Dr Carrie D Robinson
Littleton Elementary School

2016-17 Schoolwide Improvement Plan

Dr Carrie D Robinson Littleton Elementary School

700 HUTTO RD, North Fort Myers, FL 33903

http://lit.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	44%

School Grades History

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

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 Dr Carrie D Robinson Littleton 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 each student achieves his/her highest personal potential

b. Provide the school's vision statement.

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

2. School Environment

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

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

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

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

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.

Dr. Carrie D. Robinson Littleton Elementary is a Positive Behavior Support (PBS) school. PBS emphasizes the use of proactive, educative, and reinforcement-based strategies to achieve meaningful and durable behavior and lifestyle changes for all students.
We teach the expectations in every area of the school: classroom, hallways, media center, specials, buses, and cafeteria. They are based off Littleton's school-wide expectations of STAR:
S Stay Safe
T To Be Prepared
A Active Learner

R Respectful
Throughout the entire school, you will also see our classroom behavior expectations posted:
Pay Attention/On Task
Stay in Seat/Line
Raise Hand/Wait Turn
Follows Directions/Rules
Physical/Verbal Control
Accepts Criticism
Shows Respect
Positive Attitude
We also utilize brain-based instructional practices, such as, cooperative learning, frequent brain breaks, and learning styles that promote an engaging classroom environment.

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.

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

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

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

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

N/A

B. Family and Community Engagement

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

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. § 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/306763.

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.

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

C. Effective Leadership

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

1. School Leadership Team

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

Name	Title
Broughton, Monica	Principal
Sanders, Jeff	Assistant Principal
Cauceglia, Elissa	Other
Pavy, Tina	Other
Giampi, Jenna	Teacher, K-12
Gomes, Lisa	Teacher, K-12
Hassett, Susan	Teacher, Adult
Theresa, Laurenti	Teacher, K-12
Kirdahy, Marlene	Teacher, Adult
Callard, Katherine	Teacher, K-12
Fair, Holly	Teacher, K-12
Crawford, Cathy	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 School Leadership Team at Dr. Carrie D. Robinson Littleton Elementary meets on a monthly basis to analyze school and/or student progress data in order to identify students in need of further support and monitor the progress of students receiving interventions to ensure that the needs of all students are being met. We also look at the needs of our teachers to plan for professional development in order to provide a more effective learning environment. The Leadership Team also attends grade level PLC meetings in order to support the collaborative process for teaching and learning.

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.

The School Leadership Team continually conducts monthly analyses of school, classroom, and student level data in order to identify areas for school improvement. Additionally, the team assists with the evaluation of the student response to current interventions, curricula, and school systems.

Title I, Title II and other programs coordinate through the SIP process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. All school improvement plans are reviewed at the district level for appropriate use of funds and effective use of resources. This district level review prevents duplication of services and facilitates coordination between schools and departments. This collaboration ensures that all programs support schools.
Title I, Part A coordinates with Title I, Part C to provide expanded academic enrichment opportunities to Migrant students. Services include after school tutorials in reading and math; health services; and literacy workshops for parents as a result of the coordination of these funds. Periodic district level meetings with managers of all programs funded under NCLB also open lines sf communication and encourage cooperation between programs.
The facilities and schools coordinate with health services (mental and physical) and other social

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

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

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Monica Broughton	Principal
Tina Pavy	Teacher
Jenna Andle	Teacher
Jenna Giampi	Teacher
Lori Ramey	Education Support Employee
Shirley Robinson	Education Support Employee
Anaisa Guzman	Business/Community
Mandy Fitzgerald	Parent
Catalina Torres	Parent
Jeff Sanders	Principal
Chad Michaels	Business/Community
Jessica Arostequi	Parent
Amanda Lisenbey	Parent
Mardell Moralez	Parent
Gina Williamson	Business/Community
Lisa Peters	Parent
James Tenpenny	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 reviewed student assessment data in conjunction with SIP goals, were given the opportunity to ask clarifying questions, and provided recommendations for the upcoming school year.

b. Development of this school improvement plan

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

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

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

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

There is a zero balance.

