Orange County Public Schools

Deerwood Elementary

2016-17 Schoolwide Improvement Plan

Deerwood Elementary

1356 S ECONLOCKHATCHEE TRL, Orlando, FL 32825

https://deerwoodes.ocps.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	No	58%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	60%

School Grades History

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

**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 Orange 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.

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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 Deerwood Elementary

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.

To lead our students to success with the support and involvement of families and their communities

b. Provide the school's vision statement.

To be the top producer of successful students in the nation

2. School Environment

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

Deerwood Elementary School faculty and staff believes that communication is the bridge between peoples of differing backgrounds and cultures. The school has systems and provides professional development to strengthen the bonds between all stakeholders. By creating systems of trust, relationships are built and as a result, the school can effectively focus on all children. The Best Practices for Inclusive Education (BPIE) assessment was used to evaluate and analyze the practice of inclusion at the school level as well as identify the key people who monitor the implementation of best practices and the utilization of resources in order to strengthen the multi-tiered system of support (MTSS).

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

Maintaining and ensuring a safe environment is paramount to Deerwood's continued success. The school utilizes a core value system called CHAMPS, designed to teach the core values of the school and promote a positive learning environment. The school also focuses on maintaining a safe environment when considering external concerns, such as severe weather or campus intruders. All systems are coordinated through and established with district's safety teams, such as Site Security and the East Area Office. These systems are monitored and updated continuously. Adults and school patrols are on duty throughout the campus during arrival and dismissal to ensure the safety of all students.

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.

The OCPS Student Code of Conduct is the official document on which Deerwood monitors and governs student behavior on campus. The Code sets the standards and procedures for evaluating student discipline issues. The code is reviewed in the classrooms every nine weeks to ensure continued understanding. The school also utilizes a core value system called CHAMPS, which is designed to teach the core values of the school and promote a positive learning environment. A reward system is established to recognize students, teachers, and classes who exhibit these core values such as pride, passion and positivity. Teachers are at the forefront of setting and implementing clear student behavioral expectations.

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.

To meet the social-emotional needs of all students, Deerwood has on-site services through a program called Deerwood Cares. The program is led by the school's counselor and behavioral specialist. The program tailors responses to the individual needs of particular students and their families. Support groups help with issues such as divorce, grief and loss, low self-esteem, poverty, anger management and depression. Counseling focuses on early and consistent intervention. The team brings together community support, professional counseling and active monitoring systems to assist students and their families. Students can be referred to Deerwood Cares by teachers, faculty members, families, nurses, etc. The counseling is private and takes place during non-academic times, such as lunch, specials, or after school. BPIE – Best Practices for Inclusive Education – is used to identify learning opportunities and resources for students with disabilities and shared with stakeholders.

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.

Deerwood Elementary understands the connection between student attendance and student achievement. Simply put, students must be present to learn. For students who are not attending school on a consistent basis, the school initiates attendance conferences with the school staff, administration and the school's assigned social worker. Deerwood is uniquely blessed with the addition of a large number of students through its exceptional education cluster center. These students have high medical needs, and are often present less than the 90% threshold due to medical emergencies, appointments or procedures.

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	19	13	12	12	5	9	0	0	0	0	0	0	0	70
One or more suspensions	0	2	0	0	4	0	0	0	0	0	0	0	0	6
Course failure in ELA or Math	17	16	20	26	18	13	0	0	0	0	0	0	0	110
Level 1 on statewide assessment	0	0	0	4	8	12	0	0	0	0	0	0	0	24

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	8	7	6	10	9	8	0	0	0	0	0	0	0	48

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

Deerwood grade level teams meet weekly in PLC meetings to focus planning for student achievement. Administration and Teachers engage in continuous meeting cycles, focusing on individual student data to help formulate strategies to meet the needs of all students.

Teams provide administration with continuous progress monitoring, based on common grade-level assessments in both ELA and math, through progress monitoring data. Best Practices for Inclusive Education (BPIE) assisted with the development of Tier II and Tier III strategies through Indicator 20 and the multi-tiered system of student supports (MTSS).
The following are strategies and resources provided by the school to enhance student achievement:
Parent-Teacher conferences
District Support -- Social Worker, School Psychologist, Minority Achievement Office (MAO)
Community resources; MAGIC officer
Intervention class daily (math and reading)
School-based instructional support teachers and paraprofessionals (reading and math)
"Boots on the Ground" -- UCF volunteers provided in-class tutoring and small group instruction during core academics
UCF Interns
Math Club before school
After School tutoring (Reading and Math)
Foster Grandparent program
iStation
iReady - Reading and Math
Accelerated Reader
Multi-Tiered System of Support (MTSS) for academics and behavior

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

The parental involvement target for Deerwood Elementary School is to increase the number of parents who volunteer in the classroom.

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.

Deerwood has an active PTA and strong parental and community involvement for fostering increased student achievement. Parents supervise the daily math club, assist in the media center and cafeteria and tutor students in class and after school. The school is a 5-star school for its high level of volunteerism.

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
Serianni, Anthony	Principal
Daniello, Chistina	Other
LoTurco, Rebecca	School Counselor
Pagan, Mary	Instructional Coach
Djak, Nikki	Dean
Mills, Christine	Assistant Principal

b. Duties

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

Principal and Assistant Principal - Monitor student progress on School Improvement Plan goals. Provide a common vision for the use of data-based decision making and ensure the school based team is implementing MTSS. Conduct assessment of MTSS skills of school staff, ensure implementation of intervention support and documentation, guarantee adequate professional development to support MTSS implementation and communication with parents regarding school-based MTSS plans and activities.

Coaches - (Instructional, Reading, Math, and Science) Develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/ behavior assessment and intervention approaches.

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.

