Reedy Creek Elementary School

2017-18 Schoolwide Improvement Plan

Reedy Creek Elementary School

5100 EAGLES TRL, Kissimmee, FL 34758

www.osceolaschools.net

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	98%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	76%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	B	B*	C

Informational Baseline School Grade

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

School Board Approval

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

SIP Authority and Template

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

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Reedy Creek Elementary School

DA Region and RED	DA Category and Turnaround Status
Central - [Lucinda Thompson](#)	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

At Reedy Creek we care enough about our students to make sure we meet the individual needs of every student.

2. School Environment

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

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

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

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

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

Our students abide by the schoolwide SOAR expectations which are: Show Outstanding Academic Responsibility. RCE forms a PBIS committee annually, the goal of which is to discuss and establish schoolwide policies and procedures as they pertain to bullying prevention, discipline, and Positive Behavior Support. Information regarding these policies and procedures is made readily available to faculty, staff, students, and other stakeholders through both traditional and electronic formats. We

reward students with various forms of positive reinforcements when they exhibit or exceed our school expectations.

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

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

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

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

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	31	29	31	26	27	15	0	0	0	0	0	0	0	159
One or more suspensions	7	3	2	12	12	7	0	0	0	0	0	0	0	43
Course failure in ELA or Math	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	13	34	32	0	0	0	0	0	0	0	79

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	1	6	11	5	0	0	0	0	0	0	0	26

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

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

Students who have one or more suspensions - Parent conferences are conducted to develop behavioral plans and monitoring of the behavioral plan through the MTSS process.
A Level 1 on a statewide assessment- Students are monitored in the MTSS process using i-Ready assessments by providing interventions during SOARS time(iii) and/or during the day provided by teachers/interventionists and/or Extended Learning Opportunities.
Retention in a previous grade - Students are placed into a different learning environment for the new year and are closely monitored and mentored in the MTSS process using i-Ready assessments by providing interventions during SOARS time(iii) and/or during the day provided by teachers/ interventionists and/or Extended Learning Opportunities.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
No

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

2. Description

Title I Schools, in collaboration with parents, teachers, staff and community stakeholders, annually prepare and submit to FLDOE a detailed Parent Involvement Plan (PIP). All parents are invited to provide input into the PIP design. The final version of the plan is presented to the School Advisory Council (SAC) for approval, prior to FLDOE upload.
Required components of the plan include the annual Title I Meeting. The District Title I office provides a PowerPoint template with areas for the school to personalize mission, vision, curriculum and demographic information to share with parents at the annual meeting. Another area of the PIP focuses on staff training activities in effectively engaging parents to participate in the academic achievement of their children. District Title I provided training modules include the five levels of parent involvement, along with cultural sensitivity training in collaboration with Title III. The plan also outlines annual Building Capacity events the school plans to involve parents in their child's academic progress along with community outreach integration.
All parents are also invited to participate in the preparation of the school Compact. The Compact document consists of three sections targeting: student, parent and teacher. It is a pledge to uphold the school's vision, mission and specific educational accountabilities. It is discussed and signed by every elementary student, parent and teacher. The Compact is sent home for parent review at the middle and high school levels.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Reedy Creek has a Business Partner Liaison who is also our OASIS Coordinator. She attends monthly Business Partner Meetings to learn of businesses that would like to partner with schools, what they have to offer to support our future and how other schools work with business partners. She reaches out to businesses and community members to partner in education with our school and communicates ways they can support our students and staff. She stays in contact with them on a regular basis and invites them to participate in some of building capacity events. Some of our main business partners include Horace Mann, Chic-a-Fila, Five Guys, Academy of Martial arts, YMCA, and Dave and Busters, We also have the Watch D.O.G.S. program to encourage male role models to become more actively involved and volunteer in our school. Throughout the school year, the community is invited to events such as literacy, math and STEM night where the school promotes and engages family involvement and provides resources for parents to support student achievement at home.

C. Effective Leadership

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Godin, Timi	Principal
Hennessy, William	Assistant Principal
Steele, Vicki	Instructional Coach
Sanders, Erica	Instructional Coach
Beahm, Michael	Instructional Coach
Lacey, Jessica	School Counselor
Singh, Kiran	School Counselor

b. Duties

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

The MTSS Coach/Test Coordinator oversees the process of MTSS by monitoring interventions, progress monitoring students, providing training to interventionists, conferencing with teachers, keeping data and setting up meetings with parents and RCS.
The Literacy Coach, Math Coach, and K-2 Interventionist will preform but not be limited to the following responsibilities; help review and analyzes data, determine correct resources to meet the needs of the students, assist in developing action plans, coach teachers, model effective instruction, mentor teachers and train interventionists.
The Leadership team in collaboration with the Problem Solving Team, reviews and analyzes data in order to provide resources and determine instructional path.
The Guidance Counselors shares input on behavioral concerns, help develop behavioral plans and guidance for students along with helping families with resources as well.

