

Orange County Public Schools

Rock Springs Elementary



2016-17 Schoolwide Improvement Plan

Rock Springs Elementary

2400 ROCK SPRINGS RD, Apopka, FL 32712

<https://rockspringses.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	66%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	58%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	B*	C	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 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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	9
Effective Leadership	10
Public and Collaborative Teaching	15
Ambitious Instruction and Learning	16
8-Step Planning and Problem Solving Implementation	21
Goals Summary	21
Goals Detail	21
Action Plan for Improvement	24
Appendix 1: Implementation Timeline	36
Appendix 2: Professional Development and Technical Assistance Outlines	40
Professional Development Opportunities	40
Technical Assistance Items	42
Appendix 3: Budget to Support Goals	42

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 Rock Springs 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 the community.

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.

During pre-planning each teacher is required to complete a class check-up sheet. The check-up sheet requires each teacher to review the student cum for important information (MTSS status, IEP, ELL, medical and legal issues) that will help the teacher build rapport with the students.

Our "Meet Your Teacher" event was staggered to allow specific subgroups a better opportunity to learn about the school and talk to school personnel. ASD students and parents in our self contained classrooms arrived at 3:30 so they can walk the school without the large crowds and high noise level. ELL students and parents arrived at 3:30 and met in the media center for an all Spanish speaking "Meet Your Teacher". Parents who joined PTA were also able to visit classrooms at 3:30. All other parents and students arrived at 4:30. During "Meet Your Teacher" parents have the opportunity to share information with the teacher about their child. Teachers have a sign-up sheet for parents that would like to have a one-on-one conference within the first two weeks of school.

We hold quarterly MPLC meetings for our ELL parents and students to learn about their needs and to share their ideas to improve our school. My CCT tracks our ELL students throughout the year and provides support for teachers and parents on strategies to help their student improve.

We host monthly CARD meetings for our ASD parents and students in our community to learn about their needs and to share their ideas to improve our school. During these meetings expert speakers are brought in to provide information for parents to help their student at home and in school.

We have after school clubs that range from tumbling and running to chess and STEM activities. This allows students to participate in activities that are enriching and work with teachers in a flexible, less formal environment.

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

Classroom teachers and administration review the Student Code of Conduct with each grade level. Teachers embed school rules and procedures into their lessons during the first ten days of school. Our school uses CHAMPS as a school wide behavior management plan. Teachers incorporate CHAMPS in the classrooms to develop rules and procedures.

School-wide procedures have been implemented to maintain safety during arrival, daytime transitions, and dismissal. Staff and our safety patrols help monitor our hallways before and after school. Our school has a single point entrance for students in the morning. All students walk through

our cafeteria after walking past at least two staff members. You will always hear staff members greeting students with good morning as the walk into the school building. The principal is out at car riders to open doors and greet students and parents.

We have implemented Learning for Life to teach character traits in all grade levels. We use Learning for Life with the district character traits each month. Teachers begin each month with social studies lessons to teach character traits.

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.

During the pre-planning week the faculty participated in staff development on the CHAMPS program the school is utilizing as our school wide behavioral system. The faculty were provided with an introductory training on the program and its role in the MTSS process. The Code of Student Conduct and the new referral forms were reviewed. Teacher expectations for classroom management plans were shared and individual behavioral issues discussed. CHAMPS training will continue throughout the school year with specific topics in the program being addressed.

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.

Our gifted teacher provides mentoring services for students in all grade levels. She builds support groups for students that are sharing the same issues or problems. Teachers refer students to the admin team who need emotional support during the day. The admin team works with the gifted teacher to pair students with adult mentors. The ESE resource teachers will be providing social skills training for those students that have documented needs on their IEPs.

Our two behavior specialists provide support and strategies for teachers to help them meet the social-emotional needs of the students. They collect behavioral data and look for patterns in behavior to formulate strategies for teachers to implement to improve student behavior. They also conduct behavioral counseling sessions for students after conducting observations from classroom visits.

The school psychologist provides support counseling to individual students as needed. Teachers complete an observation request form based on teacher observation or parent request. Our school psychologist will observe the student in the classroom multiple times to determine if further action is needed.

Teachers can refer students to our staffing specialist for outside counseling services. Teachers must collect behavioral data our provide evidence that leads them to believe that the child needs extra support that is only available outside the school system. The staffing specialist reviews the data with the teacher and social worker to determine if outside counseling services are available for the family.

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.

We monitor student attendance with a three tiered approached. First, teachers call parents after three absences to check on their student. Second, our registrar monitors student attendance in SMS. She provides this information to the administration and sends letters home to parents informing them of

the multiple absences. The assistant principal uses EDW to track attendance and determine if a student qualifies for Tier 2 intervention. If a student shows a high rate of absences the behavior team will create a plan to increase student attendance and support the parents' concerns.

The Assistant Principal monitors the number of students who have multiple suspensions. She follows the OCPS Student Code of Conduct to provide appropriate discipline that will allow students to stay in school. She collaborates with the teacher to determine if the student qualifies for Tier 2 intervention. If the student qualifies the behavior team observes the teacher and student to determine the best strategies to decrease behaviors that would lead to suspensions. Our gifted teacher provides social group training for these high risk students.

Teachers monitor course failure using informal assessments, daily, and weekly grades. Teachers provide small group intensive instruction to improve student performance. Teachers create common summative assessments to evaluate each student on the standards being taught. During PLC meetings and data meetings teachers discuss strategies to support struggling students.

The administrative team monitors all students in MTSS monthly with teachers to examine student growth in reading and math. Teachers bring student data to show if instructional strategies are working to improve student performance. Teachers share successful strategies with their peers and ask for support when they are not seeing student growth. The math and reading coach follow up with classroom visits to provide more support and monitor the teachers' use of the new strategies.

Students who are scoring in the lowest 25% in reading and/or math are provided tutoring services before and after school by classroom teachers to strengthen their reading and math skills. Material for tutoring is provided by the coaches using district approved materials. Student performance is tracked by the tutoring teacher and shared during MTSS data meetings.

The school uses the iReady program to supplement the reading and math instruction for all students. Each student will spend a minimum 45 minutes in reading and 30 minutes in math per week on the iReady program. iReady is encouraged to be used at home with parent support.

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	28	9	11	15	16	11	0	0	0	0	0	0	0	90
One or more suspensions	3	2	3	9	1	2	0	0	0	0	0	0	0	20
Course failure in ELA or Math	43	30	42	47	56	44	0	0	0	0	0	0	0	262
Level 1 on statewide assessment	0	0	0	37	42	34	0	0	0	0	0	0	0	113

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	16	1	7	32	35	32	0	0	0	0	0	0	0	123

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

Student of the Month is a recognition program where teachers select students that are improving or working hard to improve their academic and social skills in the classroom. The teachers select Students of the Month based on their demonstration of the Learning for Life character trait of the month. Students join our assistant principal under the pavilion at the end of the month for a special treat.

