Dr. Ne Roberts Elementary School

2017-18 Schoolwide Improvement Plan

Dr. Ne Roberts Elementary School

6600 GREEN RD, Lakeland, FL 33810

http://schools.polk-fl.net/drnerobertsel

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	89%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	59%

School Grades History

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

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 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 Dr. Ne Roberts Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	- 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 Intervention Support (PBIS) and CHAMPS 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 PBIS 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. The MTSS Coordinator (Guidance Counselor) 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 utilized to provide a support system that will allow students to be success as evidenced by reduced referrals, increase academic achievement, and improved attendance. Attendees include, but are not limited to the Principal, Assistant Principal, Guidance Counselor, LEA Facilitator, Psychologist, Speech Pathologist, Nurse, and appropriate classroom teachers..

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.

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, MTSS Coordinator, 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 address the requirements of ESSA, P.L. No. 114-95, § 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?
Yes

1. PFEP Link

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

2. Description

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.

The process Dr. N.E. Roberts Elementary will use to build partnership to meet school needs, will be to meet with potential businesses and community partners to review school goals. We will coordinate meetings through flyers, information on the school marquee, SAC and PTO meetings, and phone calls using the Remind App, as well as School Messenger. We will collaborate with partners to identify activities (i.e. math club, science club, book club, and drumming circle, etc.) that meet students needs aligned with academic goals. We will acquire donations resources and services. The facilities will be utilized for after school tutoring and community organizations (i.e. Boy Scouts and Girl Scouts, etc.). Parents and staff will be encouraged to build partnerships and provide ideas that enhance student learning experiences.

In order to sustain partnerships, we will communicate with our partners in a professional and timely manner, matching school needs with what the partner resources. We will publicly show appreciation and thanks to our community and business partners using school website, newsletter, and school marquee.

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

b. Duties

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

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.
MTSS Coordinator (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 2016-2017 FSA data, we will identify our instructional needs. Due to a 12 percentage point increase in our 2016-2017 FSA reading, math, and science, our Title I money will be used to fund a Reading Interventionist, Reading Coach, and Science Coach. Remaining 2017-2018 Title I dollars will fund one additional instructional technology, pay for after-school tutor salaries, purchase standards-based instructional materials, as well as acquire books for literacy support.

Weekly 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 and Media Specialist maintains an accurate inventory of resources.

Walk-throughs with school-based and district coaches, as well as teacher surveys 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
Rahsheia Quary	Teacher
Brandi White	Parent
Paula Rose	Parent
Raul Boyd	Parent
Jeremiah Fife	Business/Community
Deisnoris Perez	Parent
Rachel Wells	Parent
Maria Boyd	Parent
	Student

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

SAC will discuss and review 2016-2017 results on September 19, 2017.

b. Development of this school improvement plan

The 2017-2018 School Improvement Plan will be presented and approved by SAC on September 19, 2017. Information regarding SAC meetings is distributed through the school marquee, Facebook, Twitter, Remind App, as well as flyers in English and Spanish.

The SAC is represented by a 51% majority non-Polk County School Board employee membership, which includes parents reflecting the ethnic ratio of the school population (African-American, Asian, Hispanic, Indian, White, and other. The SAC also includes a parent that serves on the district Polk County ESE Advisory Council. In addition, SAC reviews the goals of the School Improvement Plan (SIP), receives monthly updates to ensure that the school is making satisfactory progress toward initiatives, and provides input to the principal pertaining strategies and resources to ensure success.

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 15, 2018 or earlier.

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

$196, 279.98 was used to hire staff (Reading Coach, Science Coach, and Reading Interventionist/ Title Facilitator).

$87, 483.02 remains to purchase additional instructional technology (i.e. iPads with charging station carts for 3rd-5th grade students), staff professional development, salaries for after-school tutoring, standards-based instructional resources, and books to enhance literacy.

$3,323.00 will be 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
Hassler, Moe	Assistant Principal
Jones, Rachel	Instructional Coach

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 2017 – 2018 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 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 STAR Reading or meeting iStation scale scores for proficiency
*9 week points goals for students with rewards, culminating in a year-long AR contest with awards given.
*one-on-one training with teachers regarding AR, STAR Reading, iStation, and Florida Standards support.
*a parent night to be held in late fall, purposed to encourage and support families reading together.
*before/after 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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, §
1114(b)(7)(A)(iii)(IV).

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.
Grade levels will opportunities to participate in Lesson Studies.
This year grades 2nd-5th will be departmentalize.

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. Candidates will be selected based on predetermine criteria established by grade-level and leadership team members. Each teacher is given a mentor who assists instruction, managing duties, and induction to school-wide initiative designed to improve climate as well as retain teachers and staff.