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

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

Title I, Part A

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

Title I, Part C-Migrant

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

Title I, Part D

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

Title II

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

Title III

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

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

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

Title IX

To help eliminate barriers for education the District Homeless Education Liaison works with the

school FIT Liaisons to help define and protect the rights of homeless students to enroll in, attend, and

succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health and academic referrals as well as vouchers for resources such as, but not limited to shoes, transportation, and school physicals.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Arely Wright	Parent
Sarah Near	Parent
Anefrid Ruiz	Parent
Indria Surujmohan	Parent
Zulma Candelana	Parent
Judie Overcash	Parent
Michael Near	Parent
Tony Ruiz	Parent
John Grzeskiewicz	Parent
Mildred Roman	Parent
Shari McWhorter	Parent
Kelly Womack	Parent
Marcia Cox	Parent
Carolyn Grzesliewicz	Parent
Yolanda Wren	Parent
Timi Godin	Principal
Maria Nuzzi	Teacher
Karen Rodriguez	Education Support Employee
PJ Meehan	Teacher
Cheryl Johnson	Teacher
Mary Briggs	Teacher
Veronica Rangel	Education Support Employee
Joann Kuhn	Teacher
Gina Morrison	Teacher
Jessica Lacey	Education Support Employee
Danny Rangel	Education Support Employee

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

Reedy Creek has shown a strength with ELL students showing learning gains of 52% in ELA and 64% in Math.
Our third grade students show in increase of 9% in ELA and 1% in Math compared to the 2015-16 data. Our fourth grade students decreased 3% points in ELA, but increased 4% point in math compared to the 2015-16 data. Our fifth graders increased 1% in ELA, but decreased 12% in Math and 5% in science compared to the 2015-16. Although we did not meet our targeted proficiency goals, our areas of growth contributed to our school grade of "B" for the 2016-2017 year.

b. Development of this school improvement plan

During the summer a team from the school attended the District School Improvement training to analyze data and begin to work through the 8 steps of problem solving. The team continues to assess the needs of the school and make the necessary adjustments to attend to the identified barriers. Strategies and action plans are formulated and the team presents the draft of the School Improvement Plan to the School Advisory Counsel (SAC). SAC members review the draft of the Improvement Plan at the beginning of the year and suggest changes. After the final draft is agreed upon, we implement the plan. Throughout the school year, we monitor the effects of the school improvement plan and add new action steps on an ongoing basis.

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

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

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

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.
Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Sanders, Erica	Instructional Coach
Beahm, Michael	Instructional Coach
Noyes, Kimberly	Teacher, K-12
Kuhn, Joanne	Teacher, K-12
Briggs, Mary	Teacher, K-12
Rohrback, Lyndi	Teacher, K-12
Mastapha, Yatrawati	Teacher, K-12
Godin, Timi	Principal

b. Duties

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

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

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

RCE has full implementation of PLCs where grade levels collaborate to determine what the students need, how to intervene, and how to enrich. PLC Facilitators meet with the Leadership Team once a month to check in and determine what is needed. The first order of business is for each PLC team to develop group norms to guide the team through their meetings. PLC will teams meet six times a month, every Wednesday afternoon and two additional planning periods. If grade levels need additional planning time, subs will be provided with Title I funds. Periodically, all PLCs will meet together to celebrate success. The focus for the beginning of the year is for the PLC teams to identify the essential standards, then create proficiency scales which include learning targets and learning goals. Common assessments (both formative and summative) are created based on the depth of knowledge. Lesson plans are developed to ensure ALL students are reaching proficiency. Throughout the year, teams will analyze the I-Ready Assessment data (diagnostic and growth monitoring) to collaboratively determine the interventions needed. We also have a positive shout out board to highlight the success of staff members.

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

District representatives attend job fairs throughout the United States, recruiting top candidate to the Osceola County School District. At RCE, we have a committee, comprised of administration, our academic coaches and grade level representative(s), who interviews candidates to join our team. When new teachers join our team, Erica Sanders, one of our instructional coaches, assigns them a mentor to help throughout the school year. For our veterans, we continually praise them, provide feedback and support them as needed to be the most successful that they can be.

