

Red Bug Elementary School



2016-17 Schoolwide Improvement Plan

Red Bug Elementary School

4000 RED BUG LAKE RD, Casselberry, FL 32707

<http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0511>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	46%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	42%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

This plan is pending approval by the Seminole County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	7
Effective Leadership	8
Public and Collaborative Teaching	10
Ambitious Instruction and Learning	11
8-Step Planning and Problem Solving Implementation	14
Goals Summary	14
Goals Detail	14
Action Plan for Improvement	18
Appendix 1: Implementation Timeline	29
Appendix 2: Professional Development and Technical Assistance Outlines	31
Professional Development Opportunities	31
Technical Assistance Items	33
Appendix 3: Budget to Support Goals	33

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 Red Bug Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The Red Bug Community is dedicated to developing citizens who are life-long learners who can be safe, respectful and responsible.

b. Provide the school's vision statement.

We believe all students can succeed with the 4 R's: Rigor, Relevance, Routines and Relationships.

2. School Environment

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

Strong relationships begin with personal phone calls from our teachers to their new students each year, and are strengthened through our Open Houses and Curriculum Nights. Throughout the school year, multiple events are held to provide parent education and support, and to provide opportunities for students to show their progress in many ways. From the Thanksgiving Kindergarten showcase to the Spring Arts Night, our students shine.

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

We utilize a Safety Patrol to assist teachers and staff in safely guiding students to their destinations both morning and afternoons. Staff members attend the carline and bus ramp areas to ensure that the arrivals and departures of our students are safe and orderly. The office staff implements consistent procedures ensuring that students are treated with courtesy and respect, and that parents and other stakeholders follow procedures for visiting, volunteering, and requesting the early pickup of their children.

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.

Positive Behavior Support is a collaborative, educative, proactive, and functional process in which we develop effective interventions for inappropriate behavior, and encourage and reward appropriate behavior. Data are used to help track progress and identify areas to target for intervention. We use consistent discipline referral processes and procedures aligned with the Seminole County Code of Conduct. We utilize school-wide expectations and rules that teach students appropriate behavior. Our reward system includes the use of Red Bug Tickets that provide immediate and tangible feedback and bimonthly award ceremonies for the student in each class who has been the most Safe, Respectful or Responsible.

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

Our families are supported in many ways, through generous donations of necessary school supplies, food staples at the holidays, and clothing and toys from the Giving Tree. Grief support groups and divorce support groups are examples of counseling and pupil services that are provided on an as-

needed basis. This year, we will partner with Teen Trendsetters from Lake Howell High School, and will also participate in the To Be Kind endeavor. Our fifth grade students learn about self-esteem and making positive choices through our FOCUS program.

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.

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	5	7	2	3	6	2	0	0	0	0	0	0	0	25
One or more suspensions	3	2	1	1	2	3	0	0	0	0	0	0	0	12
Course failure in ELA or Math	0	0	1	0	0	1	0	0	0	0	0	0	0	2
Level 1 on statewide assessment	0	0	0	13	23	27	0	0	0	0	0	0	0	63

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

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

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

It is of interest that the three students who have more than one early warning indicator are also students with disabilities. Therefore, our intervention strategies in this area include the resources and support facilitation that we provide with our exceptional education teachers. Our students with either a Level 1 in ELA or Math or both are identified as lowest quartile students, and as such, receive differentiated instruction, and preference for any or all tutorial experiences.

B. Family and Community Engagement

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

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

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

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

No

1. PIP Link

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

2. Description

Parent Portal in Skyward (Access to student data) is open to all of our families. Red Bug will continue to increase parent participation in school-wide events. We celebrate our dedicated PTA, our SAC, and our Dividend Volunteers, which help us support initiatives such as Super Scientists, FSA Night, Book Fair Parent Nights, Love of the Arts Evening, Field trip chaperones, Skate Nights, Red Bug Dines, Room Parents, and Reading Mentors.

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.

Our school encourages local businesses to support our mission by updating our partnership agreements on a yearly basis. We hold monthly Spirit Nights at local restaurants that benefit our partners and also our PBS reward system. Our partners are invited to participate in the annual Teach In event. Our school website has links to the business partner websites.

