

Reedy Creek Elementary School



2016-17 Schoolwide Improvement Plan

Reedy Creek Elementary School

5100 EAGLES TRL, Kissimmee, FL 34758

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 PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	74%

School Grades History

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

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the 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 Reedy Creek Elementary School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	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.

Reedy Creek Elementary School, in alliance with family and community, will provide a positive, safe environment where children will be challenged academically to become lifelong learners and respectful, contributing members of an ever changing, diverse society.

b. Provide the school's vision statement.

Reedy Creek will serve as a model for educational excellence and life-long learning.

2. School Environment

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

Reedy Creek Elementary is a diverse school. Each year we host a multitude of schoolwide and grade level events that are geared toward building our school community, formulating relationships, and creating awareness among our stakeholders. Some of these events include but are not limited to: Title I Night; Primary Family Reading Night; Field Trips; PTO; SAC; and Fundraising events for our community. Our faculty members maintain contact with parents through the use of agendas, parent/teacher conferences, e-mail, text message services, and logged phone calls.

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

Reedy Creek Elementary is also home to many ongoing and successful programs that are geared to ensure the safety and security of our students while they are on campus. We have a schoolwide "Safety Patrol" manned by our most responsible intermediate students. They assist faculty and staff members by ensuring our primary students arrive on and depart from campus safely. Our "Watch Dog" program was founded and continues to be a successful campus organization for fathers and male guardians. These parents and guardians are visible and active volunteers who aid our school in matters of campus safety. Our students receive information about bullying prevention on an annual basis, and our teachers are encouraged to incorporate those teachings in the classroom. We also have a schoolwide SOAR program. (Show Outstanding Academic Responsibility). All staff members and students realize the meaning of what it takes to show outstanding academic responsibility and our work is tied to this purpose.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Our students abide by the schoolwide S.O.A.R.S. expectations which are: Show respect; Offer cooperation; Always try; (make) Responsible choices; (demonstrate) Safe behaviors. Our established protocol for disciplinary incidents includes progressive discipline such as the use of "red sheets" to document three minor infractions prior to the generation of a referral. RCE forms a PBIS committee annually, the goal of which is to discuss and establish schoolwide policies and procedures as they pertain to bullying prevention, discipline, and Positive Behavior Support. Information regarding these policies and procedures is made readily available to faculty, staff, students, and other stakeholders

through both traditional and electronic formats. We reward students with various forms of positive reinforcements when they exhibit or exceed our school expectations.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Reedy Creek Elementary School, with the assistance of the Guidance Department, has established a Character Education program geared toward helping our students learn effective social skills and positive coping strategies. These courses equip our students with the necessary tools to be successful and proactive in educational and social settings. We have an active MTSS committee that identifies and provides services for at-risk students. We will establish a working relationship with a neighboring high school to establish a mentoring program between our students.

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 will review I-Ready monitoring data to determine academic needs in order to ensure that ALL students are learning and accelerating. If a child is not being successful we will place them into MTSS providing interventions in academic areas that are needed to close the learning gap. Reviewing of CFAs and adjusting the learning process with students will also ensure the closure of learning gaps. We will regularly monitor attendance, when students have missed 10% of schools, phone calls and/or meetings will be held with parents to share the concern of attendance and help develop a plan of success. FOCUS will be used to run reports in discipline and attendance to help identify the early warnings of the problematic areas. For those students who received Level 1s in Reading or Math on the FSA and/or scored in red on i-Ready, Extended Learning Opportunities will be made available to assist them in closing their achievement gaps. These students will be identified using FSA data, FOCUS, i-Ready diagnostic and progress monitoring, teacher observation, DRA, other pertinent data.

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	30	25	21	22	20	23	0	0	0	0	0	0	0	141
One or more suspensions	2	2	2	4	3	0	0	0	0	0	0	0	0	13
Course failure in ELA or Math	1	0	6	78	11	1	0	0	0	0	0	0	0	97
Level 1 on statewide assessment	0	0	0	58	63	59	0	0	0	0	0	0	0	180

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	1	0	1	34	14	14	0	0	0	0	0	0	0	64

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

Attendance below 90% intervention - Letters when students who are signed out early are signed and the academic areas highlighted that the students have missed. Parental contact is made to determine the reasons for the absences as well as to provide information to parents about the importance of regular school attendance. Students who are shown to have excessive absences meet with administration to discuss goals and academic data.