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

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

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Osceola County has developed curriculum maps for the subjects of English Language Arts, Math and Science which are aligned to the Florida Standards. Teachers will follow the standards that are on the curriculum/ unit maps throughout the school year. The curriculum/unit maps also provide teachers with resources that they are able to use in their instruction. The Math Coach, Literacy Coach and K-2 Interventionist will support teachers through the year to have an effective implementation by providing PD, modeling and assisting with lesson plan development and assessment planning. We will use i-Ready and expand our AVID program to all third, fourth and fifth grade classrooms to assist in ensuring Standards are being met and ALL students are successful. i-Ready Diagnostic Assessments are given 3 times of year to monitor students in Reading and Math. The results are used to help develop instruction to support students, align interventions and develop enrichment opportunities. i-Ready's Diagnostic Assessment determines learning paths for students and instruction plans for teachers to use in daily instruction and intervention.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

The Leadership Team, the Problem Solving Team and Grade Level Teams will meet regularly to dis-aggregate data. After students take the initial diagnostic assessment in i-Ready, teams will determine which students will need additional instruction, reteach, or enrichment based on the instructional reports. Students who are identified by i-Ready as between 0 and 1 year behind grade level will participate in a SOARS group that will provide remediation in the form of front loading of skills or vocabulary, reteaching or additional practice. Students who are identified by i-Ready as 1 to 2 years below grade level will be looked at by the Problem Solving Team and appropriate interventions will be put in place. Enrichment will be developed for students working at or above grade level, for example project based activities, extension activities, literature circles, etc.
This will be a continual cycle after each Progress Monitoring of i-Ready. The Leadership team and the PLC Facilitators will review school wide, grade specific, and sub group data after each progress monitoring window . We will review plans to ensure the right support is in place. In addition, the Problem Solving Team determines interventions for students who scored a Level 1 in Reading or in Math and whom have been retained in 3rd grade.

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

Strategy: Extended School Day

Minutes added to school year: 1,685

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Hennessy, William, william.hennessy@osceolaschools.net

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

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

Strategy: Extended School Day

Minutes added to school year: 3,200

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

Strategy Rationale

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

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Hennessy, William, william.hennessy@osceolaschools.net

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

iReady Data, meeting minutes will be collected, diaggregated, analyzed and discussed to ensure effectiveness.

Strategy: Summer Program

Minutes added to school year: 3,200

3rd Grade Adventure Reading Camp

Strategy Rationale

Students who are in danger of being retained are invited to an "adventure" based summer camp to ensure that they meet good cause for promotion.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Godin, Timi, timi.godin@osceolaschools.net

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

Portfolios will be used throughout the camp as well as iReady data to see if students make good cause for promotion. Additionally, the students will take the SAT 10 in July to see if they will be promoted.

Strategy: Extended School Day

Minutes added to school year: 5,760

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

Strategy Rationale

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

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

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

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

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

b. College and Career Readiness

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

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

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

This not applicable to our elementary school.

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

Project Lead the Way has been added which will focus on the integration of science, technology, engineering, and math and related careers.

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

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

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

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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"Â? 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. If all teachers implement effective standards-based Tier 1 instruction through the collaborative process of Professional Learning Communities in a safe and nurturing environment, then the students at Reedy Creek Elementary will increase their proficiency in all core subjects.

G2.

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. If all teachers implement effective standards-based Tier 1 instruction through the collaborative process of Professional Learning Communities in a safe and nurturing environment, then the students at Reedy Creek Elementary will increase their proficiency in all core subjects. 1a

🔑 G095503

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	54.0
FSA ELA Achievement - SWD	40.0
FSA ELA Achievement - ELL	40.0
ELA/Reading Lowest 25% Gains	56.0
Math Gains	61.0
FSA Math Achievement - SWD	40.0
FSA Math Achievement - ELL	40.0
Math Lowest 25% Gains	56.0
FSAA Science Achievement	46.0

Targeted Barriers to Achieving the Goal 3

- High rate of out of school suspension

- Lessons do not align with Essential Standards

- Assessments do not measure the correct Learning Goal

Resources Available to Help Reduce or Eliminate the Barriers 2

- curriculum maps and lesson developed from research based activities

- Reading Coach- modeling

- Math/Science Coach - modeling

- iReady computer program utilized in classrooms, at home, and computer Lab

- FSA Test specifications

- iReady Diagnostic assessment data and CFAs

- SOARS

- Thinking Maps

- ESE teachers using push in services

- PLC Interventions(small group- intense with teachers who have results), incorporating CFAs

- AVID

- FIN and District ESE support

- K-2 Interventionist

- ELL/ESE Leadership Team

- PLC Processes (Common Planning, Common Assessments, Ongoing)

Plan to Monitor Progress Toward G1. 8

Proficiency levels and learning gains will be monitored by the leadership team and PLC teams. Adjustments will be made to instruction where needed to ensure increasing proficiency in all core subjects.