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
Broughton, Monica	Principal
Sanders, Jeff	Assistant Principal
Cauceglia, Elissa	Other
Pavy, Tina	Other
Giampi, Jenna	Teacher, K-12
Patel, Dharmistha	Teacher, K-12

b. Duties

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

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

D. Public and Collaborative Teaching

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

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

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

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

Our school participates in recruiting activities by attending our in-county job fair to recruit highly qualified teachers. We also provide monthly professional development activities to further enhance the skills of beginning and highly-qualified effective teachers so they are better prepared for challenges they may incur throughout the school year.

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

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

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.

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

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.

At the classroom level, teachers work in PLC groups to analyze data and plan intervention, reteaching, and enrichment activities for students. Our daily schedule provides time each day for grade levels to work with small groups of students on intervention or reteaching while enrichment students participate in activities that deepen and broaden the scope of the identified standard. At the

school level, the Leadership Team analyzes student data, reviews the placement of resource teachers, determines appropriate supplemental curriculum materials, and helps with scheduling alignment based on student needs.

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: 2,070

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Sanders, Jeff, jefflsa@leeschools.net

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

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

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

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.

N/A

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

N/A

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

N/A

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.

N/A

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 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.

N/A

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.

N/A

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.   In 2016-17, the student achievement will increase school-wide by focusing on teaching and learning.

G2.   The school will monitor student progress and provide supports necessary for behavioral success in decreasing the number of student referrals by 40% for the 2016-2017 school year.

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. In 2016-17, the student achievement will increase school-wide by focusing on teaching and learning.

1a

🔍 G083957

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	50.0
FSA ELA Achievement	46.0
ELA/Reading Gains	55.0
ELA/Reading Lowest 25% Gains	48.0
Math Lowest 25% Gains	50.0
Math Gains	60.0
FSA Mathematics Achievement	50.0

Targeted Barriers to Achieving the Goal 3

- Student deficiency of reading comprehension skills.

- Student deficiency in math computational and problem solving skills

Resources Available to Help Reduce or Eliminate the Barriers 2

- C-Palms

- National Geographic

- SRA Science Snapshots

- Science Resource Teacher

- Integration of Science through Literacy

- WINN time

- IXL Math

- Really Great Reading

- Measuring Up

- Resource teachers & Teacher Leaders

- STAR 360

- Performance Coach (ELA)

- FASTTMath

- Compass Odyssey

- School volunteers

- Thinking Maps

- Kagan Structures

- Second Step Program

Plan to Monitor Progress Toward G1. 8

Decoding screeners

Person Responsible
Elissa Cauceglia

Schedule
Triannually, from 8/15/2016 to 5/26/2017

Evidence of Completion
Student data from the above referenced screeners

Plan to Monitor Progress Toward G1. 8

STAR/STAR EL

Person Responsible
Elissa Cauceglia

Schedule
Quarterly, from 8/15/2016 to 5/26/2017

Evidence of Completion
Student data from the above referenced assessment

Plan to Monitor Progress Toward G1. 8

Grade Level Assessments

Person Responsible
Elissa Cauceglia

Schedule
Monthly, from 8/22/2016 to 5/26/2017

Evidence of Completion
Student data in Performance Matters and Compass Odyssey

Plan to Monitor Progress Toward G1. 8

STAR Math

Person Responsible
Tina Pavy

Schedule
Quarterly, from 8/15/2016 to 5/26/2017

Evidence of Completion
Student data from the above referenced assessment

G2. The school will monitor student progress and provide supports necessary for behavioral success in decreasing the number of student referrals by 40% for the 2016-2017 school year. `1a`

🔍 G083958

Targets Supported `1b`

Indicator	Annual Target
Discipline incidents	268.0

Targeted Barriers to Achieving the Goal `3`

- Lack of appropriate social skills

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

- Second Step
- Full time Counselor
- Social Worker
- Intervention Support Specialists
- School Volunteer Mentor Program
- School Resource Officer
- PBS Team
- PBS Team

