

Polk County Public Schools

Dr. Ne Roberts Elementary School



2016-17 Schoolwide Improvement Plan

Dr. Ne Roberts Elementary School

6600 GREEN RD, Lakeland, FL 33810

<http://schools.polk-fl.net/drneroberts>

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	99%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	54%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

This plan is pending approval by the Polk 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 Dr. Ne Roberts Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

To work together encouraging each other to become life long learners who are able to solve problems in the real world.

b. Provide the school's vision statement.

Our vision is for family, community and staff to build the foundation necessary to create productive citizens.

2. School Environment

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

Teachers utilize Kagan team-building activities to learn and observe student's cultures, in addition, these team building activities provide continuous opportunities to build relationships socially and academically among teachers and students.

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

Dr. NE Roberts used Positive Behavior Support to provide a framework of expectations for students and staff. The framework requires all staff and students model ROCKET behaviors. There are defined interventions and consequences employed without delay. This system provides a safe and respectful environment.

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.

Dr. N.E. Roberts implements the PBS program. The framework requires all staff and students model ROCKET behaviors. There are defined interventions and consequences employed without delay. This system provides a safe and respectful environment.

Staff members are trained during the first week of school, so the program remains fair and consistent.

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.

The Response to Intervention Coach (Guidance Counselor), teachers, and leadership members meet monthly to discuss students, their data to include behavior and academic trends. RTI Coach will schedule a Problem-Solving Team (PST) meeting for all students who are at-risk or are exhibiting a change in behavior/academics. During the meeting, necessary supports will be put into place.

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.

Polk County Schools sends an Early Warning system report on a routine basis for the 2016-2017 school year. The report is used to track students with attendance, alert over-age students and identify suspensions. In addition, a failing report for grades is pulled every interim and quarter period. From the invention provided by Early Warning Reports and Pinnacle, our school uses this information to provide support and implement an action plan for either the subgroup, target group, or individual student.

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	25	20	13	12	7	15	0	0	0	0	0	0	0	92
One or more suspensions	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	4	3	4	2	0	8	0	0	0	0	0	0	0	21
Level 1 on statewide assessment	0	0	0	0	71	22	0	0	0	0	0	0	0	93

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	2	1	0	4	2	5	0	0	0	0	0	0	0	14

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

Interventions Included:

Attendance meetings (school social worker, attendance manager, RTI Coach, parents)
Home visits made by school social worker
Phone calls to parents
Referral to PST team as needed
Parent conferences

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 accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/318198>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

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.

School and student needs will be determined and we will look for business partnerships to meet those needs. We know will need donations of goods, materials, services and use of facilities for after school tutoring in neighborhoods that are distant from our school. Also, we will use business leaders' expertise with project based learning.

Parents and staff will be encouraged to seek out potential partnerships and provide ideas and connections that would enhance student learning experiences. We will meet with potential business and community partners and coordinate meetings and calls. We will collaborate with partners to identify activities that meet students goals and needs and align with academic goals of the school

In order to sustain partnerships, we will communicate with our partners in a professional and timely manner matching the needs with what the partner can provide. We will publicly show appreciation and thanks to our community and business partners.

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
Warren, Timothy	Principal
Hill, Phyllis	School Counselor
Burroughs, Dana	Instructional Coach
Clopton, Diana	Other
Bell, Erica	School Counselor
Menetre, Ashley	Instructional Coach

b. Duties

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

Leadership team: monitors student progress utilizing various data and provide the following for teachers: coaching, modeling, planning, providing resources, and giving feedback.

Interventionist: provides reading support to the lowest 25% in grades K - 5

Science Coach: facilitates subject planning, professional development, and modeling instructional lessons and designs.

RTI Data Coach (Guidance Counselor): facilitates with monitoring Tier 2 and 3 students in reading and math, as well as provides resources for targeted interventions.

Administrators: Use data and classroom observations to drive standard-based instruction.

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.

Based on 2015-2016 FSA and FAIR data, we will identify our instructional needs. Due to a 12 percentage point drop in our 2015-2016 FCAT science scores, our Title I money was used to fund an instructional coach for science. 2016-2017 Title I dollars will fund one Reading Interventionist position who will target the lowest 25% in grades 3rd and 4th.