All students participate in Accelerated Reader and their reading progress is tracked every four weeks. Awards are given to classrooms that meet AR goals. Individual awards are given to students for achieving specific point goals. The first thirty minutes of day from 8:15-8:45 all students are reading books in the hallway before teachers bring them into their classrooms. School staff members monitor students in the hallway during this independent reading time.

For every grading period students can earn academic and behavior awards. Perfect Attendance awards are given each grading period for students who attend every day and are not tardy. BUG Awards (Bringing Up Grades) are given each grading period for students that increase their grades from the previous grading period. A honor roll and AB honor roll is for all students except kindergarten. All awards are handed out during our award ceremony where parents are invited to attend.

Read2Succeed is implemented in our media center to help low performing reading students in all grade levels. Read2Succeed focuses on our ED students with instruction being provided by community volunteers. The program is extended into the Rock Springs Trailer Park community where evening tutoring is offered two times a week.

MPLC (Multilingual Parent Leadership Council) meets four times a year to provide community resources and training to our ELL parents to support their child's academic success. Our CCT provides school and community resources to help support our ELL families. The computer lab is open in the morning for our ELL students to work in the i-Ready program.

Another program to support ELL students will be the MAO tutoring. MAO tutoring will be available to ELL students as a chance to preview upcoming math and reading skills before they are taught in the classroom. The MAO tutoring is provided by intermediate grade teachers after school.

SAI tutoring before school will be available for 3-5 grade students in reading and math. SAI tutoring will be focused on extending instruction for ESE students and students that are performing in the lowest 25% in reading and math. SAI tutoring will be re-teaching standards that were previously taught in the classroom.

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

Rock Springs has an active and growing PTA membership. We continue to promote PTA recruitment and encourage parents to participate in fundraisers and activities. The PTA and administration are always looking for new parent leaders to join the PTA board. Supporting our PTA is a crucial step in increasing parent involvement. Working with PTA we have created several events to build positive relationships with our parents. Our Trunk or Treat event in October provides a safe and fun environment for families and school staff to dress up in their Halloween costumes and have fun. We have a Movie Night where parents bring out blankets and chairs to sit outside on our basketball court to watch a movie under the stars. These purely fun events are balanced with academic nights where we provide parents standards based, make and take activities they can use at home to extend student learning. We have a special night to celebrate our students with ASD where all families can learn about autism and how they can support this special student population.

Communication is a critical element to parent involvement. The principal provides weekly phone and text messages using School Messenger. Events that will change dismissal or effect the school day are also communicated immediately to parents using school messenger. The CCT provides communication in Spanish to meet the needs of this growing population. Our marquee is used to remind parents of school events that are coming up so they can plan accordingly. The front office staff takes pride in greeting parents in a warm and friendly manner that puts everyone at ease. The principal is highly visible on campus during school hours and after school events. The principal opens car doors and greets students each morning in car riders. This gives him the chance to speak to parents and provide the first set of encouraging words for the students.

Before the first progress report teachers are calling parents to set up appointments to discuss their students' academic or behavioral progress. During Open House, teachers have conference sign-up sheets available for parents to schedule a parent teacher conference. We have Report Card Conference Night for the first and third grading period. During Report Card Conference meetings teachers share multiple data sources to indicate the learning level of the student. Teachers provide strategies for parents and build a plan so school and home are working together to support learning. Parents are given student passwords to access Progress Book to monitor their child's grades.

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.

Partners in Education (PIE) is an essential ingredient for the academic success of Rock Springs Elementary students. The PIE program enhances student learning and promotes school improvement. A business signs up to become a PIE through our County Website. The PIE agrees to participate with our school and shares its resources. This results in a mutually beneficial relationship between Rock Springs Elementary and our PIEs. Partners in Education provide an invaluable service to students, families and our school.

Rock Springs works with the city of Apopka through the Community Action Team to develop working relationships with local business and community entities. We create tutoring programs where business let their employees volunteer time during the week to work with our most critical students. Local businesses provide incentives for students to achieve academic goals in reading and math.

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
Hay, Nathan	Principal
Hankerson, Kimberly	Assistant Principal
Varela, Tanya	Instructional Coach
Bennett, Jennifer	Instructional Coach
Sturtevant, Lindsey	Instructional Coach
Gonzalez, Yulimey	Instructional Coach

b. Duties

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

The Leadership Team members were in attendance in developing the SIP with the staff and community. The MTSS Leadership Team provides guidance to teachers as we work through the process of identifying students and interventions/enrichment needed to enhance student achievement. The team will then disseminate the information to the staff, coordinate resources for interventions/enrichment and monitor the progress of the students.

Nathan Hay-(Principal)

The school principal is responsible for establishing the instructional focus of the school. I use my coaches to monitor the alignment of instructional planning and delivery in the classroom. I monitor teachers and students daily to understand the strengths and weakness of instruction at my school. I meet with the administrative team weekly to discuss data and what they are seeing in classrooms and in lesson plans. Professional development for teacher and staff members is generated from the classroom observations by the administrative team.

Kimberly Hankerson-(Assistant Principal)

- Oversees the ESE department and their delivery of instruction
- Conducts iObservations for all instructional positions
- Primary resource for discipline and developing our school-wide behavior plan

Tanya Varela-(Curriculum Resource Teacher)

- Testing Coordinator: Coordinate District and State Assessments (plan, prepare materials for FSA, FCAT Science, Florida Alternate Assessment, OC Writes, EOCs, MAP).
- Performance Matters: Create and analyze data reports, attend data meetings and assist with Progress Monitoring. Assist teachers in interpreting data reports to drive instruction and re-teach.
- Instructional Coach: Deliberate Practice, Instructional Rounds, Coaching.
- Staff Development: Facilitate Staff Developments and provide training in curriculum, planning and teaching strategies.
- School Tutoring Program: Coordinate, develop and organize before/after school tutoring program with SAI funds.
- Beginning teacher, Mentor and Intern Coordinator: Ensure beginning teachers are supported by veteran teachers and coaches.

Jennifer Bennett-(Math Coach/Science Coach)

- Provides lesson modeling, professional development, and coaching to increase math and science achievement levels.
- Supports planning of purposeful and rigorous lessons implementing the new MFAS.
- Analyzes student data to assist teachers with informing instruction based on student needs.

Lindsey Sturtevant-(Reading Coach)

- Check out any reading intervention materials
- Assist teachers with FLKRS testing procedures
- Assist with implementation of the new Florida Standards
- Assist teachers with any questions or concerns with reading interventions and reading block set up
- Actively support staff and teachers in addressing student concerns in literacy
- Coordinate MTSS meetings and provide invitations to meetings in writing
- Assist teachers in using the MTSS forms to record and track their students' progress
- Assist with new teacher mentor program/ meet monthly with teachers new to OCPS and/or Rock Springs
- Support teachers in using the iReady computer program for reading and math

Yulimey Gonzalez -Curriculum Compliance Teacher

- Schedule and hold ELL meetings
- Provide parents with meetings and documentation of their student's progress in the ESOL program
- Coordinate and host MPLC meetings with the parents of ELL students
- Coordinate and administer the language-proficiency assessments for ELL students

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 Multi-tiered System of Supports (MTSS) Leadership Team has developed an action plan to assist teachers and to provide a step by step plan of support for students based on data. Students with remediation or enrichment needs are identified based on baseline data. Teachers begin the interventions/enrichment, document progress, and meet with the MTSS team during monthly data meetings or on an as needed basis to discuss student progress. The MTSS team then assists the teacher in fine tuning the resources or intervention to meet the needs of the student.