Students who have one or more suspensions - Parent conferences are conducted to develop behavioral plans and monitoring of the behavioral plan through the MTSS process.

A Level 1 on a statewide assessment- Students are monitored in the MTSS process using i-Ready assessments by providing interventions during SOARS time(iii) and/or during the day provided by teachers/interventionists and/or Extended Learning Opportunities.

Retention in a previous grade - Students are placed into a different learning environment for the new year and are closely monitored in the MTSS process using i-Ready assessments by providing interventions during SOARS time(iii) and/or during the day provided by teachers/interventionists and/or Extended Learning Opportunities.

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

Title I Schools, in collaboration with parents, teachers, staff and community stakeholders, annually prepare and submit to FLDOE a detailed Parent Involvement Plan (PIP). All parents are invited to provide input into the PIP design. The final version of the plan is presented to the School Advisory Council (SAC) for approval, prior to FLDOE upload.

Required components of the plan include the annual Title I Meeting. The District Title I office provides a PowerPoint template with areas for the school to personalize mission, vision, curriculum and demographic information to share with parents at the annual meeting. Another area of the PIP focuses on staff training activities in effectively engaging parents to participate in the academic achievement of their children. District Title I provided training modules include the five levels of parent involvement, along with cultural sensitivity training in collaboration with Title III. The plan also outlines annual Building Capacity events the school plans to involve parents in their child's academic progress along with community outreach integration.

All parents are also invited to participate in the preparation of the school Compact. The Compact document consists of three sections targeting: student, parent and teacher. It is a pledge to uphold the school's vision, mission and specific educational accountabilities. It is discussed and signed by every elementary student, parent and teacher. The Compact is sent home for parent review at the middle and high school levels.

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.

Reedy Creek has a Business Partner Liaison who is also our OASIS Coordinator. She attends monthly Business Partner Meetings to learn of businesses that would like to partner with schools, what they have to offer to support our future and how other schools work with business partners. She reaches out to businesses and community members to partner in education with our school and communicates ways they can support our students and staff. She stays in contact with them on a regular basis and invites them to participate in some of building capacity events. We also have the Watch D.O.G.S. program to encourage male role models to become more actively involved and volunteer in our 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
Godin, Timi	Principal
Dyer, Laura	Instructional Coach
Steele, Vicki	Instructional Coach
Sanders, Erica	Instructional Coach
Hennessey, William	Assistant Principal

b. Duties

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

MTSS Coach/Test Coordinator oversees the process of MTSS by monitoring interventions, progress monitoring students, providing training to interventionist, holding meetings with teachers, keeping data and setting up meetings with parents and RCS.

Literacy Coach and Math Coach help review and dis-aggregate data, determine correct resources to meet the needs of the students, assist in developing action plans, coach teachers, model effective instruction, mentor teachers and train interventionist.

Administration reviews and disaggregates data, determines what is needed and how we should get there, what they can do to support and determine effective resources to reach goals.

School Psychologist reviews data and gives input to help make accurate decisions, consults with Problem Solving Team to help pinpoint accurate intervention at Tier 3.

Guidance Counselor shares input on behavioral concerns, helps develop behavioral plans and guidance for students along with helping families with resources as well.

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.

Each week our MTSS Coach and the Problem Solving Team reviews students in specified tiers, teachers concerns and new data when it is gained. Based on data we adjust the tier intervention, add more students into the MTSS process, progress monitor students who are being successful or determine if there needs to be a change school wide, classroom and or small groups. This is done through PLCS, LLT team meetings, PST team meetings, Leadership Team Meetings and Faculty

Meetings.

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 barriers that result from cultural and linguistic needs. Schools provide help for LEP, immigrant, and Native American students achieve the same standards as developed for other students.

IDEA provides support for students with an Individual Education Plan (IEP), students identified through the Preschool Education Evaluation Program (PEEP), and students identified through the gifted screening process for all second grade Title I students.

