

The School District of Palm Beach County

Acreage Pines Elementary School



2016-17 Schoolwide Improvement Plan

Acreage Pines Elementary School

14200 ORANGE BLVD, Loxahatchee, FL 33470

<https://apes.palmbeachschools.org>

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	No	53%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	48%

School Grades History

	2017-18	2014-15	2013-14	2012-13
Year	B	A*	A	A
Grade				

**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 was approved by the Palm Beach County School Board on 11/16/2016.

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>.

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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 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 Acreage Pines Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	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.

Acreage Pines Community Elementary is committed to providing students with a safe and challenging academic environment where each child can reach their highest potential and succeed in the global community by developing citizenship, accountability, respect, and exploration in the fields of Biomedical and Veterinary Technology.

b. Provide the school's vision statement.

Acreage Pines Elementary is growing respectful, inquiring, global learners within a happy, caring and stimulating environment where children will recognize and achieve their fullest potential, so that they can be successful within society.

2. School Environment

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

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans

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

Our School-wide Positive Behavior Support plan, CARE, is the foundation for the safety and culture of the campus. The focus of the plan is to instill the values of Citizenship, Accountability, Respect, Exploration and an appreciation for multicultural diversity in all campus stakeholders and settings.

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.

Our School-wide Positive Behavior Support plan is CARE where the students are responsible for demonstrating Citizenship, Accountability, Respect, and Exploration in all school-wide settings. The SWPBS committee has developed lesson plans to be implemented by the classroom teachers which provides explicit instruction of the universal guidelines. The SwPBS committee meets monthly to monitor classroom and school-wide behavior data. In addition, the committee presents to the entire faculty throughout the year, reporting on behavior data, as well as, providing additional support for school-wide implementation.

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 school insures the social-emotional needs of all students through weekly guidance lessons, which are provided during the Fine Arts rotation. Individual and group counseling/mentoring sessions are scheduled, based on individual student needs.

3. Early Warning Systems

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

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

N/A

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	10	12	10	9	11	4	0	0	0	0	0	0	0	56
One or more suspensions	0	0	0	0	2	2	0	0	0	0	0	0	0	4
Course failure in ELA or Math	7	8	11	46	16	24	0	0	0	0	0	0	0	112
Level 1 on statewide assessment	0	0	0	19	14	16	0	0	0	0	0	0	0	49

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	3	3	1	18	13	13	0	0	0	0	0	0	0	51

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

Students with patterns of non-attendance are identified and interventions are provided in accordance with the district plan and in cooperation with the school counselor.

Students are referred to to SBT as needed. Identified students receive Tier 2 and Tier 3 interventions.

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?

No

1. PIP Link

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

2. Description

Multiple opportunities are available for parents to get involved such as: classroom support (copy moms, shelving books in the Media Center, organizing school activities, etc.), field days, family fun nights, concerts, science and art fairs, field trips, reading to students, assisting in our medical lab, participating in school beautification projects, fundraising, parent workshops, and special events. In addition, parents are kept informed by monthly newsletters, Edline, Acreage Pines Elementary School Facebook Page, Twitter and Parent Link.

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.

Through our Bio-Medical and Veterinary Technology Academy, we have established partnerships with Good Samaritan Hospital, Keiser University, Southeastern College, Ibis Animal Hospital, Simon Orthodontics, Palm Beach Children's Hospital, and various other medical and veterinary agencies that have all committed to the support, development, and sustainability of our choice and state curriculum.

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
Karbowski, Darline	Principal
Kilberis, Susan	Teacher, K-12
Kolesar, Corrie	Teacher, K-12
Douglass, Tiffany	Teacher, K-12
Giarrusso, Laura	SAC Member
Foley, Rani	Teacher, ESE
Garrett, Theresa	Teacher, K-12
Nethercote, Ana Lucia	Teacher, K-12
Gooch, Lisa	School Counselor
Montez, Nina	Assistant Principal
LaVigna, Christie	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 leadership team meets once a month, or more as needed, to monitor the fidelity of instructional practices and pacing of the scope and sequence. Within the leadership team it is the Principal's responsibility to facilitate meetings, create agenda items, and monitor implementation of team decisions, as well as, provide current data as it relates to the instructional framework and student achievement.

Grade level leaders are responsible for disseminating information to grade level team members, leading weekly grade level PLC meetings, participating in professional development, and sharing feedback with the leadership team when appropriate.

