

The School District of Lee County

# Ray V. Pottorf Elementary School



2016-17 Schoolwide Improvement Plan

## Ray V. Pottorf Elementary School

4600 CHALLENGER BLVD, Fort Myers, FL 33966

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

### School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	87%

### School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	D*	F	C

*\*Informational Baseline School Grade*

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

### School Board Approval

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

### SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>6</b>
Supportive Environment	6
Family and Community Engagement	6
Effective Leadership	7
Public and Collaborative Teaching	10
Ambitious Instruction and Learning	10
<b>8-Step Planning and Problem Solving Implementation</b>	<b>13</b>
Goals Summary	13
Goals Detail	13
Action Plan for Improvement	16
<b>Appendix 1: Implementation Timeline</b>	<b>34</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>36</b>
Professional Development Opportunities	36
Technical Assistance Items	0
<b>Appendix 3: Budget to Support Goals</b>	<b>36</b>

## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

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

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2016-17 DA Category and Statuses for Ray V. Pottorf Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

To ensure that all students learn.

##### b. Provide the school's vision statement.

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

#### 2. School Environment

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

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

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

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

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

RVP is a model PBS school. Teachers and students are informed of and trained on our school-wide behavior expectations to ensure the safety of all students. Incentives are offered for positive behavior and consequences are fair and consistent.

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

The intervention specialist, guidance counselor and behavior specialist are available to collaborate with teachers and parents about students who are experiencing social and emotional challenges. Small group and individual counseling are provided by the guidance counselor. A mentor will be assigned to students as needed. For students needing them, intervention strategies will be developed and implemented through the MTSS process.

### B. Family and Community Engagement

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

#### 1. 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. Â§ 6314(b)(1)(F).

### a. Will the school use its PIP to satisfy this question?

Yes

#### 1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/317584>.

#### 2. Description

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

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

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

## C. Effective Leadership

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

### 1. School Leadership Team

#### a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Whitaker, Dorothy	Principal
Bernadin, Dawn	Teacher, K-12
Costello, Sarah	Teacher, K-12
Cunningham, Jill	Teacher, ESE
Mixon, Lauren	Instructional Coach
Blazina, Dwayne	Assistant Principal
Watts, Michael	Instructional Coach
Smith, Christina	Instructional Coach
French, Amy	Instructional Coach
Gibbs, Ida	Teacher, K-12
Rose, James	Teacher, K-12
Halvarson, Kathleen	Teacher, K-12
Silsby, Lisa	Other
Williams, Stacie	Teacher, K-12

#### b. Duties

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

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

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

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

## 2. School Advisory Council (SAC)

### a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
	Parent
Rhonda Cuthbert	Education Support Employee
Natasha Hodge	Education Support Employee
Dorothy Whittaker	Principal
Dwayne Blazina	Teacher
Chris Peterson	Parent
Delroy Bell	Parent
Sheron Atkinson	Parent
Jennifer kaestner	Teacher
James Chester	Business/Community
Juan Heredia	Parent
Amia Sanchez	Parent
Marjorie Matos	Parent
Yolanda Cruz	Education Support Employee
Darnell barksdale	Business/Community
Angela Diaz	Parent

### b. Duties

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

a. Evaluation of last year's school improvement plan



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

*b. Development of this school improvement plan*

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

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

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

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

SAC will discuss and approve any proposed expenditures. In the past funds have been used to purchase PAWS tee-shirts, AR/FCAT incentives and supplies.

**3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.**

Yes

*a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.*

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Altenburg, Judy	Instructional Coach
Bernadin, Dawn	Teacher, K-12
Cunningham, Jill	Teacher, ESE
Halvarson, Kathleen	Teacher, K-12
Rose, James	Teacher, K-12
Mixon, Lauren	Instructional Coach
Smith, Christina	Instructional Coach
LeGrand, Vionette	Teacher, K-12
Hart-King, Jewel	Teacher, K-12
Lindner, Christina	Teacher, ESE
Perry, Torsha	Teacher, K-12

**b. Duties**

**1. Describe how the LLT or similar group promotes literacy within the school, if applicable.**

The LLT will be focusing on using STAR Early Literacy and STAR Reading data to make instructional decisions for all students. LLT members will meet with Professional Community groups to identify student needs based on data. Meetings will take place both monthly and quarterly to monitor student progress. Professional Development opportunities will be offered, based on the needs of the students

and teachers as identified in data. Instructional strategies and resources aligned to the Florida Standards will be made available to staff. This goal will be to improve the performance of all students.