Data chats are used to determine the needs of all students and how resources will be shared. Monthly data meetings are held for each grade level to determine what resources are having the most impact. Tier 2 plans are utilized to monitor progress. The assistant principal maintains an accurate inventory of resources.

Walk-throughs with district coaches will assist administration in identifying if professional development and planning tools are being effective.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Jennifer Vick	Parent
Patterson, Demetria	Teacher
Timothy T. Warren	Principal
Lang, Kristina	Education Support Employee
Laura Cronin	Parent
Jewel Malafronte	Teacher
Rahsheia Quarry	Teacher
Brandi White	Parent
Paula Rose	Parent
Raul Boyd	Parent
Jeremiah Fife	Business/Community
Deisnoris Perez	Parent
Rachel Wells	Parent
Maria Boyd	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

SAC will discussed and reviewed 2015-2016 results on September 12, 2016.

b. Development of this school improvement plan

The 2016-2017 School Improvement Plan will be presented and approved by SAC on September 12, 2016.

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

Title I budget will be presented to the SAC for recommendations and if changes need to occur, based on these recommendations, a final budget plan will be presented for approval by SAC on May 16, 2017 or earlier.

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

\$278, 070 was used to hire staff (Reading Coach, Math Coach, Science Coach, and Reading Interventionist/Title Facilitator) and purchase technology (Smartboards, projectors, document cameras, etc.)

\$3,109 was used for Parent Involvement supplies.

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
Warren, Timothy	Principal
Clopton, Diana	Other
Champion, Pamela	Instructional Media
Leadership, Team	Other
Hill, Phyllis	Teacher, ESE

b. Duties

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

We are working to promote literacy during the 2016 – 2017 school year through:

*a year-long reading contest called, “Road to Success.” Classrooms are given a weekly challenge, (earn twenty 100’s in a week, each student needs to pass a non-fiction test on their level, etc.)

*the SSYRA competition for 4th and 5th graders.

*posting the TOP TEN Accelerated Readers or SuccessMaker growth scores in each grade level weekly in the Media Center.

*monthly Media Center contests, including: It’s Not a Crime to Read, March Madness, and If You Give a Mouse a Cookie.

*pizza and movie, along with a certificate for students scoring at or above 85% on F.A.I.R.

*9 week points goals for students with rewards, culminating in a year-long AR contest with awards given.

*one-on-one trainings with teachers regarding AR, SuccessMaker, resources, and Common Core support.

*a parent night to be held in late fall, purposed to encourage and support families reading together.

*before school book clubs, and/or sight-word student mentors.

*a weekly “Rocket Reader” student who highlights a favorite book on the school-wide morning news show.

*special displays, bookmarks, announcements to feature authors, award winning books, and celebrated events.

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.

Teachers meet weekly to plan collaboratively with support from administration and leadership team members.

Many grade levels have and will continue to participate in Lesson Study.

This year grades 1-5 will departmentalize.

Social Committee celebrates special events for staff members in various ways to build relationships among the staff.

The Positive Behavior Intervention Support (PBIS) and CHAMPS team implements "a note for a teacher," which allows colleagues to write positive comments about each other.

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

The school uses RHS system to post vacant positions. When a colleague applies, the leadership team sits in on interviews. Each teacher is given a grade level leader who assists in the every day tasks of teaching and managing instructional duties.

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

All new staff members, regardless of experience, are paired with their grade level leader to plan, assess, and discuss best practices. The grade level leader provides assistance on a weekly basis and the mentor-ship is sustained for the entire instructional year.

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.

All lesson plans include the Florida Standards that are focal points for instructional delivery and student mastery. The administrators, along with leadership team, check lesson plans weekly. These lesson plans provide guidance for classroom visits.

Teachers use core programs such as Reading Wonders, Go Math, and Science curriculum maps. In addition, teachers use supplemental materials from The Department of Education, CPALMS, district approved interventions and instructional resources which are aligned to the Florida 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.

