

Lake County Schools

Round Lake Elementary School



2016-17 Schoolwide Improvement Plan

Round Lake Elementary School

31333 ROUND LAKE RD, Mount Dora, FL 32757

<https://rle.lake.k12.fl.us>

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)
Combination School PK-7	No	49%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	41%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	A	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

N/A

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	15
Goals Summary	15
Goals Detail	15
Action Plan for Improvement	17
Appendix 1: Implementation Timeline	21
Appendix 2: Professional Development and Technical Assistance Outlines	22
Professional Development Opportunities	22
Technical Assistance Items	23
Appendix 3: Budget to Support Goals	23

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 Round Lake 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.

The mission of Round Lake Charter Conversion Elementary is to inspire success and a love of learning in a safe and nurturing environment through the combined efforts of students, faculty, staff, and parents.

b. Provide the school's vision statement.

Round Lake Elementary...where friendships begin and learning never ends.

2. School Environment

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

At the end of each summer, Round Lake staff members participate in two local community Back to School Bash events - one in Sorrento and one in downtown Mount Dora. Teacher volunteers set up a booth and provide supplies and treats for visiting students and their families. This gives staff members an opportunity to present a positive first impression for the school year to the community.

The administrators also began the year with the theme "You've Gotta Have Heart" and asked teachers to always keep their why in mind when planning for instruction, when working with students, and when communicating with families.

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

Round Lake is a PBS - Positive Behavior Support - model school. Teachers have been trained to work with students to teach them the behavior expectations, not just assume that they know it or know how to deal with problems effectively. The Round Lake Pledge which describes the school behavior expectations - Be Safe, Be Respectful, Be Responsible - is recited each morning on the announcements. The Assistant Principal and Instructional Dean provided a refresher for staff during preplanning this year and training for new hires, as well.

Other supports are also in place. The Instructional Dean works with small groups of identified students to develop Successful Skills (academic and behavior mentoring). Before school, students await dismissal to class in two areas (for car and bus riders), which are supervised by staff and Shore Patrol (Safety Patrol).

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.

It is the goal of PBS to prevent students from missing instructional time due to suspensions or time in the office. All staff members are trained to work with a student to identify choices and consequences through the use of an SBR (Student Behavior Report). This document allows the student to reflect on his/her choices with input from the teacher and an opportunity for parents to be part of the conversation. Certain levels of infractions (identified through the District Code of Conduct) and

repeated SBRs may result in a visit to an administrator, Tuesday School (during which behavior lessons are taught), work detail, or suspension.

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.

Round Lake is working with high school and college students in the MDHS ROTC program and Lake-Sumter sports, as well as volunteer community members, to serve as mentors.

When needed and allowed by parents, counseling services can be arranged through Life Stream Public Mental Health and through Hospice.

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	0	0	

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

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

Building positive relationships and encouraging involvement begins even before the start of the school year at Meet the Teacher. A great number of families come to school the Thursday afternoon before school starts to meet teachers and see classrooms. Our PTO is on hand to serve refreshments and give information about becoming involved at RLE. We host two parent conference nights each year, as well as other events, like School Carnival, Family Reading Night, Music performances, and STEM Night.

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 PTO is integral to the process of building and sustaining partnerships with the local community. Through them, we have partnerships with a variety of local businesses who have generously provided time, money, and/or supplies and other items.

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
Bartberger, Linda	Principal
Roman, Todd	Assistant Principal
Chevalier, Michelle	Other
Whipple, Lee Ann	Instructional Coach
Harley, Stevie	Assistant Principal
Dean, Nicole	Instructional Coach
Castillo, Michelle	Teacher, ESE

b. Duties

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

RLE has a multi-tiered system of leadership. The administrators meet at least monthly with Team Leaders who collaborate on instructional matters. They also meet monthly with Grade Chairs who coordinate the more managerial tasks required.

Members of the MTSS leadership team provide input into the academic and anti-bullying goals and interventions described in the School Improvement Plan. The team will also work together to implement any needed changes as indicated by ongoing progress monitoring, to ensure that the aligned tiered processes are in place.

Administration: Todd Roman, Assistant Principal: Provides a clear understanding of and support for the MTSS/RtI process and its implementation to the staff. Ensures adequate professional development to support MTSS implementation. Stevie Harley, Instructional Dean.