In addition, individual student data and achievement provided by the classroom teacher is monitored further through the School Based Team (SBT). The Guidance Counselor serves as the School-based Team Leader. She prepares agendas, collects students' current progress monitoring data, is responsible for updating team members on upcoming meetings, and reporting all attendance concerns to the district.

ESE coordinator, monitors the fidelity of support services and student accommodations, keeps the team informed of changes to student IEPs, works to ensure compliance, and facilitates parent/teacher meetings.

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.

School leadership team meets once a month to align resources. During these meetings, led by the principal, current content standards, materials, and needs are addressed. Leadership members provide input on student data, materials, resources, and participate in monitoring special programs implemented by the school. When programs are not having a significant impact on student performance, this team determines whether to discontinue or make adjustments to the delivery model. The grade level team leader is responsible for keeping an accurate inventory of all instructional materials and turning it into the assistant principal each trimester. The team leader is also responsible for presenting any funding requests at the monthly leadership meeting.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Laura Giarrusso	Teacher
Amber Sullivan	Parent
Lorena Mills	Parent
Kiana Pate	Parent
Darline Karbowski	Principal
Ana Lucia Nerthercote	Teacher
Kim Alteri	Parent
Michelle Beatty	Business/Community
Angela Gracia	Parent
Ana Parker	Business/Community
Delia Edwards	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

After analyzing and reflecting upon our expected school improvements in the 2015-2016 SIP, the following is what we found:

- 1) We did utilize the instructional model and achieve the desired outcome of goal 1.
- 2) High quality PLCs were positively impacting instructional practice
- 3) We determined that the school continues to make significant instructional shifts.

b. Development of this school improvement plan

Members of SAC collaborate with academic leadership teams to assess school needs and targets. Together the team used the root cause analysis to identify school wide goals and strategies that could improve student achievement. The school leadership team met to create actions steps and identify barriers. This was shared with the SIP Committee who in turn entered the information into the school improvement plan.

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

The school's annual budget was shared with SAC at the end of previous school year. The committee was informed of the impact on personnel as well as the overall operating budget and the proposal for allocations. The committee voted on the operational decisions.

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

The funds were earmarked for tutorials, field trips, and other instructional resources, however, the school was able to save some of funds in the event they would not be replenished for the 2015-2016 school year.

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.

The school is working with its many business and community partners to find someone willing to participate in SAC. Committing to missing no less than 2 meetings a year is proving to be problematic.

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
	Principal
Cusell, Yesnia	Teacher, K-12
Kolesar, Corrie	Teacher, K-12
LaVigna, Christie	Teacher, K-12
Nethercote, Ana Lucia	Teacher, K-12
Norwitch, Bobbi	Instructional Media
Kilberis, Susan	Teacher, K-12
Karowski, Darline	Principal
Montez, Nina	Assistant Principal

b. Duties

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

Teachers effectively use differentiated instruction and all components of balanced literacy to meet the needs of individual students. Additional activities include push in remediation, after school tutoring, SAI, iReady, Family Literacy Night, Books on iPods, and Book Clubs,

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.

Teachers will engage in weekly Professional Learning Communities and bi-monthly administrator led meetings to foster collaborative planning, data analysis, and collegiality. Evidence of the collaboration will be seen in the classroom. Additionally, grade level teams are provided half day planning time to dig deeper into the current unit, pull resources, and participate in instructional rounds to support cross grade level fidelity in the instructional model. Instructional Rounds are important for the fidelity and understanding of the instructional model.

All staff are encouraged to participate in school committees and community event planning. All teachers are members of peer growth groups which fosters a positive school wide culture.

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

- 1) Provide opportunities for Professional Development activities: School Leadership Team & PDD Team
- 2) Professional Learning Communities, Peer Growth groups: School Leadership Team & PDD Team
- 3) Teacher Mentor Program
- 4) Coaching Cycle: Plan, Model, Observe, Reflect
- 5) School will attend district job fairs.
- 6) Host student internships from local colleges and universities

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

Acreage Pines Elementary School follows the district developed ESP (Educator Support Program). The program is a year long support for all new teachers. The developing teacher is assigned a mentor (grade level match) and a buddy teacher (outside of the grade level) that work as a team to provide support throughout the year. Frequent progress monitoring checks are conducted by the mentor teacher as well as the supervising administrator to provide feedback and improvement strategies to aide in professional growth.

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.

During teacher planning, professional development, PLC, Peer Growth groups, and other content focused meetings, administration and staff created and follow a scope and sequence that outlines all Florida Standards in a cross-curricular approach. The focus of our planning sessions is on

performance scales and monitoring the content covered in each grade level as well as how that content builds across grade levels.

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.