## D. Public and Collaborative Teaching

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

### 1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

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

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

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

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

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

## E. Ambitious Instruction and Learning

### 1. Instructional Programs and Strategies

#### a. Instructional Programs

##### **1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.**

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

#### b. Instructional Strategies

##### **1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented**

**to assist students having difficulty attaining the proficient or advanced level on state assessments.**

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

**2. 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:** 3,240

The daily schedule includes 120 minutes for ELA instruction, 60 minutes for math, and 40-45 minutes for Intervention time. Extended Day (3rd - 5th grade) is held for 18 weeks for 180 minutes a week.

**Strategy Rationale**

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

**Strategy Purpose(s)**

- Core Academic Instruction

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

Whitaker, Dorothy, dottiejw@leeschools.net

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

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

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

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

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

Orientation meetings will be held prior to the start of the school year for Kindergarten students and their families. The families will learn about our school program and expectations. Flyers are sent to the surrounding day care facilities and building tours for individual families are scheduled as needed.

Two ESE Pre-K are housed within our building. The district guidelines for curriculum are followed. Staff assess the students and implement strategies to enable them to master their IEP objectives. The teacher works collaboratively with the Kindergarten teachers and are aware of expectations for Kindergarten success.

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

## b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.
2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.
3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.
4. 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.

## II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. 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:

*No files were uploaded*

#### 2. 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.

### B. 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.

### C. Strategic Goals

## 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

 = Problem Solving Step     S123456 = Quick Key


## Strategic Goals Summary

- G1.**        Provide a safe and orderly environment.
- G2.**        To consistently provide effective instruction to increase achievement for all students.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.*

**G1. Provide a safe and orderly environment.** 1a

 G082820

**Targets Supported** 1b

Indicator	Annual Target
One or More Suspensions	46.0

**Targeted Barriers to Achieving the Goal** 3

- Students respond inappropriately in conflict situations.
- Staff's knowledge of strategies for effectively dealing with peer conflict situations.
- Lack of student respect for staff and peers.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Behavior Specialist and Guidance Counselor
- PBS Team
- School-wide discipline plan
- Staff mentors

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

District data for suspensions and referrals will be reviewed quarterly.

**Person Responsible**

Dwayne Blazina

**Schedule**

Quarterly, from 8/10/2016 to 5/31/2017

**Evidence of Completion**

A reduction in the number of suspensions and referrals each quarter.

**G2. To consistently provide effective instruction to increase achievement for all students.** 1a

G082821

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Gains	50.0
Math Gains	53.0
FCAT 2.0 Science Proficiency	35.0

**Targeted Barriers to Achieving the Goal** 3

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

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Academic Coaches for reading, math and science.
- Teacher Leaders
- Resource Teachers
- District-adopted curricula for literacy and math to support Florida Standards and differentiated instruction.
- PLCs and common planning time for collaboration on instruction and progress monitoring.
- Professional Development (Kagan training; PBS training; Thinking Maps, Writing Through Thinking Maps and Math Thinking Maps).
- Compass Learning and ST Math
- STAR 360 progress monitoring software

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

Review data from district assessments for reading, math and science.

**Person Responsible**

Dorothy Whitaker

**Schedule**

Monthly, from 8/10/2016 to 5/31/2017

**Evidence of Completion**

Data analysis will validate increased proficiency for students in reading, math and science.

## 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.** Provide a safe and orderly environment. **1**

 G082820

**G1.B1** Students respond inappropriately in conflict situations. **2**

 B219502

**G1.B1.S1** Students will receive instruction on conflict resolution during weekly Learning for Life lessons and Character Education lessons... **4**

 S231848

### Strategy Rationale

Teaching peer conflict resolution strategies will reduce the number of incidents that result in referrals.

### Action Step 1 **5**

Teachers will present Learning for Life lessons each week and a Character Education lesson will be presented by the Guidance Counselor monthly.

#### Person Responsible

Dorothy Whitaker

#### Schedule

Weekly, from 8/10/2016 to 5/31/2017

#### Evidence of Completion

Lesson plans and walkthrough data.



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

Review of lesson plans for classroom teachers and Guidance Counselor.