Plan to Monitor Progress Toward G2. `8`

Monitor number and type of referrals received monthly

Person Responsible
Jeff Sanders

Schedule
Monthly, from 8/22/2016 to 5/26/2017

Evidence of Completion
Analysis of referral data; student survey input

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. In 2016-17, the student achievement will increase school-wide by focusing on teaching and learning. [1]

🔑 G083957

G1.B1 Student deficiency of reading comprehension skills. [2]

🔑 B223079

G1.B1.S1 Teachers will teach explicit and systematic decoding interventions & instruction [4]

🔑 S235371

Strategy Rationale

To increase students' ability to accurately and efficiently decode grade level texts which will lead to greater comprehension

Action Step 1 [5]

Provide Really Great Reading (RGR) Implementation Professional Development

Person Responsible

Elissa Cauceglia

Schedule

On 9/29/2016

Evidence of Completion

In-service records

Action Step 2 [5]

Implement RGR in the instruction

Person Responsible

Elissa Cauceglia

Schedule

Daily, from 9/30/2016 to 5/26/2017

Evidence of Completion

Lesson plans, walk-through observations

Action Step 3 `5`

Administer decoding screeners

Person Responsible

Elissa Cauceglia

Schedule

Triannually, from 8/15/2016 to 5/26/2017

Evidence of Completion

Results from the screeners

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

Walk-throughs by administration; provide teacher leader & PD&L Specialist support

Person Responsible

Monica Broughton

Schedule

Weekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

PLC minutes, Walk-through results

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

Ongoing progress monitoring, PLC meetings

Person Responsible

Elissa Cauceglia

Schedule

Quarterly, from 8/15/2016 to 5/26/2017

Evidence of Completion

improved student results on assessments, decoding screener results, STAR reports, PLC
meeting minutes

G1.B1.S2 Teachers will teach explicit grade level vocabulary and word learning strategies. 4

🔑 S235372

Strategy Rationale

It will deepen students' knowledge of word meaning, thus, will increase reading comprehension across content areas.

Action Step 1 5

Use evidence-based practices which include the following: Kagan structures, Word Walls, Thinking Maps, repetition and exposure, word games, oral language, realia, focusing on content area and tier 2 words, non-fiction read aloud, personal connection to words, Greek and Latin roots.

Person Responsible

Elissa Cauceglia

Schedule

Daily, from 8/15/2016 to 5/26/2017

Evidence of Completion

Lesson plans, teacher observations, walk-throughs, student work samples

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

Walk-throughs by administration; provide teacher leader & PD&L Specialist curriculum support

Person Responsible

Monica Broughton

Schedule

Biweekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

lesson plans, classroom observations, PLC minutes

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

Monitor the vocabulary acquisition and usage standards report from STAR

Person Responsible

Elissa Cauceglia

Schedule

Quarterly, from 8/22/2016 to 5/26/2017

Evidence of Completion

STAR reports, data from grade level assessments, Compass Odyssey learning paths

G1.B4 Student deficiency in math computational and problem solving skills `2`

🔑 B223082

G1.B4.S1 Teachers will teach math vocabulary. `4`

🔑 S235373

Strategy Rationale

Students will know what math operation or task has to be performed.

Action Step 1 `5`

We will use evidence-based practices which include the following: Kagan structures, Word Walls, Thinking Maps, repetition and exposure, math games, focusing on content area and tier 2 words, content area non-fiction read aloud, personal connection to words, and oral language activities.

Person Responsible

Monica Broughton

Schedule

Daily, from 8/10/2016 to 5/26/2017

Evidence of Completion

Lesson plans, teacher observations, walk-throughs, student work samples

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Walk-throughs by administration; provide teacher leader & PD&L Specialist curriculum support

Person Responsible

Monica Broughton

Schedule

Weekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

lesson plans, classroom observations, PLC minutes

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Monitor student mastery of standards

Person Responsible

Tina Pavy

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

IXL reports, Grade Level Assessments, STAR Math, Compass Odyssey

G1.B4.S2 Daily computation practice will occur in each classroom to ensure student mastery and fluent recall of basic math facts. 4

🔑 S235374

Strategy Rationale

Quick and accurate recall of basic math facts will free up student thinking for problem solving situations.