Our MTSS team meets on the first Tuesday of each month. During these meetings, the focus is identifying and meeting the needs of struggling learners through appropriate and structured interventions. The team reviews student performance data on assessments and identifies students who are meeting/exceeding benchmarks, or who are at moderate/high risk for not meeting benchmarks standards (Tier 1, 2 and 3). The team reviews progress monitoring and classroom level data to determine if the intensity and duration of the interventions in place need to change. They make recommendations to the regular education and support teachers that provide instruction to the student. In addition, the team has provided professional development and will continue ongoing professional development to ensure teachers fully understand the MTSS process and the direct correlation to student achievement. Selected members of the MTSS team are a part of the SAC (School Advisory Council) where they help develop goals and monitor student progress relevant to the goals defined in the SIP.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Anthony Serianni	Principal
David Bynum	Business/Community
Pam Yates	Parent
Maggie Bermudez	Education Support Employee
Chris Robinson	Parent
Bettina Reynolds	Teacher
Meredith Koontz	Parent
Judy Bynum	Parent
	Student

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

Data is not available to determine whether or not the school was successful in meeting the goals from the 2014-2015 School Improvement Plan. However, steps were taken to ensure that all of the strategies mentioned in the plan were implemented at the school and progress monitoring data indicated that the school was on track to meet its goal of 77% scoring level 3 or above in reading. The SAC team reviewed the SIP to identify areas that might be critical for success in 2015-2016, with a cost-analysis of programs implemented by the school. This analysis was used to determine if programs would be reenacted in the upcoming year or replaced (if necessary) with cost-effective programs and strategies.

b. Development of this school improvement plan

At our first SAC meeting in September of this school year, the SAC committee reviewed the 2016 FSA data. Based on that data, we developed our school improvement goals for the year.

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

The Budget Advisory team met with the principal as he prepared the school's budget for the 2016-2017 school year.

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

N/A

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
Serianni, Anthony	Principal
Pagan, Mary	Instructional Coach
Djak, Nikki	Instructional Coach
Mills, Christine	Assistant Principal

b. Duties

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

A major initiative will be the successful implementation of iReady,iStation, and Accelerated Reader as instructional support programs. Another major initiative will be continued professional development on the Florida State Standards as a way to strengthen our core instruction. The school will also participate in Battle of the Books and promote reading Sunshine State and Florida Reading Association books by having a school incentive program.

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.

The school encourages collaboration by its implementation of a PLC system. Teachers belong to at least two PLCs. The first PLCs are the grade level PLCs. These PLCs meet weekly to focus on planning and instruction. The PLCs build common assessments, work with instructional coaches to formulate targeted lesson and unit plans and discuss intervention strategies for struggling students. The second group of PLCs are vertical PLCs and which include subject area PLCs. Reading, Math, Science and Writing PLCs meet monthly to deconstruct standards, align themselves vertically, and participate in professional development to be shared with grade level PLCs.

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

The school encourages staff members to network with colleagues to recruit highly qualified teachers. Deerwood also provides ongoing professional development and coaching opportunities at both the school and district level. In addition, we have a partnership with the University of Central Florida's Urban Minority program where students intern and tutor at Deerwood. At the end of the school term, the teacher candidates are fully prepared to be effective teachers at the school, if a position is available. The people responsible are the principal, assistant principal, and instructional coaches.

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

We have three second-year teachers this school year, and no first year teachers. The teachers have been assigned an experienced grade level mentor with evidence of achieving high standards on the FSA and formative assessments. Mentor and mentee will work together during their grade level professional learning communities (PLCs) daily/weekly. Mentor/mentee checkpoint meetings will be used to discuss areas of need and progress in completion of teacher induction program components.

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.

Deerwood's faculty and staff implement OCPS approved resources and measurement topic plans (MTPs). The MTPs are aligned to Florida State Standards. The school also utilizes an approved lesson plan template in coordination with the MTPs. School professional development is offered to school faculty and staff to encourage 21st century best practices in Math, ELA, and Science. Administration coordinate and monitor the use of appropriate instructional materials in the classroom.

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.

It is the school's expectation that teachers use progress monitoring through summative and formative assessments to establish a student's level of mastery. This is the basis for small group instruction, intervention groups and push-in support. The intervention is conducted during a formal class period, for at least a half hour. Teachers also supplement with morning/after school tutoring. Finally, the push-in support is either instructional support teachers, para-professionals or UCF tutors (Boots on the Ground). Utilizing the Best Practices for Inclusive Education (BPIE) enables the school to determine needs and identify strategies which then can be incorporated into Tier II and Tier III interventions. Indicator 20 of the BPIE specifically focuses on multi-tiered system of student supports (MTSS).

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: Extended School Day

Minutes added to school year: 1,104

Level 1 and Level 2 reading and math students will be provided with before/after school tutoring. Morning/After school tutoring will take place 1 day a week in 30 minute sessions.
The instruction will be based on the diagnostic assessment each student will take using Moby Max for math and Achieve 3000 for reading. The Moby Max and Achieve 3000 systems will provide tutors with specific areas of strength and weakness so they can group students for instruction and target skill deficits.

Strategy Rationale

The students are given an opportunity to continue learning in a smaller environment with more one-on-one instruction. The use of computer programs helps to motivate learning with technology.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Pagan, Mary, mary.pagan@ocps.net

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

Teachers will use Moby Max and Achieve 3000 to diagnose reading and math for every student involved in tutoring. The students will be progress monitored weekly using the Moby Max and Achieve 3000 system. The progress monitoring data will be graphed and reported to school administration. Progress monitoring data using Moby Max and Achieve 3000 will be utilized to help teachers plan instruction.

Strategy: Before School Program

Minutes added to school year: 1,000

Math Club -- students use computer programs to earn points to qualify for prizes

Strategy Rationale

The club's friendly environment promotes math skill acquisition, especially basic math facts

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Pollard, Sara, sara.pollard@ocps.net

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

Data will be tabulated within the computer program Moby Max. Teachers will monitor student growth using formative and summative assessments.

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.

Prekindergarten students are given the opportunity to visit kindergarten classrooms near the end of the school year. The prekindergarten teacher collaborates with kindergarten teachers to enhance instruction and ensure that the prekindergarten curriculum is aligned with and complements the kindergarten curriculum.