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 will 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 district developed curriculum maps. In addition, teachers use standards-based supplemental materials from The Florida Department of Education (FLDOE), CPALMS, as well as district approved interventions.

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 school utilizes Florida Standards Assessment (FSA), district math and science modules, STAR Reading, SAT 10, iStation, and other data to refine and differentiate instruction to meet the diverse needs of students.

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 MTSS team meets to review the aforementioned school-wide data to identify grade-level and/or subject trends. Teachers also keep accountability sheets in reading, math, and science. Students' progress are monitored by modules in math modules, as well as reading and science unit tests. Teachers have data chats with the school based leadership team weekly to review the progress of students and instruction is refined to modify/plan for appropriate interventions.

The Reading Interventionist, along with MTSS Coordinator (Guidance Counselor) may 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: 5

The tutoring program will take place after school. 60 minute sessions, three days a week from September to April will be used to provide supplemental instruction to students.

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, district assessments, and state assessments.

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, § 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.

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. The STAR Early Literacy assessment is administered during the first 30 days of school. The results of these assessments target specific areas of needs.

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 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.

Reading proficiency for 3rd grade was 44%, 4th grade was 60%, and 5th was 37%, which indicates the cohort of student and teacher strengths are fluctuating. In addition, math proficiency for 3rd grade was 55%, 4th grade was 78%, and 5th grade was 50%, which indicates fluctuation among student cohorts and teacher strengths.

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.

In reading, teachers are not able to meet the instructional needs of the grade-level cohorts and improved teacher-led group instruction is needed, along with refined ESOL strategies and reduced out-of-school suspensions.
In math, teachers are better able to meet student needs, but additional attention to student deficiencies is needed to build upon student knowledge is needed. Root causes for student deficiencies are suspension rates, the need for differentiated instruction through teacher-led small group, additional targeted support for at-risk students (i.e. students with disabilities, economically disadvantaged, and ELLs, etc.).The implementation of classroom and common area norms through research-based methods, such as Conversation Help Movement Participation (CHAMPs) norms, along with a Positive Behavior Intervention System (PBIS) will be utilized to address student behavior to reduce suspensions, resulting in increased student attendance at school. All stakeholders (i.e. classroom teachers, ESOL teacher, Reading interventionist, Math Coach, and administrators, etc.) will work together to analyze student FSA, district , and classroom reading and math performance and discipline data to ensure progress is being made.

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 we fully implement teacher-led differentiated small groups to provide K-5th scaffolded instruction to ensure mastery of rigorous standards-based questions/tasks as measured on the Florida Standards Assessment (FSA), then overall reading, math, and science proficiency will improve.

G2. If we provide daily small group instruction to students identified in the bottom 25% of the grade-level and/or class based on ELA, math, and science performance on teacher-created, school-based, as well as district and state assessments, then reading, math, and science proficiency will improve.

G3. If teachers embed CHAMP and PBIS strategies in their classroom, as well as throughout school common areas to establish learning community norms which allow students to exhibit socially acceptable characteristics, which include increasing attendance, reducing discipline incidents, and improving student academic achievement, then overall warning system indicators will be improved for all grade-levels.

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 we fully implement teacher-led differentiated small groups to provide K-5th scaffolded instruction to ensure mastery of rigorous standards-based questions/tasks as measured on the Florida Standards Assessment (FSA), then overall reading, math, and science proficiency will improve. `1a`

🔑 G098056

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	65.0

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 to ensure student academic needs are addressed for promotion.

- Daily teacher-led groups (5-6 students) need to be differentiated to meet individual student needs to ensure grade-level promotion expectations are met.

- Teachers need to notify parents when students are absent and update daily attendance in a timely manner.

- Excused absentee notices for students must be submitted to the Attendance Manager on a consistent basis.

- ELL students need additional writing support during ELA block.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Uninterrupted 90 minute ELA block, 90 minute math block, 60 minute science block.

- ESOL para support

- Teacher Weekly Common Planning

- 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 8/11/2017 to 5/31/2018

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. If we provide daily small group instruction to students identified in the bottom 25% of the grade-level and/or class based on ELA, math, and science performance on teacher-created, school-based, as well as district and state assessments, then reading, math, and science proficiency will improve. 1a

🔑 G098057

Targets Supported 1b

Indicator	Annual Target
FSA Math Achievement - Black/African American	65.0

Targeted Barriers to Achieving the Goal 3

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

- Teachers do not know what strategies to use to meet the needs of student identified in the bottom 25%.

- Teachers do not know what instructional resources to use for students to practice scaffolded and equivalent tasks.

