

School District of Osceola County, FL

Flora Ridge Elementary School



2016-17 Schoolwide Improvement Plan

Flora Ridge Elementary School

2900 DYER BLVD, Kissimmee, FL 34741

www.osceolaschools.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 KG-5	Yes	70%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	86%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	D	C*	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 Osceola 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 Flora Ridge Elementary School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	Targeted Support & Improvement - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Flora Ridge Elementary is to prepare students for the future by providing them with a high quality education focused on academic success and personal growth, and to instill in them good citizenship skills and respect for others.

b. Provide the school's vision statement.

Through Professional Learning Communities we will collaborate, reflect, and take action for student learning using data from rigorous common assessments that are aligned to Florida Standards.

2. School Environment

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

The teachers conduct learning inventories on each child to determine interests, learning styles, and cultural background. The results of these inventories will guide the teacher in building positive relationships and meet the student's individual needs.

Teachers and staff will be provided professional development on English Language Learners and Families in Transition (FIT).

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

The school will implement Positive Behavior Intervention Support System (PBIS) as a Tier 1 behavioral intervention for all students. All adults will be on duty before and after school. During school, morning announcements will reinforce the guidelines for a safe and respectful learning environment. Once per week, the School Resource Officer (SRO) is present to ensure safety and build positive relationships with students and staff.

The school has specific school-wide expectations and procedures for all areas of the campus. There are also specific procedures for emergencies. Emergency drills (fire, lock-down, and severe weather) are practiced regularly.

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.

Flora Ridge Elementary is a PBIS school with clear expectations and procedures to maintain a safe, respectful, and supportive learning environment. Expectations are posted in all common areas as well as the classroom. Each teacher submits a behavior management plan that incorporates the PBS mission and expectations. This plan articulates how the teacher will reward students for positive behavior and the specific expectations within the classroom.

When expectations are not adhered to, students are re-taught expectations. Minor infractions are issued to students when multiple infractions occur. Parents are notified of the minor infraction and the student is once again re-taught the expectations. When necessary, major infractions are referred to administration and are handled according to the Student Code of Conduct.

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.

Flora Ridge Elementary has a school counselor that supports and oversees the social and emotional needs of all students. The counselor's office is open for all students who may need additional assistance (crisis intervention, mental health, school adjustment, etc.). After students are identified as needing extra services, the behavior team meets and discusses appropriate interventions for students. These Tier 2 interventions are addressed through a school mentoring program called Behavior Education Program (BEP). In-house mentors are assigned to students and the mentor checks-in daily with the child. The Multi-Tier System of Support (MTSS) team meets weekly to discuss behavioral data changes from the BEP and determine if other interventions are necessary. School-wide bullying programs are implemented to ensure all students are aware of what bullying is and how to prevent it from occurring.

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.

The leadership team has identified students who meet two or more of the early warning system indicators. The following indicators were used to identify students:

- Students who missed 10% or more of the instructional time
- Students who have two or more behavior referrals AND/OR one or more referrals with suspension defined in s.1003.01.(5) F.S.
- Students that are not proficient in reading or math as determined by the statewide, standardized assessments
- Students who are retained pursuant to s.1008.25(4)(c), F.S.

The leadership team will inform teachers and assist in providing support and interventions both academically and behaviorally. The leadership team will monitor those students and review progress weekly.

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	12	17	10	8	8	10	0	0	0	0	0	0	0	65
One or more suspensions	3	5	5	10	18	21	0	0	0	0	0	0	0	62
Course failure in ELA or Math	0	0	0	37	0	0	0	0	0	0	0	0	0	37
Level 1 on statewide assessment	0	0	0	37	27	34	0	0	0	0	0	0	0	98

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

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

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

Students will receive Tier 2 and/or Tier 3 interventions for their academic needs. The MTSS team will meet monthly to determine if the interventions are appropriate for each child. Students receiving Tier 3 interventions will be assessed weekly to provide multiple data points in determining progress. The teacher, student, and parent will also be involved in the process of tracking the student data and will be updated of progress and assist in determining needs of student.

B. Family and Community Engagement

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

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

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

Yes

1. PIP Link

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

2. Description

Parent involvement at Flora Ridge has been high for student events but not as high in receiving input on school improvement. For this reason, we have decided upon 3 separate involvement targets: registered volunteers, participation in curriculum nights, and participation in the school improvement process.

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.

The school parent liaison works to meet with local business partners and develop community relationships with those business partners. Business partners provide support to the school by attending School Advisory Council meetings as well as providing discounted or free merchandise for the school.

