and Thursdays for Math for collaboratively planning.

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

The Principal supports the district's teacher recruitment efforts, supports the district's new teacher program and all Teacher Induction Program Seminars (TIPS) and Facilitating Leaders in Good Habits of Teaching (FLIGHT) trainings, and new Teacher Support Meetings.

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

Teachers will meet with mentors on a weekly basis. Teachers will communicate with their mentor concerning the PEC and any concerns that they may have on a daily basis.

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 using collaborative planning with all grade levels, Socrum will ensure that the core instruction will be aligned to the Florida standards. All teachers will instruct using the Florida Standards with the grade level texts used as a resource.

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

Socrum uses data to provide and differentiate instruction by holding monthly MTSS/RtI meetings to discuss all students in K-5 in the lower 30% of each class. During these meetings, current student data and progress monitoring data are discussed and any necessary plans of action are determined and evaluated. During weekly Collaborative Planning whole class progress monitoring is discussed.

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

Strategy: Extended School Day

Minutes added to school year: 180

Math or Reading tutoring based on students second assessment on either FAIR scores for reading or progress monitoring scores for math will be used to determine students in need of additional interventions.

Strategy Rationale

Strategy Purpose(s)

- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

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

Progress monitoring tools given weekly throughout tutoring. Pre and posttest given to each student placed in tutoring.

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

To assist preschool children in transition from early childhood programs to Socrum Elementary, the following is provided:

- Early kindergarten registration, Round-Up
- Overview of Curriculum, expectations given to parents
- Teacher evaluation of the FLKRS testing, which shows students' readiness
- Pre-Kindergarten and Head Start visits to Kindergarten classrooms

Parents and incoming kindergarten students are invited to Kindergarten Round-up, curriculum

overview and orientation. Each of the events was established to help parents and students make the transition to elementary school. The teachers, Title 1 Facilitator and administration are responsible for these programs. Meet-and-Greet for kindergarten parents, facilitated by the Title 1 Facilitator and administration, is scheduled for the first day of school to increase parental involvement and communication, as their children transition to the elementary school setting. Title I funds provide the resources for the parental involvement. Parent surveys are used to evaluate the quality and effectiveness of the transition programs. The effectiveness of our preschool transition is determined by the number of students who pre-register and the number of parents applying to be volunteers at the school.

College and Career Readiness

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

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

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

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

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

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Over the last four years, Socrum has declined in Reading, Writing and Math after reviewing the 2011-2014 data trends portfolio.

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.

The change in administration and the change from the FCAT to the FSA may have contributed to the decline in the overall data.

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.** Teachers will set high expectations for learning, including routinely engaging students in rigorous tasks across content areas based on the Florida Standards.

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. Teachers will set high expectations for learning, including routinely engaging students in rigorous tasks across content areas based on the Florida Standards. 1a

G074740

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	63.0
AMO Math - All Students	63.0
FAA Writing Proficiency	

Resources Available to Support the Goal 2

- Reading and Math coaches and Resource staff .
- Budgeted professional development for staff
- Common planning time for grade levels
- PD days and early releases
- Administrative support
- Progress monitoring data
- Differentiated instruction
- Monthly MTSS/RtI Meetings with grade levels

Targeted Barriers to Achieving the Goal 3

- Insufficient use of cross curricular progress monitoring data for differentiated instruction in order to increase rigorous tasks across content areas.

Plan to Monitor Progress Toward G1. 8

Teachers will set high expectations for learning, including routinely engaging students in rigorous tasks across content areas.

Person Responsible

Moe Hassler

Schedule

Evidence of Completion

Increased student engagement, rigor and analyzing data for differentiated instruction across the content areas will be evidenced during weekly classroom walk-throughs by the administration and by analyzing Progress Monitoring data. In addition, adequate progress will be measured using the Spring 2016 Florida Standards Assessment data.