Fifth grade students will visit Liberty Middle School this year and are on a block schedule to prepare them for the transition to middle school.

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.

Deerwood participates in various programs to expose students to different careers and college choices such as Teach-In and Partners in Education. Spirit Day in which students and faculty are encouraged to wear college gear is another way exposure to college and university options are integrated into the elementary school. Students are also exposed to college and career choices through the available field trips taken at each grade level.

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

Career and technology information is supported by Deerwood Elementary through the iC3 Spark program which supports 4th and 5th grade students in their effort to earn the Digital Tools Certificate in the areas of word processing, spreadsheets, and digital presentations. In addition to this,

Deerwood also utilizes the Project Lead the Way elementary STEM curriculum to help teachers incorporate relevant and meaningful STEM activities during science time.

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

The school uses HERO binders (Have Everything Ready and Organized) to better equip the students with the necessary organizational tools and strategies needed to succeed in the post-secondary world. HERO binders give teachers a unique tool to provide direct instruction in personal organization and responsibility through the general curriculum. Also, students in the gifted program have the opportunity to enroll in online classes, replicating the rigor they could be expected to encounter while taking online classes in college.

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.

HERO binders provide the opportunity for direct instruction of organizational skills and personal responsibility that will serve as the foundation for future success in the post-secondary world. Students who need assistance in increasing proficiency in reading and math are eligible for tutoring which supports one of the indicators for the High School Feedback Report.

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. Increase ELA and Mathematics learning gains in the top 25%. (Division Priority: Accelerate Student Performance)

G2. Increase ELA and Mathematics learning gains in the lowest 25%. (Division Priority: Narrow the Achievement Gaps)

G3. Increase ELA, Mathematics, and Science proficiency in all subgroups. (Division Priority: Ensure College and Career Readiness)

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. Increase ELA and Mathematics learning gains in the top 25%. (Division Priority: Accelerate Student Performance) 1a

G084664

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	75.0
Math Gains	95.0

Targeted Barriers to Achieving the Goal 3

- Teachers lack of experience planning for students needing enrichment activities.
- Lack of knowledge of advancement of grade level standard

Resources Available to Help Reduce or Eliminate the Barriers 2

- Using iReady for Reading and Math with fidelity and using the diagnostic assessments for monitoring purposes and differentiation.
- Project Lead the Way/STEM
- Classroom walkthroughs & observations
- Professional development on differentiated instruction for the top 25%
- Weekly PLCs
- Individual teacher weekly data meetings with Administration and Instructional Coaches

Plan to Monitor Progress Toward G1. 8

Student progress monitoring data in both reading and math from both formative and summative assessments.

Person Responsible
Anthony Serianni

Schedule
Weekly, from 8/15/2016 to 5/31/2017

Evidence of Completion
Individual student data from weekly progress monitoring meetings with individual teachers will be collected and analyzed in order to determine if progress is being made towards the goal.

G2. Increase ELA and Mathematics learning gains in the lowest 25%. (Division Priority: Narrow the Achievement Gaps) 1a

G084665

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	60.0
Math Lowest 25% Gains	60.0

Targeted Barriers to Achieving the Goal 3

- Teachers lack experience planning for varied student readiness
- Teacher awareness of individual student learning gains need

Resources Available to Help Reduce or Eliminate the Barriers 2

- Experienced instructional coaches
- UCF college of education volunteers(Boots on the Ground)
- Professional development on data disaggregation and analysis
- Supplemental resources to help identify gaps in readiness(individual student data tracking sheets, data meetings)
- iReady/iStation
- Classroom walkthroughs and observations
- Weekly PLCs
- Weekly data meetings with Administration and Instructional Coach with individual teachers

Plan to Monitor Progress Toward G2. 8

Student progress monitoring data for reading and math from formative and summative assessments.

Person Responsible
Anthony Serianni

Schedule
Weekly, from 8/29/2016 to 5/31/2017

Evidence of Completion
Individual student data from weekly progress monitoring with individual teachers will be collected and analyzed to determine if progress is being made towards the goal.

G3. Increase ELA, Mathematics, and Science proficiency in all subgroups. (Division Priority: Ensure College and Career Readiness) 1a

G084666

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	79.0
FSA Mathematics Achievement	81.0
FCAT 2.0 Science Proficiency	61.0

Targeted Barriers to Achieving the Goal 3

- Teacher awareness of grade-appropriate rigor
- Teacher's awareness of individual student data dissection

Resources Available to Help Reduce or Eliminate the Barriers 2

- Test item specifications
- Experienced instructional coaches
- Supplemental resources (iReady, iStation)
- Professional development on new resources
- Ability based improvement block
- Professional development on lesson planning and assessment writing
- Project Lead the Way/STEM Coach
- Classroom walkthroughs & observations
- Weekly PLCs
- Weekly individual teacher data meetings with Administration and Instructional Coach

Plan to Monitor Progress Toward G3. 8

Student progress data in both reading and math as well as student using data in both reading and math with a focus on individual student data analysis through the weekly individual teacher progress monitoring meetings.

Person Responsible
Anthony Serianni

Schedule
Weekly, from 8/15/2016 to 5/31/2017

Evidence of Completion
Individual student data from weekly progress monitoring meetings with individual teachers will be collected and analyzed in order to determine if progress is being made towards the goal.

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. Increase ELA and Mathematics learning gains in the top 25%. (Division Priority: Accelerate Student Performance) 1

G084664

G1.B1 Teachers lack of experience planning for students needing enrichment activities. 2

B225069

G1.B1.S1 Plan and implement professional development to help teachers learn about enrichment for all students. 4

S237440

Strategy Rationale

Teachers need to know how to develop enrichment activities before they are expected to implement.

Action Step 1 5

Leadership Team conducts a professional development session about enrichment

Person Responsible

Nikki Djak

Schedule

On 9/28/2016

Evidence of Completion

professional development session occurs

Action Step 2 5

Leadership Team follows up with teachers by way of PLC meetings and observations to ensure strategies are being implemented

Person Responsible

Anthony Serianni

Schedule

Weekly, from 8/29/2016 to 5/31/2017

Evidence of Completion

PLC notes, observation records

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

Attend PLC meetings and complete observations to ensure strategies are being implemented.