Action Step 1 5

Daily use of Fast Math, Math Games, Compass Odyssey, and IXL activities to build student fluency.

Person Responsible

Tina Pavy

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Reports from FAST Math, IXL, and Compass Odyssey

Plan to Monitor Fidelity of Implementation of G1.B4.S2 6

Walk-throughs by administration; provide teacher leader & PD&L Specialist curriculum support

Person Responsible

Monica Broughton

Schedule

Weekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

classroom observations, PLC notes, lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B4.S2 `7`

Monitoring standards based assessment data

Person Responsible

Tina Pavy

Schedule

Quarterly, from 8/15/2016 to 5/26/2017

Evidence of Completion

IXL reports, STAR Math Data, FASTT Math, Compass Odyssey reports, formative and summative classroom assessment data

G2. The school will monitor student progress and provide supports necessary for behavioral success in decreasing the number of student referrals by 40% for the 2016-2017 school year. 1

🔍 G083958

G2.B5 Lack of appropriate social skills 2

🔍 B223096

G2.B5.S1 Identify struggling behavior students and reteach appropriate behaviors through PBS and Second Step Program as appropriate. 4

🔍 S235377

Strategy Rationale

Students that learn to self identify inappropriate school behaviors and are taught appropriate school behaviors have more classroom time which leads to greater academic success.

Action Step 1 5

Establish a campus wide, clear understanding of the behavior expectations across campus and in classroom environments.

Person Responsible

Monica Broughton

Schedule

Daily, from 8/10/2016 to 5/26/2017

Evidence of Completion

Lesson Plans

Action Step 2 5

Administration will meet with each classroom to review and reinforce the campus wide PBS behavior expectations.

Person Responsible

Monica Broughton

Schedule

On 8/16/2016

Evidence of Completion

Power Point Presentation, schedule of classes

Action Step 3 5

Familiarize teachers with use of PBS classroom infraction report

Person Responsible

Jeff Sanders

Schedule

On 8/9/2016

Evidence of Completion

Back to School Training Schedule, Power Point teacher presentation

Action Step 4 5

Reteach and model school wide PBS behavior expectations through video segments on morning announcements

Person Responsible

Melissa DiBiasio

Schedule

Monthly, from 8/22/2016 to 5/26/2017

Evidence of Completion

reduced number of disciplinary referrals

Plan to Monitor Fidelity of Implementation of G2.B5.S1 6

PBS team will meet monthly to monitor the number of discipline referrals received for FY17 and provide support to teachers as needed.

Person Responsible

Jeff Sanders

Schedule

Monthly, from 8/22/2016 to 5/26/2017

Evidence of Completion

PBS Team meeting minutes; number of students participating in No Referral Incentive Parties.

Plan to Monitor Effectiveness of Implementation of G2.B5.S1 `7`

PBS Team will present behavior statistics to faculty meeting monthly.

Person Responsible

Jeff Sanders

Schedule

Monthly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Number and type of referrals, frequency of referral by student