- Teachers do not provide rigorous instruction for "high performing students

- Teachers are asking "high performing students" to help others, rather than provide rigorous differentiated instruction to these students.

- Teachers are unfamiliar with DOK 3 tasks for reading, math, writing, and science.

Resources Available to Help Reduce or Eliminate the Barriers 2

- School-based Reading, Math, and Science Coaches

- District Reading, Math, and Science Coaches

- DOK 3 Charts

- Reading Interventist

- iStation (Reading and Math), STAR Reading, STAR Early Literacy, Reading Wonders, Ready Florida Intervention Books (Reading and Math), Go Math

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 8/11/2017 to 5/31/2018

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. If teachers embed CHAMP and PBIS strategies in their classroom, as well as throughout school common areas to establish learning community norms which allow students to exhibit socially acceptable characteristics, which include increasing attendance, reducing discipline incidents, and improving student academic achievement, then overall warning system indicators will be improved for all grade-levels. `1a`

🔍 G098058

Targets Supported `1b`

Indicator	Annual Target
Discipline incidents	120.0

Targeted Barriers to Achieving the Goal `3`

- Some teacher are hesitant to sufficiently embed CHAMPS strategies.

- Some teachers do not have suitable classroom management.

- Some teachers are not comfortable informing parents of their child's behavior.

- 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

- Monthy/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 9/11/2017 to 5/31/2018

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 2017-2018 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. If we fully implement teacher-led differentiated small groups to provide K-5th scaffolded instruction to ensure mastery of rigorous standards-based questions/tasks as measured on the Florida Standards Assessment (FSA), then overall reading, math, and science proficiency will improve. `1`

🔑 G098056

G1.B1 Teachers need to meet in a small instructional group (5-6 students) on a daily basis for 20-30 minutes to ensure student academic needs are addressed for promotion. `2`

🔑 B263695

G1.B1.S1 Provide teachers with instructional strategies and resources (Florida Ready Books, leveled classroom libraries) for their teacher-led groups. `4`

🔑 S279267

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 8/14/2017 to 5/31/2018

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 9/15/2017 to 11/20/2017

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 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 8/14/2017 to 5/31/2018

Evidence of Completion

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

G1.B2 Daily teacher-led groups (5-6 students) need to be differentiated to meet individual student needs to ensure grade-level promotion expectations are met. [2]

🔍 B263696

G1.B2.S1 Teacher will meet daily with a small group of students and provide standards-based differentiated instruction. [4]

🔍 S279268

Strategy Rationale

Teachers not only have to meet with students daily, but must also provide rigorous standards-based instruction.

Action Step 1 [5]

This action step is an instructional strategy that will be used to ensure that student differentiated needs are being met on a daily basis and according to the Florida Standards.

Person Responsible

Timothy Warren

Schedule

Daily, from 8/14/2017 to 5/31/2018

Evidence of Completion

Lesson plans, center rotations, observations logged in Journey, student/class data inputted into the School-wide Progress Monitoring System

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

Admin will review teacher lesson plans and visit classrooms.

Person Responsible

Timothy Warren

Schedule

Daily, from 8/22/2017 to 5/31/2018

Evidence of Completion

Lesson plans (whole group and small group/teacher-led), observations in Journey, class visit email

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

Admin will visit classrooms, observe teacher-led instruction, and review small group lesson plans.

Person Responsible

Timothy Warren

Schedule

Daily, from 8/22/2017 to 5/31/2018

Evidence of Completion

Class visit emails, observations in Journey, small group lesson plans

G1.B3 Teachers need to notify parents when students are absent and update daily attendance in a timely manner. `2`

🔑 B263697

G1.B3.S1 Teachers will use student agendas, School Messenger, Remind App, and Parent Portal to inform parents of their child's absences. `4`

🔑 S279269

Strategy Rationale

Parents must immediately made aware of the adverse impact student absences are having on their child's learning.

Action Step 1 `5`

Teachers will communicate student absences to parents through direct student contact and various technology.

Person Responsible

Timothy Warren

Schedule

Daily, from 8/14/2017 to 5/31/2018

Evidence of Completion

Daily attendance sheets, School Messenger Attendance Reports

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

Attendance will be monitored using Performance Matters/Unify, Pinnacle, and Genesis.

Person Responsible

Timothy Warren

Schedule

Monthly, from 8/22/2017 to 5/31/2018

Evidence of Completion

Daily attendance in Genesis/Pinnacle, Attendance meeting parent letters

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

Monthly Attendance Intervention Team (AIT) meetings with the Truancy Officer, parents, and teachers will develop plans to improve student attendance.