**Person Responsible**

Dwayne Blazina

**Schedule**

Quarterly, from 8/10/2016 to 5/31/2017

***Evidence of Completion***

Lesson plans and walk through daata.

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

Monthly review of data for referrals by the PBS Team.

**Person Responsible**

Lisa Silsby

**Schedule**

Monthly, from 8/10/2016 to 5/31/2017

***Evidence of Completion***

Discipline reports from district and PBS minutes.

**G1.B1.S2** Guidance Counselor will meet with small groups for peer mediation and anger management.

4

 S231849

### **Strategy Rationale**

Teaching conflict resolution and anger management strategies will reduce the number of peer conflict resolutions.

### **Action Step 1** 5

Guidance Counselor will work with small groups to discuss conflict resolution and anger management strategies.

#### **Person Responsible**

Dorothy Whitaker

#### **Schedule**

Daily, from 8/10/2016 to 5/31/2017

#### **Evidence of Completion**

Guidance Counselor's schedule for small group or individual counseling.

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

Counselors schedule will allow times for individual or small group sessions.

#### **Person Responsible**

Dwayne Blazina

#### **Schedule**

Daily, from 8/10/2016 to 5/31/2017

#### **Evidence of Completion**

Counselors schedule and log.

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

Monthly meeting with Counselor and administration to discuss and review students receiving support.

### Person Responsible

Dwayne Blazina

### Schedule

Monthly, from 8/10/2016 to 5/31/2017

### Evidence of Completion

Notes from monthly meetings.

## G1.B2 Staff's knowledge of strategies for effectively dealing with peer conflict situations. 2

 B219503

### G1.B2.S1 Presentation by Crystal Kuykendal on strategies for teaching children from poverty. 4

 S231850

### Strategy Rationale

Knowledge of the challenges students from poverty face will give staff a better understanding of their students and enable them to implement strategies for effective instruction.

## Action Step 1 5

### Person Responsible

### Schedule

### Evidence of Completion

**G1.B2.S2** Professional development on de-escalation strategies for all staff. 4

 S231851

**Strategy Rationale**

Peer conflict can be reduced or dealt with before crisis point if de-escalation strategies are used.

**Action Step 1** 5

District training on managing conflict situations.

**Person Responsible**

Amy French

**Schedule**

Biweekly, from 10/4/2016 to 11/30/2016

***Evidence of Completion***

Sign-in log, handouts and power point.

**Plan to Monitor Fidelity of Implementation of G1.B2.S2** 6

Monthly reduction of the number of suspensions and referrals for peer conflict.

**Person Responsible**

Dwayne Blazina

**Schedule**

Monthly, from 10/3/2016 to 5/31/2017

***Evidence of Completion***

District report on referrals and suspensions.

## Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Monthly review of data for referrals and suspensions by the PBS Team.

### Person Responsible

Lisa Silsby

### Schedule

Monthly, from 10/3/2016 to 5/31/2017

### Evidence of Completion

District discipline reports and PBS minutes.

**G1.B2.S3** Guidance Counselor will work with small groups to discuss conflict resolution and anger management strategies. 4

 S231852

### Strategy Rationale

Teaching conflict resolution and anger management strategies will reduce the number of peer conflict referrals.

## Action Step 1 5

Small group counseling sessions for targeted students.

### Person Responsible

Dwayne Blazina

### Schedule

Daily, from 10/3/2016 to 5/31/2017

### Evidence of Completion

Counselor's log and plans.

**Plan to Monitor Fidelity of Implementation of G1.B2.S3** 6

Quarterly review of counseling schedule and students receiving referrals..

**Person Responsible**

Dwayne Blazina

**Schedule**

Quarterly, from 10/3/2016 to 5/31/2017

***Evidence of Completion***

District discipline report and Counselor's Log.

**Plan to Monitor Effectiveness of Implementation of G1.B2.S3** 7

Quarterly review the number of referrals for peer conflict.

**Person Responsible**

Dwayne Blazina

**Schedule**

Quarterly, from 10/3/2016 to 5/31/2017


***Evidence of Completion***

PBS minutes and discipline referrals.

**G1.B3** Lack of student respect for staff and peers. 2

 B219504

**G1.B3.S1** Establish a mentoring program for students struggling with behavior or academics. 4

 S231853

**Strategy Rationale**

Modeling expectations and building relationships are effective strategies for teaching appropriate behaviors and increasing motivation to succeed.