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
Watson, Chris	Principal
Novak, Jake	Assistant Principal
Redding, Victoria	Instructional Coach
Heins, Tami	Instructional Coach
Saey, Sierra	School Counselor
Broome, Pam	Administrative Support

b. Duties

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

The team members meet regularly to collaborate to identify student needs and interventions that support academic and behavioral success. The MTSS team meets with teachers to ensure interventions are appropriate and that the progressions from tier to tier are being done with fidelity and that the needs of individual students are being addressed. Our Team Leaders meet three Thursdays each month, and our CIT team meets once monthly to work with the leadership team members in determining processes and procedures that contribute directly to our school improvement efforts.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The school has a core Multi-Tiered System of Supports (MTSS) problem solving team, comprised of members with expertise in academic and behavioral domains. The MTSS team utilizes the

continuous problem solving process to identify students who are at-risk in academics and/or behavior and determines why the problem is occurring. The MTSS team designs and implements research-based interventions and regularly monitors student progress/response to interventions. The school utilizes the online MTSS module to document all interventions, meetings, and parent involvement in the process.

Red Bug Elementary School will coordinate funds to provide additional academic tutorial and/or intervention time for students in need of remediation. These funding sources are coordinated to maximize the number of students and the amount of services available for academic interventions. In addition, the school district coordinates IDEA funds to provide our school additional paraprofessionals that facilitate small group instruction during the school day. We also coordinate with the Director of ESOL for the use of Title III funds for Summer Learning Camp opportunities for our students of other languages. The coordination and integration of these funds and services ensure students are provided the time and support needed to master the standards and improve academic achievement.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Beth Johnson	Parent
Lynn Gainer	Teacher
Brenda Williams	Education Support Employee
Kelly D'Agostino	Parent
Aweina Amour	Parent
Edith Hardesty	Parent
Kimberly Raines	Parent
Christine Watson	Principal
Noelle Karahalios	Teacher
Sierra Saey	Teacher
Chaketa Thomas	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

The 2015-2016 school improvement goals to increase our percentile of accomplishment in terms of our proficiency levels on the FSA ELA and Mathematics within the state were not met. Although there were several notable components in the school letter grade formulas, our grade of A was not maintained.

b. Development of this school improvement plan

The Red Bug Elementary SAC analyzes the goals of the SIP and the student scores of the 2015-2016 FSA and FCAT. Our primary goal in this year's plan is to improve our lowest quartile learning gains in both ELA and Mathematics, and to return our FCAT Science proficiency to 70%.. Two additional areas deserving attention include increasing the proficiency levels of our SWD.

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

The Red Bug Elementary SAC meets and votes on the allocation of the school's School Improvement Funds.

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

SAC has voted to use funds to support materials for classroom instruction in the 2015-2016 school year. Any left over funds can be put into the school budget into school funds/project zero used for instructional resources.

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
Saey, Sierra	School Counselor
Redding, Victoria	Instructional Coach
Novak, Jake	Assistant Principal
Watson, Chris	Principal
Heins, Tami	Instructional Coach

b. Duties

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

The team analyzes data that informs our instruction and provides collaborative efforts to accomplish our school improvement goals.

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.

Red Bug instructional teams have common planning time daily. PLCs are scheduled at least once weekly with administration, and regularly with instructional coaches and SCPS District staff. Thoughtful mentoring and support of teachers who are new to the profession or new to Red Bug is common to our work.

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

Seminole County Public Schools is always looking for highly qualified, certified teachers to teach our students. The method of recruitment is defined based on the need. Seminole County Public Schools reputation of being a successful school district brings to us thousands of highly qualified applicants. One

of our recruitment strategies is to partner with state and private colleges and universities. We welcome university and college interns and field study students to our district not only from the state of Florida university system but also out of state. Annually our district participates in university job fairs and minority and veteran job fairs. For our Dual Language Program, we have conducted an international search to select teachers from Spain who have bi-lingual experience. The district supports all teachers but especially new teachers with mentoring programs.

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

Our school has a school-wide mentor who works with administration to coordinate all mentoring activities on our campus. This school-wide mentor was trained by our county's new teacher facilitator and given materials and agendas to support the new teachers during this calendar year. Before school began, our new teachers spent a day with our school-wide mentor and were given a campus tour and oriented to important procedures and policies that will affect them as they begin the school year. Once school begins, these new teachers meet regularly with the mentor(s) who best fits their needs and follow an agenda of recommended topics that are appropriate for each teacher's given situation. Whether the new teacher is working with a school-wide mentor, peer teacher, or alternative certification mentor, he or she is working with an individual who has been trained by our county to support the teacher's various needs. Each of these mentor roles are fine-tuned each year based on the feedback from our new teachers the year before.