Person Responsible

Timothy Warren

Schedule

Monthly, from 8/22/2017 to 5/31/2018

Evidence of Completion

Attendance Intervention Team (AIT) invitation letters, Genesis/Pinnacle

G1.B4 Excused absentee notices for students must be submitted to the Attendance Manager on a consistent basis. [2]

🔑 B263698

G1.B4.S1 Notify teachers each day via the classroom intercom to complete their class attendance. [4]

🔑 S279270

Strategy Rationale

If teachers submit attendance in a timely manner, then parents will be consistently notified of their child's absence and the importance of attending school daily.

Action Step 1 [5]

The Assistant Principal or Attendance Manage will notify teachers via the class intercom to submit their attendance.

Person Responsible

Moe Hassler

Schedule

Daily, from 8/22/2017 to 5/31/2018

Evidence of Completion

Daily Attendance sheets, Attendance Intervention Team (AIT) parent invitations

Plan to Monitor Fidelity of Implementation of G1.B4.S1 [6]

A copy of each teacher's daily attendance will be reviewed by the principal and placed in binder.

Person Responsible

Timothy Warren

Schedule

Daily, from 8/10/2017 to 5/31/2018

Evidence of Completion

Daily attendance sheets, Genesis/Pinnacle

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 `7`

A copy of each teacher's daily attendance will be reviewed by the Attendance Manager and the principal.

Person Responsible

Timothy Warren

Schedule

Daily, from 8/10/2017 to 5/31/2018

Evidence of Completion

Daily attendance sheets, Genesis/Pinnacle

G2. If we provide daily small group instruction to students identified in the bottom 25% of the grade-level and/or class based on ELA, math, and science performance on teacher-created, school-based, as well as district and state assessments, then reading, math, and science proficiency will improve. `1`

🔑 G098057

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

🔑 B263701

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

🔑 S279272

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 Academic Coaches (Reading, Science, and Math) 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 8/11/2017 to 5/31/2018

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 8/11/2017 to 5/31/2018

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 8/11/2018 to 8/11/2018

Evidence of Completion

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

G2.B2 Teachers do not know what strategies to use to meet the needs of student identified in the bottom 25%. [2]

🔑 B263702

G2.B2.S1 Provide teachers professional development related to small group instruction (i.e. identifying the low 25% in ELA, math, and science) using data to meet individual student needs, developing appropriate differentiated instructional scaffolds). [4]

🔑 S279273

Strategy Rationale

If teachers know how to identify and differentiate instruction for the low 25% students, then learning will increase for this population.

Action Step 1 [5]

Teachers will identify the low 25% for their content area and develop instructional scaffolds (i.e. graphic organizers, templates, and venn diagrams, etc.)

Person Responsible

Leadership Team

Schedule

On 5/31/2018

Evidence of Completion

Content area low 25% lists, graphic organizers, templates, and venn diagrams, iStation data, STAR data, Math Module Data, Reading Wonders Unit Test Data, Science Test Data

Plan to Monitor Fidelity of Implementation of G2.B2.S1 [6]

Teacher participation in professional development will be recorded during PLCs and students in the low 25% will be identified on the School-wide Progress Monitoring System to ensure progress.

Person Responsible

Leadership Team

Schedule

Weekly, from 8/22/2017 to 5/31/2018

Evidence of Completion

PLC agendas, teacher-led small group lesson plans, School-wide Progress Monitoring System

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

Teachers will bring standards-based exit tickets and student work samples that were used during low 25% teacher-led small group instruction.

Person Responsible

Timothy Warren

Schedule

Weekly, from 8/31/2017 to 5/31/2018

Evidence of Completion

Exit tickets, DOK 3 tasks, teacher-led small group instruction lesson plans, School-wide Progress Monitoring System

G2.B5 Teachers are asking "high performing students" to help others, rather than provide rigorous differentiated instruction to these students. `2`

🔍 B263705

G2.B5.S1 Utilize iPads and laptop computers to provide differentiated standards-based instruction for high-performing students. `4`

🔍 S279277

Strategy Rationale

If high-performing students were provided appropriate instruction that address their deficiencies, then more individuals will maintain FSA levels 3,4, and 5.

Action Step 1 `5`

Purchase 15 iPads for each K-5 classroom to allow a higher computer ratio that will afford students greater opportunity to differentiate and enhance instruction.

Person Responsible

Timothy Warren

Schedule

On 9/8/2017

Evidence of Completion

Receipt for iPads, classroom observation, improved student performance on school-wide, district ,and state assessments.