Title III

At this time, we have not been informed if we will receive these funds. If we should receive these funds, most likely we will conduct tutoring for ELL students in reading and math.

Supplemental Academic Instruction (SAI)

Funds for this program are used to support student learning. This year the tutoring of students will focus on previewing reading and math standards before they are taught by the grade level teacher. Student selection will be made by teachers based on reading and math assessment data.

Violence Prevention Programs

Anti-bully week will be conducted the fourth week in October. The intent of this week is to bring awareness to students about bullying and how to make a better choice in interacting with their peers. This week is funded by our PTA program. PTA will use materials from the Learning for Life program.

Nutrition Programs

The following goals are from our School Wellness Program:

Goal #1: increase the number of after school activities that support exercise and healthy decision making

Area of Weakness Addressed: Need to have staff members volunteer to run after school activities that will focus on exercise and healthy decision making.

Goal #2: Increase the amount of community support for the healthy school activities.

Area of Weakness Addressed: Need to increase community support for healthy school activities.

Actions: Reach out to school's new Partners in Education companies to support/promote healthy school activities by providing goods, services, or donations to the school.

Goal #3: Promote the implementation of the OCPS Health Education benchmarks.

Area of Weakness Addressed: Need to expand resources.

Actions: Encourage staff professional development opportunities including coordination between health and physical education teacher.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Mindy Fox	Business/Community
Gini Richards	Parent
Lisa Turner	Parent
Sylvia Domingues-Johnson	Parent
Keisha Jones	Parent
Tanya Varela	Teacher
Andrea Shaver	Education Support Employee
Apryl Cooke	Teacher
Dee Harbin	Parent
Ona Bonsell	Parent
Janet Best	Parent
Maggie Johnson	Parent
Beth McClellan	Parent
Nathan Hay	Principal

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

In our first meeting we will review the goals from last year's school improvement plan. We will compare our academic goals with the students' data that we have collected from MAP, IOWA, 5th grade FCAT science, and 3rd grade lowest 25%. We will examine the Family and Community Involvement plan to determine its success. Recommendations will be made for this year's plan for improving this area of our School Improvement Plan. We will discuss last year's and future projects with the Apopka Community Action Team.

b. Development of this school improvement plan

In May the SAC meets to plan next year's SIP. During the meeting we discuss the barriers that we must overcome for each subject area. The SAC creates multiple strategies that we can use to overcome the barriers. The SAC discusses which strategies will be most effective in helping our students learn.

In August we send out flyers and use School Messenger to invite all parents to be members of our SAC. This flyer goes home in English and Spanish. We hold our first SAC meeting on August 31. This meeting explains the purpose of our SAC, reviews the previous School Improvement Plan, shares the ideas for the new School Improvement Plan and allows parents to determine if they can commit to be a member for the entire year.

In September we select the SAC chairperson and other officers. The SIP is shared with the SAC members to get feedback for the strategies we will use to overcome our barriers.

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

The SAC was in agreement with using our funds to establish our tutoring programs before and after school. We will be focusing our efforts on third grade reading, fourth and fifth grade math and science. We will have a morning tutoring program for our ELL students to help them improve their reading skills.

The SAC will review the budget and provide recommendations for using monetary resources to improve student academic progress.

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

We used \$17,000 to support a before school tutoring program for students who were identified as needing much improvement in math in grades 3, 4, and 5. The money was used to purchase supplies, materials, and the salaries of the teachers.

We used \$5,000 to support minority students in 5th grade math and 3rd grade reading who were identified as needing support and intervention. The tutoring program ran before school based on parents' input for increasing enrollment.

We used \$1000 to support our chess club. This paid for supplemental pay for the teachers running the chess program, covered all student expenses for tournaments, team shirts, and the initial cost of the chess boards and chess pieces for the club.

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
Sturtevant, Lindsey	Instructional Coach
Varela, Tanya	Instructional Coach
Hankerson, Kimberly	Assistant Principal
Gonzalez, Yulimey	Instructional Coach
Hay, Nathan	Principal

b. Duties

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

The major initiatives of Rock Springs will be to implement standards-based instruction using the Marzano Framework and the Backward Design Model.

The Literacy Leadership Team will participate with all grade level PLCs to create effective unit lesson plans with Learning Goals, Daily Targets, and Scales that match the rigor of the Florida Common Core Standards. Rock Springs will focus on Marzano's DQ2, DQ3, and DQ4 for student learning. Teachers will use these strategies: Interacting with New Knowledge, Practicing and Deepening Knowledge, Generating and Testing Hypotheses. Teachers will utilize the Backward Design Model to create these unit plans.

We will use Core Connections in writing across the curriculum to help students organize their thoughts and understanding of concepts in each subject area. All teachers will be trained in Core Connections and will then train their team members in using these strategies in their classrooms.

Teachers will use the collaboration site to document student achievement on grade level data spreadsheets. Teachers will record their students' original Unit Scale scores for the common summative assessment and their students' scores after re-teaching the material.

Teachers will participate in instructional rounds to focus on their Deliberate Practice element. Teachers will begin by completing a self-assessment to determine the element they want to improve. The instructional rounds will allow teachers to observe a colleague to compare their own instructional practices, reflect, and then implement those strategies in their own classrooms. The rounds encompass teachers meeting on a regular basis to research strategies and compile resources to improve their instructional practice. To complete the Deliberate Practice, an administrator will evaluate the teachers on their chosen element to show growth.

The professional development at Rock Springs will focus standards-based instruction and data-based decision making using the Backward Design Model, Marzano framework, writing expectations using Core Connections, and utilizing core instructional materials and supplemental materials to increase rigor in the Unit Plans. Professional development will be differentiated for the teachers and grade levels based on student data and classroom observations. Another focus for Professional Development will address the MTSS process for both academics and behavior. Teachers will be trained in the progression of the MTSS process, their role in the process, and the correct documentation and paperwork that is required. A third focus for professional development will include training on implementing instructional strategies based on student proficiency of the WIDA standards according to ACCESS for ELLs results.

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.

General and special education teachers use regularly scheduled collaborative planning time to clarify their roles and responsibilities while planning effective instruction and assessment for all students. Teachers collaborate with the behavior team in order to provide students with disabilities needed visual supports to enhance learning in the general education and self-contained units. Each grade level meets in the morning before school to create unit lesson plans following the district scope and sequence. Teachers collaborate to create Common Summative Assessments to ensure all students are assessed

at the same rigorous level. Coaches and the Administrative Team meet with the teachers at least once a week to provide support during their PLC meetings.