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
Adams, Katie	Assistant Principal
Chappell, Tiffany	School Counselor
	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 at Flora Ridge consists of Principal, Peter Hodges, Assistant Principal, Katie Adams, Learning Resource Specialist, Lindsey Walters, Literacy Coach, Julie Wilson, Math/Science

Coach Wendi McFarland, and Guidance Counselor, Tiffany Chappell. Lindsey Walters is also the MTSS Coach and ensures that all students that require interventions receive them. Julie Wilson coaches teachers during the ELA block and provides professional development in ELA. Wendi McFarland coaches teachers during math and science and provides professional development in math and science. Tiffany Chappell is the MTSS behavior coach and ensures that students that require interventions receive them. The leadership team reviews weekly lesson plans and provides feedback to the teachers using a rubric.

The Problem Solving Team (PST) meets once a week to assist the teachers with developing strategies for meeting individual student's learning needs. The PST identifies students that need supplementary support in any of the identified areas in addition to what they are receiving in the regular education classroom. The PST team analyzes the areas of need of the students and researches evidenced-based programs or approaches (i.e. interventions) that may be used to help remediate those areas or weakness.

The PST team plans for the delivery of the interventions to the selected students. Issues that need to be addressed for successful delivery include: identification of the interventionists, scheduling, make-up of groups based on individual student needs, location for the intervention, frequency and duration of the intervention, and support for the interventionist. The PST team frequently monitors the interventionists to determine if the interventions are being implemented with fidelity.

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.

Leadership team and grade levels meet monthly to review whole school data and determine the needs of individual students. These meetings include discussions of specific student interventions and any additions or changes that need to be made to the core curriculum. Common formative assessments are provided weekly for students receiving Tier 3 interventions, bi-monthly for students receiving Tier 2, and quarterly for the entire school. Data from these assessments are reviewed at the weekly MTSS meetings and interventions are adapted as necessary. School funding provides for substitutes to cover classroom teachers to have in depth data and curriculum conversations with the MTSS/Leadership Team.

Title I, Part A

To ensure students requiring additional remediation are assisted; extended learning opportunities, such as before and /or after school programs, and/or Saturday and/or summer school, are offered. The district coordinates with Title II to ensure staff development needs are provided. Learning Resource Specialists and Math/Science Coaches develop and lead programs based on Florida Standards curriculum/behavior assessment and intervention approaches.

Title I, Part C-Migrant

When Migrant children are enrolled at our school, the Title I Migrant Center staff is available to ensure that all migrant students are given a fair and equitable opportunity to achieve a high quality education. They will be contacted to help meet the needs of Migrant students, based on student achievement data, if enrolled at our school. These students will be afforded the same opportunities as all students. The liaison coordinates with Title I and other programs to ensure the student needs are met and assistance transitioning to post-secondary education or employment.

Title I, Part D

When Neglected and/or Delinquent children are enrolled in our school, we will coordinate efforts with the Alternative Programs Department to ensure that all student needs are met.

Title II

Professional Development is provided for Core Connections, Math Solutions, and Instructional Framework Design and the Instructional Leadership Pipeline. It is also used to focus on Professional Learning Community (PLC) development and facilitation.

Title III

The Multicultural Department assists in the identification of Limited English Proficiency (LEP), immigrant, and Native American students most at-risk in meeting state standards. Support research-based, comprehensive educational programs are used to help reduce the educational

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Julius Battle	Parent
Linda Borek	Teacher
Yulianna Cevallos	Parent
Elba Catoni	Parent
Rossana Di Marco de Machado	Parent
Claudia Ahmady	Parent
Mary Bary	Parent
Claudine Hawthorne	Parent
Ozkanna Guitierrez	Parent
Katie Adams	Teacher
Peter Hodges	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

All parents and community members were invited to attend a SAC meeting where they provided input on the 2016-2017 SIP. 2015-2016 data and results of the state assessment were shared with all who attended the SAC meeting to assist in advising the 2016-2017 (Continuous Improvement Management System) CIMS/SIP.

b. Development of this school improvement plan

All parents and community members were invited to attend a School Advisory Council (SAC) meeting where data from the 2015-2016 school year was provided. Attendees were able to reflect on data and the previous year's goals. The team utilized the problem solving process to decide on the primary areas for focus in 2016-2017. The final CIMS plan was shared and approved by the SAC committee.

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

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

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
Hodges, Pete	Principal
Adams, Katie	Assistant Principal

b. Duties

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

The LLT will be organizing and coordinating literacy based parent involvement nights. The parents will be invited to come to the school and learn strategies for working with their child in English Language Arts, while participating in a fun activity. Parents will be given strategies as well as materials to use at home with their child. The LLT will also be working closely with the PST to evaluate the effectiveness of our intervention programs and individual student progress. The LLT will analyze data to determine school wide literacy needs and formulate student, parent, and teacher activities to increase achievement in English Language Arts.