Person Responsible

Anthony Serianni

Schedule

Weekly, from 8/29/2016 to 5/31/2017

Evidence of Completion

PLC notes, observation records

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

Top 25% of students show an increase in performance on iReady diagnostic tests

Person Responsible

Anthony Serianni

Schedule

Triannually, from 8/29/2016 to 3/31/2017

Evidence of Completion

iReady performance data showing student growth on the diagnostic tests

G1.B1.S2 Establish a multi-grade PLC designed at helping teachers plan and design enrichment activities together. 4

S237441

Strategy Rationale

This will allow teachers to learn about what other grade levels are doing and take advantage of the expertise on campus.

Action Step 1 5

Create time each month for "Vertical PLCs" as part of the monthly Wednesday rotation of staff development

Person Responsible

Mary Pagan

Schedule

Monthly, from 8/24/2016 to 5/31/2017

Evidence of Completion

PLC sign in sheets; enrichment activity best practices

Action Step 2 5

Work with teachers to develop a staff list of best practices for student enrichment

Person Responsible

Nikki Djak

Schedule

Weekly, from 8/23/2016 to 5/31/2017

Evidence of Completion

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

Sign in sheets and best practice lists from vertical PLCs

Person Responsible

Mary Pagan

Schedule

Monthly, from 8/24/2016 to 5/31/2017

Evidence of Completion

PLC notes and sign-in sheets

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

Innovative enrichment strategies will be utilized by all grade levels

Person Responsible

Anthony Serianni

Schedule

Weekly, from 9/7/2016 to 5/31/2017

Evidence of Completion

Observation records

G1.B3 Lack of knowledge of advancement of grade level standard 2

B225071

G1.B3.S1 Establish a multi-grade PLC designed at helping teachers align subject area standards vertically 4

S237442

Strategy Rationale

By working with the grades above and below, teachers can better understand the rigor of their own standards and the next level of complexity.

Action Step 1 5

Create time each month for "Vertical PLCs" as part of the monthly Wednesday rotation of staff development

Person Responsible

Mary Pagan

Schedule

Monthly, from 8/29/2016 to 5/31/2017

Evidence of Completion

PLC notes

Action Step 2 5

Work with teachers to develop a vertical alignment of standards

Person Responsible

Nikki Djak

Schedule

Monthly, from 8/29/2016 to 5/31/2017

Evidence of Completion

Observations

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

PLC Meetings sign in sheets/Vertical alignment created

Person Responsible

Nikki Djak

Schedule

Monthly, from 8/29/2016 to 5/31/2017

Evidence of Completion

PLC sign in sheets

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

Instruction will show appropriate rigor and aligned tasks

Person Responsible

Anthony Serianni

Schedule

Weekly, from 8/29/2016 to 5/31/2017

Evidence of Completion

Observation records

G1.B3.S2 Design and implement a professional development for teachers to develop evidence-based scales that align to the standard of their own grade level (level 3) and the next grade level (level 4) 4

S237443

Strategy Rationale

Scales help guide instruction; evidence help determine student understanding; designing based on the next grade level provides opportunity for enrichment.

Action Step 1 5

Review with teachers how to create an evidence-based scale

Person Responsible

Nikki Djak

Schedule

On 9/29/2016

Evidence of Completion

Evidence based scales will be in classrooms

Action Step 2 5

Provide teachers with item specs to help determine the level 4 on the scale and hone in on the appropriate rigor.

Person Responsible

Nikki Djak

Schedule

On 9/29/2016

Evidence of Completion

Teachers have item specs

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

Teacher feedback about the professional development will be asked for

Person Responsible

Nikki Djak

Schedule

On 8/30/2016

Evidence of Completion

Teacher feedback from PLC notes

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

Evidence-based scales with enrichment opportunities will be observed in the classroom

Person Responsible

Anthony Serianni

Schedule

Weekly, from 9/7/2016 to 5/31/2017

Evidence of Completion

Observation records

G2. Increase ELA and Mathematics learning gains in the lowest 25%. (Division Priority: Narrow the Achievement Gaps) 1

G084665

G2.B1 Teachers lack experience planning for varied student readiness 2

B225072

G2.B1.S1 Plan and implement professional development which focus on providing teachers opportunities to learn differentiation strategies. 4

S237444

Strategy Rationale

Teachers need to understand the needs of their lowest 25% and how to differentiate instruction for all their students.

Action Step 1 5

A professional development, centered on differentiation strategies will be conducted for the teachers.

Person Responsible

Mary Pagan

Schedule

On 9/28/2016

Evidence of Completion

Professional Development session occurs

Action Step 2 5

Leadership Team follows up with teachers by way of PLC meetings and observations to ensure differentiation strategies are being implemented.

Person Responsible

Mary Pagan

Schedule

Weekly, from 8/29/2016 to 5/31/2017

Evidence of Completion

PLC notes, observation records

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

Teacher feedback about the professional development will be asked for.

Person Responsible

Anthony Serianni

Schedule

Weekly, from 8/29/2016 to 5/31/2017

Evidence of Completion

Feedback from PLC notes

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

Student progress monitoring data for reading and math from both formative and summative assessments.

Person Responsible

Anthony Serianni

Schedule

Weekly, from 8/29/2016 to 5/31/2017

Evidence of Completion

Individual student data from weekly progress monitoring meetings with individual teachers will be collected and analyzed in order to determine if progress is being made towards the goal.

G2.B1.S2 Establish a multi-grade level PLC designed at helping teachers plan and design activities for differentiated instruction for the lowest 25%. 4

S237445

Strategy Rationale

This will give teachers the opportunity to learn about what the other grade levels are doing and take advantage of the resources that are available on campus.

Action Step 1 5

Teachers will participate in PLCs that focus on differentiated instruction.