Person Responsible
Timi Godin

Schedule
Monthly, from 9/4/2017 to 5/25/2018

Evidence of Completion
FSA results will show and increased proficiency in all core subjects.

G2. 1a
🔑 G095504

Targets Supported 1b

Indicator	Annual Target

Targeted Barriers to Achieving the Goal 3

Resources Available to Help Reduce or Eliminate the Barriers 2
- Leadership Team, staff

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. If all teachers implement effective standards-based Tier 1 instruction through the collaborative process of Professional Learning Communities in a safe and nurturing environment, then the students at Reedy Creek Elementary will increase their proficiency in all core subjects. [1]

🔑 G095503

G1.B6 High rate of out of school suspension [2]

🔑 B257158

G1.B6.S1 Create and implement a school wide positive behavior plan [4]

🔑 S272082

Strategy Rationale

Evidence shows that when using positive rewards, the same language for clarity and reteaching expectations, inappropriate behavior will decrease and positive behavior will increase.

Action Step 1 [5]

Create a committee and agree on school wide expectations.

Person Responsible

Jessica Lacey

Schedule

Monthly, from 9/4/2017 to 5/25/2018

Evidence of Completion

Referral and behavior school wide data

Action Step 2 [5]

We will ensure that all staff and students are trained and have a complete understanding of the school wide behavior plan.

Person Responsible

Jessica Lacey

Schedule

Monthly, from 9/4/2017 to 5/25/2018

Evidence of Completion

Teachers and students will demonstrate elements of the school wide behavior plan as demonstrated by administrator walk throughs.

Action Step 3 5

All teachers, staff, and students will implement the positive school wide behavior plan.

Person Responsible

Jessica Lacey

Schedule

Daily, from 9/4/2017 to 5/25/2018

Evidence of Completion

All staff and students are demonstrating knowledge of the school wide behavior plan and implementing that plan and school wide discipline data will be monitored.

Plan to Monitor Fidelity of Implementation of G1.B6.S1 6

Implementation of a school wide positive behavior support system.

Person Responsible

William Hennessy

Schedule

Monthly, from 10/23/2017 to 5/25/2018

Evidence of Completion

School wide behavior data will be collected and monitored for evidence of a decrease in referrals and OSS.

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 7

All staff and students will implement a positive behavior support system.

Person Responsible

Timi Godin

Schedule

Monthly, from 10/23/2017 to 5/25/2018

Evidence of Completion

Discipline data from FOCUS will show a reduction of out of school suspension and decrease in referrals.

G1.B6.S2 Design a mentoring program for students at risk of receiving discipline consequences 4

🔑 S272083

Strategy Rationale

Evidence shows that mentoring programs improve student behavior and create a trusting and positive learning environment

Action Step 1 5

The leadership team will use school wide data to select the target group.

Person Responsible

William Hennessy

Schedule

Weekly, from 10/23/2017 to 5/25/2018

Evidence of Completion

The leadership team will have assigned students based off of the discipline data available in FOCUS of the at risk students.

Action Step 2 5

Guidance counselors will train the staff on the behavior intervention program.

Person Responsible

William Hennessy

Schedule

On 5/25/2018

Evidence of Completion

Staff will demonstrate the skills needed to be an effective mentor.

Action Step 3 `5`

Teachers and staff will implement mentor program.

Person Responsible

William Hennessy

Schedule

On 5/30/2018

Evidence of Completion

Mentors will track student data to determine the level of effectiveness of the mentor program.

Plan to Monitor Fidelity of Implementation of G1.B6.S2 `6`

Team will use data in FOCUS to monitor the effectiveness of the program.

Person Responsible

William Hennessy

Schedule

Weekly, from 10/23/2017 to 5/25/2018

Evidence of Completion

The leadership team will monitor the effectiveness of the program by analyzing referral data within FOCUS and mentors will keep a record of student check-ins.

Plan to Monitor Effectiveness of Implementation of G1.B6.S2 `7`

Administration will collect data sheets and monitor student discipline data concentrating on the students that are at risk for out of school suspension.

Person Responsible

Timi Godin

Schedule

Monthly, from 10/23/2017 to 5/25/2018

Evidence of Completion

Discipline data will show that unwanted behavior is being replaced with positive behavior.

G1.B6.S3 Modeling behavior plans in the classroom. 4

S272084

Strategy Rationale

When teachers understand and have clarity of expectations, implementation of behavior plans are more successful.

Action Step 1 5

The committee will identify teachers within the school that could implement strategies targeting positive behavior through professional development.

Person Responsible

Timi Godin

Schedule

Monthly, from 10/23/2017 to 5/25/2018

Evidence of Completion

Leadership team will observe new strategies being implemented in the classroom during walk throughs

Action Step 2 5

The committee will model implementation of behavior plan in classrooms for struggling teachers.