All instructional staff continuously uses data (state, district, and grade level assessments, classroom observations, scales) to facilitate and guide instruction in helping each child reach the learning goals/targets. As both formal and informal data is gathered and analyzed teachers work in teams as well as individually to modify the pacing and instructional delivery. Small group instruction is paramount in meeting the individual needs of each child.

When a child is unable to meet the learning target(s) after small group intervention, appropriate referrals are made to SBT or CST, for additional tiered interventions. The school has in place a MTSS for students that need tier 2 and tier 3 interventions. The additional interventions is implemented through SAI, or other support personnel. In reading, students are supported through LLI, iStation, or other research based guided reading strategies. In math, student interventions are conducted in small group guided instruction. Progress monitoring logs are kept weekly and revisited by the team after 6 weeks.

Children who have met proficiency but are in need of additional enrichment have multiple opportunities for accelerations. Weekly Guided reading and math groups by student ability allow the classroom teacher to move students deeper into the Florida Standards. iReady is also used for students that score at a level 4 or 5 to monitor growth throughout the year. Additionally, students proficient in math are enrolled in Kahn Academy to monitor and chart growth. Top students in all content areas are invited to participate in Academic Games.

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: 12,960

After school tutorial programs are offered for intensive interventions in core content areas. Additionally, enrichment activities for proficient students are offered as an extension of the daily classroom instruction.

Strategy Rationale

Providing students with small group intensive interventions or enrichment in the target area(s) of need allows for more customized and explicit instruction in the standards. These additional interventions are not viable during the school day.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Karbowski, Darline, darline.karbowski@palmbeachschools.org

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

Formal and informal assessments through specifically used programs as well as state assessment data will be used to determine the effectiveness of the strategy. A pre and post assessment are given to each child that participates in the program. The leadership team will review data collected and make appropriate changes in the materials and or instructors for the program.

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.

At Acreage Pines Elementary School, all incoming Kindergarten students are assessed upon entering Kindergarten

The Work Sampling System will be used to determine students' print/letter knowledge and level of phonological awareness/processing.

Data will be used to plan daily academic instruction for all students. Florida Standards will be taught through daily rigorous instruction, modeling, guided practice, and independent practice of all academics.

Acreage Pines will hold a Kindergarten Round-up/Orientation for incoming Kindergarten students and parents during the spring semester.

In the spring, the local middle schools will visit the 5th graders, distributing information regarding their

programs offered to all incoming 6th graders. The middle schools also sponsor parent nights in the spring, allowing 5th graders and their parents the opportunity to visit their campus.

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by grade 3.

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. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by grade 3. **1a**

G083620

Targets Supported **1b**

Indicator	Annual Target
ELA Achievement District Assessment	67.0
FSA ELA Achievement	67.0

Targeted Barriers to Achieving the Goal **3**

- Need for targeted professional development in the instructional model as well as content specific training.

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

- Blender
- Florida State Standards
- LSI Professional Development
- Marzano Instructional Framework
- Fountas and Pinnell Benchmark Assessment System
- Think Central
- Khan Academy
- Continuum of Literacy Learning
- iReady Reading and Math
- "Essentials for Achieving Rigor" book series
- RTI training

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

Focused classroom observation

Person Responsible

Darline Karbowski

Schedule

Monthly, from 9/1/2016 to 6/2/2017

Evidence of Completion

iObservation feedback

Plan to Monitor Progress Toward G1. 8

Assessment data

Person Responsible

Schedule

Weekly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Student gains, Tracker Data

Plan to Monitor Progress Toward G1. 8

LSI Training

Person Responsible

Darline Karbowski

Schedule

Monthly, from 8/11/2016 to 6/2/2017

Evidence of Completion

Evidence of attending and implementing of LSI Training.

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. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by grade 3. **1**

 G083620

G1.B1 Need for targeted professional development in the instructional model as well as content specific training. **2**

 B221937

G1.B1.S1 Provide Professional Development pertaining to standards based, student-centered, rigorous individualized instruction. **4**

 S234188

Strategy Rationale

As a Demonstration School of Rigor through Learning Science International we are focused on deliberate pedagogical growth and standards-based teaching and learning.

Action Step 1 **5**

Further development as a Demonstration School of Rigor

Person Responsible

Darline Karbowski

Schedule

Every 2 Months, from 8/11/2016 to 6/2/2017

Evidence of Completion

Training Agendas and Powerpoints

Action Step 2 **5**

Administrative, Coach and Leadership Team feedback

Person Responsible

Darline Karbowski

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Written feedback, iObservation, and progress monitoring, PLC agendas and progress monitoring

Action Step 3 5

Training from district Literacy Specialists to help implement research-based reading instruction

Person Responsible

Nina Montez

Schedule

Monthly, from 8/11/2016 to 6/2/2017

Evidence of Completion

Daily iii record, Literacy Team Meeting agendas,

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

Continuing to develop as a School of Rigor.