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.

We follow the SCPS Instructional Plans in ELA, Mathematics and Science to ensure that we are aligned to Florida's standards.

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.

We offer intervention during our Reading Club iii block. Selected students receive tutoring after the school day provided by a part-time teacher. We offer PRIMES in the 4th and 5th grades, and a Talent Development program. Our school serves SWD in a variety of ways, including a primary and intermediate EBD Resource room. We have a fulltime gifted teacher and a fulltime ELL teacher.

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: 2,000

Tutorial; 25 minutes before or after (parents pick for students can choose which serves them best)

Strategy Rationale

We offer math fluency activities to assist students in basic math fact acquisition which is likely to increase our students' proficiency and learning gains in mathematics.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Heins, Tami, tami_heins@scps.k12.fl.us

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

The xtramath.org software offers reports on the progress the students are making in math fact fluency.

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.

Red Bug has a Blended Model Pre-K and VPK VE program this year. Students in the Voluntary Pre-K (VPK) Program visit the kindergarten classrooms at the end of the school year to learn about what to expect in kindergarten. During the summer, students entering kindergarten in selected Title I Schools can attend Kinder Camp to help prepare them for success in kindergarten. Schools offer an Open House before school starts and kindergarten teachers are available for individual conferences.

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.

Our guidance department works with students on middle school magnet programs and decision-making for their future. We provide FOCUS education for our fifth grade students through the Seminole County Sheriff's Office.

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

Our school provides students with fourth and fifth grade Primes in an attempt to prepare our students for STEM and provide opportunities for advancement where able. We are active participants in the Lake Howell Cluster to ensure vertical articulation.

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

Our students have the opportunity to participate in Odyssey of the Mind and in after school enrichment classes with an emphasis on STEM principles.

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

1 = Problem Solving Step  **S123456** = Quick Key

Strategic Goals Summary

- G1.** Student success in Science will increase in proficiency with deliberate and repeated review of data and with intervention strategies and differentiated instruction.
- G2.** Student proficiency in Mathematics on the 2016-2017 FSA will increase in proficiency and in learning gains with deliberate and repeated review of data and the implementation of intervention strategies and differentiated instruction.
- G3.** Student success in ELA on the 2016-2017 FSA will increase in proficiency and in learning gains with the deliberate and repeated review of data and the implementation of intervention strategies and differentiated instruction.

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. Student success in Science will increase in proficiency with deliberate and repeated review of data and with intervention strategies and differentiated instruction. 1a

G086343

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	70.0

Targeted Barriers to Achieving the Goal 3

- Lack of cohesive and explicit instruction in grade level science standards

Resources Available to Help Reduce or Eliminate the Barriers 2

- Identify online or print practice materials that align with the FCAT 2.0 standards

Plan to Monitor Progress Toward G1. 8

Planning PLCs to determine the alignment and adequate coverage of grade level science standards

Person Responsible

Chris Watson

Schedule

Every 3 Weeks, from 8/10/2016 to 5/31/2017

Evidence of Completion

Lesson plans; PLC minutes

Plan to Monitor Progress Toward G1. 8

Implementing the use of levelled readers in the area of science to increase knowledge of vocabulary

Person Responsible

Victoria Redding

Schedule

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

Evidence of Completion

Progress monitoring assessments in reading and science

Plan to Monitor Progress Toward G1. 8

Strengthen knowledge of science standards and strengthen relationships with families through the use of Family Science Nights

Person Responsible

Tami Heins


Schedule

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

Evidence of Completion

Sign in sheets and exit interviews with families

G2. Student proficiency in Mathematics on the 2016-2017 FSA will increase in proficiency and in learning gains with deliberate and repeated review of data and the implementation of intervention strategies and differentiated instruction. 1a

 G086344

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	75.0
Math Gains	80.0
Math Lowest 25% Gains	80.0

Targeted Barriers to Achieving the Goal 3

- Lack of awareness of the FSA test specifications and its relationship to Florida's New Mathematics Standards
- Lack of knowledge of ways in which to differentiate instruction in mathematics
- Lack of knowledge of use of computer-based problem-solving strategies