**Action Step 1** 5

Staff members will work individually with targeted students who are struggling with academics, behavior or peer interactions..

**Person Responsible**

Lisa Silsby

**Schedule**

Daily, from 10/3/2016 to 5/31/2017

***Evidence of Completion***

Assignment of staff members as mentors to identified students.

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

Quarterly PBS Team members will meet with assigned mentors and review data on referrals.

**Person Responsible**

Lisa Silsby

**Schedule**

Quarterly, from 10/3/2016 to 5/31/2017

***Evidence of Completion***

District discipline report and PBS agendas and minutes.

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

The number of referrals for insubordination and peer conflict will decrease.

**Person Responsible**

Lisa Silsby

**Schedule**


Quarterly, from 10/3/2016 to 5/31/2017

***Evidence of Completion***

Discipline reports.



**G2.** To consistently provide effective instruction to increase achievement for all students. 1

 G082821

**G2.B1** The consistent use of research-based instructional strategies to increase student engagement and mastery of standards. 2

 B219505

**G2.B1.S1** To utilize Kagan Cooperative Learning structures during the instructional process to increase student engagement. 4

 S231854

**Strategy Rationale**

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

**Action Step 1** 5

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

**Person Responsible**

Dwayne Blazina

**Schedule**

Daily, from 8/10/2016 to 5/31/2017

***Evidence of Completion***

Lesson plans and walkthroughs

**Action Step 2** 5

Teacher Leaders and Coaches will provide ongoing professional development around selected Kagan structures.

**Person Responsible**

Dwayne Blazina

**Schedule**

Monthly, from 8/10/2016 to 5/31/2017

***Evidence of Completion***

Coaching Log and Faculty PLC's Agendas

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

Administrative Walkthroughs and Lesson Plan reviews

**Person Responsible**

Dorothy Whitaker

**Schedule**

Monthly, from 8/10/2016 to 5/31/2017

***Evidence of Completion***

Lesson plans and completed walkthrough data

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

Kagan Coaching

**Person Responsible**

Dwayne Blazina

**Schedule**

Quarterly, from 8/10/2016 to 5/31/2017

***Evidence of Completion***

Coaching Feedback Forms

**G2.B1.S2** Provide professional development and coaching on Thinking Maps, Writing Through Thinking Maps, and Thinking Maps for Math to develop students' critical thinking skills. 4

S231855

### Strategy Rationale

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

### Action Step 1 5

Training and coaching to facilitate implementation of Thinking Maps for reading and math instruction..

#### Person Responsible

Christina Smith

#### Schedule

Weekly, from 8/10/2016 to 1/31/2017

#### Evidence of Completion

Training sign-in sheets and PLC's minutes

### Action Step 2 5

Teachers will use Thinking Maps strategies during their daily instruction for reading and math.

#### Person Responsible

Dorothy Whitaker

#### Schedule

Daily, from 8/10/2016 to 5/31/2017

#### Evidence of Completion

Lesson Plans and walkthrough data.

**Plan to Monitor Fidelity of Implementation of G2.B1.S2** 6

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

**Person Responsible**

Dorothy Whitaker

**Schedule**

Monthly, from 8/10/2016 to 5/31/2017

***Evidence of Completion***

Lesson Plans and walkthrough data

**Plan to Monitor Effectiveness of Implementation of G2.B1.S2** 7

Performance Matters data will document increased student mastery of standards.

**Person Responsible**

Dorothy Whitaker

**Schedule**

Monthly, from 8/10/2016 to 5/31/2017

***Evidence of Completion***

Reports from STAR 360.

**G2.B1.S3** Scheduled Intervention time to provide instruction that meets the needs of all students. 4

 S231856

**Strategy Rationale**

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

**Action Step 1** 5

Students are ability grouped based on STAR 360 Standards Report and receive remediation or enrichment based on their mastery of the tested standards.

**Person Responsible**

Dorothy Whitaker

**Schedule**

Daily, from 8/10/2016 to 5/31/2017

***Evidence of Completion***

Common grade level assessments

**Plan to Monitor Fidelity of Implementation of G2.B1.S3** 6

Coaches and administration will meet to review the data from STAR 360 Standards Report to assign groupings for intervention

**Person Responsible**

Lauren Mixon

**Schedule**

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

***Evidence of Completion***

Reports and rosters for intervention.

## Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

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

### Person Responsible

Dorothy Whitaker

### Schedule

Monthly, from 8/10/2016 to 5/31/2017

### Evidence of Completion

Data reports and PLC minutes

## G2.B1.S4 The allocation of resource personnel for additional support during Intervention time. 4

 S231857

### Strategy Rationale

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

## Action Step 1 5

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

### Person Responsible

Dorothy Whitaker

### Schedule

Daily, from 8/10/2016 to 5/31/2017

### Evidence of Completion

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

**Plan to Monitor Fidelity of Implementation of G2.B1.S4** 6

Administration will review assignments to ensure effective use of personnel.

**Person Responsible**

Dorothy Whitaker

**Schedule**

Daily, from 8/10/2016 to 5/31/2017

***Evidence of Completion***

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

**Plan to Monitor Effectiveness of Implementation of G2.B1.S4** 7

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

**Person Responsible**

Dorothy Whitaker

**Schedule**

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

***Evidence of Completion***

STAR 360 reports will be reviewed at grade level PLCs to determine effectiveness of resource personnel and grade level needs. Changes in staff assignment will be made as needed.

**G2.B1.S5** Science instruction to be included in Intervention rotation. 4

 S231858

**Strategy Rationale**

Additional instructional time utilizing small groups that focus on standard mastery will increase proficiency.

**Action Step 1** 5

Coaches will use data from district and state assessments to establish small groups for intervention.

**Person Responsible**

Michael Watts

**Schedule**

Every 6 Weeks, from 10/3/2016 to 5/1/2017

***Evidence of Completion***

Class lists for intervention.

**Plan to Monitor Fidelity of Implementation of G2.B1.S5** 6

Student proficiency will be monitored twice a year with district assessment.

**Person Responsible**

Michael Watts

**Schedule**

Semiannually, from 10/3/2016 to 2/6/2017

***Evidence of Completion***

Compass reports will be generated for each assessment.



**Plan to Monitor Effectiveness of Implementation of G2.B1.S5** 7

Program and resource allocations will be reviewed and changed as needed based on the achievement of students.

**Person Responsible**

Dorothy Whitaker


















**Schedule**

Semiannually, from 10/3/2016 to 2/6/2017

















***Evidence of Completion***

Compass Learning reports will be reviewed to determine increased proficiency.

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
<b>2017</b>					
G1.B2.S1.A1  A296459	[no content entered]		No Start Date		No End Date one-time
G2.B1.S3.MA1  M299781	Coaches and administration will meet to review the data from STAR 360 Standards Report to assign...	Mixon, Lauren	9/15/2015	Reports and rosters for intervention.	6/10/2016 monthly
G2.B1.S4.MA1  M299782	Data collection on mastery of Essential Standards will be reviewed at grade level PLCs.	Whitaker, Dorothy	9/15/2015	STAR 360 reports will be reviewed at grade level PLCs to determined effectiveness of resource personnel and grade level needs. Changes in staff assignment will be made as needed.	6/10/2016 monthly
G1.B2.S2.A1  A296460	District training on managing conflict situations.	French, Amy	10/4/2016	Sign-in log, handouts and power point.	11/30/2016 biweekly
G2.B1.S2.A1  A296465	Training and coaching to facilitate implementation of Thinking Maps for reading and math...	Smith, Christina	8/10/2016	Training sign-in sheets and PLC's minutes	1/31/2017 weekly
G2.B1.S5.MA1  M299784	Program and resource allocations will be reviewed and changed as needed based on the achievement...	Whitaker, Dorothy	10/3/2016	Compass Learning reports will be reviewed to determine increased proficiency.	2/6/2017 semiannually
G2.B1.S5.MA1  M299785	Student proficiency will be monitored twice a year with district assessment.	Watts, Michael	10/3/2016	Compass reports will be generated for each assessment.	2/6/2017 semiannually
G2.B1.S5.A1  A296469	Coaches will use data from district and state assessments to establish small groups for...	Watts, Michael	10/3/2016	Class lists for intervention.	5/1/2017 every-6-weeks
G1.MA1  M299775	District data for suspensions and referrals will be reviewed quarterly.	Blazina, Dwayne	8/10/2016	A reduction in the number of suspensions and referrals each quarter.	5/31/2017 quarterly
G2.MA1  M299786	Review data from district assessments for reading, math and science.	Whitaker, Dorothy	8/10/2016	Data analysis will validate increased proficiency for students in reading, math and science.	5/31/2017 monthly
G1.B1.S1.MA1  M299765	Monthly review of data for referrals by the PBS Team.	Silsby, Lisa	8/10/2016	Discipline reports from district and PBS minutes.	5/31/2017 monthly
G1.B1.S1.MA1  M299766	Review of lesson plans for classroom teachers and Guidance Counselor.	Blazina, Dwayne	8/10/2016	Lesson plans and walk through data.	5/31/2017 quarterly
G1.B1.S1.A1  A296457	Teachers will present Learning for Life lessons each week and a Character Education lesson will be...	Whitaker, Dorothy	8/10/2016	Lesson plans and walkthrough data.	5/31/2017 weekly
G1.B3.S1.MA1  M299773	The number of referrals for insubordination and peer conflict will decrease.	Silsby, Lisa	10/3/2016	Discipline reports.	5/31/2017 quarterly
G1.B3.S1.MA1  M299774	Quarterly PBS Team members will meet with assigned mentors and review data on referrals.	Silsby, Lisa	10/3/2016	District discipline report and PBS agendas and minutes.	5/31/2017 quarterly
G1.B3.S1.A1  A296462	Staff members will work individually with targeted students who are struggling with academics,...	Silsby, Lisa	10/3/2016	Assignment of staff members as mentors to identified students.	5/31/2017 daily
G2.B1.S1.MA1  M299776	Kagan Coaching	Blazina, Dwayne	8/10/2016	Coaching Feedback Forms	5/31/2017 quarterly
G2.B1.S1.MA1  M299777	Administrative Walkthroughs and Lesson Plan reviews	Whitaker, Dorothy	8/10/2016	Lesson plans and completed walkthrough data	5/31/2017 monthly
G2.B1.S1.A1  A296463	Teachers will use Kagan Cooperative Learning Structures on a daily basis.	Blazina, Dwayne	8/10/2016	Lesson plans and walkthroughs	5/31/2017 daily