Person Responsible

Christine Mills

Schedule

On 5/31/2017

Evidence of Completion

PLC notes

Action Step 2 5

Leadership team will observe differentiated instruction during instruction time.

Person Responsible

Schedule

Every 3 Weeks, from 8/29/2016 to 5/31/2017

Evidence of Completion

iObservation feedback

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

Person Responsible

Christine Mills

Schedule

On 5/31/2017

Evidence of Completion

G2.B3 Teacher awareness of individual student learning gains need 2

B225074

G2.B3.S1 Teachers will be provided with district data, specific to what each of their students need in order to make learning gains. 4

S237446

Strategy Rationale

By having this detailed knowledge, teachers can inform their instruction and target the specific needs of each of their students.

Action Step 1 5

Teachers will be provided with data related to learning gains for their students.

Person Responsible

Anthony Serianni

Schedule

On 9/30/2016

Evidence of Completion

Teachers receive the data.

Action Step 2 5

Teachers will implement classroom strategies that focus on student's learning needs.

Person Responsible

Christine Mills

Schedule

Weekly, from 8/29/2016 to 5/31/2017

Evidence of Completion

iObservation records, student individual data

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Weekly individual teachers progress monitoring meetings.

Person Responsible

Anthony Serianni

Schedule

Weekly, from 8/29/2016 to 5/31/2017

Evidence of Completion

Observation records, individual student progress monitoring data

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Instruction that focuses on the areas identified for learning gains.

Person Responsible

Anthony Serianni

Schedule

Evidence of Completion

Observation records

G2.B3.S2 Use of current data to drive instruction. 4

S237447

Strategy Rationale

Common planning that is supported by the Leadership Team which will provide support and guidance on making instructional decisions based on data.

Action Step 1 5

Teachers will participate in weekly data meetings.

Person Responsible

Christine Mills

Schedule

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

Evidence of Completion

Meeting notes, data binders

Action Step 2 5

Teachers will use data to plan student instruction.

Person Responsible

Anthony Serianni

Schedule

Every 3 Weeks, from 8/31/2016 to 4/28/2017

Evidence of Completion

iObservation feedback

Plan to Monitor Fidelity of Implementation of G2.B3.S2 6

Leadership Team will participate in weekly data meetings.

Person Responsible

Anthony Serianni

Schedule

On 5/31/2017

Evidence of Completion

meeting notes, student data binders

Plan to Monitor Effectiveness of Implementation of G2.B3.S2 7

Leadership team will conduct observations

Person Responsible

Anthony Serianni

Schedule

On 5/31/2017

Evidence of Completion

iObservation feedback

G3. Increase ELA, Mathematics, and Science proficiency in all subgroups. (Division Priority: Ensure College and Career Readiness) 1

G084666

G3.B1 Teacher awareness of grade-appropriate rigor 2

B225075

G3.B1.S1 Schedule common planning days for each grade level to allow more time for collaborative planning to create deeper understanding of increasing grade level rigor. 4

S237448

Strategy Rationale

Teachers will have a scheduled amount of time for common planning to ensure understanding of content for rigorous standards-based instruction.

Action Step 1 5

Coordinate calendar, substitutes, space and coaching support for common planning days.

Person Responsible

Anthony Serianni

Schedule

Quarterly, from 8/29/2016 to 5/31/2017

Evidence of Completion

Meeting agendas, Lesson Plans

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Attend and provide feedback during collaborative planning meetings

Person Responsible

Anthony Serianni

Schedule

Biweekly, from 8/29/2016 to 5/31/2017

Evidence of Completion

PLC Notes

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Measure the effectiveness of standards-based instruction by monitoring the increase in student performance

Person Responsible

Schedule

Weekly, from 8/29/2016 to 5/31/2017

Evidence of Completion

Formative assessments, summative assessments, and state assessments

G3.B1.S2 Instructional Coaches will monitor common planning to ensure plans align to standards. 4

S237449

Strategy Rationale

To ensure that teachers are addressing the grade level standards with rigor and fidelity.

Action Step 1 5

Instructional coaches and Leadership Team will review lesson plans.

Person Responsible

Nikki Djak

Schedule

Quarterly, from 8/29/2016 to 5/31/2017

Evidence of Completion

lesson plans

Action Step 2 5

Teachers will be provided with multiple resources which will enable them to plan rigorous lessons that address the grade level standards.

Person Responsible

Mary Pagan

Schedule

Weekly, from 8/29/2016 to 5/29/2017

Evidence of Completion

lesson plan feedback, observation records

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Lesson plans will be reviewed by Leadership Team.

Person Responsible

Anthony Serianni

Schedule

Weekly, from 8/29/2016 to 5/29/2017

Evidence of Completion

Lesson plans and progressions will be reviewed and uploaded to SharePoint.

G3.B4 Teacher's awareness of individual student data dissection 2

B225078

G3.B4.S1 Teachers will administer assessments as indicated by the progress monitoring schedule and analyze data to make instructional decisions. 4

S237450

Strategy Rationale

The progress monitoring schedule will help to ensure that students are making adequate progress with targeted intervention.

Action Step 1 5

The Leadership Team will create a progress monitoring schedule and facilitate data meetings to create fluid intervention groups.

Person Responsible

Christine Mills

Schedule

Weekly, from 8/29/2016 to 5/31/2017

Evidence of Completion

Progress monitoring schedule, assessment data, documented intervention groups, and data meeting minutes.

Action Step 2 5

Weekly Data Meetings will be held to disaggregate data and modify instruction where needed.

Person Responsible

Christine Mills

Schedule

Weekly, from 8/29/2016 to 5/31/2017

Evidence of Completion

Monthly MTSS meetings to provide discussions on specific student needs.

Plan to Monitor Fidelity of Implementation of G3.B4.S1 6

Administrators will review data meeting minutes and observe classroom interventions.

Person Responsible

Christine Mills

Schedule

Weekly, from 8/29/2016 to 5/31/2017

Evidence of Completion

Administrators will provide comments on data meeting minutes and feedback in iObservation after observing classroom interventions.