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

The school secretary reviews each resume to make sure the applicant has met the minimum requirements. The principal and assistant principal review each resume to determine which applicants appear to be the best qualified candidates for the open position. Our secretary contacts the candidates to set up and interviews with the principal, assistant principal and a teacher from the grade level. After interviewing the candidate the hiring team will discuss which candidate will best fit our school. The principal or assistant principal will call for references and the school secretary will send a request to ER for a background check. At this point the principal will call the candidate to offer them a position at the school.

All new teachers to our school, the district, or the state are included in our New and Beginning Teacher program. They are given a mentor teacher that is on their grade level or has experience on the new teacher's grade level. The CRT and coaches meet the new teachers once a month to review policies, expectations, and to answer any ongoing questions.

For retaining our highly qualified teachers the administrative team makes every effort to support the teachers throughout the year. This includes protecting their planning and instructional time, and ending meetings on time. The principal works to recognize teachers for their hard work and dedication. This is not praising and telling them how great they are as it is telling them that you see what they are doing and they are doing it well. Our CHEER committee provides opportunities for teachers to socialize off campus and build those long lasting relationships that help you get through the long school year.

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

Our mentoring program will introduce new and beginning teachers to the culture, expectations, and vision of Rock Springs Elementary and Orange County Public Schools. Our CRT, reading coach, math coach, and CCT will meet monthly or as needed with beginning teachers and mentors to discuss school-wide and grade level procedures, benchmarks, creating lesson plans, opportunities for professional development, and provide additional support as needed. Monthly meetings with beginning teachers and mentors will also address progress and concerns. Beginning teachers will be paired with highly qualified mentors that have taken Clinical Educator and Coaching and Mentoring Online Course. Mentors will have a proven track record of effective teaching and professionalism.

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.

Each grade level collaborates to align instructional materials with the Florida Standards. The administrative team monitors the lesson plans for compliance. Instructional coaches attend lesson plan meetings to provide support and guidance in developing effect lesson plans that provide rigorous instruction. The leadership team pulls lesson plans biweekly to examine them for standards-based instruction. Classroom observations are used to determine if the student activities in the lesson plans are aligned with the DOK level of the Florida Standard. All supplemental materials have been pre-

approved by the district to ensure alignment with Florida Standards. Unit Common Summative Assessments are written by each grade level and are aligned with test item specifications (grade 3-5). The reading and math coaches monitor the quality of the CSAs to ensure the rigor of the assessments meet the Florida Standards and FSA Test Item Specs.

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.

The teachers focus on a daily learning target from the district MTPs to meet the unit learning goal for each curriculum area. Teachers implement the gradual release model to scaffold and differentiate the instruction based on the students' needs. The teachers use a formative assessment at the end of the lesson to evaluate the students' success with the daily learning target. Students that are proficient are provided enrichment activities and students that are not proficient are provided small group instruction to reteach the daily learning target using a variety of instructional strategies. The teams participate in grade-wide interventions, grouping students according to their individual needs.

After each curriculum unit teachers evaluate students' proficiency levels through a common summative assessment. Students who are not proficient on the common summative unit assessment are provided secondary small group instruction and monitored for proficiency of unit learning goals.

The school also uses data to determine before and after school tutoring groups. The data will target specific students to provide scaffolded support by front loading skills to build background knowledge and connections before they are taught in their classrooms.

The MTSS process includes data meetings that helps teachers identify the specific needs of their students and provide interventions that address those needs. The teachers use the data to develop a plan for Tier 2 intervention support. The MTSS team monitors those Tier 2 interventions and works together to determine if students show a need for more intensive interventions in Tier 3. The MTSS coach and other instructional support staff in the school work together to provide Tier 3 interventions in a small group or one on one basis.

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: 4,800

After school math and reading tutoring programs to focus on students who are in the lowest 30%, ELL, ESE, or in any subgroup.

Strategy Rationale

Our goal is to improve our AMO subgroups. By providing this extended learning time we will close the gap on our subgroups. Overall this will improve our proficiency level in math and reading.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Bennett, Jennifer, jennifer.bennett@ocps.net

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

Students will be assessed after each math and reading standard has been taught. We will compare the mini-benchmark tests to the baseline benchmark tests completed in the beginning of the year.

Strategy: Before School Program

Minutes added to school year: 4,800

Provide 30 minutes of daily computer based instruction for ELL students in our computer lab. The students will be using the iReady reading program. The students will be selected and monitored by the CCT.

Strategy Rationale

The iReady reading program provides differentiated practice for each student and monitors their progress. The program will also generate reports to help us improve the students' academic gains.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

Strategy: After School Program

Minutes added to school year: 1,500

After school Math Olympiad math enrichment program focusing on our fourth and fifth graders who scored a level 4 or 5 on 2014 FCAT math assessment.

Strategy Rationale

Enrichment program for above level learners to support continued growth in math.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Bennett, Jennifer, jennifer.bennett@ocps.net

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

Students will be assessed after each math benchmark has been taught. We will compare the mini-benchmark tests to the baseline bench mark tests completed in the beginning of the year.

Strategy: After School Program

Minutes added to school year: 1,500

After school STEM Club enrichment program focusing on fifth graders who scored a level 3 on 2014 FCAT reading assessment.

Strategy Rationale

Enrichment program for to support continued growth in science.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Bennett, Jennifer, jennifer.bennett@ocps.net

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

Students will be assessed after each science benchmark has been taught. We will compare the mini-benchmark tests to the baseline bench mark tests completed in the beginning of the year.

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.

All kindergarten students are screened with FLKRS and iReady to determine which interventions need to be put in place to meet the individual needs of our students.

The Kindergarten teacher conducted a pre-screening of incoming kindergarten students in the summer before preplanning to assess their learning levels. As new kindergarten students enroll throughout the year they are screened to determine placement.

To improve the transition of our ESE inclusion students from grade level to the next our end-of-the-year student information cards will be modified to include a section that allows the classroom teacher to provide a better depiction of the whole student for the upcoming year's classroom teacher.

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.

Teach-In introduces students to various careers and experiences and is a perfect opportunity for parents, business leaders and community members to support student learning and exposure to college and career opportunities.

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

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

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

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Teachers will target the lowest 25% of students in math to increase the percentage of students making learning gains on the FSA Math assessment. (Narrow Achievement Gap, Accelerate Student Performance)
- G2.** Teachers will increase the percentage of all students making learning gains using standards-based instruction. (Accelerate Student Performance, 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. Teachers will target the lowest 25% of students in math to increase the percentage of students making learning gains on the FSA Math assessment. (Narrow Achievement Gap, Accelerate Student Performance)

1a

G084862

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	50.0

Targeted Barriers to Achieving the Goal 3

- The teachers struggle to consistently implement differentiated instruction during math.
- The classroom teachers struggled to provide effective ELL strategies to help students master than math standards.