Title IX

To help eliminate barriers for education the District Homeless Education Liaison works with the school FIT Liaisons to help define and protect the rights of homeless students to enroll in, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health and academic referrals as well as vouchers for resources such as, but not limited to shoes, transportation, and school physicals.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Michael Near	Parent
Katrina Sanders	Principal
John Deir	Teacher
Danny Rangel	Parent
Veronica Rangel	Parent
Gina Morrison	Teacher
Cheryl Johnson	Teacher
Carolyn Grzeskiewicz	Parent
Ruth Bastein	Teacher
Sarah Near	Parent
Ana Gonzalez	Teacher
Mildred Roman	Parent
Jodi Duke	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

We do not yet have results for reading and math from the FSA, our new state assessment, for the 14 - 15 school year, However 50% of our students were at a 55% or above, proficiency, and in May of the 13 -14 school year, 48% of our students were at a 55% or above, proficiency. The growth over the year is as such; for the 13-14 school year we grew 6% and in the 14-15 school year we grew 12%. Therefore according to this assessment we were not successful in increasing the percent of students at proficiency but we did double our growth. For Math in March of the 13-14 school year, 68% of our students were at a 55% or above, proficiency, and in May of the 14-15 school year, 67% of our students were at a 55% or above, proficiency. The growth over the year is as such; for the 13-14 school year we grew 12% and in the 14-15 school year we grew 8%. Therefore according to this assessment we were not successful in increasing the percent of our students at proficiency level nor increasing the growth. In Science we were successful. We increased the percentage of students scoring at a Level 3 or higher by 7%. 53% of our students obtained a Level 3 or higher compared to the 46% for the 13-14 school year. The number of referrals did decrease.

b. Development of this school improvement plan

During the summer of team from the school attends the District Data Digging days to break down data and determine areas that the school needs to improve and then works through the 8 steps of problem solving. For the family and community component meetings are set up to get the input from parents on the PIP and Student Compacts. Those changes and ideas are brought before SAC for approval and the plan is then developed. SAC members share the improvement plan at the beginning of the year to review what was developed, if changes need to be made we tweak in order to have a well layed out plan. We send out emails, IRIS alerts and invitations to get parents and staff involved in the process. We do round table discussion to collaborate and decide on the best needs for the students.

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

We will ensure that funds are being used to align with the SIP academic areas in ways such as Professional Development, resources for the classroom, positive rewards to celebrate success. The budget will be reviewed monthly and requests will be voted upon monthly as long as quorum is present.

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
Sanders, Erica	Instructional Coach
Dyer, Laura	Instructional Coach
Haynes, Misty	Teacher, K-12

b. Duties

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

Disaggregate data and analyze it to determine strategies to help lowest quintile to improve
Develop Literacy activities for Literacy week and ways to get community members involved in supporting reading
Planning and executing effective and purposeful Parent Involvement Nights
Develop the understanding of complex text and response to reading
Expanding knowledge of the ELA standards and 120 Balanced Literacy Block

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.

RCE has full implementation of PLCs where grade levels collaborate to determine what students need, how to intervene and how to enrich. They develop power standards, plans, SMART GOALS, and CFAs to ensure ALL students are reaching their highest potential. They develop their group Norms or Essential Agreements and follow them through their meetings. They meet the 1st, 2nd and 3rd Wednesdays of every month. PLC Facilitators meet with the Leadership Team the 1st and 3rd Wednesday to check in and determine what is needed. If grade levels need planning time, subs will be provided with Title I funds. 5th Wednesdays of the month will be times for Celebrating Success. After each STAR Assessment window, leadership will review data and share with facilitators and ELO (Extended Learning Opportunities) will be adjusted. We also have a positive shout out board to nominate staff members who are setting the example of one vision, one goal and one team. Once a month 10 nomination forms will be drawn and recipients' names will be on a board and receive a small prize.

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

We have a committee, comprised of administration, one of our academic coaches and a grade level representative, who interviews candidates to join our team. When new teachers join our team, Laura Dyer, one of our instructional coaches, assigns them a mentor to help throughout the school year. For our veterans, we continually praise them, provide feedback and support needed to be the most successful that they can be.