Students who are promoted with remediation in grades K- 5 are placed in Tier 2 and given daily small group instruction based on the identified needs. The process includes school based leadership team meeting to review school-wide data such as FAIR-PLS to identify grade level and/or subject trends. Teachers also keep accountability sheets in reading, math, and science. Students' progress are monitored by pre/post tests for each module in math, each unit in reading and science. Teachers meet with the school based leadership team monthly to review the progress of students. They collaborate as a grade level to modify/plan for appropriate interventions.

The Reading Interventionist, along with RTI Coach (Guidance Counselor), attend data chats to collaborate about the interventions used in small group and if there is carry-over during core instruction. The discussion includes if core or tier instruction should be modified and/or supplemented due to lack of progress.

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

Strategy: After School Program

Minutes added to school year: 1,080

The after-school program will take place in two locations for sixty minutes per session for nine weeks focusing on reading and math.

Strategy Rationale

To increase student proficiency in math and reading.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Warren, Timothy, timothy.warren@polk-fl.net

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

Student performance on school-based assessments and district assessments.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

For the Pre-K students transitioning into Kindergarten, the school hosts a kindergarten round- up which provides parents with readiness information and tour of the kindergarten classroom. In addition, we have VPK readiness programs on site which provide a familiar environment and bridge transitions for parents, teachers, and students when their student rolls up to kindergarten . Flyers and brochures are distributed throughout the area to announce upcoming registration for incoming students. FLKRS and FAIR assessment is administered during the first 30 days of school. The results of these assessments target specific areas of needs. For example, students with significantly low RSP scores

are provided additional support.

Middle School staff members are invited to visit the school, to present the extracurricular activities, academic expectations, and environmental logistics of their middle school program. In addition, parents are given information regarding middle school orientation deemed just for 5th grade students.

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.** Fully implement teacher-led differentiated small groups on a daily basis.
- G2.** Provide daily small group instruction to students identified in the bottom 25% of the grade-level and or class.
- G3.** Teachers will embed CHAMP strategies to establish learning-community norms which will allow students to exhibit socially acceptable behaviors and ultimately reduce discipline incidents that result in an office referral.

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. Fully implement teacher-led differentiated small groups on a daily basis. 1a

 G087128

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	76.0

Targeted Barriers to Achieving the Goal 3

- Teachers need to meet in a small instructional group (5-6 students) on a daily basis for 20-30 minutes.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Uninterrupted 90 minute ELA block, center rotation charts, teacher-led small group lesson plans.

Plan to Monitor Progress Toward G1. 8

Student work samples related to Reading Wonders Weekly Tests, Reading Wonders Tier 2 and Tier 3 intervention assignments (independent, teacher-led, and center rotations), along with STAR/AR reports data will be reviewed during grade-level planning data chats on common planning days.

Person Responsible

Leadership Team

Schedule

Weekly, from 9/15/2016 to 6/3/2017

Evidence of Completion

Student work samples will show improved performance related to revised school-wide academic targets for success on the FSA, greater student success on more rigorous tasks (i.e. STAR/AR Tests, etc.), increased proficiency as evidenced on Reading Wonders Weekly Tests and F.A.I.R. AP2 targets.

G2. Provide daily small group instruction to students identified in the bottom 25% of the grade-level and or class. 1a

G087129

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	65.0

Targeted Barriers to Achieving the Goal 3

- Some teachers do not meet with bottom 25% students on a daily basis.

Resources Available to Help Reduce or Eliminate the Barriers 2

- School-based Math Coach
- District Math Coaches
- Go Math Books

Plan to Monitor Progress Toward G2. 8

Lesson plans, Math Module Assessments, District Math Assessments, and Math Comprehension Check Data will be reviewed throughout the year to evidence progress toward meeting school-wide academic targets to ensure success on the FSA.

Person Responsible

Team Leadership

Schedule

Weekly, from 9/16/2016 to 6/3/2017

Evidence of Completion

Increased student achievement on Math Module Assessments, increased student achievement on District Math Assessments, increased student achievement on Math Comprehension Checks, math data in the School-wide Progress Monitoring Accountability Sheets will evidence increases in Potential FSA proficiency, Student Journals will show evidence of instructional strategies.