Plan to Monitor Fidelity of Implementation of G2.B5.S1 `6`

STAR (Reading, Early Literacy, Math) as well as iStation and Science Gizmos reports will be analyzed to determine student progress towards established district performance benchmarks aligned to the Florida Standards

Person Responsible

Leadership Team

Schedule

Weekly, from 8/15/2017 to 6/1/2018

Evidence of Completion

Reports: Star Early Literacy, STAR Reading, iStation Reading, iStation Math, STAR Math, Science Gizmos; class observations

Plan to Monitor Effectiveness of Implementation of G2.B5.S1 `7`

During PLCs teachers and Leadership team members will analyze student data related to STAR Reading, Early Literacy, Math and Science Gizmos to determine if school-wide and district benchmarks are being met.

Person Responsible

Timothy Warren

Schedule

Weekly, from 8/22/2017 to 5/31/2018

Evidence of Completion

STAR Reports, Gizmo reports, school-based and district assessments, student FSA performance

G2.B6 Teachers are unfamiliar with DOK 3 tasks for reading, math, writing, and science. [2]

🔑 B263706

G2.B6.S1 Provide teachers with professional development to create appropriate standards-based DOK 3 tasks to ensure rigorous instruction for reading, math, science, and writing. [4]

🔑 S279278

Strategy Rationale

If teachers provide students with daily standards-based rigorous DOK 3 tasks, then individuals will develop stronger critical thinking sills.

Action Step 1 [5]

Teachers will develop standards-based DOK 3 tasks for students.

Person Responsible

Leadership Team

Schedule

On 5/31/2018

Evidence of Completion

DOK 3 tasks for reading, math, science, and writing, PLC agenda, improved students achievement indiciated by iStation, STAR, Math Modules, Reading Wonders Unit Tests, Science Unit Tests

G3. If teachers embed CHAMP and PBIS strategies in their classroom, as well as throughout school common areas to establish learning community norms which allow students to exhibit socially acceptable characteristics, which include increasing attendance, reducing discipline incidents, and improving student academic achievement, then overall warning system indicators will be improved for all grade-levels. `1`

🔑 G098058

G3.B1 Some teacher are hesitant to sufficiently embed CHAMPS strategies. `2`

🔑 B263707

G3.B1.S1 Highlight CHAMPS strategies during daily iTV to remind teachers to ensure classroom and common area norms are known by students and implemented by teachers. `4`

🔑 S279279

Strategy Rationale

If teachers and students are constantly reminded, then there will be a reduction in discipline referrals because of greater implementation by teachers.

Action Step 1 `5`

Discuss one CHAMPS strategy a week during iTV broadcasts.

Person Responsible

Timothy Warren

Schedule

Weekly, from 9/8/2017 to 5/31/2018

Evidence of Completion

Classroom observations, watch iTV broadcast, create a calendar for CHAMPs strategies to be discussed on iTV

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

The iTV coordinator will send the show to the principal prior to broadcast and ensure that CHAMPS strategies are highlighted weekly.

Person Responsible

Timothy Warren

Schedule

Weekly, from 9/5/2017 to 5/31/2018

Evidence of Completion

Daily broadcasts of iTV

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

Effectiveness will be monitored by watching the iTV broadcast and reviewing Assistant Principal analysis of discipline referrals, as well as by reporting decreases in student discipline referral during iTV broadcasts.

Person Responsible

Timothy Warren

Schedule

Weekly, from 9/5/2017 to 5/31/2018

Evidence of Completion

Assistant Principal PowerPoint analysis of discipline referrals

G3.B2 Some teachers do not have suitable classroom management. `2`

🔍 B263708

G3.B2.S1 Administrators will conference with teachers that average 4 or more student discipline referrals per month to determine if classroom management professional development is needed. `4`

🔍 S279280

Strategy Rationale

If administrators conference with teachers, then they can determine if the issue is classroom management or whether to refer a student to the Problem-Solving Team (PST).

Action Step 1 `5`

The Principal or Assistant Principal will conference with teachers with 4 or more discipline referrals in a month.

Person Responsible

Timothy Warren

Schedule

Weekly, from 9/5/2017 to 5/31/2018

Evidence of Completion

Email invitations for conference, Leadership Team agenda minutes/notes, Journey entries

Plan to Monitor Fidelity of Implementation of G3.B2.S1 `6`

Teacher's lesson plans are reviewed for standard alignment, with feedback given to teachers to affirm that activities and instruction are aligned.

Person Responsible

Team Leadership

Schedule

Weekly, from 8/22/2017 to 8/22/2017

Evidence of Completion

Weekly walk-throughs/oberservations to ensure that lesson plans are being delivered as stated.