**Lee - 0162 - Ray V. Pottorf Elementary School - 2016-17 SIP**  
*Ray V. Pottorf Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A2  A296464	Teacher Leaders and Coaches will provide ongoing professional development around selected Kagan...	Blazina, Dwayne	8/10/2016	Coaching Log and Faculty PLC's Agendas	5/31/2017 monthly
G1.B1.S2.MA1  M299767	Monthly meeting with Counselor and administration to discuss and review students receiving support.	Blazina, Dwayne	8/10/2016	Notes from monthly meetings.	5/31/2017 monthly
G1.B1.S2.MA1  M299768	Counselors schedule will allow times for individual or small group sessions.	Blazina, Dwayne	8/10/2016	Counselors schedule and log.	5/31/2017 daily
G1.B1.S2.A1  A296458	Guidance Counselor will work with small groups to discuss conflict resolution and anger management...	Whitaker, Dorothy	8/10/2016	Guidance Counselor's schedule for small group or individual counseling.	5/31/2017 daily
G1.B2.S2.MA1  M299769	Monthly review of data for referrals and suspensions by the PBS Team.	Silsby, Lisa	10/3/2016	District discipline reports and PBS minutes.	5/31/2017 monthly
G1.B2.S2.MA1  M299770	Monthly reduction of the number of suspensions and referrals for peer conflict.	Blazina, Dwayne	10/3/2016	District report on referrals and suspensions.	5/31/2017 monthly
G2.B1.S2.MA1  M299778	Performance Matters data will document increased student mastery of standards.	Whitaker, Dorothy	8/10/2016	Reports from STAR 360.	5/31/2017 monthly
G2.B1.S2.MA1  M299779	The inclusion of Thinking Maps strategies for reading and math instruction.	Whitaker, Dorothy	8/10/2016	Lesson Plans and walkthrough data	5/31/2017 monthly
G2.B1.S2.A2  A296466	Teachers will use Thinking Maps strategies during their daily instruction for reading and math.	Whitaker, Dorothy	8/10/2016	Lesson Plans and walkthrough data.	5/31/2017 daily
G1.B2.S3.MA1  M299771	Quarterly review the number of referrals for peer conflict.	Blazina, Dwayne	10/3/2016	PBS minutes and discipline referrals.	5/31/2017 quarterly
G1.B2.S3.MA1  M299772	Quarterly review of counseling schedule and students receiving referrals..	Blazina, Dwayne	10/3/2016	District discipline report and Counselor's Log.	5/31/2017 quarterly
G1.B2.S3.A1  A296461	Small group counseling sessions for targeted students.	Blazina, Dwayne	10/3/2016	Counselor's log and plans.	5/31/2017 daily
G2.B1.S3.MA1  M299780	Monthly PLC data meetings with TIF teachers, coaches, and/or administration to review data reports...	Whitaker, Dorothy	8/10/2016	Data reports and PLC minutes	5/31/2017 monthly
G2.B1.S3.A1  A296467	Students are ability grouped based on STAR 360 Standards Report and receive remediation or...	Whitaker, Dorothy	8/10/2016	Common grade level assessments	5/31/2017 daily
G2.B1.S4.MA1  M299783	Administration will review assignments to ensure effective use of personnel.	Whitaker, Dorothy	8/10/2016	Daily schedules for coaches, Teacher Leaders, resource personnel, and instructional support personnel. Data reports to ensure personnel allocation is meeting highest needs.	5/31/2017 daily
G2.B1.S4.A1  A296468	Coaches, Teacher Leaders, resource personnel, and instructional support personnel will be assigned...	Whitaker, Dorothy	8/10/2016	Schedules for coaches, Teacher Leaders, resource personnel, and instructional support personnel.	5/31/2017 daily