Person Responsible

Timi Godin

Schedule

On 5/30/2018

Evidence of Completion

Teachers will be able to effectively implement strategies that were modeled, thus leading to fewer referrals and a decrease in out of school suspension

Plan to Monitor Fidelity of Implementation of G1.B6.S3 `6`

The leadership team will conduct walk-throughs and observations to ensure that teachers are implementing components of the school wide behavior plan. Guidance counselors will oversee, through scaffolding, that all of the school wide behavior plan components are implemented.

Person Responsible

William Hennessy

Schedule

Monthly, from 10/23/2017 to 5/25/2018

Evidence of Completion

School wide data through FOCUS and a decrease in Out of School Suspension

Plan to Monitor Effectiveness of Implementation of G1.B6.S3 `7`

The classes that received modeling sessions will be tracked to monitor implementation of the school wide behavior plan.

Person Responsible

Timi Godin

Schedule

Monthly, from 10/23/2017 to 5/25/2018

Evidence of Completion

Discipline data from FOCUS from the classes that received modeling sessions will reflect fewer referrals.

G1.B8 Lessons do not align with Essential Standards 2

🔑 B257160

G1.B8.S1 Use of district timelines and exemplar lessons. 4

🔑 S272085

Strategy Rationale

The district generated timelines and lessons are researched based and paced according to best practices in standards based instruction.

Action Step 1 5

PLC teams will plan and collaborate with the focus on the district's curriculum pacing guide and essential standards.

Person Responsible

William Hennessy

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Evidence will be collected through classroom walk-throughs, lesson plans, and PLC binders.

Action Step 2 5

Academic coaches will assist PLC teams with short and long term lesson planning aligned to the district's curriculum pacing guide.

Person Responsible

William Hennessy

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Evidence will be collected through classroom walk-through, lesson plans, and PLC binders.

Action Step 3 `5`

Academic coaches will model exemplar lessons that are aligned to the district's curriculum pacing guide.

Person Responsible

Timi Godin

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Academic coaches and teachers will participate in the coaching cycle process.

Plan to Monitor Fidelity of Implementation of G1.B8.S1 `6`

Administration and academic coaches will monitor the adherence to the district's curriculum pacing guide.

Person Responsible

William Hennessy

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Data collected from classroom walk-throughs, teacher lesson plans, and PLCs binders.

Plan to Monitor Effectiveness of Implementation of G1.B8.S1 `7`

School-wide data will be monitored and desegregated to ensure the lessons and instruction are aligned to the district's curriculum pacing guide.

Person Responsible

Timi Godin

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Evidence of students' academic gains through school-wide data such as iReady Diagnostic Assessments, formative and summative assessments.

G1.B11 Assessments do not measure the correct Learning Goal [2]

🔑 B257163

G1.B11.S1 Teachers will use district provided resources when constructing assessments. [4]

🔑 S272086

Strategy Rationale

District resources are evidence based and the provided activities and concepts align with the Floirida State Standards.

Action Step 1 [5]

Teachers will use the iReady toolkit as a resource for designing lessons and constructing assessments during PLC's used to monitor the learning goal.

Person Responsible

Timi Godin

Schedule

Monthly, from 10/23/2017 to 5/25/2018

Evidence of Completion

Lesson plans which include assessments will be moniotred and walk throughs will be conducted with a focus on examining the assessments that are being given.

Plan to Monitor Fidelity of Implementation of G1.B11.S1 [6]

Members of the leadership team will participate in PLC's and be present during the process of constructing assessments and lessons aligned with learning goals.

Person Responsible

Timi Godin

Schedule

Weekly, from 10/23/2017 to 5/25/2018

Evidence of Completion

Lesson plans will be monitored and will include assessments that will be used and walk throughs will be conducted with a focus on looking for alignment of assessments with standards.

Plan to Monitor Effectiveness of Implementation of G1.B11.S1 `7`

During PLCs, teachers will collaborate and analyze student data to ensure progress and standards mastery.

Person Responsible

Timi Godin

Schedule

Weekly, from 8/25/2017 to 5/25/2018

Evidence of Completion

Common assessment data will demonstrate will demonstrate student mastery.