Resources Available to Help Reduce or Eliminate the Barriers 2

- School-based math coach and CCT
- District online curriculum tools and resources (IMS)
- State online curriculum tools and resources (CPALMS)
- Test Item Specifications (grades 3 - 5)
- Designated 45 minute planning time

Plan to Monitor Progress Toward G1. 8

Common assessment, MML, and i-Ready data will be disaggregated and monitored during individual data meetings to evaluate the effectiveness of the use of the rotational model and selected strategies to support ELL students. Reviewing these various data points will allow us to determine progress toward our goal.

Person Responsible

Nathan Hay

Schedule

Every 3 Weeks, from 8/15/2016 to 5/31/2017

Evidence of Completion

Common Assessment, MML, and i-Ready data will be collected and disaggregated to demonstrate progress towards the goal of increasing the percentage of students making learning gains on the FSA Math assessment.

G2. Teachers will increase the percentage of all students making learning gains using standards-based instruction. (Accelerate Student Performance, Ensure College and Career Readiness) 1a

 G084863

Targets Supported 1b

Indicator	Annual Target
Math Gains	63.0
ELA/Reading Gains	57.0

Targeted Barriers to Achieving the Goal 3

- Teachers struggle to align student activities and tasks to the rigor and DOK level of the standards.
- The administrative team lacked consistent implementation of an effective monitoring plan to improve standards-based classroom instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- State online curriculum tools and resources (CPALMS)
- FSA test item specifications
- School instructional coaches
- District online curriculum and resources (IMS)

Plan to Monitor Progress Toward G2. 8

Monitoring of iReady, Common Assessments, and Mini Measurements of Learning (MML) data results during individual teacher data meetings will determine the progress towards the goal of increasing learning gains.

Person Responsible

Nathan Hay

Schedule

Every 3 Weeks, from 8/15/2016 to 5/31/2017

Evidence of Completion

iReady, Common Assessments, and Mini Measurements of Learning data will be collected and disaggregated to demonstrate progress towards the goal of increasing student learning gains.

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

 = Problem Solving Step  S123456 = Quick Key

G1. Teachers will target the lowest 25% of students in math to increase the percentage of students making learning gains on the FSA Math assessment. (Narrow Achievement Gap, Accelerate Student Performance) **1**

 G084862

G1.B1 The teachers struggle to consistently implement differentiated instruction during math. **2**

 B225639

G1.B1.S1 The classroom teachers will implement a rotational model to ensure that small group differentiated instruction occurs daily. **4**

 S238031

Strategy Rationale

Daily differentiated instruction ensures that students needs are targeted and met by their classroom teacher.

Action Step 1 **5**

The math coach will provide professional development and model lessons within the classroom to increase teachers' understanding of the rotational model and differentiated instruction.

Person Responsible

Jennifer Bennett

Schedule

Weekly, from 8/15/2016 to 5/2/2017

Evidence of Completion

Classroom walkthroughs will be conducted to monitor the implementation of the rotational model. Walkthrough look-fors will include, but are not limited to daily small group differentiated instruction, standards-based lessons and activities, and rigor, DOK level, and activity alignment. Math lesson plans will be monitored to include daily small group differentiated instruction, standards-based lessons and activities, and that activities that align to the rigor and DOK level of the standard. The math coach's log will be monitored to ensure the coaching cycle is conducted for teachers in need of support.

Action Step 2 5

The administrative team will conduct weekly coaching observations and classroom walkthroughs and provide actionable feedback to improve differentiated instruction, standards-based lessons and activities, and rigor, DOK level, and activity alignment.

Person Responsible

Nathan Hay

Schedule

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

Evidence of Completion

Classroom walkthroughs will be conducted to monitor the implementation of the rotational model. Walkthrough look-fors will include, but are not limited to daily small group differentiated instruction, standards-based lessons and activities, and rigor, DOK level, and activity alignment.

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

Weekly coaching observations and classroom walkthroughs will be conducted to monitor the fidelity of implementation. Based on observation and walkthrough data, differentiated support will be provided to classroom teachers.

Person Responsible

Jennifer Bennett

Schedule

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

Evidence of Completion

Weekly coaching observation and classroom walkthrough data will be collected and used to monitor whether the rotational model is being implemented with fidelity.

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

Weekly lesson plans will be collected and monitored to ensure the rotational model is being implemented with fidelity. After analyzing weekly lesson plans, differentiated support will be provided to classroom teachers and/or teams.

Person Responsible

Jennifer Bennett

Schedule

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

Evidence of Completion

Lesson plan checklists will be utilized to assist with the analysis of the rotational model lesson plans. Weekly coaching observations and classroom walkthroughs will be conducted to ensure that the lesson plans are being executed during classroom instruction.

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

Common assessment, MML, and i-Ready data will be disaggregated and monitored during individual data meetings to evaluate the effectiveness of the rotational model. Differentiated support for teachers will be determined by assessment data results.

Person Responsible

Nathan Hay

Schedule

Every 3 Weeks, from 8/15/2016 to 5/31/2017

Evidence of Completion

Common assessment, MML, and i-Ready data will be disaggregated and monitored during individual data meetings to evaluate the effectiveness of the rotational model. This assessment data will be compared to coaching observation and classroom walkthrough data to determine the effectiveness of the rotational model. Differentiated support and/or instructional changes for teachers will be determined by this data comparison.

G1.B2 The classroom teachers struggled to provide effective ELL strategies to help students master than math standards. **2**

 B225640

G1.B2.S1 The math coach and CCT will work with the classroom teachers to decrease the percentage of ELL students in the lowest 25% on the FSA Math assessment. **4**

 S238032

Strategy Rationale

By strengthening our classroom teachers' understanding and use of strategies to support the learning of our ELL student population, the percentage of ELL students in the lowest 25% in math will decrease.

Action Step 1 **5**

The CCT and math coach will provide professional development on implementing instructional strategies based on student proficiency of the WIDA standards according to ACCESS for ELLs ELL students' results.

Person Responsible

Yulimey Gonzalez

Schedule

Monthly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Classroom walkthroughs will be conducted to monitor the use of instructional strategies/ accommodations to support ELL students based on student proficiency on WIDA standards. Walkthrough look-fors will include, but are not limited to daily small group differentiated instruction, scaffolding of vocabulary for ELL students, and use of strategies/ accommodations to support language acquisition and progress of our ELL students. Math lesson plans will be monitored to include daily small group differentiated instruction, strategies/accommodations used to support and monitor the language acquisition and academic progress of ELL students. The math and CCT coach's logs will be monitored to ensure the coaching cycle is conducted for teachers in need of support.

Action Step 2 5

The administrative team will conduct weekly coaching observations and classroom walkthroughs and provide actionable feedback to improve small group differentiated instruction, scaffolding of vocabulary for ELL students, and use of strategies/accommodations to support language acquisition and progress of our ELL students.