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

When new teachers come on board, Erica Sanders oversees the Mentoring program, determines the need of support for the teacher. She strives to match personality and grade level representation to assure the teacher is successful. She meets with the mentors and mentees and share a suggested timeline of activities or portfolios items that may need to be completed. For those teachers who have taught before receive a mentor to help them with how to follow RCE procedures.

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.

Osceola County has developed curriculum maps for the subjects of English Language Arts, Math and Science which are aligned to the Florida Standards. Teachers will follow the standards that are on the curriculum/ unit maps throughout the school year. The curriculum/unit maps also provide teachers with resources that they are able to use in their instruction. The Math Coach and the Literacy Coach will support teachers through the year to have an effective implementation by providing PD, modeling and assisting with lesson plan development and assessment planning. The district adopted curriculum (ELA- Journeys, Math-Go Math, Science-Fusion, which all fall under the technical support of Think Central) are aligned to the Florida Standards. We will use i-Ready and expand our AVID program to all third, fourth and fifth grade classrooms to assist in ensuring Standards are being met and ALL students are successful. i-Ready Diagnostic Assessments are given 3 times of year to monitor students in Reading and Math. The results are used to help develop instruction to support students, align interventions and develop enrichment opportunities. i-Ready's Diagnostic Assessment determines learning paths for students and instruction plans for teachers to use in daily instruction and intervention.

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 Leadership Team, the Problem Solving Team and Grade Level Teams will meet regularly to disaggregate data. After students take the initial diagnostic assessment in i-Ready, teams will determine which students will need additional instruction, reteach, or enrichment based on the instructional reports. Students who are identified by i-Ready as between 0 and 1 year behind grade level will participate in a SOARS group that will provide remediation in the form of front loading of skills or vocabulary, reteaching or additional practice. Students who are identified by i-Ready as 1 to 2 years below grade level will be looked at by the Problem Solving Team and appropriate interventions will be

put in place. Enrichment will be developed for students working at or above grade level, for example project based activities, extension activities, literature circles, etc.

This will be a continual cycle after each Progress Monitoring of i-Ready. The Leadership team and the PLC Facilitators will review school wide, grade specific, and sub group data after each progress monitoring window . We will review plans to ensure the right support is in place. In addition, the Problem Solving Team determines interventions for students who scored a Level 1 in Reading or in Math and whom have been retained in 3rd grade.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 1,685

We provide 3rd, 4th and 5th grade students currently 4 days a week with after school interventions in small groups in Math and Reading. We service the lowest 25% and the bubble students. Grades K-5 will also receive service 4 days a week in Reading and Math during the iii time. We are using the following research based programs to provide the instruction: iReady, Do the Math, GO MATH, , LLI, Write in Reader with the Journeys series, Support Coach and iReady Toolbox, Guided Reading

Strategy Rationale

Students who are working below grade level need additional instructional time in smaller groups to close the gap.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Hennessy, William, william.hennessy@osceolaschools.net

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

We will use the Progress Monitoring with the iReady Reading and iReady Math once a month to determine the success or weakness. After reviewing the data we will determine the skills/ standards that need to be worked on in the Intervention classes to support the students and fill in the missing gaps. We will use the Instructional Planning reports from iReady to determine the focus skills that are missing so that they can be worked on during the intervention classes. We will also utilize the reports from iReady to group students and the computer generated learning paths for the students as well.

Strategy: Extended School Day

Minutes added to school year: 3,200

Teachers will collaborate and plan using data to determine Power standards, weak areas and enrichment areas to provide support. They analyze resources and determine the best fit support for students and how to provide the delivery of support. They will plan assessments to check progress of students with the skills and develop lessons that are scaffolded to meet the needs of the kids.

Strategy Rationale

To get buy in from staff and develop plans to ensure ALL students' needs are met. To be given time to review, reflect and revise over data, past years and plans.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

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

STAR data, iReady, meeting minutes will be collected, disaggregated, analyzed and discussed to ensure effectiveness.

Strategy: Summer Program

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction

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: Extended School Day

Minutes added to school year: 5,760

Students in grades K, 1, 2, 3 and 4 who could use extra support and extended school year will be offered the opportunity to attend summer school and brush up on their Math and Reading skills by certified teachers.

Strategy Rationale

To ensure students continue to grow and do not fall into the summer slide category and lose months of learning.