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 will continue to implement Professional Learning Communities (PLC). PLCs will meet weekly to evaluate data on unit assessments in all content areas. PLCs will then utilize data to collaborate in planning and change instruction based on teacher strengths and student needs.

In addition to weekly data analysis, teachers will be provided half days quarterly to meet and analyze data in a more in depth manner that includes guidance from instructional coaches and administration.

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

Professional development opportunities provided, New teacher Mentor Program, Math/Science and Reading coaching assistance offered to all teachers including modeling lessons and co-teaching.

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

New teachers will be provided with a one on one mentor, and will be offered monthly meetings to support instructional practices, curriculum, and classroom management.
The new teachers were paired with experienced teachers who have established results of student achievement within classroom and shown strong team collaboration.
Teachers who are new to school will also be provided with a mentor/buddy teacher to help in establishing familiarity with the new school.

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.

The school has curriculum timelines that outline the time frame to teach each standard. Fidelity of following these timelines is enforced by administration through classroom walk-throughs and lesson plan review. In addition, the Literacy and Math/Science coach provide professional development around the breakdown of standards and creating assessments that are aligned to the state standards. When applicable CMAPs provides resources for teachers in lesson planning.

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.

Students in the lowest quartile as identified by I-Ready Reading are provided with a Tier 2 intervention on their level. Students who are in the lowest quartile as identified by I-Ready Math are provided a Tier 2 intervention based on skill needs and/or areas where they are not mastering the specific math standard.

At the Tier 1 level, all teachers provide small group instruction to students in the 90 minute ELA block and differentiate based on student need. Teachers document this differentiation within their daily lesson plans.

Students who receive ELL services also are provided with small group instruction based on their English language needs. Paraprofessionals push-in during both math and in ILL time to assist these students.

ESE students are placed in the general classroom providing the least restrictive environment.

Students are provided a specific VE Resource teacher that assists within the classroom providing the accommodations and assistance noted within their Individual Education Plan.

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: 4,500

Teachers will meet with their identified grade level departments. Teachers will analyze student data, and work collaboratively to identify next steps in instruction and best practices.

Strategy Rationale

The additional collaborative time will allow teachers to reflect on instructional data from student assessments and work identify areas of strengths and weaknesses within their instruction.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Adams, Katie, katie.adams@osceolaschools.net

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

I-Ready Reading and Math achievement levels as well as grade level reading and math 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.

The school will provide a yearly Kindergarten Round-Up program to inform parents and familiarize students with kindergarten. All area pre-schools will be notified of the event as well as shared with the local press.

In additions, kindergarten teachers will utilize the FLKRS assessment to gather data on the specific skill levels of the students prior to entering kindergarten.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

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

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

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

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. To effectively and efficiently support teachers and staff with the collaboration and implementation of standard based lessons, instruction and assessments

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. To effectively and efficiently support teachers and staff with the collaboration and implementation of standard based lessons, instruction and assessments **1a**

 G085376

Targets Supported **1b**

Indicator	Annual Target
ELA Achievement District Assessment	52.0
Math Achievement District Assessment	49.0
Science Achievement District Assessment	56.0

Targeted Barriers to Achieving the Goal **3**

- Lack of productive collaborative planning.
- Teachers need to understand how to use appropriate leveled resources to incorporate content standards into rigorous lessons.

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

- Common assessments are already created for Math and ELA
- Reading and Math Coach
- Exemplar model lessons
- Data Trackers for common assessments are created
- Professional Development days build into master schedule
- Professional Learning Communities training
- Title Funding

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

STAR Data will be used to measure progress towards the goals.

Person Responsible

Schedule

Quarterly, from 9/4/2015 to 6/3/2016

Evidence of Completion

STAR reports will be used.

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

Essential Standards Master Tracker

Person Responsible

Katie Adams

Schedule

Every 6 Weeks, from 9/7/2015 to 6/3/2016

Evidence of Completion

Trackers will be kept for every grade level to determine student mastery of essential standards.

Plan to Monitor Progress Toward G1. 8

Administrative Data Chats with Teachers

Person Responsible

Schedule

Quarterly, from 10/22/2015 to 6/3/2016

Evidence of Completion

STAR Data, Master Tracker Data, Report Card Data will be discussed.