Person Responsible

Nathan Hay

Schedule

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

Evidence of Completion

Classroom walkthroughs will be conducted to monitor the use of instructional strategies/accommodations to support ELL students based on student proficiency on WIDA standards. Walkthrough look-fors will include, but are not limited to daily small group differentiated instruction, scaffolding of vocabulary for ELL students, and use of strategies/accommodations to support language acquisition and progress of our ELL students. The math and CCT coach's logs will be monitored to ensure the coaching cycle is conducted for teachers in need of support.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Weekly lesson plans will be collected and monitored to ensure that the strategies of support are being implemented with fidelity. After analyzing weekly lesson plans, differentiated support will be provided to classroom teachers and/or teams.

Person Responsible

Nathan Hay

Schedule

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

Evidence of Completion

Lesson plan checklists will be utilized to ensure the inclusion of support strategies for ELL students. Weekly coaching observations and classroom walkthroughs will be conducted to ensure that the lesson plans are being executed during classroom instruction.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Common assessment, MML, and i-Ready data will be disaggregated and monitored during individual data meetings to evaluate the effectiveness of the use of strategies to support ELL students. Differentiated support for teachers will be determined by assessment data results.

Person Responsible

Nathan Hay

Schedule

Every 3 Weeks, from 8/15/2016 to 5/31/2017

Evidence of Completion

Common assessment, MML, and i-Ready data will be disaggregated and monitored during individual data meetings to evaluate the effectiveness of the use of selected strategies to support ELL students. This assessment data will be compared to lesson plans and coaching observation and classroom walkthrough data to determine the effectiveness of the selected strategies. Differentiated support and/or instructional changes for teachers will be determined by this data comparison.

G2. Teachers will increase the percentage of all students making learning gains using standards-based instruction. (Accelerate Student Performance, Ensure College and Career Readiness) 1

 G084863

G2.B1 Teachers struggle to align student activities and tasks to the rigor and DOK level of the standards.

2

 B225641

G2.B1.S1 The administrative team will provide ongoing professional development in using standards-based instruction and lesson planning. 4

 S238033

Strategy Rationale

Providing ongoing professional development will build teacher capacity and strengthen classroom instruction, therefore improving student learning.

Action Step 1 5

The principal will outline expectations for school wide standards-based instruction.

Person Responsible

Nathan Hay

Schedule

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

Evidence of Completion

Classroom walkthroughs will be conducted to monitor the implementation of the expectations outlined by the principal. Walkthrough look-fors will include, but are not limited to standards-based instruction, standards-based activities, and rigor, DOK level, and activity alignment. Lesson plans will be monitored to include standards-based lessons and activities, and activities that align to the rigor and DOK level of the standards.

Action Step 2 5

The instructional coaches will provide professional development and model lessons within the classroom to increase teachers' understanding of standards-based instruction.

Person Responsible

Lindsey Sturtevant

Schedule

Every 2 Months, from 8/16/2016 to 5/31/2017

Evidence of Completion

Classroom walkthroughs will be conducted to monitor the implementation of the expectations outlined by the principal. Walkthrough look-fors will include, but are not limited to standards-based instruction, standards-based activities, and rigor, DOK level, and activity alignment. Lesson plans will be monitored to include standards-based lessons and activities, and activities that align to the rigor and DOK level of the standards. Coach's logs will be monitored to ensure the coaching cycle is conducted for teachers in need of support.

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

Coaching observations and classroom walkthroughs will be conducted to monitor the implementation of the expectations outlined by the principal. Observation look-fors will include, but are not limited to standards-based instruction, standards-based activities, and rigor, DOK level, and activity alignment.

Person Responsible

Nathan Hay

Schedule

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

Evidence of Completion

iObservation data in element 6, Identifying Critical Content, will be monitored to determine the percentage of lessons and activities being taught that are standards-based and at the DOK and level of rigor required by the standards.

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

Lesson plans will be monitored to ensure inclusion of standards-based lessons and activities that align to the rigor and DOK level of the standards.

Person Responsible

Nathan Hay

Schedule

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

Evidence of Completion

Lesson plans will be monitored to ensure that they meet the Rock Springs Elementary lesson plan expectations outlined for the teachers at the beginning of the year. Lesson plans are expected to be aligned to the rigor and DOK level of the standards being taught.

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

Monitoring of iReady, Common Assessments, and Mini Measurements of Learning (MML) data results during individual teacher data meetings will determine the effectiveness of the above listed strategies.

Person Responsible

Nathan Hay

Schedule

Every 3 Weeks, from 8/22/2016 to 5/31/2017


Evidence of Completion

iReady, Common Assessments, and Mini Measurements of Learning data will be collected to monitor the effectiveness of the action plan.

G2.B2 The administrative team lacked consistent implementation of an effective monitoring plan to improve standards-based classroom instruction. **2**

 B225642

G2.B2.S1 The administrative team will develop a systematic monitoring plan to provide teachers support and actionable feedback to improve their standards-based instruction. **4**

 S238034

Strategy Rationale

A monitoring plan will ensure that teachers are receiving support to improve their instructional practices through classroom walk-throughs and actionable feedback.

Action Step 1 **5**

The administrative team will create an individual data meeting calendar to monitor student proficiency levels and progress in ELA, math, and science. .

Person Responsible

Kimberly Hankerson

Schedule

Every 3 Weeks, from 8/15/2016 to 5/31/2017

Evidence of Completion

Individual classroom data, student proficiency, and data trends will be monitored in order to make instructional decisions and determine teachers in need of support.

Action Step 2 **5**

The administrative team will conduct weekly coaching observations and classroom walkthroughs to provide actionable feedback on instructional strategies and differentiated instruction.

Person Responsible

Nathan Hay

Schedule

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

Evidence of Completion

Evidence will include feedback and data from classroom walkthrough forms completed by the instructional coaches and iObservation coaching observations conducted by administrators.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

A calendar of weekly data meetings will be created and followed. Meeting notes and data will be collected for documentation of implementation.

Person Responsible

Kimberly Hankerson

Schedule

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

Evidence of Completion

Individual classroom data, student proficiency, and data trends will be monitored in order to make instructional decisions. Documentation of such changes will be recorded in the meeting notes. Coaching logs will be monitored to ensure the coaching cycle is conducted for teachers in need of support.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

During individual data meetings common assessment, MML, and i-Ready data will be disaggregated and monitored for an increase in students making growth.

Person Responsible

Kimberly Hankerson






Schedule

Every 3 Weeks, from 8/15/2016 to 5/31/2017

Evidence of Completion

Common assessment, MML, and i-Ready data will be disaggregated and monitored during individual data meetings. Through the implementation of individual data meetings and the coaching cycle to provide differentiated support to teachers, changes to instructional practices and an increase in the percentage of students making growth will be evident .