Classroom Teachers: Provide information about core instruction, deliver most Tiers of instruction/intervention, collaborate with fellow teachers and members of the MTSS/RtI team to implement Tier 2 and Tier 3 interventions, and collect student data.

Literacy Coach and CRT - LeeAnn Whipple and Michelle Chevalier: Assist with school screening

programs that identify children who may be considered "at risk". Meet with teachers to plan instruction and interventions in the areas of reading, math, and language arts. Assist in the design and implementation of progress monitoring, data collection and data analysis. Participate in the design and delivery of professional development, as needed.

School Guidance Counselors - Erin Porter and Carol Timmons: Meet with teachers to plan instruction and interventions for behavior. Facilitate development of intervention plans. Provide support for intervention fidelity and documentation. Schedule all meetings.

Student Services Personnel: Advise and provide expertise on all MTSS/RtI issues.

ESE Specialist - Michelle Castillo: Facilitates placement of students qualifying for ESE.

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.

Administration and guidance use DATA-STAR, Skyward, Literacy First, STAR Reading and Math, FIDO, CELLA scores, School Score Report, Literacy First results, and MTSS STAR to determine strengths and weaknesses and to help close the achievement gap between subgroups regarding school-wide core effectiveness. Our problem-solving team consists of Guidance Counselors, CRT, Literacy Coach, Administration, parents, and as needed, school psychologist, social worker, SLP and ESE staff. Round Lake has implemented a school-wide reading intervention (FINS) as focused instruction tailored to groups of students with similar academic needs.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Linda Bartberger	Principal
Chuck Babbino	Business/Community
Diane Waring	Parent
Denisse Ennis	Teacher
Maria Mancilla	Education Support Employee
Iris Pieterston	Teacher
Chris Jensen	Parent
Amy Moler	Parent
Brittney Boscana	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

At the first meeting of each school year (or at the first meeting after results are received), the FSA results for our school are presented to the SAC. Successes are recognized, areas of concern are identified, and the results are compared to the goals of last year's SIP. School personnel share their vision for addressing curricular and behavioral needs and input from SAC members is shared.

b. Development of this school improvement plan

School personnel share their vision for addressing curricular and behavioral needs based on a needs analysis. Members of the SAC analyze the test data and review school initiatives to write school goals for the current year. After the SIP is crafted, the SAC reviews the plan to make any necessary adjustments and to approve its contents.

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

The principal and the budget committee prepare the annual budget.

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

When SAC funds are provided by the State, we use them for a variety of school programs/needs, including: Writing Camp, after school tutoring, and FSA/FCAT snacks.

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
Whipple, Lee Ann	Instructional Coach
Chevalier, Michelle	Other
Chappell, Lorrie	Teacher, K-12
Duke, Brooke	Teacher, K-12
Raczkowski, Amy	Teacher, K-12
Matulia, Betsy	Teacher, K-12
Johnston, Whitney	Teacher, K-12
Dean, Nicole	Instructional Coach
Bartberger, Linda	Principal

b. Duties

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

Implementation of Common Core State Standards; book study; Implementation of ELA blueprints; Book of the Month program; Family Reading Night; Celebrate Literacy Week activities; after school Book Club; RLE Writing Plan

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.

Grade levels have a daily common planning time of about 45 minutes. Teachers also have one-two Wednesday afternoons a month dedicated to collaborative planning. One Wednesday a month is set aside for Snack 'N Yak, during which grade levels take turns providing snacks and teachers have some time to connect. The other Wednesday is dedicated to MAX groups (mixed grade level PLCs for a variety of academic areas, like Writing and STEM).

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

After posting a job opening online with the District, we utilize a team interview approach by the grade level in which the opening exists. (Responsible parties: Principal, Assistant Principal, Grade Chairs, Team Members)

After hiring, new teachers are partnered with an on-campus veteran mentor. (Responsible parties: Administrator, Team Leader)

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

When a new teacher is hired, he/she is partnered with the Team Leader for his/her grade level (or other teacher leader, if the position lends itself). These teachers schedule regular meetings together and may also have impromptu meetings to help the new teacher become acquainted with our school, with requirements/initiatives, and to provide support.