Plan to Monitor Effectiveness of Implementation of G3.B4.S1 7

Administrators monitor for effectiveness by analyzing progress monitoring data to determine if skills mastered in
intervention have transferred over to core instruction.

Person Responsible

Christine Mills

Schedule

Weekly, from 8/29/2016 to 5/31/2017

Evidence of Completion

Progress monitoring data

G3.B4.S2 Individual teacher data meetings weekly which focus on an individual class of students at a time. 4

S237451

Strategy Rationale

Individual teacher data meetings will enable a more detailed approach to data dissection.

Action Step 1 5

Weekly individual teacher data meetings will be conducted.

Person Responsible

Mary Pagan

Schedule

Weekly, from 8/29/2016 to 5/31/2017

Evidence of Completion

Meeting notes, data binder updated weekly.

Action Step 2 5

Leadership team will meet to review student data.

Person Responsible

Anthony Serianni

Schedule

Monthly, from 8/29/2016 to 5/31/2017

Evidence of Completion

Meeting notes.

Plan to Monitor Fidelity of Implementation of G3.B4.S2 6

Individual student data will be analyzed during the weekly data meetings.

Person Responsible

Mary Pagan

Schedule

Weekly, from 8/29/2016 to 5/31/2017

Evidence of Completion

Collection of current student data for data binder, meeting notes.

Plan to Monitor Fidelity of Implementation of G3.B4.S2 6

Individual student data will be analyzed during the weekly data meetings.

Person Responsible

Mary Pagan

Schedule

Weekly, from 8/29/2016 to 5/31/2017

Evidence of Completion

Collection of current student data for data binder, meeting notes.

Plan to Monitor Fidelity of Implementation of G3.B4.S2 6

Individual student data will be analyzed during the weekly data meetings.

Person Responsible

Mary Pagan

Schedule

Weekly, from 8/29/2016 to 5/31/2017

Evidence of Completion

Collection of current student data for data binder, meeting notes.

Plan to Monitor Effectiveness of Implementation of G3.B4.S2 7

Recurring meetings to review individual student data and progress.