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. Teachers will set high expectations for learning, including routinely engaging students in rigorous tasks across content areas based on the Florida Standards. **1**

 G074740

G1.B1 Insufficient use of cross curricular progress monitoring data for differentiated instruction in order to increase rigorous tasks across content areas. **2**

 B195166

G1.B1.S1 Implement professional development in quality instruction, data based problem solving and data driven differentiated instruction for use across all content areas. **4**

 S206784

Strategy Rationale

Quality professional development provided for teachers and effectively implemented in the classroom will increase student achievement.

Action Step 1 **5**

Implement PD in student engagement, rigor and data driven differentiated instruction.

Person Responsible

Moe Hassler

Schedule

Weekly, from 8/31/2015 to 11/20/2015

Evidence of Completion

Classroom walk-throughs , evaluation of lesson plans, and student engagement observations done by the administration. Coaching and support provided by the Reading and Math Coaches.

Action Step 2 5

Provide professional development on the 5E Instructional Model for Math and Science and the Conceptual Understanding in Mathematics.

Person Responsible

Jessica Dimarco

Schedule

Weekly, from 8/24/2015 to 8/24/2015

Evidence of Completion

Review of lesson plans

Action Step 3 5

Provide professional development in the use of ELA gradual release for reading and writing instruction.

Person Responsible

Kathryn Rutledge

Schedule

Weekly, from 8/24/2015 to 8/24/2015

Evidence of Completion

Review of lesson plans

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

Classroom observations of PD in student engagement, rigor and data driven differentiated instruction effectively used by all teachers.

Person Responsible

Moe Hassler

Schedule

Weekly, from 8/31/2015 to 11/20/2015

Evidence of Completion

Classroom walk-throughs, lesson plans, observations using school-based rubrics

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

Classroom observations of PD in student engagement, rigor and data driven differentiated instruction effectively used by all teachers.

Person Responsible

Moe Hassler


Schedule

Weekly, from 8/31/2015 to 11/20/2015

Evidence of Completion

Teachers consistently scoring effective and/or exceeding expectations on all observation rubrics during classroom walk-throughs in addition to monthly lesson plan reviews.

G1.B1.S2 Implement ongoing support for teachers through structured weekly Collaborative Planning on Tuesdays for Reading and Thursdays for Math to include scheduled data analysis with administrators, leadership team and grade level. 4

 S206785

Strategy Rationale

Collaborative allows for cohesiveness between grade levels, administration and support staff.

Action Step 1 5

Implement ongoing support for teachers through structured weekly Collaborative Planning and regularly scheduled data analysis with administrators.

Person Responsible

Moe Hassler

Schedule

Evidence of Completion

Completed collaborative planning agendas and lesson plans.

Action Step 2 5

The school-based leadership team will meet weekly to discuss and develop agendas for collaborative planning. Agenda items for discussion will consist of data and differentiated instruction, curriculum implementation, classroom walk-through information and additional items as needed.

Person Responsible

Schedule

Evidence of Completion

Completed PLC agendas

Action Step 3 5

The leadership team will facilitate grade level collaborative planning during the following week using the leadership team agenda.

Person Responsible

Moe Hassler

Schedule

Evidence of Completion

Sign-in sheets and collaborative plan agendas

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Implemented ongoing support for teachers through structured weekly collaborative planning and regularly scheduled data analysis with administrators.

Person Responsible

Moe Hassler

Schedule

Evidence of Completion

Agendas and lesson planning

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Implemented ongoing support for teachers through structured weekly collaborative planning and regularly scheduled data analysis with administrators.

Person Responsible


Moe Hassler

Schedule

Evidence of Completion

Completed collaborative planning agendas and meeting notes

G1.B1.S3 Plan and implement monthly MTSS meetings to analyze ongoing progress monitoring of data collection for differentiated instruction. 4

 S206786

Strategy Rationale

MTSS meetings allow for ongoing analyzing of student progress monitoring data.

Action Step 1 5

Plan and implement MTSS meetings to analyze ongoing progress monitoring data collection for differentiated instruction

Person Responsible

Moe Hassler

Schedule

Monthly, from 8/31/2014 to 5/27/2016

Evidence of Completion

Monthly Progress Monitoring logs, spreadsheets and RtI meeting agendas/notes

Action Step 2 5

Formulate a plan for students not making learning gains in reading and math.