Resources Available to Help Reduce or Eliminate the Barriers 2

- Fact Fluency software; I-Station software; Tutorial teacher assigned to target group of students; Math Instructional Coach; 2 Computer labs with ThinkCentral resources; flash cards and manipulatives for hands-on practice.
-

Plan to Monitor Progress Toward G2. 8

GoMath and district-created progress monitoring tools such as our trimester assessments

Person Responsible

Tami Heins

Schedule

Every 6 Weeks, from 8/10/2016 to 5/31/2017

Evidence of Completion

Scores from individualized probes and classroom assessments

G3. Student success in ELA on the 2016-2017 FSA will increase in proficiency and in learning gains with the deliberate and repeated review of data and the implementation of intervention strategies and differentiated instruction. 1a

G086345

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	80.0
ELA/Reading Lowest 25% Gains	80.0
FSA ELA Achievement	70.0

Targeted Barriers to Achieving the Goal 3

- Lack of knowledge in differentiated instruction, inter-rater reliability and strategies for intervention

Resources Available to Help Reduce or Eliminate the Barriers 2

- Department of Teaching and Learning resources
- Literacy Leadership Team will provide data for teachers and assist with the creation of data boards to visually assess student reading progress, with special attention to the lowest 25% and what interventions are in place for them.
- Professional Development opportunities to enhance reading and writing strategies
- Weekly time for Professional Learning Communities
- Administrative support (walk-throughs, PLC discussions, etc.)

Plan to Monitor Progress Toward G3. 8

Increased proficiency in reading and writing

Person Responsible

Chris Watson

Schedule

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

Evidence of Completion

Data growth reports and monitoring of progress monitoring assessments in classes.

Plan to Monitor Progress Toward G3. 8

Reviewing data on increased advanced opportunities in ELA, especially for students in grades 3-5

Person Responsible

Victoria Redding

Schedule

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

Evidence of Completion

Sign in sheets for clubs or activities, logs of participation

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

G2. Student proficiency in Mathematics on the 2016-2017 FSA will increase in proficiency and in learning gains with deliberate and repeated review of data and the implementation of intervention strategies and differentiated instruction. 1

 G086344

G2.B1 Lack of awareness of the FSA test specifications and its relationship to Florida's New Mathematics Standards 2

 B229453

G2.B1.S1 PLCs that assist our teachers in unpacking the standards 4

 S242037

Strategy Rationale

Knowledge of the standards will enhance teachers' ability to plan appropriate lessons.

Action Step 1 5

PLCs will be held to unpack Florida's Mathematics Standards.

Person Responsible

Tami Heins

Schedule

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

Evidence of Completion

Agendas and/or minutes from PLCs and PDs

Action Step 2 5

Develop and support progress monitoring of student progress through the use of I-Station Mathematics

Person Responsible

Tami Heins

Schedule

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

Evidence of Completion

Weekly reports of student use of I-Station Mathematics

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

PLCs and PDs will be regularly scheduled.

Person Responsible

Jake Novak

Schedule

Every 6 Weeks, from 8/10/2016 to 5/31/2017

Evidence of Completion

Agendas and/or minutes from PLCs and PDs

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

Student proficiency in mathematics will increase.

Person Responsible

Chris Watson

Schedule

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

Evidence of Completion

Progress monitoring data will be reviewed.

G2.B2 Lack of knowledge of ways in which to differentiate instruction in mathematics **2**

 B229454

G2.B2.S1 PDs that assist teachers in designing appropriate math centers **4**

 S242038

Strategy Rationale

Effective math center instruction will increase the likelihood that differentiation is taking place in math lessons.

Action Step 1 **5**

Teachers will increase their awareness of effective math center instruction strategies in PLCs or PD.

Person Responsible

Tami Heins

Schedule

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

Evidence of Completion

PLC and PD agendas and evidences.

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

PLCs and PDs will be scheduled.