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

SAT 10, teacher observation and Progress Monitoring Assessments will be utilized and reviewed to ensure students are growing.

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.

Our VPK and PK ESE classrooms are invited and included in all regular school activities. As they transition to Kindergarten they take tours of the school and learn about the different areas for instruction. For incoming kindergartners and parents, we hold a Kindergarten Round Up where the parents can register, meet the Kindergarten team, and learn expectations. Students can explore the kindergarten classrooms and get a quick snapshot of what kindergarten is and will look like. For our students transitioning to the middle schools, orientations are provided to assist in class scheduling and expectations of the campuses.

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.

We have expanded the implementation of AVID to include third and fourth grades as well as fifth grade. We will focus on the Career and College Readiness by implementing this school wide organizational system and note taking strategies. We will have a college bulletin board, write letters to colleges and add College Days to our calendar so students and staff can wear their favorite college shirt! We bring in business partners and community members to assist with reading challenges and mentoring.

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

This not applicable to our elementary school.

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

A STEM Block class has been added which will focus on the integration of science, technology, engineering, and math and related careers.

Career and technical education is integrated through in house field trips as well as outside field trips to ensure real world application. We will be getting the STEM Bus for a week at our school for 5th grade students to utilize and will develop a Parent Night around the STEM Bus to provide family involvement.

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.

We are an elementary school and do not receive the High School Feedback Report.

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.** Reedy Creek will provide support and professional development for standards based planning concerning core subjects so that proficiency will increase.
- G2.** Reedy Creek staff will provide support to students and parents to increase knowledge of the importance of attendance.

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. Reedy Creek will provide support and professional development for standards based planning concerning core subjects so that proficiency will increase. 1a

G085401

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	58.0
FSA Mathematics Achievement	62.0
FCAT 2.0 Science Proficiency	60.0

Targeted Barriers to Achieving the Goal 3

- content knowledge
- allocated planning time
- depth of standards

Resources Available to Help Reduce or Eliminate the Barriers 2

- curriculum maps and lesson developed from research based activities
- Reading Coach- modeling
- Math/Science Coach - modeling
- iReady computer program utilized in classrooms, at home, and computer Lab
- FSA Test specifications
- iReady Diagnostic assessment data and CFAs
- SOARS
- Thinking Maps
- ESE teachers using push in services
- PLC Interventions(small group- intense with teachers who have results), incorporating CFAs
- AVID
- FIN and District ESE support
- STEM Block teacher

Plan to Monitor Progress Toward G1. 8

iReady, FSA and common assessments

Person Responsible

Timi Godin

Schedule

Monthly, from 8/3/2016 to 5/30/2017

Evidence of Completion

Increase the number of students scoring at proficient level on FSA and iReady.

G2. Reedy Creek staff will provide support to students and parents to increase knowledge of the importance of attendance. 1a

 G085402

Targets Supported 1b

Indicator	Annual Target
Attendance rate	95.0

Targeted Barriers to Achieving the Goal 3

- Parents misunderstand the correlation between attendance and student achievement

Resources Available to Help Reduce or Eliminate the Barriers 2

- Leadership Team, staff
- District support
- Evidence based research
-

Plan to Monitor Progress Toward G2. 8

Monthly attendance logs

Person Responsible

Timi Godin

Schedule

Monthly, from 8/3/2016 to 5/3/2017

Evidence of Completion

Successful increase on the STAR Renaissance testing and increase number of students scoring proficiency on FSA and increase mastery of standards on iReady.

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. Reedy Creek will provide support and professional development for standards based planning concerning core subjects so that proficiency will increase. 1

G085401

G1.B1 content knowledge 2

B227122

G1.B1.S1 Provide professional development for all teachers and support new teachers through peer training. 4

S239642

Strategy Rationale

Increased support leads to effective instruction

Action Step 1 5

Pair new teachers with veteran teachers in order to grow and educate new teachers on content being taught.

Person Responsible

Erica Sanders

Schedule

On 8/22/2016

Evidence of Completion

Provide list of new teachers and their mentors and provide agendas and minutes of meetings

Action Step 2 5

Coaches will provide professional development in the content areas to deepen understanding and application of the standards.