Person Responsible

Moe Hassler

Schedule

Evidence of Completion

Monthly Progress Monitoring logs, spreadsheets and Rtl meeting agendas/notes

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Implemented monthly MTSS meetings to analyze ongoing progress monitoring of data collection for differentiated instruction.

Person Responsible

Moe Hassler

Schedule

Evidence of Completion

Monthly Progress Monitoring logs, spreadsheets and Rtl meeting agendas/notes, plans for students not making learning gains.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Implemented bi-weekly Tier 2 MTSS/ Rtl meetings to analyze ongoing progress monitoring of data collection for differentiated instruction.

Person Responsible

Moe Hassler

Schedule

Evidence of Completion

Monthly Progress Monitoring logs, spreadsheets and Rtl meeting agendas/notes and increased student learning gains for all students.

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	Implement PD in student engagement, rigor and data driven differentiated instruction.	Hassler, Moe	8/31/2015	Classroom walk-throughs , evaluation of lesson plans, and student engagement observations done by the administration. Coaching and support provided by the Reading and Math Coaches.	11/20/2015 weekly
G1.B1.S2.A1	Implement ongoing support for teachers through structured weekly Collaborative Planning and regularly scheduled data analysis with administrators.	Hassler, Moe	Completed collaborative planning agendas and lesson plans.	weekly	
G1.B1.S3.A1	Plan and implement MTSS meetings to analyze ongoing progress monitoring data collection for differentiated instruction	Hassler, Moe	8/31/2014	Monthly Progress Monitoring logs, spreadsheets and RtI meeting agendas/notes	5/27/2016 monthly
G1.B1.S1.A2	Provide professional development on the 5E Instructional Model for Math and Science and the Conceptual Understanding in Mathematics.	dimarco, jessica	8/24/2015	Review of lesson plans	8/24/2015 weekly
G1.B1.S2.A2	The school-based leadership team will meet weekly to discuss and develop agendas for collaborative planning. Agenda items for discussion will consist of data and differentiated instruction, curriculum implementation, classroom walk-through information and additional items as needed.		Completed PLC agendas	weekly	
G1.B1.S3.A2	Formulate a plan for students not making learning gains in reading and math.	Hassler, Moe	Monthly Progress Monitoring logs, spreadsheets and RtI meeting agendas/ notes	weekly	
G1.B1.S1.A3	Provide professional development in the use of ELA gradual release for reading and writing instruction.	Rutledge, Kathryn	8/24/2015	Review of lesson plans	8/24/2015 weekly
G1.B1.S2.A3	The leadership team will facilitate grade level collaborative planning during the following week using the leadership team agenda.	Hassler, Moe	Sign-in sheets and collaborative plan agendas	weekly	
G1.MA1	Teachers will set high expectations for learning, including routinely engaging students in rigorous tasks across content areas.	Hassler, Moe	Increased student engagement, rigor and analyzing data for differentiated instruction across the content areas will be evidenced during weekly classroom walk-throughs by the	weekly	