Plan to Monitor Fidelity of Implementation of G3.B2.S1 `6`

Conduct weekly walk-throughs to ensure that "the instruction" being delivered is aligned to the Florida Standards.

Person Responsible

Team Leadership

Schedule

Weekly, from 8/22/2017 to 8/22/2017

Evidence of Completion

Students' artifacts are representative of the depth and complexity of the standard based instruction being delivered in the classroom.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 `7`

The Assistant Principal will analyze discipline referral data (i.e. incident, location, student, etc.) to identify trends to report to faculty and staff.

Person Responsible

Team Leadership

Schedule

Monthly, from 8/31/2017 to 5/31/2018

Evidence of Completion

Student discipline tracking forms, discipline referrals

G3.B3 Some teachers are not comfortable informing parents of their child's behavior. 2

🔑 B263709

G3.B3.S1 Administrators will attend teacher-parent conferences upon request. 4

🔑 S279281

Strategy Rationale

If teachers know that an administrator will be present during conferences, then they will be comfortable notifying parents of their child's behavior.

Action Step 1 5

Prior to meeting with parents, teachers will notify admin if support is needed during the conference.

Person Responsible

Timothy Warren

Schedule

Weekly, from 10/3/2017 to 6/9/2018

Evidence of Completion

Emails, parent-teacher conference log

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Title I parent conference logs will be kept in the classroom by the teachers.

Person Responsible

Timothy Warren

Schedule

On 6/6/2018

Evidence of Completion

Title I parent conference logs, constituent reports, Problem-Solving Team (PST) agendas

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 `7`

Student discipline referrals will be analyzed monthly and sent to all teachers for review.

Person Responsible

Moe Hassler

Schedule

On 6/6/2018

Evidence of Completion

Genesis discipline reports, monthly PowerPoints of student discipline referrals

G3.B3.S2 Teachers will foster healthy rapport with parents during Title I Parent Involvement activities. `4`

`S279282`

Strategy Rationale

If teachers and parents interact during fun, enriching, and social gatherings, then they will be comfortable interacting during conferences.

Action Step(s) Missing for Goal #3, Barrier #3, Strategy #2
Complete one or more action steps for this Strategy or de-
select it

Plan to Monitor Fidelity of Implementation of G3.B3.S2 `6`

Teachers will participate in and coordinate Title I parent involvement activities.

Person Responsible

Diana Clopton

Schedule

Monthly, from 9/4/2017 to 6/6/2018

Evidence of Completion

Title I Parent Involvement sign-in sheets, Title I parent conference sheets

Plan to Monitor Effectiveness of Implementation of G3.B3.S2 `7`

Student discipline reports will be generated from Genesis and sent to teachers in a PowerPoint format to communicate progress toward reducing referrals.

Person Responsible

Moe Hassler

Schedule

Monthly, from 10/3/2017 to 6/6/2018

Evidence of Completion

Genesis discipline reports, Title I Parent Involvement activities sign-in sheets, Title I Parent conference logs