G1.B11.S2 Grade Cam will be used by teachers at Reedy Creek as a tool for assessment. 4

🔑 S272087

Strategy Rationale

Grade cam provides a quick formative assessment for understanding which is engaging to students

Action Step 1 5

Train the trainers

Person Responsible

William Hennessy

Schedule

On 10/4/2017

Evidence of Completion

Administrative observation during training

Action Step 2 5

Trainers Train the PLC members

Person Responsible

William Hennessy

Schedule

Monthly, from 10/4/2017 to 10/4/2017

Evidence of Completion

Leadership team members will be present at PLC meetings to monitor implementation of the training

Action Step 3 `5`

Model Using Grade Cam

Person Responsible

William Hennessy

Schedule

Monthly, from 10/4/2017 to 10/4/2017

Evidence of Completion

Grade Cam will be modeled by the trained members of our staff and administration will monitor through observations and submitted common assessments

Plan to Monitor Fidelity of Implementation of G1.B11.S2 `6`

Administrative Walk Throughs and Professional Development

Person Responsible

William Hennessy

Schedule

Weekly, from 10/4/2017 to 10/4/2017

Evidence of Completion

PLCs must submit documentation of their common assessments through their PLC binders

Plan to Monitor Effectiveness of Implementation of G1.B11.S2 `7`

Formative Assessment Data

Person Responsible

William Hennessy

Schedule

Daily, from 10/4/2017 to 5/25/2018

Evidence of Completion

iReady and common assessment data will be used to monitor student growth due to the implementation of Grade Cam as a formative assessment

G1.B11.S3 Professional Learning Communities will focus on creating common formative assessments that are aligned with the instruction of the Florida State Standards. 4

🔑 S272088

Strategy Rationale

Aligning the assessments with the instruction gives teachers valid data to guide instruction to greater proficiency.

Action Step 1 5

Focus on essential standards to begin creating common assessments

Person Responsible

William Hennessy

Schedule

Weekly, from 10/23/2017 to 5/25/2018

Evidence of Completion

Lesson plans and assessments will show a focus on essential standards

Plan to Monitor Fidelity of Implementation of G1.B11.S3 6

Support will be given to the teams with a member of the leadership team present and actively involved in constructing the assessments.

Person Responsible

Timi Godin

Schedule

On 5/25/2018

Evidence of Completion

Lesson plans will show that the assessments are aligned with the learning goals and walk throughs and team data chats will provide the evidence that teachers are using the created assessments.

Plan to Monitor Effectiveness of Implementation of G1.B11.S3 `7`

Administration will have quarterly data chats with teachers with a focus on the results of created assessments.