Person Responsible

Mary Pagan

Schedule

On 5/31/2017

Evidence of Completion

Student data analysis

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.B3.S1.MA1 M313172	Instruction that focuses on the areas identified for learning gains.	Serianni, Anthony	8/29/2016	Observation records	No End Date one-time
G3.B1.S2.MA1 M313180	[no content entered]		No Start Date		No End Date one-time
G1.B3.S2.MA1 M313167	Teacher feedback about the professional development will be asked for	Djak, Nikki	8/29/2016	Teacher feedback from PLC notes	8/30/2016 one-time
G1.B1.S1.A1 A306930	Leadership Team conducts a professional development session about enrichment	Djak, Nikki	8/15/2016	professional development session occurs	9/28/2016 one-time
G2.B1.S1.A1 A306938	A professional development, centered on differentiation strategies will be conducted for the...	Pagan, Mary	8/29/2016	Professional Development session occurs	9/28/2016 one-time
G1.B3.S2.A1 A306936	Review with teachers how to create an evidence-based scale	Djak, Nikki	8/29/2016	Evidence based scales will be in classrooms	9/29/2016 one-time
G1.B3.S2.A2 A306937	Provide teachers with item specs to help determine the level 4 on the scale and hone in on the...	Djak, Nikki	8/29/2016	Teachers have item specs	9/29/2016 one-time
G2.B3.S1.A1 A306942	Teachers will be provided with data related to learning gains for their students.	Serianni, Anthony	8/29/2016	Teachers receive the data.	9/30/2016 one-time
G1.B1.S1.MA1 M313160	Top 25% of students show an increase in performance on iReady diagnostic tests	Serianni, Anthony	8/29/2016	iReady performance data showing student growth on the diagnostic tests	3/31/2017 triannually
G2.B3.S2.A2 A306945	Teachers will use data to plan student instruction.	Serianni, Anthony	8/31/2016	iObservation feedback	4/28/2017 every-3-weeks
G3.B1.S2.MA1 M313179	Lesson plans will be reviewed by Leadership Team.	Serianni, Anthony	8/29/2016	Lesson plans and progressions will be reviewed and uploaded to SharePoint.	5/29/2017 weekly
G3.B1.S2.A2 A306948	Teachers will be provided with multiple resources which will enable them to plan rigorous lessons...	Pagan, Mary	8/29/2016	lesson plan feedback, observation records	5/29/2017 weekly
G1.MA1 M313168	Student progress monitoring data in both reading and math from both formative and summative...	Serianni, Anthony	8/15/2016	Individual student data from weekly progress monitoring meetings with individual teachers will be collected and analyzed in order to determine if progress is being made towards the goal.	5/31/2017 weekly
G2.MA1 M313176	Student progress monitoring data for reading and math from formative and summative assessments.	Serianni, Anthony	8/29/2016	Individual student data from weekly progress monitoring with individual teachers will be collected and analyzed to determine if progress is being made towards the goal.	5/31/2017 weekly
G3.MA1 M313187	Student progress data in both reading and math as well as student using data in both reading and...	Serianni, Anthony	8/15/2016	Individual student data from weekly progress monitoring meetings with individual teachers will be collected and analyzed in order to determine if progress is being made towards the goal.	5/31/2017 weekly
G1.B1.S1.MA1 M313161	Attend PLC meetings and complete observations to ensure strategies are being implemented.	Serianni, Anthony	8/29/2016	PLC notes, observation records	5/31/2017 weekly
G1.B1.S1.A2 A306931	Leadership Team follows up with teachers by way of PLC meetings and observations to ensure...	Serianni, Anthony	8/29/2016	PLC notes, observation records	5/31/2017 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B3.S1.MA1 M313164	Instruction will show appropriate rigor and aligned tasks	Serianni, Anthony	8/29/2016	Observation records	5/31/2017 weekly
G1.B3.S1.MA1 M313165	PLC Meetings sign in sheets/Vertical alignment created	Djak, Nikki	8/29/2016	PLC sign in sheets	5/31/2017 monthly
G1.B3.S1.A1 A306934	Create time each month for "Vertical PLCs" as part of the monthly Wednesday rotation of staff...	Pagan, Mary	8/29/2016	PLC notes	5/31/2017 monthly
G1.B3.S1.A2 A306935	Work with teachers to develop a vertical alignment of standards	Djak, Nikki	8/29/2016	Observations	5/31/2017 monthly
G2.B1.S1.MA1 M313169	Student progress monitoring data for reading and math from both formative and summative assessments.	Serianni, Anthony	8/29/2016	Individual student data from weekly progress monitoring meetings with individual teachers will be collected and analyzed in order to determine if progress is being made towards the goal.	5/31/2017 weekly
G2.B1.S1.MA1 M313170	Teacher feedback about the professional development will be asked for.	Serianni, Anthony	8/29/2016	Feedback from PLC notes	5/31/2017 weekly
G2.B1.S1.A2 A306939	Leadership Team follows up with teachers by way of PLC meetings and observations to ensure...	Pagan, Mary	8/29/2016	PLC notes, observation records	5/31/2017 weekly
G2.B3.S1.MA1 M313173	Weekly individual teachers progress monitoring meetings.	Serianni, Anthony	8/29/2016	Observation records, individual student progress monitoring data	5/31/2017 weekly
G2.B3.S1.A2 A306943	Teachers will implement classroom strategies that focus on student's learning needs.	Mills, Christine	8/29/2016	iObservation records, student individual data	5/31/2017 weekly
G3.B1.S1.MA1 M313177	Measure the effectiveness of standards-based instruction by monitoring the increase in student...		8/29/2016	Formative assessments, summative assessments, and state assessments	5/31/2017 weekly
G3.B1.S1.MA1 M313178	Attend and provide feedback during collaborative planning meetings	Serianni, Anthony	8/29/2016	PLC Notes	5/31/2017 biweekly
G3.B1.S1.A1 A306946	Coordinate calendar, substitutes, space and coaching support for common planning days.	Serianni, Anthony	8/29/2016	Meeting agendas, Lesson Plans	5/31/2017 quarterly
G3.B4.S1.MA1 M313181	Administrators monitor for effectiveness by analyzing progress monitoring data to determine if...	Mills, Christine	8/29/2016	Progress monitoring data	5/31/2017 weekly
G3.B4.S1.MA1 M313182	Administrators will review data meeting minutes and observe classroom interventions.	Mills, Christine	8/29/2016	Administrators will provide comments on data meeting minutes and feedback in iObservation after observing classroom interventions.	5/31/2017 weekly
G3.B4.S1.A1 A306949	The Leadership Team will create a progress monitoring schedule and facilitate data meetings to...	Mills, Christine	8/29/2016	Progress monitoring schedule, assessment data, documented intervention groups, and data meeting minutes.	5/31/2017 weekly
G3.B4.S1.A2 A306950	Weekly Data Meetings will be held to disaggregate data and modify instruction where needed.	Mills, Christine	8/29/2016	Monthly MTSS meetings to provide discussions on specific student needs.	5/31/2017 weekly
G1.B1.S2.MA1 M313162	Innovative enrichment strategies will be utilized by all grade levels	Serianni, Anthony	9/7/2016	Observation records	5/31/2017 weekly
G1.B1.S2.MA1 M313163	Sign in sheets and best practice lists from vertical PLCs	Pagan, Mary	8/24/2016	PLC notes and sign-in sheets	5/31/2017 monthly
G1.B1.S2.A1 A306932	Create time each month for "Vertical PLCs" as part of the monthly Wednesday rotation of staff...	Pagan, Mary	8/24/2016	PLC sign in sheets; enrichment activity best practices	5/31/2017 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.A2 A306933	Work with teachers to develop a staff list of best practices for student enrichment	Djak, Nikki	8/23/2016		5/31/2017 weekly
G1.B3.S2.MA1 M313166	Evidence-based scales with enrichment opportunities will be observed in the classroom	Serianni, Anthony	9/7/2016	Observation records	5/31/2017 weekly
G2.B1.S2.MA1 M313171	[no content entered]	Mills, Christine	8/29/2016		5/31/2017 one-time
G2.B1.S2.A1 A306940	Teachers will participate in PLCs that focus on differentiated instruction.	Mills, Christine	8/29/2016	PLC notes	5/31/2017 one-time
G2.B1.S2.A2 A306941	Leadership team will observe differentiated instruction during instruction time.		8/29/2016	iObservation feedback	5/31/2017 every-3-weeks
G2.B3.S2.MA1 M313174	Leadership team will conduct observations	Serianni, Anthony	8/29/2016	iObservation feedback	5/31/2017 one-time
G2.B3.S2.MA1 M313175	Leadership Team will participate in weekly data meetings.	Serianni, Anthony	8/29/2016	meeting notes, student data binders	5/31/2017 one-time
G2.B3.S2.A1 A306944	Teachers will participate in weekly data meetings.	Mills, Christine	8/31/2016	Meeting notes, data binders	5/31/2017 weekly
G3.B1.S2.A1 A306947	Instructional coaches and Leadership Team will review lesson plans.	Djak, Nikki	8/29/2016	lesson plans	5/31/2017 quarterly
G3.B4.S2.MA1 M313183	Recurring meetings to review individual student data and progress.	Pagan, Mary	8/29/2016	Student data analysis	5/31/2017 one-time
G3.B4.S2.MA1 M313184	Individual student data will be analyzed during the weekly data meetings.	Pagan, Mary	8/29/2016	Collection of current student data for data binder, meeting notes.	5/31/2017 weekly
G3.B4.S2.MA1 M313185	Individual student data will be analyzed during the weekly data meetings.	Pagan, Mary	8/29/2016	Collection of current student data for data binder, meeting notes.	5/31/2017 weekly
G3.B4.S2.MA1 M313186	Individual student data will be analyzed during the weekly data meetings.	Pagan, Mary	8/29/2016	Collection of current student data for data binder, meeting notes.	5/31/2017 weekly
G3.B4.S2.A1 A306951	Weekly individual teacher data meetings will be conducted.	Pagan, Mary	8/29/2016	Meeting notes, data binder updated weekly.	5/31/2017 weekly
G3.B4.S2.A2 A306952	Leadership team will meet to review student data.	Serianni, Anthony	8/29/2016	Meeting notes.	5/31/2017 monthly

V. Professional Development Opportunities

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

G1. Increase ELA and Mathematics learning gains in the top 25%. (Division Priority: Accelerate Student Performance)

G1.B1 Teachers lack of experience planning for students needing enrichment activities.