Person Responsible

Tami Heins

Schedule

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

Evidence of Completion

PLC agendas and.or minutes, learning logs,

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

Increase in math proficiency

Person Responsible

Chris Watson

Schedule

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


Evidence of Completion

Review of progress monitoring data

G2.B3 Lack of knowledge of use of computer-based problem-solving strategies 2

 B229455

G2.B3.S1 Regular and intentional use of computer-based applications in classroom instruction and in computer labs. 4

 S242039

Strategy Rationale

Familiarity with the use of the computer to solve problems will increase the likelihood that students will be successful on the FSA.

Action Step 1 5

Teachers will regularly utilize computer-based applications in mathematics instruction.

Person Responsible

Jake Novak

Schedule

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

Evidence of Completion

Lesson plan review; classroom walkthroughs, observations

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

Lesson plan review, classroom walkthroughs, observations

Person Responsible

Chris Watson

Schedule

Biweekly, from 5/31/2017 to 5/31/2017

Evidence of Completion

Lesson plans; walkthrough feedback; observation feedback

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

Direct observation of classrooms

Person Responsible

Chris Watson

Schedule

On 5/31/2017

Evidence of Completion

Walkthrough and observation feedback

G3. Student success in ELA on the 2016-2017 FSA will increase in proficiency and in learning gains with the deliberate and repeated review of data and the implementation of intervention strategies and differentiated instruction. 1

G086345

G3.B1 Lack of knowledge in differentiated instruction, inter-rater reliability and strategies for intervention 2

B229456

G3.B1.S1 Implement meaningful and purposeful PLCs and PDs with focus on data analysis and instructional strategies. 4

S242040

Strategy Rationale

Timely analysis of pertinent data leads to increased differentiation of lesson planning.

Action Step 1 5

Professional Learning Communities scheduled no less than once a week with administration and instructional support teachers to review data and/or present instructional strategies.

Person Responsible

Jake Novak

Schedule

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

Evidence of Completion

PLC agendas and evidences, Learning Logs, PD points, etc.

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

Review data and student growth in reading and writing.

Person Responsible

Victoria Redding

Schedule

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

Evidence of Completion

Agendas from PLCs, grade-level data boards, data tracking sheets, and student data notebooks

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

Student academic growth in reading and writing will be reviewed on data tracking sheets and individual student completed data notebooks.

Person Responsible

Jake Novak

Schedule

Every 6 Weeks, from 8/10/2016 to 5/31/2017

Evidence of Completion

Agendas and/or minutes from PLCs, grade-level data tracking sheets, student data notebooks and MTSS agendas and/or minutes

G3.B1.S2 Implement grade level iii and writing centers daily, with fidelity, and differentiate instruction to meet the students at their level and support their needs for academic growth. 4

 S242041

Strategy Rationale

Individualizing instructional strategies increases student proficiency.

Action Step 1 5

Specific differentiated instruction, inter-rater reliability and strategies for intervention in reading and writing centers daily.

Person Responsible

Chris Watson

Schedule

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

Evidence of Completion

Lesson plans, walk-through data, feedback and instructional observations

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

Review of growth data and instructional strategies within iii and reading and writing centers that support student needs.

Person Responsible

Chris Watson

Schedule

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

Evidence of Completion

PLC agendas, data reports and student data notebooks

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

Review of growth data and instructional strategies within iii and reading and writing centers that support student needs.

Person Responsible

Chris Watson

Schedule


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

Evidence of Completion

PLC agendas, data reports and student data notebooks

G3.B1.S3 Assist teachers in understanding and using the SCPS Instructional Framework for Reading.

4

 S242042

Strategy Rationale

Pacing and completion of lessons will enhance the acquisition of Florida's New ELA Standards.

Action Step 1 5

Inter-rater reliability in grading writing prompts and extended responses

Person Responsible

Chris Watson

Schedule

Every 6 Weeks, from 8/10/2016 to 5/31/2017

Evidence of Completion

Learning logs and PD points given.