Person Responsible

Timi Godin

Schedule

Quarterly, from 10/23/2017 to 5/25/2018

Evidence of Completion

Student data will be assessed to demonstrate effectiveness

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B11.S2.MA1 🔑 M390685	Administrative Walk Throughs and Professional Development	Hennessy, William	10/4/2017	PLCs must submit documentation of their common assessments through their PLC binders	10/4/2017 weekly
G1.B11.S2.A1 🔑 A364930	Train the trainers	Hennessy, William	10/4/2017	Administrative observation during training	10/4/2017 one-time
G1.B11.S2.A2 🔑 A364931	Trainers Train the PLC members	Hennessy, William	10/4/2017	Leadership team members will be present at PLC meetings to monitor implementation of the training	10/4/2017 monthly
G1.B11.S2.A3 🔑 A364932	Model Using Grade Cam	Hennessy, William	10/4/2017	Grade Cam will be modeled by the trained members of our staff and administration will monitor through observations and submitted common assessments	10/4/2017 monthly
G1.MA1 🔑 M390688	Proficiency levels and learning gains will be monitored by the leadership team and PLC teams....	Godin, Timi	9/4/2017	FSA results will show and increased proficiency in all core subjects.	5/25/2018 monthly
G1.B6.S1.MA1 🔑 M390674	All staff and students will implement a positive behavior support system.	Godin, Timi	10/23/2017	Discipline data from FOCUS will show a reduction of out of school suspension and decrease in referrals.	5/25/2018 monthly
G1.B6.S1.MA1 🔑 M390675	Implementation of a school wide positive behavior support system.	Hennessy, William	10/23/2017	School wide behavior data will be collected and monitored for evidence of a decrease in referrals and OSS.	5/25/2018 monthly
G1.B6.S1.A1 🔑 A364918	Create a committee and agree on school wide expectations.	Lacey, Jessica	9/4/2017	Referral and behavior school wide data	5/25/2018 monthly
G1.B6.S1.A2 🔑 A364919	We will ensure that all staff and students are trained and have a complete understanding of the...	Lacey, Jessica	9/4/2017	Teachers and students will demonstrate elements of the school wide behavior plan as demonstrated by administrator walk throughs.	5/25/2018 monthly
G1.B6.S1.A3 🔑 A364920	All teachers, staff, and students will implement the positive school wide behavior plan.	Lacey, Jessica	9/4/2017	All staff and students are demonstrating knowledge of the school wide behavior plan and implementing that plan and school wide discipline data will be monitored.	5/25/2018 daily
G1.B8.S1.MA1 🔑 M390680	School-wide data will be monitored and desegregated to ensure the lessons and instruction are...	Godin, Timi	8/10/2017	Evidence of students' academic gains through school-wide data such as iReady Diagnostic Assessments, formative and summative assessments.	5/25/2018 weekly
G1.B8.S1.MA1 🔑 M390681	Administration and academic coaches will monitor the adherence to the district's curriculum pacing...	Hennessy, William	8/10/2017	Data collected from classroom walk-throughs, teacher lesson plans, and PLCs binders.	5/25/2018 weekly
G1.B8.S1.A1 🔑 A364926	PLC teams will plan and collaborate with the focus on the district's curriculum pacing guide and...	Hennessy, William	8/10/2017	Evidence will be collected through classroom walk-throughs, lesson plans, and PLC binders.	5/25/2018 weekly
G1.B8.S1.A2 🔑 A364927	Academic coaches will assist PLC teams with short and long term lesson planning aligned to the...	Hennessy, William	8/10/2017	Evidence will be collected through classroom walk-through, lesson plans, and PLC binders.	5/25/2018 weekly
G1.B8.S1.A3 🔑 A364928	Academic coaches will model exemplar lessons that are aligned to the district's curriculum pacing...	Godin, Timi	8/10/2017	Academic coaches and teachers will participate in the coaching cycle process.	5/25/2018 weekly
G1.B11.S1.MA1 🔑 M390682	During PLCs, teachers will collaborate and analyze student data to ensure progress and standards...	Godin, Timi	8/25/2017	Common assessment data will demonstrate will demonstrate student mastery.	5/25/2018 weekly
G1.B11.S1.MA1 🔑 M390683	Members of the leadership team will participate in PLC's and be present during the process of...	Godin, Timi	10/23/2017	Lesson plans will be monitored and will include assessments that will be used and walk throughs will be conducted	5/25/2018 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				with a focus on looking for alignment of assessments with standards.	
G1.B11.S1.A1 A364929	Teachers will use the iReady toolkit as a resource for designing lessons and constructing...	Godin, Timi	10/23/2017	Lesson plans which include assessments will be moniotred and walk throughs will be conducted with a focus on examining the assessments that are being given.	5/25/2018 monthly
G1.B6.S2.MA1 M390676	Administration will collect data sheets and monitor student discipline data concentrating on the...	Godin, Timi	10/23/2017	Discipline data will show that unwanted behavior is being replaced with positive behavior.	5/25/2018 monthly
G1.B6.S2.MA1 M390677	Team will use data in FOCUS to monitor the effectiveness of the program.	Hennessy, William	10/23/2017	The leadership team will monitor the effectiveness of the program by analyzing referral data within FOCUS and mentors will keep a record of student check-ins.	5/25/2018 weekly
G1.B6.S2.A1 A364921	The leadership team will use school wide data to select the target group.	Hennessy, William	10/23/2017	The leadership team will have assigned students based off of the discipline data available in FOCUS of the at risk students.	5/25/2018 weekly
G1.B6.S2.A2 A364922	Guidance counselors will train the staff on the behavior intervention program.	Hennessy, William	10/23/2017	Staff will demonstrate the skills needed to be an effective mentor.	5/25/2018 one-time
G1.B11.S2.MA1 M390684	Formative Assessment Data	Hennessy, William	10/4/2017	iReady and common assessment data will be used to monitor student growth due to the implementation of Grade Cam as a formative assessment	5/25/2018 daily
G1.B6.S3.MA1 M390678	The classes that received modeling sessions will be tracked to monitor implementation of the school...	Godin, Timi	10/23/2017	Discipline data from FOCUS from the classes that received modeling sessions will reflect fewer referrals.	5/25/2018 monthly
G1.B6.S3.MA1 M390679	The leadership team will conduct walk-throughs and observations to ensure that teachers are...	Hennessy, William	10/23/2017	School wide data through FOCUS and a decrease in Out of School Suspension	5/25/2018 monthly
G1.B6.S3.A1 A364924	The committee will identify teachers within the school that could implement strategies targeting...	Godin, Timi	10/23/2017	Leadership team will observe new strategies being implemented in the classroom during walk throughs	5/25/2018 monthly
G1.B11.S3.MA1 M390686	Administration will have quarterly data chats with teachers with a focus on the results of created...	Godin, Timi	10/23/2017	Student data will be assessed to demonstrate effectiveness	5/25/2018 quarterly
G1.B11.S3.MA1 M390687	Support will be given to the teams with a member of the leadership team present and actively...	Godin, Timi	10/23/2017	Lesson plans will show that the assessments are aligned with the learning goals and walk throughs and team data chats will provide the evidence that teachers are using the created assessments.	5/25/2018 one-time
G1.B11.S3.A1 A364933	Focus on essential standards to begin creating common assessments	Hennessy, William	10/23/2017	Lesson plans and assessments will show a focus on essential standards	5/25/2018 weekly
G1.B6.S2.A3 A364923	Teachers and staff will implement mentor program.	Hennessy, William	10/23/2017	Mentors will track student data to determine the level of effectiveness of the mentor program.	5/30/2018 one-time
G1.B6.S3.A2 A364925	The committee will model implementation of behavior plan in classrooms for struggling teachers.	Godin, Timi	10/24/2017	Teachers will be able to effectively implement strategies that were modeled, thus leading to fewer referrals and a decrease in out of school suspension	5/30/2018 one-time