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.B1.S1.A1  A307996	The math coach will provide professional development and model lessons within the classroom to...	Bennett, Jennifer	8/15/2016	Classroom walkthroughs will be conducted to monitor the implementation of the rotational model. Walkthrough look-fors will include, but are not limited to daily small group differentiated instruction, standards-based lessons and activities, and rigor, DOK level, and activity alignment. Math lesson plans will be monitored to include daily small group differentiated instruction, standards-based lessons and activities, and that activities that align to the rigor and DOK level of the standard. The math coach's log will be monitored to ensure the coaching cycle is conducted for teachers in need of support.	5/2/2017 weekly
G1.MA1  M314410	Common assessment, MML, and i-Ready data will be disaggregated and monitored during individual data...	Hay, Nathan	8/15/2016	Common Assessment, MML, and i-Ready data will be collected and disaggregated to demonstrate progress towards the goal of increasing the percentage of students making learning gains on the FSA Math assessment.	5/31/2017 every-3-weeks
G2.MA1  M314416	Monitoring of iReady, Common Assessments, and Mini Measurements of Learning (MML) data results...	Hay, Nathan	8/15/2016	iReady, Common Assessments, and Mini Measurements of Learning data will be collected and disaggregated to demonstrate progress towards the goal of increasing student learning gains.	5/31/2017 every-3-weeks
G1.B1.S1.MA1  M314405	Common assessment, MML, and i-Ready data will be disaggregated and monitored during individual data...	Hay, Nathan	8/15/2016	Common assessment, MML, and i-Ready data will be disaggregated and monitored during individual data meetings to evaluate the effectiveness of the rotational model. This assessment data will be compared to coaching observation and classroom walkthrough data to determine the effectiveness of the rotational model. Differentiated support and/or instructional changes for teachers will be determined by this data comparison.	5/31/2017 every-3-weeks
G1.B1.S1.MA1  M314406	Weekly coaching observations and classroom walkthroughs will be conducted to monitor the fidelity...	Bennett, Jennifer	8/29/2016	Weekly coaching observation and classroom walkthrough data will be collected and used to monitor whether the rotational model is being implemented with fidelity.	5/31/2017 weekly
G1.B1.S1.MA2  M314407	Weekly lesson plans will be collected and monitored to ensure the rotational model is being...	Bennett, Jennifer	8/15/2016	Lesson plan checklists will be utilized to assist with the analysis of the rotational model lesson plans. Weekly coaching observations and classroom walkthroughs will be conducted to ensure that the lesson plans are being executed during classroom instruction.	5/31/2017 weekly
G1.B1.S1.A2  A307997	The administrative team will conduct weekly coaching observations and classroom walkthroughs and...	Hay, Nathan	8/29/2016	Classroom walkthroughs will be conducted to monitor the implementation of the rotational model. Walkthrough look-fors will include, but are not limited to daily small group	5/31/2017 weekly



Orange - 1011 - Rock Springs Elementary - 2016-17 SIP
Rock Springs Elementary

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				differentiated instruction, standards-based lessons and activities, and rigor, DOK level, and activity alignment.	
G1.B2.S1.MA1  M314408	Common assessment, MML, and i-Ready data will be disaggregated and monitored during individual data...	Hay, Nathan	8/15/2016	Common assessment, MML, and i-Ready data will be disaggregated and monitored during individual data meetings to evaluate the effectiveness of the use of selected strategies to support ELL students. This assessment data will be compared to lesson plans and coaching observation and classroom walkthrough data to determine the effectiveness of the selected strategies. Differentiated support and/or instructional changes for teachers will be determined by this data comparison.	5/31/2017 every-3-weeks
G1.B2.S1.MA1  M314409	Weekly lesson plans will be collected and monitored to ensure that the strategies of support are...	Hay, Nathan	8/15/2016	Lesson plan checklists will be utilized to ensure the inclusion of support strategies for ELL students. Weekly coaching observations and classroom walkthroughs will be conducted to ensure that the lesson plans are being executed during classroom instruction.	5/31/2017 weekly
G1.B2.S1.A1  A307998	The CCT and math coach will provide professional development on implementing instructional...	Gonzalez, Yulimey	8/15/2016	Classroom walkthroughs will be conducted to monitor the use of instructional strategies/ accommodations to support ELL students based on student proficiency on WIDA standards. Walkthrough look-fors will include, but are not limited to daily small group differentiated instruction, scaffolding of vocabulary for ELL students, and use of strategies/accommodations to support language acquisition and progress of our ELL students. Math lesson plans will be monitored to include daily small group differentiated instruction, strategies/accommodations used to support and monitor the language acquisition and academic progress of ELL students. The math and CCT coach's logs will be monitored to ensure the coaching cycle is conducted for teachers in need of support.	5/31/2017 monthly
G1.B2.S1.A2  A307999	The administrative team will conduct weekly coaching observations and classroom walkthroughs and...	Hay, Nathan	8/29/2016	Classroom walkthroughs will be conducted to monitor the use of instructional strategies/ accommodations to support ELL students based on student proficiency on WIDA standards. Walkthrough look-fors will include, but are not limited to daily small group differentiated instruction, scaffolding of vocabulary for ELL students, and use of strategies/accommodations to support language acquisition and progress of our ELL students. The math and CCT coach's logs will be monitored to ensure the coaching cycle is conducted for teachers in need of support.	5/31/2017 weekly

Orange - 1011 - Rock Springs Elementary - 2016-17 SIP
Rock Springs Elementary

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.MA1  M314411	Monitoring of iReady, Common Assessments, and Mini Measurements of Learning (MML) data results...	Hay, Nathan	8/22/2016	iReady, Common Assessments, and Mini Measurements of Learning data will be collected to monitor the effectiveness of the action plan.	5/31/2017 every-3-weeks
G2.B1.S1.MA1  M314412	Coaching observations and classroom walkthroughs will be conducted to monitor the implementation of...	Hay, Nathan	8/29/2016	iObservation data in element 6, Identifying Critical Content, will be monitored to determine the percentage of lessons and activities being taught that are standards-based and at the DOK and level of rigor required by the standards.	5/31/2017 weekly
G2.B1.S1.MA2  M314413	Lesson plans will be monitored to ensure inclusion of standards-based lessons and activities that...	Hay, Nathan	8/15/2016	Lesson plans will be monitored to ensure that they meet the Rock Springs Elementary lesson plan expectations outlined for the teachers at the beginning of the year. Lesson plans are expected to be aligned to the rigor and DOK level of the standards being taught.	5/31/2017 weekly
G2.B1.S1.A1  A308000	The principal will outline expectations for school wide standards-based instruction.	Hay, Nathan	8/15/2016	Classroom walkthroughs will be conducted to monitor the implementation of the expectations outlined by the principal. Walkthrough look-fors will include, but are not limited to standards-based instruction, standards-based activities, and rigor, DOK level, and activity alignment. Lesson plans will be monitored to include standards-based lessons and activities, and activities that align to the rigor and DOK level of the standards.	5/31/2017 weekly
G2.B1.S1.A2  A308001	The instructional coaches will provide professional development and model lessons within the...	Sturtevant, Lindsey	8/16/2016	Classroom walkthroughs will be conducted to monitor the implementation of the expectations outlined by the principal. Walkthrough look-fors will include, but are not limited to standards-based instruction, standards-based activities, and rigor, DOK level, and activity alignment. Lesson plans will be monitored to include standards-based lessons and activities, and activities that align to the rigor and DOK level of the standards. Coach's logs will be monitored to ensure the coaching cycle is conducted for teachers in need of support.	5/31/2017 every-2-months
G2.B2.S1.MA1  M314414	During individual data meetings common assessment, MML, and i-Ready data will be disaggregated and...	Hankerson, Kimberly	8/15/2016	Common assessment, MML, and i-Ready data will be disaggregated and monitored during individual data meetings. Through the implementation of individual data meetings and the coaching cycle to provide differentiated support to teachers, changes to instructional practices and an increase in the percentage of students making growth will be evident .	5/31/2017 every-3-weeks
G2.B2.S1.MA1  M314415	A calendar of weekly data meetings will be created and followed. Meeting notes and data will be...	Hankerson, Kimberly	8/15/2016	Individual classroom data, student proficiency, and data trends will be monitored in order to make instructional decisions. Documentation of such changes will be recorded in the meeting notes. Coaching logs will be monitored to ensure the coaching	5/31/2017 weekly