G3. Teachers will embed CHAMP strategies to establish learning-community norms which will allow students to exhibit socially acceptable behaviors and ultimately reduce discipline incidents that result in an office referral. 1a

G087130

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	25.0

Targeted Barriers to Achieving the Goal 3

- Some teachers are overwhelmed by the number of students with perceived discipline issues.

Resources Available to Help Reduce or Eliminate the Barriers 2

- CHAMPS Training
- Weekly discipline data progress monitoring provided by Assistant Principal
- Monthly/Weekly PBIS rewards

Plan to Monitor Progress Toward G3. 8

The number of students sent to the office on formal discipline referrals will be monitored by month and grade level and reported to all teachers weekly.

Person Responsible

Timothy Warren

Schedule

Weekly, from 10/3/2016 to 5/29/2017

Evidence of Completion

Monthly discipline referrals sorted and charted by grade-level will be collected, analyzed, and used to monitor student behavior issues, 2016-2017 monthly suspension rates will be monitored and compared to 2015-2016 to determine effective of CHAMPS implementation.

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Fully implement teacher-led differentiated small groups on a daily basis. **1**

 G087128

G1.B1 Teachers need to meet in a small instructional group (5-6 students) on a daily basis for 20-30 minutes. **2**

 B231647

G1.B1.S1 Provide teachers with instructional strategies and resources for their teacher-led groups. **4**

 S244364

Strategy Rationale

Some teachers are not meeting in teacher-led groups on a daily basis and differentiating instruction because they do not what instructional strategies to use to meet the needs of individual students.

Action Step 1 **5**

All teachers will implement teacher-led differentiated small groups (5-6 students) on a daily basis to meet the individual needs of their students.

Person Responsible

Timothy Warren

Schedule

Weekly, from 9/16/2016 to 9/25/2017

Evidence of Completion

Daily Instructional Schedule, Progress Monitoring Data on Accountability Sheets, Center Rotation Chart Posted or projector on whiteboard, Teacher-led Small Group Lesson Plans, Action Research

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

The administration will complete Action Research related to the school-wide implementation of the teacher-led differentiated small groups.

Person Responsible

Timothy Warren

Schedule

Daily, from 9/16/2016 to 11/20/2016

Evidence of Completion

Daily Instructional Schedule, Progress Monitoring Data on Accountability Sheets, Center Rotation Chart Posted or projector on whiteboard, Teacher-led Small Group Lesson Plan.

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

Provide ongoing feedback to teachers within 24 hours regarding administrative classroom walk-throughs in which teacher-led differentiated small group instruction is occurring.

Person Responsible

Timothy Warren

Schedule

Daily, from 9/16/2016 to 5/27/2017

Evidence of Completion

Center Rotation Chart Snapshot, Teacher-led Small Group Lesson Plan, Classroom Walk-throughs ratings in Journey.

G2. Provide daily small group instruction to students identified in the bottom 25% of the grade-level and or class. 1

G087129

G2.B1 Some teachers do not meet with bottom 25% students on a daily basis. 2

B231649

G2.B1.S1 Provide teachers with instructional strategies and resources needed to meet the needs of students identified in the bottom 25%. 4

S244365

Strategy Rationale

Once teachers have instructional strategies and appropriate resources, they will be able to better meet the needs of student identified in the bottom 25%.

Action Step 1 5

The Math Coach will provide in-class modeling of small group instruction using appropriate skill-focused instructional strategies and appropriate materials, and will debrief with classroom teachers during common planning.

Person Responsible

Leadership Team

Schedule

Weekly, from 9/16/2016 to 6/3/2017

Evidence of Completion

Math Coach's Daily Schedule, common planning minutes, common planning agendas.

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

Administrative feedback from classroom walk-throughs of teacher-led small group instruction provided to students identified in the bottom 25% will be listed in Journey.

Person Responsible

Timothy Warren

Schedule

Daily, from 9/16/2016 to 6/3/2017

Evidence of Completion

Improved student proficiency on math module assessments aligned to ensure success on the FSA, math comprehension checks, as well as increases in student achievement evidenced on the School-wide Progress Monitoring Accountability Sheets.