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.

Round Lake is utilizing the district-provided blueprints to guide planning for instruction. These blueprints were created by trained staff to address the Florida Standards for ELA and Math. Through weekly collaborative planning meetings, teams will work with the assistance of the Literacy Coach, Writing Coach, and CRT to develop lessons, assessments, and materials that are aligned with the 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.

During the first weeks of school, teachers assess students' abilities in reading (and math) using a variety of assessments, e.g. Literacy First PAST, phonics, and fluency assessments, iStation Reading and Math, STAR Reading, SRI. This data is then used to group students for intervention and enrichment during our 30 minute FINS classes, which meet four days a week. Assessments are administered periodically and students are regrouped up to three times a year, depending on their identified area(s) of need or enrichment. Teachers are also able to differentiate instruction within the reading block through flexible reading groups and centers and through math small groups.

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: 3,000

We will offer Tutoring for Homeless Students if/when funding is provided through Title Services.

We offer FSA Tutoring for 3rd, 4th, and 5th graders two days a week for 1 hour each day from January to April.

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

Data has not been officially collected for these strategies in the past. Teachers do progress monitor their students and have them track the results.

Strategy: Extended School Day

Minutes added to school year: 1,000

STEM Club to prepare select groups of 3rd-5th graders for the District STEM Competition in February. Some groups continue to meet after the competition, as well.

Strategy Rationale

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

Our teams all placed in the top 9 of District schools last year. No data is officially gathered for these clubs.

Strategy: Extended School Day

Minutes added to school year:

School-wide MAX meetings and collaborative planning sessions for training and data discussions with teachers and leadership team.

Strategy Rationale

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

Comparisons of data throughout the year (and year to year) - including FCAT data, benchmark testing, Literacy First assessments, student work samples.

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.

We have 2 full day VPK programs on site. These students are taught by certified teachers and are assessed on readiness skills throughout the school year.

Fifth grade students are taken on a field trip to Mount Dora Middle School each Spring, one of the middle school guidance counselors comes to our school to give information/answer questions for the fifth graders, and the middle school hosts a parent night, as well.

b. College and Career Readiness

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

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

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

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

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** With high expectations, teachers will understand, plan, deliver, and differentiate standards-based instruction in all content areas for all students.

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. With high expectations, teachers will understand, plan, deliver, and differentiate standards-based instruction in all content areas for all students. 1a

G086839

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	54.0

Targeted Barriers to Achieving the Goal 3

- ineffective planning for standards-based instruction

Resources Available to Help Reduce or Eliminate the Barriers 2

- Pearson Science school-wide with online access; STEM Lab on the Enrichment Wheel; weekly STEM Clubs (2nd-5th); at least quarterly STEM projects for each grade level; STEM leaders at each grade level (also participate in a monthly STEM PLC); Science Dailies and Science Boot Camp (5th grade); Science Fair training

Plan to Monitor Progress Toward G1. 8

Classroom Science assessments and FCAT 2.0

Person Responsible

Michelle Chevalier

Schedule

Semiannually, from 8/17/2016 to 5/26/2017

Evidence of Completion

Classroom assessment data chats; Science FCAT 2.0 results for 5th grade

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. With high expectations, teachers will understand, plan, deliver, and differentiate standards-based instruction in all content areas for all students. 1

G086839

G1.B2 ineffective planning for standards-based instruction 2

B230859

G1.B2.S1 We will implement training for facilitators (team leaders) with expectations for common planning. 4

S243564

Strategy Rationale

If we train team leaders, then planning time will be more focused on standards.

Action Step 1 5

Leadership Team training as to the purpose of this common planning, the format to use (for accountability), and the scheduling of time for planning.

Person Responsible

Nicole Dean

Schedule

Semiannually, from 8/17/2016 to 5/26/2017

Evidence of Completion

Attendance at Team Leader meeting

Action Step 2 5

Grade level common planning for Science on the first Wednesday of every month

Person Responsible

Linda Bartberger

Schedule

Monthly, from 8/17/2016 to 5/3/2017

Evidence of Completion

Each member of the Leadership Team will meet with an assigned grade level monthly to plan for the next unit of instruction; planning form will be turned in to the Science Plan folder in Share (and/or to the Leadership Team member in attendance).