Action Step 2 5

Encourage collaboration among teachers to plan and prepare lessons

Person Responsible

Chris Watson

Schedule

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

Evidence of Completion

2017 5 Essential survey in the area of collective responsibility and collaboration will improve from Neutral to Strong

Plan to Monitor Fidelity of Implementation of G3.B1.S3 6

Plan and present PLCs and PD to increase knowledge of differentiated instruction

Person Responsible

Chris Watson

Schedule

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

Evidence of Completion

PLC and PD agendas and discussion notes

Plan to Monitor Effectiveness of Implementation of G3.B1.S3 7

Inter-rater reliability in grading writing prompts and giving feedback to students

Person Responsible

Chris Watson




















Schedule

Every 6 Weeks, from 8/10/2016 to 5/31/2017





Evidence of Completion

PLC agendas and discussion notes

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.MA1  M323182	GoMath and district-created progress monitoring tools such as our trimester assessments	Heins, Tami	8/10/2016	Scores from individualized probes and classroom assessments	5/31/2017 every-6-weeks
G3.MA1  M323189	Increased proficiency in reading and writing	Watson, Chris	8/10/2016	Data growth reports and monitoring of progress monitoring assessments in classes.	5/31/2017 biweekly
G3.MA2  M323190	Reviewing data on increased advanced opportunities in ELA, especially for students in grades 3-5	Redding, Victoria	8/10/2016	Sign in sheets for clubs or activities, logs of participation	5/31/2017 monthly
G2.B1.S1.MA1  M323176	Student proficiency in mathematics will increase.	Watson, Chris	8/10/2016	Progress monitoring data will be reviewed.	5/31/2017 monthly
G2.B1.S1.MA1  M323177	PLCs and PDs will be regularly scheduled.	Novak, Jake	8/10/2016	Agendas and/or minutes from PLCs and PDs	5/31/2017 every-6-weeks
G2.B1.S1.A1  A313284	PLCs will be held to unpack Florida's Mathematics Standards.	Heins, Tami	8/10/2016	Agendas and/or minutes from PLCs and PDs	5/31/2017 monthly
G2.B1.S1.A2  A313285	Develop and support progress monitoring of student progress through the use of I-Station Mathematics	Heins, Tami	8/10/2016	Weekly reports of student use of I-Station Mathematics	5/31/2017 weekly
G2.B2.S1.MA1  M323178	Increase in math proficiency	Watson, Chris	8/10/2016	Review of progress monitoring data	5/31/2017 monthly
G2.B2.S1.MA1  M323179	PLCs and PDs will be scheduled.	Heins, Tami	8/10/2016	PLC agendas and/or minutes, learning logs,	5/31/2017 monthly
G2.B2.S1.A1  A313286	Teachers will increase their awareness of effective math center instruction strategies in PLCs or...	Heins, Tami	8/10/2016	PLC and PD agendas and evidences.	5/31/2017 monthly
G2.B3.S1.MA1  M323180	Direct observation of classrooms	Watson, Chris	5/31/2017	Walkthrough and observation feedback	5/31/2017 one-time
G2.B3.S1.MA1  M323181	Lesson plan review, classroom walkthroughs, observations	Watson, Chris	5/31/2017	Lesson plans; walkthrough feedback; observation feedback	5/31/2017 biweekly
G2.B3.S1.A1  A313287	Teachers will regularly utilize computer-based applications in mathematics instruction.	Novak, Jake	8/10/2016	Lesson plan review; classroom walkthroughs, observations	5/31/2017 weekly
G3.B1.S1.MA1  M323183	Student academic growth in reading and writing will be reviewed on data tracking sheets and...	Novak, Jake	8/10/2016	Agendas and/or minutes from PLCs, grade-level data tracking sheets, student data notebooks and MTSS agendas and/or minutes	5/31/2017 every-6-weeks
G3.B1.S1.MA1  M323184	Review data and student growth in reading and writing.	Redding, Victoria	8/10/2016	Agendas from PLCs, grade-level data boards, data tracking sheets, and student data notebooks	5/31/2017 weekly
G3.B1.S1.A1  A313288	Professional Learning Communities scheduled no less than once a week with administration and...	Novak, Jake	8/10/2016	PLC agendas and evidences, Learning Logs, PD points, etc.	5/31/2017 weekly
G3.B1.S2.MA1  M323185	Review of growth data and instructional strategies within iii and reading and writing centers that...	Watson, Chris	8/10/2016	PLC agendas, data reports and student data notebooks	5/31/2017 monthly
G3.B1.S2.MA1  M323186	Review of growth data and instructional strategies within iii and reading and writing centers that...	Watson, Chris	8/10/2016	PLC agendas, data reports and student data notebooks	5/31/2017 monthly
G3.B1.S2.A1  A313289	Specific differentiated instruction, inter-rater reliability and strategies for intervention in...	Watson, Chris	8/10/2016	Lesson plans, walk-through data, feedback and instructional observations	5/31/2017 biweekly