Person Responsible

Erica Sanders

Schedule

Monthly, from 8/3/2016 to 5/30/2017

Evidence of Completion

Sign in rosters, lesson plans, walk throughs

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

Conduct monthly meetings with new teachers and their mentors.

Person Responsible

William Hennessy

Schedule

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

Evidence of Completion

New teacher survey.

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

Monitoring lesson plans, professional development feedback, walk thoughts and monitoring students achievement.

Person Responsible

Timi Godin

Schedule

Weekly, from 8/3/2016 to 5/30/2017

Evidence of Completion

Lesson plans, meeting notes, professional development surveys, walk through data and student data.

G1.B2 allocated planning time 2

 B227123

G1.B2.S1 Flexible scheduling for paraprofessionals to allow for planning day Wednesdays for a rotation schedule for each grade level. 4

 S239643

Strategy Rationale

Providing the time for teachers to plan will increase content knowledge and understanding of standards.

Action Step 1 5

Organize Wednesdays as planning days for the grade levels to concentrate on standards based planning and common assessments.

Person Responsible

Timi Godin

Schedule

Every 6 Weeks, from 8/3/2016 to 5/30/2017

Evidence of Completion

Lesson plans, walk throughs, agendas

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

Administration and coaches

Person Responsible

William Hennessy

Schedule

Every 6 Weeks, from 8/3/2016 to 5/30/2017

Evidence of Completion

Lesson plans, observation of lessons, student growth, evidence of common planning

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

Standards based planning and content knowledge

Person Responsible

Timi Godin

Schedule

Monthly, from 8/3/2016 to 5/30/2017

Evidence of Completion

Monitor iReady results, FSA proficiency levels, common assessments showing proficiency

G1.B3 depth of standards 2

 B227124

G1.B3.S1 Create a more supportive instructional environment by providing administrative feedback directed toward ESE and ELL best practices. Ensure to have Professional development opportunities that aim to improve understanding and implementation of differentiated instructional practices and ESE and ELL accommodations and modifications. Ensure fidelity of progress monitoring of common formative and district assessments. 4

 S239644

Strategy Rationale

Monitoring the supportive instructional set up along with providing feedback and learning opportunities will make sure that needs are being met and success is achieved.

Action Step 1 5

Provide professional development opportunities and support with differentiation and ESE and ELL accommodations and modifications.

Person Responsible

Timi Godin

Schedule

Weekly, from 8/3/2016 to 6/30/2017

Evidence of Completion

Lesson plans, attendance logs of PD, and walk throughs with newly developed feedback form.

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

Review of Lesson plans, attendance of PD provided and walk throughs

Person Responsible

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Lesson plans, attendance logs to PD and walk through feedback form.

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

Classroom walk throughs

Person Responsible

Timi Godin

Schedule

Weekly, from 8/3/2016 to 6/30/2017

Evidence of Completion

Tracking ESE and ELL student data, walk throughs and common assessment data

G2. Reedy Creek staff will provide support to students and parents to increase knowledge of the importance of attendance. 1

 G085402

G2.B1 Parents misunderstand the correlation between attendance and student achievement 2

 B227125

G2.B1.S1 Educating the parents and students about the importance of attendance and its impact on student achievement. 4

 S239645

Strategy Rationale

Evidence shows the drop out rate increases with poor attendance.

Action Step 1 5

Monthly meetings with parents

Person Responsible

Schedule

Evidence of Completion

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

Monitor attendance logs and attendance of parent meetings.

Person Responsible

Timi Godin

Schedule

Monthly, from 8/3/2016 to 5/30/2017

Evidence of Completion

Increase of attendance monthly percentage and decrease of tardies and early check outs.