IV. Implementation Timeline

| Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G3.B2.S1.MA1 🔑 M406993	Teacher's lesson plans are reviewed for standard alignment, with feedback given to teachers to...	Leadership, Team	8/22/2017	Weekly walk-throughs/oberservations to ensure that lesson plans are being delivered as stated.	8/22/2017 weekly
G3.B2.S1.MA3 🔑 M406994	Conduct weekly walk-throughs to ensure that "the instruction" being delivered is aligned to the...	Leadership, Team	8/22/2017	Students' artifacts are representative of the depth and complexity of the standard based instruction being delivered in the classroom.	8/22/2017 weekly
G2.B5.S1.A1 🔑 A376317	Purchase 15 iPads for each K-5 classroom to allow a higher computer ratio that will afford students...	Warren, Timothy	9/4/2017	Receipt for iPads, classroom observation, improved student performance on school-wide, district ,and state assessments.	9/8/2017 one-time
G1.B1.S1.MA1 🔑 M406975	The administration will complete Action Research related to the school-wide implementation of the...	Warren, Timothy	9/15/2017	Daily Instructional Schedule, Progress Monitoring Data on Accountability Sheets, Center Rotation Chart Posted or projector on whiteboard, Teacher-led Small Group Lesson Plan.	11/20/2017 daily
G1.MA1 🔑 M406982	Student work samples related to Reading Wonders Weekly Tests, Reading Wonders Tier 2 and Tier 3...	Team, Leadership	8/11/2017	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.	5/31/2018 weekly
G2.MA1 🔑 M406989	Lesson plans, Math Module Assessments, District Math Assessments, and Math Comprehension Check Data...	Leadership, Team	8/11/2017	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.	5/31/2018 weekly
G3.MA1 🔑 M407001	The number of students sent to the office on formal discipline referrals will be monitored by month...	Warren, Timothy	9/11/2017	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 2017-2018 to determine effective of CHAMPS implementation.	5/31/2018 weekly
G1.B1.S1.MA1 🔑 M406974	Provide ongoing feedback to teachers within 24 hours regarding administrative classroom...	Warren, Timothy	8/14/2017	Center Rotation Chart Snapshot, Teacher-led Small Group Lesson Plan, Classroom Walk-throughs ratings in Journey.	5/31/2018 daily
G1.B1.S1.A1 🔑 A376311	All teachers will implement teacher-led differentiated small groups (5-6 students) on a daily basis...	Warren, Timothy	8/14/2017	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	5/31/2018 weekly
G1.B2.S1.MA1 🔑 M406976	Admin will visit classrooms, observe teacher-led instruction, and review small group lesson plans.	Warren, Timothy	8/22/2017	Class visit emails, observations in Journey, small group lesson plans	5/31/2018 daily
G1.B2.S1.MA1 🔑 M406977	Admin will review teacher lesson plans and visit classrooms.	Warren, Timothy	8/22/2017	Lesson plans (whole group and small group/teacher-led), observations in Journey, class visit email	5/31/2018 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A1 🔑 A376312	This action step is an instructional strategy that will be used to ensure that student...	Warren, Timothy	8/14/2017	Lesson plans, center rotations, observations logged in Journey, student/class data inputted into the School-wide Progress Monitoring System	5/31/2018 daily
G1.B3.S1.MA1 🔑 M406978	Monthly Attendance Intervention Team (AIT) meetings with the Truancy Officer, parents, and teachers...	Warren, Timothy	8/22/2017	Attendance Intervention Team (AIT) invitation letters, Genesis/Pinnacle	5/31/2018 monthly
G1.B3.S1.MA1 🔑 M406979	Attendance will be monitored using Performance Matters/Unify, Pinnacle, and Genesis.	Warren, Timothy	8/22/2017	Daily attendance in Genesis/Pinnacle, Attendance meeting parent letters	5/31/2018 monthly
G1.B3.S1.A1 🔑 A376313	Teachers will communicate student absences to parents through direct student contact and various...	Warren, Timothy	8/14/2017	Daily attendance sheets, School Messenger Attendance Reports	5/31/2018 daily
G1.B4.S1.MA1 🔑 M406980	A copy of each teacher's daily attendance will be reviewed by the Attendance Manager and the...	Warren, Timothy	8/10/2017	Daily attendance sheets, Genesis/ Pinnacle	5/31/2018 daily
G1.B4.S1.MA1 🔑 M406981	A copy of each teacher's daily attendance will be reviewed by the principal and placed in binder.	Warren, Timothy	8/10/2017	Daily attendance sheets, Genesis/ Pinnacle	5/31/2018 daily
G1.B4.S1.A1 🔑 A376314	The Assistant Principal or Attendance Manage will notify teachers via the class intercom to submit...	Hassler, Moe	8/22/2017	Daily Attendance sheets, Attendance Intervention Team (AIT) parent invitations	5/31/2018 daily
G2.B1.S1.MA1 🔑 M406984	Administrative feedback from classroom walk-throughs of teacher-led small group instruction...	Warren, Timothy	8/11/2017	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.	5/31/2018 daily
G2.B1.S1.A1 🔑 A376315	The Academic Coaches (Reading, Science, and Math) will provide in-class modeling of small group...	Team, Leadership	8/11/2017	Math Coach's Daily Schedule, common planning minutes, common planning agendas.	5/31/2018 weekly