G1.B1.S1 Plan and implement professional development to help teachers learn about enrichment for all students.

PD Opportunity 1

Leadership Team conducts a professional development session about enrichment

Facilitator

Nikki Djak/Mary Pagan

Participants

K - 5 Teachers

Schedule

On 9/28/2016

G1.B1.S2 Establish a multi-grade PLC designed at helping teachers plan and design enrichment activities together.

PD Opportunity 1

Create time each month for "Vertical PLCs" as part of the monthly Wednesday rotation of staff development

Facilitator

Mary Pagan, Nikki Djak

Participants

K-5 Teachers

Schedule

Monthly, from 8/24/2016 to 5/31/2017

PD Opportunity 2

Work with teachers to develop a staff list of best practices for student enrichment

Facilitator

Nikki Djak, Mary Pagan

Participants

K-5 Teachers

Schedule

Weekly, from 8/23/2016 to 5/31/2017

G1.B3 Lack of knowledge of advancement of grade level standard

G1.B3.S1 Establish a multi-grade PLC designed at helping teachers align subject area standards vertically

PD Opportunity 1

Create time each month for "Vertical PLCs" as part of the monthly Wednesday rotation of staff development

Facilitator

Mary Pagan, Nikki Djak

Participants

K-5 Teachers

Schedule

Monthly, from 8/29/2016 to 5/31/2017

G1.B3.S2 Design and implement a professional development for teachers to develop evidence-based scales that align to the standard of their own grade level (level 3) and the next grade level (level 4)

PD Opportunity 1

Review with teachers how to create an evidence-based scale

Facilitator

Nikki Djak, Mary Pagan

Participants

K-5 Teachers

Schedule

On 9/29/2016

G2. Increase ELA and Mathematics learning gains in the lowest 25%. (Division Priority: Narrow the Achievement Gaps)

G2.B1 Teachers lack experience planning for varied student readiness

G2.B1.S1 Plan and implement professional development which focus on providing teachers opportunities to learn differentiation strategies.

PD Opportunity 1

A professional development, centered on differentiation strategies will be conducted for the teachers.

Facilitator

Mary Pagan, Nikki Djak

Participants

K - 5 Teachers

Schedule

On 9/28/2016

VI. Technical Assistance Items

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

G1. Increase ELA and Mathematics learning gains in the top 25%. (Division Priority: Accelerate Student Performance)

G1.B3 Lack of knowledge of advancement of grade level standard

G1.B3.S1 Establish a multi-grade PLC designed at helping teachers align subject area standards vertically

TA Opportunity 1

Work with teachers to develop a vertical alignment of standards

Facilitator

Nkki Djak, Mary Pagan

Participants

K-5 Teachers

Schedule

Monthly, from 8/29/2016 to 5/31/2017

VII. Budget

1	G1.B1.S1.A1	Leadership Team conducts a professional development session about enrichment	$0.00
2	G1.B1.S1.A2	Leadership Team follows up with teachers by way of PLC meetings and observations to ensure strategies are being implemented	$0.00
3	G1.B1.S2.A1	Create time each month for "Vertical PLCs" as part of the monthly Wednesday rotation of staff development	$0.00
4	G1.B1.S2.A2	Work with teachers to develop a staff list of best practices for student enrichment	$0.00
5	G1.B3.S1.A1	Create time each month for "Vertical PLCs" as part of the monthly Wednesday rotation of staff development	$0.00
6	G1.B3.S1.A2	Work with teachers to develop a vertical alignment of standards	$0.00
7	G1.B3.S2.A1	Review with teachers how to create an evidence-based scale	$0.00
8	G1.B3.S2.A2	Provide teachers with item specs to help determine the level 4 on the scale and hone in on the appropriate rigor.	$0.00
9	G2.B1.S1.A1	A professional development, centered on differentiation strategies will be conducted for the teachers.	$0.00
10	G2.B1.S1.A2	Leadership Team follows up with teachers by way of PLC meetings and observations to ensure differentiation strategies are being implemented.	$0.00
11	G2.B1.S2.A1	Teachers will participate in PLCs that focus on differentiated instruction.	$0.00

12	G2.B1.S2.A2	Leadership team will observe differentiated instruction during instruction time.	$0.00
13	G2.B3.S1.A1	Teachers will be provided with data related to learning gains for their students.	$0.00
14	G2.B3.S1.A2	Teachers will implement classroom strategies that focus on student's learning needs.	$0.00
15	G2.B3.S2.A1	Teachers will participate in weekly data meetings.	$0.00
16	G2.B3.S2.A2	Teachers will use data to plan student instruction.	$0.00
17	G3.B1.S1.A1	Coordinate calendar, substitutes, space and coaching support for common planning days.	$0.00
18	G3.B1.S2.A1	Instructional coaches and Leadership Team will review lesson plans.	$0.00
19	G3.B1.S2.A2	Teachers will be provided with multiple resources which will enable them to plan rigorous lessons that address the grade level standards.	$0.00
20	G3.B4.S1.A1	The Leadership Team will create a progress monitoring schedule and facilitate data meetings to create fluid intervention groups.	$0.00
21	G3.B4.S1.A2	Weekly Data Meetings will be held to disaggregate data and modify instruction where needed.	$0.00
22	G3.B4.S2.A1	Weekly individual teacher data meetings will be conducted.	$0.00
23	G3.B4.S2.A2	Leadership team will meet to review student data.	$0.00
		Total:	$0.00