Plan to Monitor Progress Toward G1. 8

Leadership Team Meetings

Person Responsible

Schedule

Biweekly, from 8/13/2015 to 6/10/2016

Evidence of Completion

Minutes from meetings, Action Plans from meetings

Plan to Monitor Progress Toward G1. 8

Professional Learning Communities

Person Responsible

Schedule

Biweekly, from 9/2/2015 to 6/1/2016

Evidence of Completion

PLC Meeting minutes, Assessment Trackers, MTSS Groups for interventions

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. To effectively and efficiently support teachers and staff with the collaboration and implementation of standard based lessons, instruction and assessments **1**

 **G085376**

G1.B1 Lack of productive collaborative planning. **2**

 **B227049**

G1.B1.S1 Provide Professional Development on effective collaboration, effective rigorous standards based lessons, and identification of essential standards which in turn will help create plans of implementation. **4**

 **S239565**

Strategy Rationale

Knowing how to create lessons that reflect the depth and rigor of the assessments then our grade level instruction will be aligned to the depth and rigor of the standards needed for core instructional methods.

Action Step 1 **5**

PD on Professional Learning Communities

Person Responsible

Pete Hodges

Schedule

Weekly, from 7/28/2016 to 5/31/2017

Evidence of Completion

Grade Level PLC agendas and minutes reflecting on learned best practices.

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

Leadership team will monitor weekly PLC collaborative meetings

Person Responsible

Pete Hodges

Schedule

Weekly, from 8/3/2016 to 5/31/2017

Evidence of Completion

Meeting minutes, lesson plans and artifacts

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

Classroom walk-thrus and data from classroom assessments

Person Responsible

Pete Hodges

Schedule

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

Evidence of Completion

Gradebook reports, lesson plans and data trackers

G1.B1.S2 Host Data Chats with administration to monitor quarterly I-Ready progress and grades. 4

S239566

Strategy Rationale

Data Chats require the teachers to analyze their I-Ready, student by student and create a plan to be implemented.

Action Step 1 5

Host quarterly data chats to discuss I-Ready progress monitoring and gradebook reports

Person Responsible

Pete Hodges

Schedule

Quarterly, from 8/10/2016 to 5/30/2017

Evidence of Completion

Schedule of data chats, I-Ready progress monitoring report, data analysis reflection

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

Scheduled in advance, calendar of event

Person Responsible

Pete Hodges

Schedule

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

Evidence of Completion

Schedule of Data Chats

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

Data chats will help to target instruction, and identify areas strengths, weakness and next steps towards rigorous standards based instruction.

Person Responsible

Pete Hodges

Schedule

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

Evidence of Completion

Lesson plans, classroom walk-thrus and grade level assessment data

G1.B2 Teachers need to understand how to use appropriate leveled resources to incorporate content standards into rigorous lessons. 2

 B227050

G1.B2.S1 Determine essential needs of grade levels and classroom teachers and provide professional development to meet the needs. 4

 S239567

Strategy Rationale

If teachers understand how to use the resources available, core instruction will improve in the classroom.

Action Step 1 5

Offer opportunities to learn about existing resources within the school that can be used for targeted instruction

Person Responsible

Katie Adams

Schedule

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

Evidence of Completion

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

Calendar events, agendas and artifacts from professional development opportunities, implementation in lesson plans

Person Responsible

Katie Adams

Schedule

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

Evidence of Completion

lesson plans, agendas, artifacts

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

Lesson plans will be monitored for implementation, additional professional development opportunities provided at the request of teachers.

Person Responsible

Katie Adams

Schedule

Monthly, from 8/10/2016 to 5/30/2017

Evidence of Completion

PD surveys, professional development training module.

G1.B2.S2 Monitor evidence of implementation of resources in classroom instruction. 4

S239568

Strategy Rationale

If effective implementation of resources is given in the classroom, core instruction will improve.

Action Step 1 5

Leadership team will monitor implementation through various means of resources.

Person Responsible

Schedule

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

Evidence of Completion

Walk-thrus, lesson plans, PLC minutes and agendas

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

Lesson plans, PLC meeting minutes and agendas will be monitored

Person Responsible

Pete Hodges

Schedule

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

Evidence of Completion

walk thrus, lesson plans, meeting minutes and agendas

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

Classroom and district level assessments and progress monitoring.