V. Professional Development Opportunities

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

G1. If all teachers implement effective standards-based Tier 1 instruction through the collaborative process of Professional Learning Communities in a safe and nurturing environment, then the students at Reedy Creek Elementary will increase their proficiency in all core subjects.

G1.B6 High rate of out of school suspension

G1.B6.S1 Create and implement a school wide positive behavior plan

PD Opportunity 1

Create a committee and agree on school wide expectations.

Facilitator

Jessica Lacey and Kiran Singh

Participants

All employees

Schedule

Monthly, from 9/4/2017 to 5/25/2018

PD Opportunity 2

We will ensure that all staff and students are trained and have a complete understanding of the school wide behavior plan.

Facilitator

Jessica Lacey and Kiran Singh

Participants

All staff and students

Schedule

Monthly, from 9/4/2017 to 5/25/2018

G1.B6.S2 Design a mentoring program for students at risk of receiving discipline consequences

PD Opportunity 1

The leadership team will use school wide data to select the target group.

Facilitator

Guidance Counselors will train mentors on how to implement the mentor program and how to document the visits.

Participants

Mentors (Leadership team and support staff)

Schedule

Weekly, from 10/23/2017 to 5/25/2018

G1.B6.S3 Modeling behavior plans in the classroom.

PD Opportunity 1

The committee will identify teachers within the school that could implement strategies targeting positive behavior through professional development.

Facilitator

Will Hennessy

Participants

Select Teacher Leaders

Schedule

Monthly, from 10/23/2017 to 5/25/2018

G1.B11 Assessments do not measure the correct Learning Goal

G1.B11.S2 Grade Cam will be used by teachers at Reedy Creek as a tool for assessment.

PD Opportunity 1

Train the trainers

Facilitator

Will Hennessy

Participants

K-5 Teachers

Schedule

On 10/4/2017

G1.B11.S3 Professional Learning Communities will focus on creating common formative assessments that are aligned with the instruction of the Florida State Standards.

PD Opportunity 1

Focus on essential standards to begin creating common assessments

Facilitator

Instructional Coaches

Participants

Teachers

Schedule

Weekly, from 10/23/2017 to 5/25/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B11.S1.A1	Teachers will use the iReady toolkit as a resource for designing lessons and constructing assessments during PLC's used to monitor the learning goal.	$0.00
2	G1.B11.S2.A1	Train the trainers	$0.00
3	G1.B11.S2.A2	Trainers Train the PLC members	$0.00
4	G1.B11.S2.A3	Model Using Grade Cam	$0.00
5	G1.B11.S3.A1	Focus on essential standards to begin creating common assessments	$0.00
6	G1.B6.S1.A1	Create a committee and agree on school wide expectations.	$0.00
7	G1.B6.S1.A2	We will ensure that all staff and students are trained and have a complete understanding of the school wide behavior plan.	$0.00
8	G1.B6.S1.A3	All teachers, staff, and students will implement the positive school wide behavior plan.	$0.00
9	G1.B6.S2.A1	The leadership team will use school wide data to select the target group.	$0.00
10	G1.B6.S2.A2	Guidance counselors will train the staff on the behavior intervention program.	$0.00
11	G1.B6.S2.A3	Teachers and staff will implement mentor program.	$0.00
12	G1.B6.S3.A1	The committee will identify teachers within the school that could implement strategies targeting positive behavior through professional development.	$0.00
13	G1.B6.S3.A2	The committee will model implementation of behavior plan in classrooms for struggling teachers.	$0.00
14	G1.B8.S1.A1	PLC teams will plan and collaborate with the focus on the district's curriculum pacing guide and essential standards.	$0.00
15	G1.B8.S1.A2	Academic coaches will assist PLC teams with short and long term lesson planning aligned to the district's curriculum pacing guide.	$0.00
16	G1.B8.S1.A3	Academic coaches will model exemplar lessons that are aligned to the district's curriculum pacing guide.	$0.00
		Total:	$0.00