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

PLCs will be used to discuss student work completed during daily teacher-led small groups, where students identified in the bottom 25% have received skill-focused instruction.

Person Responsible

Leadership Team

Schedule

Weekly, from 9/15/2016 to 6/3/2017

Evidence of Completion

Student work samples (independent, teacher-led scaffolded work, math module data, math comprehension check data, School-wide Progress Monitoring Accountability Sheets.

G3. Teachers will embed CHAMP strategies to establish learning-community norms which will allow students to exhibit socially acceptable behaviors and ultimately reduce discipline incidents that result in an office referral. 1

G087130

G3.B4 Some teachers are overwhelmed by the number of students with perceived discipline issues. 2

B231655

G3.B4.S1 Make certain that teachers participate in the Problem-Solving Team process. 4

S244367

Strategy Rationale

Some of the perceived discipline issues might correspond more to student deficits and frustration in content areas (i.e. reading, math, science, and writing), student learning styles (modalities), or undiagnosed learning disabilities.

Action Step 1 5

Teachers that identify students as having severe/persistent discipline issues will be required to participate in the Problem-Solving Team process.

Person Responsible

Erica Bell

Schedule

Monthly, from 9/16/2016 to 6/15/2017

Evidence of Completion

Minutes from Problem-Solving Team meetings, invitations (i.e. letters, notes, emails, etc.) to Problem-Solving team members, weekly discipline reports provided by the Assistant Principal.

Plan to Monitor Fidelity of Implementation of G3.B4.S1 6

The Guidance Counselor will keep a log of all students that are referred to the Problem-Solving team.

Person Responsible

Erica Bell

Schedule

Every 3 Weeks, from 9/8/2016 to 6/15/2017

Evidence of Completion

The Guidance Counselor will keep minutes from all Problem-Solving Team meetings, there will be a reduction of discipline incidents referred to an administrator in comparison to the 2015-2016 school year.

Plan to Monitor Effectiveness of Implementation of G3.B4.S1 7

The Guidance Counselor will keep a log of all students and teachers that participate in the Problem-Solving Team process and recommend additional training (academic/classroom management, etc.) for teachers making multiple requests for the Problem-Solving Team to meet regarding students in their classroom.