## V. Professional Development Opportunities

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

**G2.** To consistently provide effective instruction to increase achievement for all students.

**G2.B1** The consistent use of research-based instructional strategies to increase student engagement and mastery of standards.

**G2.B1.S1** To utilize Kagan Cooperative Learning structures during the instructional process to increase student engagement.

### PD Opportunity 1

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

#### Facilitator

Dwayne Blazina

#### Participants

Classroom Teachers

#### Schedule

Daily, from 8/10/2016 to 5/31/2017

**G2.B1.S2** Provide professional development and coaching on Thinking Maps, Writing Through Thinking Maps, and Thinking Maps for Math to develop students' critical thinking skills.

### PD Opportunity 1

Training and coaching to facilitate implementation of Thinking Maps for reading and math instruction..

#### Facilitator

Christina Smith

#### Participants

Classroom teachers

#### Schedule

Weekly, from 8/10/2016 to 1/31/2017

## VII. Budget

1	G1.B1.S1.A1	Teachers will present Learning for Life lessons each week and a Character Education lesson will be presented by the Guidance Counselor monthly.	\$0.00
2	G1.B1.S2.A1	Guidance Counselor will work with small groups to discuss conflict resolution and anger management strategies.	\$0.00

3	G1.B2.S1.A1					\$0.00
4	G1.B2.S2.A1	District training on managing conflict situations.				\$0.00
5	G1.B2.S3.A1	Small group counseling sessions for targeted students.				\$0.00
6	G1.B3.S1.A1	Staff members will work individually with targeted students who are struggling with academics, behavior or peer interactions..				\$0.00
7	G2.B1.S1.A1	Teachers will use Kagan Cooperative Learning Structures on a daily basis.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	Title II		\$2,000.00
			Notes: Used to cover cost of substitutes for Kagan Coaches.			
8	G2.B1.S1.A2	Teacher Leaders and Coaches will provide ongoing professional development around selected Kagan structures.				\$0.00
9	G2.B1.S2.A1	Training and coaching to facilitate implementation of Thinking Maps for reading and math instruction..				\$12,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0162 - Ray V. Pottorf Elementary School	Title I, Part A		\$12,500.00
			Notes: Notes			
10	G2.B1.S2.A2	Teachers will use Thinking Maps strategies during their daily instruction for reading and math.				\$0.00
11	G2.B1.S3.A1	Students are ability grouped based on STAR 360 Standards Report and receive remediation or enrichment based on their mastery of the tested standards.				\$0.00
12	G2.B1.S4.A1	Coaches, Teacher Leaders, resource personnel, and instructional support personnel will be assigned to work with students during Literacy instruction and Intervention time.				\$174,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0162 - Ray V. Pottorf Elementary School	Title I, Part A		\$174,000.00
			Notes: Notes			
13	G2.B1.S5.A1	Coaches will use data from district and state assessments to establish small groups for intervention.				\$0.00
Total:						\$188,500.00