Orange - 1011 - Rock Springs Elementary - 2016-17 SIP
Rock Springs Elementary

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				cycle is conducted for teachers in need of support.	
G2.B2.S1.A1  A308002	The administrative team will create an individual data meeting calendar to monitor student...	Hankerson, Kimberly	8/15/2016	Individual classroom data, student proficiency, and data trends will be monitored in order to make instructional decisions and determine teachers in need of support.	5/31/2017 every-3-weeks
G2.B2.S1.A2  A308003	The administrative team will conduct weekly coaching observations and classroom walkthroughs to...	Hay, Nathan	8/29/2016	Evidence will include feedback and data from classroom walkthrough forms completed by the instructional coaches and iObservation coaching observations conducted by administrators.	5/31/2017 weekly

V. Professional Development Opportunities

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

G1. Teachers will target the lowest 25% of students in math to increase the percentage of students making learning gains on the FSA Math assessment. (Narrow Achievement Gap, Accelerate Student Performance)

G1.B1 The teachers struggle to consistently implement differentiated instruction during math.

G1.B1.S1 The classroom teachers will implement a rotational model to ensure that small group differentiated instruction occurs daily.

PD Opportunity 1

The math coach will provide professional development and model lessons within the classroom to increase teachers' understanding of the rotational model and differentiated instruction.

Facilitator

Jennifer Bennett (Math Coach)

Participants

Classroom teachers (K - 5)

Schedule

Weekly, from 8/15/2016 to 5/2/2017

G1.B2 The classroom teachers struggled to provide effective ELL strategies to help students master than math standards.

G1.B2.S1 The math coach and CCT will work with the classroom teachers to decrease the percentage of ELL students in the lowest 25% on the FSA Math assessment.

PD Opportunity 1

The CCT and math coach will provide professional development on implementing instructional strategies based on student proficiency of the WIDA standards according to ACCESS for ELLs ELL students' results.

Facilitator

Yulimey Gonzalez, Jennifer Bennett

Participants

Classroom Teachers (K - 5)

Schedule

Monthly, from 8/15/2016 to 5/31/2017

G2. Teachers will increase the percentage of all students making learning gains using standards-based instruction. (Accelerate Student Performance, Ensure College and Career Readiness)

G2.B1 Teachers struggle to align student activities and tasks to the rigor and DOK level of the standards.

G2.B1.S1 The administrative team will provide ongoing professional development in using standards-based instruction and lesson planning.

PD Opportunity 1

The instructional coaches will provide professional development and model lessons within the classroom to increase teachers' understanding of standards-based instruction.

Facilitator

Lindsey Sturtevant, Jennifer Bennett, Tanya Varela, Yulimey Gonzalez

Participants

Kindergarten - Fifth Grade Teachers

Schedule

Every 2 Months, from 8/16/2016 to 5/31/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	The math coach will provide professional development and model lessons within the classroom to increase teachers' understanding of the rotational model and differentiated instruction.				\$250.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
		130-Other Certified Instructional Personnel	1011 - Rock Springs Elementary	General Fund		\$250.00
			Notes: Salary and materials used by the math coach			
2	G1.B1.S1.A2	The administrative team will conduct weekly coaching observations and classroom walkthroughs and provide actionable feedback to improve differentiated instruction, standards-based lessons and activities, and rigor, DOK level, and activity alignment.				\$200.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
		100-Salaries	1011 - Rock Springs Elementary	General Fund		\$200.00
			Notes: Materials to provide effective feedback to teachers			
3	G1.B2.S1.A1	The CCT and math coach will provide professional development on implementing instructional strategies based on student proficiency of the WIDA standards according to ACCESS for ELLs ELL students' results.				\$350.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
		130-Other Certified Instructional Personnel	1011 - Rock Springs Elementary	General Fund		\$350.00
			Notes: Salary and materials needed to conduct professional development workshops			
4	G1.B2.S1.A2	The administrative team will conduct weekly coaching observations and classroom walkthroughs and provide actionable feedback to improve small group differentiated instruction, scaffolding of vocabulary for ELL students, and use of strategies/accommodations to support language acquisition and progress of our ELL students.				\$200.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
		100-Salaries	1011 - Rock Springs Elementary	General Fund		\$200.00
			Notes: Materials to provide effective feedback to teachers			
5	G2.B1.S1.A1	The principal will outline expectations for school wide standards-based instruction.				\$50.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17

Orange - 1011 - Rock Springs Elementary - 2016-17 SIP
Rock Springs Elementary

		110-Administrators	1011 - Rock Springs Elementary			\$50.00
			<i>Notes: There is no cost factor for this item</i>			
6	G2.B1.S1.A2	The instructional coaches will provide professional development and model lessons within the classroom to increase teachers' understanding of standards-based instruction.				\$2,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
		140-Substitute Teachers	1011 - Rock Springs Elementary			\$1,200.00
			<i>Notes: We will pay for subs so multiple teachers on the grade level can observe the coaches providing instruction.</i>			
		130-Other Certified Instructional Personnel	1011 - Rock Springs Elementary	General Fund		\$1,000.00
			<i>Notes: Salaries and materials used during modeling of lessons</i>			
7	G2.B2.S1.A1	The administrative team will create an individual data meeting calendar to monitor student proficiency levels and progress in ELA, math, and science. .				\$300.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
		100-Salaries	1011 - Rock Springs Elementary	General Fund		\$300.00
			<i>Notes: Salary and materials used by the administration team to create the calendars</i>			
8	G2.B2.S1.A2	The administrative team will conduct weekly coaching observations and classroom walkthroughs to provide actionable feedback on instructional strategies and differentiated instruction.				\$200.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
		100-Salaries	1011 - Rock Springs Elementary	General Fund		\$200.00
			<i>Notes: Salaries and Materials to provide effective feedback to teachers</i>			
Total:						\$3,750.00