Person Responsible

Erica Bell

Schedule




Every 3 Weeks, from 9/8/2016 to 6/15/2017

Evidence of Completion

The Guidance Counselor log of all students and teachers participating in the Problem-Solving Team process, the Assistant Principal weekly report of discipline incidents.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.B1.S1.MA1 M328410	The administration will complete Action Research related to the school-wide implementation of the...	Warren, Timothy	9/16/2016	Daily Instructional Schedule, Progress Monitoring Data on Accountability Sheets, Center Rotation Chart Posted or projector on whiteboard, Teacher-led Small Group Lesson Plan.	11/20/2016 daily
G1.B1.S1.MA1 M328409	Provide ongoing feedback to teachers within 24 hours regarding administrative classroom...	Warren, Timothy	9/16/2016	Center Rotation Chart Snapshot, Teacher-led Small Group Lesson Plan, Classroom Walk-throughs ratings in Journey.	5/27/2017 daily
G3.MA1 M328420	The number of students sent to the office on formal discipline referrals will be monitored by month...	Warren, Timothy	10/3/2016	Monthly discipline referrals sorted and charted by grade-level will be collected, analyzed, and used to monitor student behavior issues, 2016-2017 monthly suspension rates will be monitored and compared to 2015-2016 to determine effective of CHAMPS implementation.	5/29/2017 weekly
G1.MA1 M328411	Student work samples related to Reading Wonders Weekly Tests, Reading Wonders Tier 2 and Tier 3...	Team, Leadership	9/15/2016	Student work samples will show improved performance related to revised school-wide academic targets for success on the FSA, greater student success on more rigorous tasks (i.e. STAR/AR Tests, etc.), increased proficiency as evidenced on Reading Wonders Weekly Tests and F.A.I.R. AP2 targets.	6/3/2017 weekly
G2.MA1 M328414	Lesson plans, Math Module Assessments, District Math Assessments, and Math Comprehension Check Data...	Leadership, Team	9/16/2016	Increased student achievement on Math Module Assessments, increased student achievement on District Math Assessments, increased student achievement on Math Comprehension Checks, math data in the School-wide Progress Monitoring Accountability Sheets will evidence increases in Potential FSA proficiency, Student Journals will show evidence of instructional strategies.	6/3/2017 weekly
G2.B1.S1.MA1 M328412	PLCs will be used to discuss student work completed during daily teacher-led small groups, where...	Team, Leadership	9/15/2016	Student work samples (independent, teacher-led scaffolded work, math module data, math comprehension check data, School-wide Progress Monitoring Accountability Sheets.	6/3/2017 weekly
G2.B1.S1.MA1 M328413	Administrative feedback from classroom walk-throughs of teacher-led small group instruction...	Warren, Timothy	9/16/2016	Improved student proficiency on math module assessments aligned to ensure success on the FSA, math comprehension checks, as well as increases in student achievement evidenced on the School-wide Progress Monitoring Accountability Sheets.	6/3/2017 daily
G2.B1.S1.A1 A316427	The Math Coach will provide in-class modeling of small group instruction using appropriate...	Team, Leadership	9/16/2016	Math Coach's Daily Schedule, common planning minutes, common planning agendas.	6/3/2017 weekly
G3.B4.S1.MA1 M328418	The Guidance Counselor will keep a log of all students and teachers that participate in the...	Bell, Erica	9/8/2016	The Guidance Counselor log of all students and teachers participating in the Problem-Solving Team process, the Assistant Principal weekly report of discipline incidents.	6/15/2017 every-3-weeks

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B4.S1.MA1  M328419	The Guidance Counselor will keep a log of all students that are referred to the Problem-Solving...	Bell, Erica	9/8/2016	The Guidance Counselor will keep minutes from all Problem-Solving Team meetings, there will be a reduction of discipline incidents referred to an administrator in comparison to the 2015-2016 school year.	6/15/2017 every-3-weeks
G3.B4.S1.A1  A316429	Teachers that identify students as having severe/persistent discipline issues will be required to...	Bell, Erica	9/16/2016	Minutes from Problem-Solving Team meetings, invitations (i.e. letters, notes, emails, etc.) to Problem-Solving team members, weekly discipline reports provided by the Assistant Principal.	6/15/2017 monthly
G1.B1.S1.A1  A316426	All teachers will implement teacher-led differentiated small groups (5-6 students) on a daily basis...	Warren, Timothy	9/16/2016	Daily Instructional Schedule, Progress Monitoring Data on Accountability Sheets, Center Rotation Chart Posted or projector on whiteboard, Teacher-led Small Group Lesson Plans, Action Research	9/25/2017 weekly

V. Professional Development Opportunities

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

G2. Provide daily small group instruction to students identified in the bottom 25% of the grade-level and or class.

G2.B1 Some teachers do not meet with bottom 25% students on a daily basis.

G2.B1.S1 Provide teachers with instructional strategies and resources needed to meet the needs of students identified in the bottom 25%.

PD Opportunity 1

The Math Coach will provide in-class modeling of small group instruction using appropriate skill-focused instructional strategies and appropriate materials, and will debrief with classroom teachers during common planning.

Facilitator

Ashley Menetre, Math Coach

Participants

3rd-5th Grade Teachers

Schedule

Weekly, from 9/16/2016 to 6/3/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	All teachers will implement teacher-led differentiated small groups (5-6 students) on a daily basis to meet the individual needs of their students.	\$0.00
2	G2.B1.S1.A1	The Math Coach will provide in-class modeling of small group instruction using appropriate skill-focused instructional strategies and appropriate materials, and will debrief with classroom teachers during common planning.	\$0.00
3	G3.B4.S1.A1	Teachers that identify students as having severe/persistent discipline issues will be required to participate in the Problem-Solving Team process.	\$0.00
Total:			\$0.00