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

Leadership Team meetings to review past grade level meetings and to preview next grade level meetings

Person Responsible

Michelle Chevalier

Schedule

Monthly, from 8/17/2016 to 5/17/2017

Evidence of Completion

Team will review planning sheets created at each grade level and preview standards and blueprints for the upcoming common plan meeting

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

Observation of and participation in monthly common planning meetings at each grade level

Person Responsible

Linda Bartberger

Schedule

Monthly, from 8/17/2016 to 5/17/2017

Evidence of Completion

Each member of the Leadership Team has an assigned grade level to meet with at common planning, to monitor and/or encourage the use of the standards in planning, to (help) engage all members of the team in conversation, and to assist in reviewing assessment data and planning for instruction

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

Observation of and participation in monthly common planning meetings at each grade level

Person Responsible

Linda Bartberger

Schedule

Monthly, from 8/17/2016 to 5/17/2017

Evidence of Completion

Each member of the Leadership Team has an assigned grade level to meet with at common planning, to monitor and/or encourage the use of the standards in planning, to (help) engage all members of the team in conversation, and to assist in reviewing assessment data and planning for instruction.

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

Observation of and participation in monthly common planning meetings at each grade level

Person Responsible

Linda Bartberger








Schedule

Monthly, from 8/17/2016 to 5/17/2017

Evidence of Completion

Each member of the Leadership Team has an assigned grade level to meet with at common planning, to monitor and/or encourage the use of the standards in planning, to (help) engage all members of the team in conversation, and to assist in reviewing assessment data and planning for instruction.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B2.S1.A2  A315118	Grade level common planning for Science on the first Wednesday of every month	Bartberger, Linda	8/17/2016	Each member of the Leadership Team will meet with an assigned grade level monthly to plan for the next unit of instruction; planning form will be turned in to the Science Plan folder in Share (and/or to the Leadership Team member in attendance).	5/3/2017 monthly
G1.B2.S1.MA1  M326579	Observation of and participation in monthly common planning meetings at each grade level	Bartberger, Linda	8/17/2016	Each member of the Leadership Team has an assigned grade level to meet with at common planning, to monitor and/or encourage the use of the standards in planning, to (help) engage all members of the team in conversation, and to assist in reviewing assessment data and planning for instruction	5/17/2017 monthly
G1.B2.S1.MA1  M326580	Observation of and participation in monthly common planning meetings at each grade level	Bartberger, Linda	8/17/2016	Each member of the Leadership Team has an assigned grade level to meet with at common planning, to monitor and/or encourage the use of the standards in planning, to (help) engage all members of the team in conversation, and to assist in reviewing assessment data and planning for instruction.	5/17/2017 monthly
G1.B2.S1.MA1  M326581	Observation of and participation in monthly common planning meetings at each grade level	Bartberger, Linda	8/17/2016	Each member of the Leadership Team has an assigned grade level to meet with at common planning, to monitor and/or encourage the use of the standards in planning, to (help) engage all members of the team in conversation, and to assist in reviewing assessment data and planning for instruction.	5/17/2017 monthly
G1.B2.S1.MA1  M326582	Leadership Team meetings to review past grade level meetings and to preview next grade level...	Chevalier, Michelle	8/17/2016	Team will review planning sheets created at each grade level and preview standards and blueprints for the upcoming common plan meeting	5/17/2017 monthly
G1.MA1  M326583	Classroom Science assessments and FCAT 2.0	Chevalier, Michelle	8/17/2016	Classroom assessment data chats; Science FCAT 2.0 results for 5th grade	5/26/2017 semiannually
G1.B2.S1.A1  A315117	Leadership Team training as to the purpose of this common planning, the format to use (for...	Dean, Nicole	8/17/2016	Attendance at Team Leader meeting	5/26/2017 semiannually

V. Professional Development Opportunities

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

VI. Technical Assistance Items

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

VII. Budget

1	G1.B2.S1.A1	Leadership Team training as to the purpose of this common planning, the format to use (for accountability), and the scheduling of time for planning.	\$0.00
2	G1.B2.S1.A2	Grade level common planning for Science on the first Wednesday of every month	\$0.00
Total:			\$0.00