Person Responsible

Pete Hodges


















Schedule

On 5/30/2017

Evidence of Completion

I-Ready Progress monitoring, grade level data trackers, classroom assessments

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.MA5  M317747	Professional Learning Communities		9/2/2015	PLC Meeting minutes, Assessment Trackers, MTSS Groups for interventions	6/1/2016 biweekly
G1.MA1  M317743	STAR Data will be used to measure progress towards the goals.		9/4/2015	STAR reports will be used.	6/3/2016 quarterly
G1.MA2  M317744	Essential Standards Master Tracker	Adams, Katie	9/7/2015	Trackers will be kept for every grade level to determine student mastery of essential standards.	6/3/2016 every-6-weeks
G1.MA3  M317745	Administrative Data Chats with Teachers		10/22/2015	STAR Data, Master Tracker Data, Report Card Data will be discussed.	6/3/2016 quarterly
G1.MA4  M317746	Leadership Team Meetings		8/13/2015	Minutes from meetings, Action Plans from meetings	6/10/2016 biweekly
G1.B2.S1.MA1  M317739	Lesson plans will be monitored for implementation, additional professional development...	Adams, Katie	8/10/2016	PD surveys, professional development training module.	5/30/2017 monthly
G1.B1.S2.A1  A310179	Host quarterly data chats to discuss I-Ready progress monitoring and gradebook reports	Hodges, Pete	8/10/2016	Schedule of data chats, I-Ready progress monitoring report, data analysis reflection	5/30/2017 quarterly
G1.B2.S2.MA1  M317741	Classroom and district level assessments and progress monitoring.	Hodges, Pete	8/10/2016	I-Ready Progress monitoring, grade level data trackers, classroom assessments	5/30/2017 one-time
G1.B1.S1.MA1  M317735	Classroom walk-thrus and data from classroom assessments	Hodges, Pete	8/10/2016	Gradebook reports, lesson plans and data trackers	5/31/2017 weekly
G1.B1.S1.MA1  M317736	Leadership team will monitor weekly PLC collaborative meetings	Hodges, Pete	8/3/2016	Meeting minutes, lesson plans and artifacts	5/31/2017 weekly
G1.B1.S1.A1  A310178	PD on Professional Learning Communities	Hodges, Pete	7/28/2016	Grade Level PLC agendas and minutes reflecting on learned best practices.	5/31/2017 weekly
G1.B2.S1.MA1  M317740	Calendar events, agendas and artifacts from professional development opportunities, implementation...	Adams, Katie	8/10/2016	lesson plans, agendas, artifacts	5/31/2017 monthly
G1.B2.S1.A1  A310180	Offer opportunities to learn about existing resources within the school that can be used for...	Adams, Katie	8/10/2016		5/31/2017 monthly
G1.B1.S2.MA1  M317737	Data chats will help to target instruction, and identify areas strengths, weakness and next steps...	Hodges, Pete	8/10/2016	Lesson plans, classroom walk-thrus and grade level assessment data	5/31/2017 quarterly
G1.B1.S2.MA1  M317738	Scheduled in advance, calendar of event	Hodges, Pete	8/10/2016	Schedule of Data Chats	5/31/2017 quarterly
G1.B2.S2.MA1  M317742	Lesson plans, PLC meeting minutes and agendas will be monitored	Hodges, Pete	8/10/2016	walk thrus, lesson plans, meeting minutes and agendas	5/31/2017 weekly
G1.B2.S2.A1  A310181	Leadership team will monitor implementation through various means of resources.		8/10/2016	Walk-thrus, lesson plans, PLC minutes and agendas	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. To effectively and efficiently support teachers and staff with the collaboration and implementation of standard based lessons, instruction and assessments

G1.B1 Lack of productive collaborative planning.

G1.B1.S1 Provide Professional Development on effective collaboration, effective rigorous standards based lessons, and identification of essential standards which in turn will help create plans of implementation.

PD Opportunity 1

PD on Professional Learning Communities

Facilitator

Solution Tree, Pete Hodges, Katie Adams, Wendi McFarland, Julia Wilson

Participants

K-5 teachers

Schedule

Weekly, from 7/28/2016 to 5/31/2017

G1.B2 Teachers need to understand how to use appropriate leveled resources to incorporate content standards into rigorous lessons.

G1.B2.S1 Determine essential needs of grade levels and classroom teachers and provide professional development to meet the needs.

PD Opportunity 1

Offer opportunities to learn about existing resources within the school that can be used for targeted instruction

Facilitator

Julia Wilson, Wendi McFarland

Participants

K-5 Core Teachers

Schedule

Monthly, from 8/10/2016 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	PD on Professional Learning Communities	\$0.00
2	G1.B1.S2.A1	Host quarterly data chats to discuss I-Ready progress monitoring and gradebook reports	\$0.00
3	G1.B2.S1.A1	Offer opportunities to learn about existing resources within the school that can be used for targeted instruction	\$0.00
4	G1.B2.S2.A1	Leadership team will monitor implementation through various means of resources.	\$0.00
Total:			\$0.00