Plan to Monitor Effectiveness of Implementation of G2.B5.S1 `7`

Student survey

Person Responsible

Jeff Sanders

**Schedule**

Semiannually, from 8/22/2016 to 5/26/2017

Evidence of Completion

Analysis of student survey data

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					
G2.B5.S1.A3 A303416	Familiarize teachers with use of PBS classroom infraction report	Sanders, Jeff	8/9/2016	Back to School Training Schedule, Power Point teacher presentation	8/9/2016 one-time
G2.B5.S1.A2 A303415	Administration will meet with each classroom to review and reinforce the campus wide PBS behavior...	Broughton, Monica	8/15/2016	Power Point Presentation, schedule of classes	8/16/2016 one-time
G1.B1.S1.A1 A303405	Provide Really Great Reading (RGR) Implementation Professional Development	Cauceglia, Elissa	9/26/2016	In-service records	9/29/2016 one-time
G1.MA1 M308449	Decoding screeners	Cauceglia, Elissa	8/15/2016	Student data from the above referenced screeners	5/26/2017 triannually
G1.MA2 M308450	STAR/STAR EL	Cauceglia, Elissa	8/15/2016	Student data from the above referenced assessment	5/26/2017 quarterly
G1.MA3 M308451	Grade Level Assessments	Cauceglia, Elissa	8/22/2016	Student data in Performance Matters and Compass Odyssey	5/26/2017 monthly
G1.MA4 M308452	STAR Math	Pavy, Tina	8/15/2016	Student data from the above referenced assessment	5/26/2017 quarterly
G2.MA1 M308458	Monitor number and type of referrals received monthly	Sanders, Jeff	8/22/2016	Analysis of referral data; student survey input	5/26/2017 monthly
G1.B1.S1.MA1 M308439	Ongoing progress monitoring, PLC meetings	Cauceglia, Elissa	8/15/2016	improved student results on assessments, decoding screener results, STAR reports, PLC meeting minutes	5/26/2017 quarterly
G1.B1.S1.MA1 M308440	Walk-throughs by administration; provide teacher leader & PD&L Specialist support	Broughton, Monica	8/22/2016	PLC minutes, Walk-through results	5/26/2017 weekly
G1.B1.S1.A2 A303406	Implement RGR in the instruction	Cauceglia, Elissa	9/30/2016	Lesson plans, walk-through observations	5/26/2017 daily
G1.B1.S1.A3 A303407	Administer decoding screeners	Cauceglia, Elissa	8/15/2016	Results from the screeners	5/26/2017 triannually
G1.B4.S1.MA1 M308443	Monitor student mastery of standards	Pavy, Tina	8/15/2016	IXL reports, Grade Level Assessments, STAR Math, Compass Odyssey	5/26/2017 monthly
G1.B4.S1.MA1 M308444	Walk-throughs by administration; provide teacher leader & PD&L Specialist curriculum support	Broughton, Monica	8/15/2016	lesson plans, classroom observations, PLC minutes	5/26/2017 weekly
G1.B4.S1.A1 A303409	We will use evidence-based practices which include the following: Kagan structures, Word Walls,...	Broughton, Monica	8/10/2016	Lesson plans, teacher observations, walk-throughs, student work samples	5/26/2017 daily
G2.B5.S1.MA1 M308455	PBS Team will present behavior statistics to faculty meeting monthly.	Sanders, Jeff	8/22/2016	Number and type of referrals, frequency of referral by student	5/26/2017 monthly
G2.B5.S1.MA3 M308456	Student survey	Sanders, Jeff	8/22/2016	Analysis of student survey data	5/26/2017 semiannually
G2.B5.S1.MA1 M308457	PBS team will meet monthly to monitor the number of discipline referrals received for FY17 and...	Sanders, Jeff	8/22/2016	PBS Team meeting minutes; number of students participating in No Referral Incentive Parties.	5/26/2017 monthly
G2.B5.S1.A1 A303414	Establish a campus wide, clear understanding of the behavior expectations across campus and in...	Broughton, Monica	8/10/2016	Lesson Plans	5/26/2017 daily
G2.B5.S1.A4 A303417	Reteach and model school wide PBS behavior expectations through video segments on morning...	DiBiasio, Melissa	8/22/2016	reduced number of disciplinary referrals	5/26/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.MA1 🔑 M308441	Monitor the vocabulary acquisition and usage standards report from STAR	Cauceglia, Elissa	8/22/2016	STAR reports, data from grade level assessments, Compass Odyssey learning paths	5/26/2017 quarterly
G1.B1.S2.MA1 🔑 M308442	Walk-throughs by administration; provide teacher leader & PD&L Specialist curriculum support	Broughton, Monica	8/22/2016	lesson plans, classroom observations, PLC minutes	5/26/2017 biweekly
G1.B1.S2.A1 🔑 A303408	Use evidence-based practices which include the following: Kagan structures, Word Walls, Thinking...	Cauceglia, Elissa	8/15/2016	Lesson plans, teacher observations, walk-throughs, student work samples	5/26/2017 daily
G1.B4.S2.MA1 🔑 M308445	Monitoring standards based assessment data	Pavy, Tina	8/15/2016	IXL reports, STAR Math Data, FASTT Math, Compass Odyssey reports, formative and summative classroom assessment data	5/26/2017 quarterly
G1.B4.S2.MA1 🔑 M308446	Walk-throughs by administration; provide teacher leader & PD&L Specialist curriculum support	Broughton, Monica	8/15/2016	classroom observations, PLC notes, lesson plans	5/26/2017 weekly
G1.B4.S2.A1 🔑 A303410	Daily use of Fast Math, Math Games, Compass Odyssey, and IXL activities to build student fluency.	Pavy, Tina	8/15/2016	Reports from FAST Math, IXL, and Compass Odyssey	5/26/2017 monthly