Person Responsible

Darline Karbowski

Schedule

Monthly, from 8/11/2016 to 6/2/2017

Evidence of Completion

Training Agendas, Powerpoint, Instructional Rounds agendas, Tracker Data

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

Administrator feedback to guide rigorous instruction.

Person Responsible

Nina Montez

Schedule

Monthly, from 8/11/2016 to 6/2/2017

Evidence of Completion

Written feedback, iObservation, Instructional Rounds, One-on One Coaching, Peer Coaching

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

Instructional Observations

Person Responsible

Darline Karbowski

Schedule

Monthly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Feedback and Conferencing

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

Assessments

Person Responsible

Nina Montez

Schedule

Monthly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Student gains, Tracker Data

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

LSI Training

Person Responsible

Darline Karbowski

Schedule

Monthly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Faculty followup activities, Instructional Rounds for implementation

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.MA1 M305537	Focused classroom observation	Karbowski, Darline	9/1/2016	iObservation feedback	6/2/2017 monthly
G1.MA2 M305538	Assessment data		8/29/2016	Student gains, Tracker Data	6/2/2017 weekly
G1.MA3 M305539	LSI Training	Karbowski, Darline	8/11/2016	Evidence of attending and implementing of LSI Training.	6/2/2017 monthly
G1.B1.S1.MA1 M305530	Instructional Observations	Karbowski, Darline	8/29/2016	Feedback and Conferencing	6/2/2017 monthly
G1.B1.S1.MA5 M305531	Assessments	Montez, Nina	8/29/2016	Student gains, Tracker Data	6/2/2017 monthly
G1.B1.S1.MA6 M305532	LSI Training	Karbowski, Darline	8/29/2016	Faculty followup activities, Instructional Rounds for implementation	6/2/2017 monthly
G1.B1.S1.MA1 M305533	Continuing to develop as a School of Rigor.	Karbowski, Darline	8/11/2016	Training Agendas, Powerpoint, Instructional Rounds agendas, Tracker Data	6/2/2017 monthly
G1.B1.S1.MA2 M305534	Administrator feedback to guide rigorous instruction.	Montez, Nina	8/11/2016	Written feedback, iObservation, Instructional Rounds, One-on One Coaching, Peer Coaching	6/2/2017 monthly
G1.B1.S1.A1 A301029	Further development as a Demonstration School of Rigor	Karbowski, Darline	8/11/2016	Training Agendas and Powerpoints	6/2/2017 every-2-months
G1.B1.S1.A2 A301030	Administrative, Coach and Leadership Team feedback	Karbowski, Darline	8/15/2016	Written feedback, iObservation, and progress monitoring, PLC agendas and progress monitoring	6/2/2017 weekly
G1.B1.S1.A3 A301031	Training from district Literacy Specialists to help implement research-based reading instruction	Montez, Nina	8/11/2016	Daily iii record, Literacy Team Meeting agendas,	6/2/2017 monthly

V. Professional Development Opportunities

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

G1. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by grade 3.

G1.B1 Need for targeted professional development in the instructional model as well as content specific training.

G1.B1.S1 Provide Professional Development pertaining to standards based, student-centered, rigorous individualized instruction.

PD Opportunity 1

Further development as a Demonstration School of Rigor

Facilitator

LSI Team

Participants

All Instructional Staff

Schedule

Every 2 Months, from 8/11/2016 to 6/2/2017

PD Opportunity 2

Administrative, Coach and Leadership Team feedback

Facilitator

Mrs. Karbowski, Principal and Nina Dimke, Assistant Principal

Participants

All Instructional Staff

Schedule

Weekly, from 8/15/2016 to 6/2/2017

PD Opportunity 3

Training from district Literacy Specialists to help implement research-based reading instruction

Facilitator

District Literacy Specialists

Participants

All Instructional Staff

Schedule

Monthly, from 8/11/2016 to 6/2/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Further development as a Demonstration School of Rigor	\$0.00
2	G1.B1.S1.A2	Administrative, Coach and Leadership Team feedback	\$0.00
3	G1.B1.S1.A3	Training from district Literacy Specialists to help implement research-based reading instruction	\$0.00
Total:			\$0.00