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

Monitor attendance logs and tardies/early check outs

Person Responsible

Timi Godin
















Schedule

Monthly, from 8/3/2016 to 5/30/2017

Evidence of Completion

Meeting notes will reflect the emphasis on attendance during monthly parent meetings, attendance logs.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G2.B1.S1.A1  A310295	Monthly meetings with parents		No Start Date		No End Date one-time
G1.B3.S1.MA1  M317896	Review of Lesson plans, attendance of PD provided and walk throughs		8/24/2015	Lesson plans, attendance logs to PD and walk through feedback form.	6/9/2016 weekly
G1.B1.S1.A1  A310291	Pair new teachers with veteran teachers in order to grow and educate new teachers on content being...	Sanders, Erica	8/22/2016	Provide list of new teachers and their mentors and provide agendas and minutes of meetings	8/22/2016 one-time
G2.MA1  M317900	Monthly attendance logs	Godin, Timi	8/3/2016	Successful increase on the STAR Renaissance testing and increase number of students scoring proficiency on FSA and increase mastery of standards on iReady.	5/3/2017 monthly
G1.MA1  M317897	iReady, FSA and common assessments	Godin, Timi	8/3/2016	Increase the number of students scoring at proficient level on FSA and iReady.	5/30/2017 monthly
G1.B1.S1.MA1  M317891	Monitoring lesson plans, professional development feedback, walk thoughts and monitoring students...	Godin, Timi	8/3/2016	Lesson plans, meeting notes, professional development surveys, walk through data and student data.	5/30/2017 weekly
G1.B1.S1.A2  A310292	Coaches will provide professional development in the content areas to deepen understanding and...	Sanders, Erica	8/3/2016	Sign in rosters, lesson plans, walk throughs	5/30/2017 monthly
G1.B2.S1.MA1  M317893	Standards based planning and content knowledge	Godin, Timi	8/3/2016	Monitor iReady results, FSA proficiency levels, common assessments showing proficiency	5/30/2017 monthly
G1.B2.S1.MA1  M317894	Administration and coaches	Hennessy, William	8/3/2016	Lesson plans, observation of lessons, student growth, evidence of common planning	5/30/2017 every-6-weeks
G1.B2.S1.A1  A310293	Organize Wednesdays as planning days for the grade levels to concentrate on standards based...	Godin, Timi	8/3/2016	Lesson plans, walk throughs, agendas	5/30/2017 every-6-weeks
G2.B1.S1.MA1  M317898	Monitor attendance logs and tardies/ early check outs	Godin, Timi	8/3/2016	Meeting notes will reflect the emphasis on attendance during monthly parent meetings, attendance logs.	5/30/2017 monthly
G2.B1.S1.MA1  M317899	Monitor attendance logs and attendance of parent meetings.	Godin, Timi	8/3/2016	Increase of attendance monthly percentage and decrease of tardies and early check outs.	5/30/2017 monthly
G1.B1.S1.MA1  M317892	Conduct monthly meetings with new teachers and their mentors.	Hennessy, William	8/3/2016	New teacher survey.	5/31/2017 monthly
G1.B3.S1.MA1  M317895	Classroom walk throughs	Godin, Timi	8/3/2016	Tracking ESE and ELL student data, walk throughs and common assessment data	6/30/2017 weekly
G1.B3.S1.A1  A310294	Provide professional development opportunities and support with differentiation and ESE and ELL...	Godin, Timi	8/3/2016	Lesson plans, attendance logs of PD, and walk throughs with newly developed feedback form.	6/30/2017 weekly

V. Professional Development Opportunities

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

G1. Reedy Creek will provide support and professional development for standards based planning concerning core subjects so that proficiency will increase.

G1.B1 content knowledge

G1.B1.S1 Provide professional development for all teachers and support new teachers through peer training.

PD Opportunity 1

Coaches will provide professional development in the content areas to deepen understanding and application of the standards.

Facilitator

Erica Sanders, Victoria Steele

Participants

All teachers.

Schedule

Monthly, from 8/3/2016 to 5/30/2017

G1.B3 depth of standards

G1.B3.S1 Create a more supportive instructional environment by providing administrative feedback directed toward ESE and ELL best practices. Ensure to have Professional development opportunities that aim to improve understanding and implementation of differentiated instructional practices and ESE and ELL accommodations and modifications. Ensure fidelity of progress monitoring of common formative and district assessments.

PD Opportunity 1

Provide professional development opportunities and support with differentiation and ESE and ELL accommodations and modifications.

Facilitator

Timi Godin, Will Hennessey, District ESE and ELL department support

Participants

All K-5 teachers

Schedule

Weekly, from 8/3/2016 to 6/30/2017