Seminole - 0511 - Red Bug Elementary School - 2016-17 SIP
Red Bug Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S3.MA1  M323187	Inter-rater reliability in grading writing prompts and giving feedback to students	Watson, Chris	8/10/2016	PLC agendas and discussion notes	5/31/2017 every-6-weeks
G3.B1.S3.MA1  M323188	Plan and present PLCs and PD to increase knowledge of differentiated instruction	Watson, Chris	8/10/2016	PLC and PD agendas and discussion notes	5/31/2017 triannually
G3.B1.S3.A1  A313290	Inter-rater reliability in grading writing prompts and extended responses	Watson, Chris	8/10/2016	Learning logs and PD points given.	5/31/2017 every-6-weeks
G3.B1.S3.A2  A313291	Encourage collaboration among teachers to plan and prepare lessons	Watson, Chris	8/10/2016	2017 5 Essential survey in the area of collective responsibility and collaboration will improve from Neutral to Strong	5/31/2017 weekly

V. Professional Development Opportunities

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

G2. Student proficiency in Mathematics on the 2016-2017 FSA will increase in proficiency and in learning gains with deliberate and repeated review of data and the implementation of intervention strategies and differentiated instruction.

G2.B1 Lack of awareness of the FSA test specifications and its relationship to Florida's New Mathematics Standards

G2.B1.S1 PLCs that assist our teachers in unpacking the standards

PD Opportunity 1

PLCs will be held to unpack Florida's Mathematics Standards.

Facilitator

Administration, Instructional Coach, SCPS District staff

Participants

Instructional Staff

Schedule

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

G2.B2 Lack of knowledge of ways in which to differentiate instruction in mathematics

G2.B2.S1 PDs that assist teachers in designing appropriate math centers

PD Opportunity 1

Teachers will increase their awareness of effective math center instruction strategies in PLCs or PD.

Facilitator

Administration, Instructional Coach, SCPS District staff

Participants

Instructional staff

Schedule

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

G3. Student success in ELA on the 2016-2017 FSA will increase in proficiency and in learning gains with the deliberate and repeated review of data and the implementation of intervention strategies and differentiated instruction.

G3.B1 Lack of knowledge in differentiated instruction, inter-rater reliability and strategies for intervention

G3.B1.S1 Implement meaningful and purposeful PLCs and PDs with focus on data analysis and instructional strategies.

PD Opportunity 1

Professional Learning Communities scheduled no less than once a week with administration and instructional support teachers to review data and/or present instructional strategies.

Facilitator

Administration; Instructional Coaches; SCPS District Personnel

Participants

Instructional personnel

Schedule

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

G3.B1.S3 Assist teachers in understanding and using the SCPS Instructional Framework for Reading.

PD Opportunity 1

Inter-rater reliability in grading writing prompts and extended responses

Facilitator

Administration, PLN members, SCPS District staff

Participants

ELA teachers, grades 4 and 5

Schedule

Every 6 Weeks, 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	G2.B1.S1.A1	PLCs will be held to unpack Florida's Mathematics Standards.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0511 - Red Bug Elementary School	General Fund		\$0.00
2	G2.B1.S1.A2	Develop and support progress monitoring of student progress through the use of I-Station Mathematics				\$0.00
3	G2.B2.S1.A1	Teachers will increase their awareness of effective math center instruction strategies in PLCs or PD.				\$0.00
4	G2.B3.S1.A1	Teachers will regularly utilize computer-based applications in mathematics instruction.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0511 - Red Bug Elementary School	General Fund		\$2,000.00
5	G3.B1.S1.A1	Professional Learning Communities scheduled no less than once a week with administration and instructional support teachers to review data and/or present instructional strategies.				\$0.00
6	G3.B1.S2.A1	Specific differentiated instruction, inter-rater reliability and strategies for intervention in reading and writing centers daily.				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0511 - Red Bug Elementary School	School Improvement Funds		\$5,000.00
			Notes: Guided Reading Text Sets			
7	G3.B1.S3.A1	Inter-rater reliability in grading writing prompts and extended responses				\$0.00
8	G3.B1.S3.A2	Encourage collaboration among teachers to plan and prepare lessons				\$0.00
Total:						\$7,000.00