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
			administration and by analyzing Progress Monitoring data. In addition, adequate progress will be measured using the Spring 2016 Florida Standards Assessment data.		
G1.B1.S1.MA1	Classroom observations of PD in student engagement, rigor and data driven differentiated instruction effectively used by all teachers.	Hassler, Moe	8/31/2015	Teachers consistently scoring effective and/or exceeding expectations on all observation rubrics during classroom walk-throughs in addition to monthly lesson plan reviews.	11/20/2015 weekly
G1.B1.S1.MA1	Classroom observations of PD in student engagement, rigor and data driven differentiated instruction effectively used by all teachers.	Hassler, Moe	8/31/2015	Classroom walk-throughs, lesson plans, observations using school-based rubrics	11/20/2015 weekly
G1.B1.S2.MA1	Implemented ongoing support for teachers through structured weekly collaborative planning and regularly scheduled data analysis with administrators.	Hassler, Moe	Completed collaborative planning agendas and meeting notes	weekly	
G1.B1.S2.MA1	Implemented ongoing support for teachers through structured weekly collaborative planning and regularly scheduled data analysis with administrators.	Hassler, Moe	Agendas and lesson planning	weekly	
G1.B1.S3.MA1	Implemented bi-weekly Tier 2 MTSS/ Rtl meetings to analyze ongoing progress monitoring of data collection for differentiated instruction.	Hassler, Moe	Monthly Progress Monitoring logs, spreadsheets and Rtl meeting agendas/ notes and increased student learning gains for all students.	monthly	
G1.B1.S3.MA1	Implemented monthly MTSS meetings to analyze ongoing progress monitoring of data collection for differentiated instruction.	Hassler, Moe	Monthly Progress Monitoring logs, spreadsheets and Rtl meeting agendas/ notes, plans for students not making learning gains.	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. Teachers will set high expectations for learning, including routinely engaging students in rigorous tasks across content areas based on the Florida Standards.

G1.B1 Insufficient use of cross curricular progress monitoring data for differentiated instruction in order to increase rigorous tasks across content areas.

G1.B1.S1 Implement professional development in quality instruction, data based problem solving and data driven differentiated instruction for use across all content areas.

PD Opportunity 1

Implement PD in student engagement, rigor and data driven differentiated instruction.

Facilitator

District Reading and Math Coaches, Reading and Math School Coaches

Participants

Teachers and staff

Schedule

Weekly, from 8/31/2015 to 11/20/2015

PD Opportunity 2

Provide professional development on the 5E Instructional Model for Math and Science and the Conceptual Understanding in Mathematics.

Facilitator

Jessica DiMarco-Math Coach and District Coaches

Participants

All teachers

Schedule

Weekly, from 8/24/2015 to 8/24/2015

PD Opportunity 3

Provide professional development in the use of ELA gradual release for reading and writing instruction.

Facilitator

Kathryn Rutledge- Reading Coach and District Coaches

Participants

All teachers

Schedule

Weekly, from 8/24/2015 to 8/24/2015

G1.B1.S2 Implement ongoing support for teachers through structured weekly Collaborative Planning on Tuesdays for Reading and Thursdays for Math to include scheduled data analysis with administrators, leadership team and grade level.

PD Opportunity 1

Implement ongoing support for teachers through structured weekly Collaborative Planning and regularly scheduled data analysis with administrators.

Facilitator

Reading and Math coaches

Participants

All teachers

Schedule

G1.B1.S3 Plan and implement monthly MTSS meetings to analyze ongoing progress monitoring of data collection for differentiated instruction.

PD Opportunity 1

Formulate a plan for students not making learning gains in reading and math.

Facilitator

Administration and academic coaches

Participants

School-based leadership team and staff

Schedule

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	Implement PD in student engagement, rigor and data driven differentiated instruction.	\$0.00
2	G1.B1.S1.A2	Provide professional development on the 5E Instructional Model for Math and Science and the Conceptual Understanding in Mathematics.	\$0.00
3	G1.B1.S1.A3	Provide professional development in the use of ELA gradual release for reading and writing instruction.	\$0.00
4	G1.B1.S2.A1	Implement ongoing support for teachers through structured weekly Collaborative Planning and regularly scheduled data analysis with administrators.	\$0.00
5	G1.B1.S2.A2	The school-based leadership team will meet weekly to discuss and develop agendas for collaborative planning. Agenda items for discussion will consist of data and differentiated instruction, curriculum implementation, classroom walk-through information and additional items as needed.	\$0.00
6	G1.B1.S2.A3	The leadership team will facilitate grade level collaborative planning during the following week using the leadership team agenda.	\$0.00
7	G1.B1.S3.A1	Plan and implement MTSS meetings to analyze ongoing progress monitoring data collection for differentiated instruction	\$0.00
8	G1.B1.S3.A2	Formulate a plan for students not making learning gains in reading and math.	\$0.00
Total:			\$0.00