V. Professional Development Opportunities

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

G1. In 2016-17, the student achievement will increase school-wide by focusing on teaching and learning.

G1.B1 Student deficiency of reading comprehension skills.

G1.B1.S1 Teachers will teach explicit and systematic decoding interventions & instruction

PD Opportunity 1

Provide Really Great Reading (RGR) Implementation Professional Development

Facilitator

Shari Zimmer

Participants

K-5 Teachers

Schedule

On 9/29/2016

G1.B1.S2 Teachers will teach explicit grade level vocabulary and word learning strategies.

PD Opportunity 1

Use evidence-based practices which include the following: Kagan structures, Word Walls, Thinking Maps, repetition and exposure, word games, oral language, realia, focusing on content area and tier 2 words, non-fiction read aloud, personal connection to words, Greek and Latin roots.

Facilitator

Amy Kuykendall

Participants

K-5

Schedule

Daily, from 8/15/2016 to 5/26/2017

G1.B4 Student deficiency in math computational and problem solving skills

G1.B4.S2 Daily computation practice will occur in each classroom to ensure student mastery and fluent recall of basic math facts.

PD Opportunity 1

Daily use of Fast Math, Math Games, Compass Odyssey, and IXL activities to build student fluency.

Facilitator

IXL Support

Participants

3rd and 4th Grade

Schedule

Monthly, from 8/15/2016 to 5/26/2017

G2. The school will monitor student progress and provide supports necessary for behavioral success in decreasing the number of student referrals by 40% for the 2016-2017 school year.

G2.B5 Lack of appropriate social skills

G2.B5.S1 Identify struggling behavior students and reteach appropriate behaviors through PBS and Second Step Program as appropriate.

PD Opportunity 1

Familiarize teachers with use of PBS classroom infraction report

Facilitator

Jeff Sanders

Participants

K-5 Teachers

Schedule

On 8/9/2016

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	Provide Really Great Reading (RGR) Implementation Professional Development	$0.00
2	G1.B1.S1.A2	Implement RGR in the instruction	$0.00
3	G1.B1.S1.A3	Administer decoding screeners	$0.00
4	G1.B1.S2.A1	Use evidence-based practices which include the following: Kagan structures, Word Walls, Thinking Maps, repetition and exposure, word games, oral language, realia, focusing on content area and tier 2 words, non-fiction read aloud, personal connection to words, Greek and Latin roots.	$0.00
5	G1.B4.S1.A1	We will use evidence-based practices which include the following: Kagan structures, Word Walls, Thinking Maps, repetition and exposure, math games, focusing on content area and tier 2 words, content area non-fiction read aloud, personal connection to words, and oral language activities.	$0.00
6	G1.B4.S2.A1	Daily use of Fast Math, Math Games, Compass Odyssey, and IXL activities to build student fluency.	$0.00
7	G2.B5.S1.A1	Establish a campus wide, clear understanding of the behavior expectations across campus and in classroom environments.	$0.00
8	G2.B5.S1.A2	Administration will meet with each classroom to review and reinforce the campus wide PBS behavior expectations.	$0.00
9	G2.B5.S1.A3	Familiarize teachers with use of PBS classroom infraction report	$0.00
10	G2.B5.S1.A4	Reteach and model school wide PBS behavior expectations through video segments on morning announcements	$0.00
		Total:	$0.00