G2.B2.S1.MA1 🔑 M406985	Teachers will bring standards-based exit tickets and student work samples that were used during low...	Warren, Timothy	8/31/2017	Exit tickets, DOK 3 tasks, teacher-led small group instruction lesson plans, School-wide Progress Monitoring System	5/31/2018 weekly
G2.B2.S1.MA1 🔑 M406986	Teacher participation in professional development will be recorded during PLCs and students in the...	Team, Leadership	8/22/2017	PLC agendas, teacher-led small group lesson plans, School-wide Progress Monitoring System	5/31/2018 weekly
G2.B2.S1.A1 🔑 A376316	Teachers will identify the low 25% for their content area and develop instructional scaffolds (i.e....	Team, Leadership	8/22/2017	Content area low 25% lists, graphic organizers, templates, and venn diagrams, iStation data, STAR data, Math Module Data, Reading Wonders Unit Test Data, Science Test Data	5/31/2018 one-time
G2.B5.S1.MA1 🔑 M406987	During PLCs teachers and Leadership team members will analyze student data related to STAR Reading,...	Warren, Timothy	8/22/2017	STAR Reports, Gizmo reports, school-based and district assessments, student FSA performance	5/31/2018 weekly
G2.B6.S1.A1 🔑 A376318	Teachers will develop standards-based DOK 3 tasks for students.	Team, Leadership	8/22/2017	DOK 3 tasks for reading, math, science, and writing, PLC agenda, improved students achievement indiciated by iStation, STAR, Math Modules, Reading Wonders Unit Tests, Science Unit Tests	5/31/2018 one-time
G3.B1.S1.MA1 🔑 M406990	Effectiveness will be monitored by watching the iTV broadcast and reviewing Assistant Principal...	Warren, Timothy	9/5/2017	Assistant Principal PowerPoint analysis of discipline referrals	5/31/2018 weekly
G3.B1.S1.MA1 🔑 M406991	The iTV coordinator will send the show to the principal prior to broadcast and ensure that CHAMPS...	Warren, Timothy	9/5/2017	Daily broadcasts of iTV	5/31/2018 weekly
G3.B1.S1.A1 🔑 A376319	Discuss one CHAMPS strategy a week during iTV broadcasts.	Warren, Timothy	9/8/2017	Classroom observations, watch iTV broadcast, create a calendar for	5/31/2018 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				CHAMPs strategies to be discussed on iTV	
G3.B2.S1.MA1 M406992	The Assistant Principal will analyze discipline referral data (i.e. incident, location, student,...	Leadership, Team	8/31/2017	Student discipline tracking forms, discipline referrals	5/31/2018 monthly
G3.B2.S1.A1 A376320	The Principal or Assistant Principal will conference with teachers with 4 or more discipline...	Warren, Timothy	9/5/2017	Email invitations for conference, Leadership Team agenda minutes/ notes, Journey entries	5/31/2018 weekly
G2.B5.S1.MA1 M406988	STAR (Reading, Early Literacy, Math) as well as iStation and Science Gizmos reports will be...	Team, Leadership	8/15/2017	Reports: Star Early Literacy, STAR Reading, iStation Reading, iStation Math, STAR Math, Science Gizmos; class observations	6/1/2018 weekly
G3.B3.S1.MA1 M406995	Student discipline referrals will be analyzed monthly and sent to all teachers for review.	Hassler, Moe	9/4/2017	Genesis discipline reports, monthly PowerPoints of student discipline referrals	6/6/2018 one-time
G3.B3.S1.MA1 M406996	Title I parent conference logs will be kept in the classroom by the teachers.	Warren, Timothy	10/3/2017	Title I parent conference logs, constituent reports, Problem-Solving Team (PST) agendas	6/6/2018 one-time
G3.B3.S2.MA1 M406997	Student discipline reports will be generated from Genesis and sent to teachers in a PowerPoint...	Hassler, Moe	10/3/2017	Genesis discipline reports, Title I Parent Involvement activities sign-in sheets, Title I Parent conference logs	6/6/2018 monthly
G3.B3.S2.MA1 M406998	Teachers will participate in and coordinate Title I parent involvement activities.	Clopton, Diana	9/4/2017	Title I Parent Involvement sign-in sheets, Title I parent conference sheets	6/6/2018 monthly
G3.B3.S1.A1 A376321	Prior to meeting with parents, teachers will notify admin if support is needed during the...	Warren, Timothy	10/3/2017	Emails, parent-teacher conference log	6/9/2018 weekly
G2.B1.S1.MA1 M406983	PLCs will be used to discuss student work completed during daily teacher-led small groups, where...	Team, Leadership	8/11/2018	Student work samples (independent, teacher-led scaffolded work, math module data, math comprehension check data, School-wide Progress Monitoring Accountability Sheets.	8/11/2018 weekly

V. Professional Development Opportunities

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

G2. If we provide daily small group instruction to students identified in the bottom 25% of the grade-level and/or class based on ELA, math, and science performance on teacher-created, school-based, as well as district and state assessments, then reading, math, and science proficiency will improve.

G2.B1 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 Academic Coaches (Reading, Science, and Math) 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; Dana Burroughs, Science Coach; and Rachel Jones, Reading Coach

Participants

3rd-5th Grade Teachers

Schedule

Weekly, from 8/11/2017 to 5/31/2018

G2.B2 Teachers do not know what strategies to use to meet the needs of student identified in the bottom 25%.

G2.B2.S1 Provide teachers professional development related to small group instruction (i.e. identifying the low 25% in ELA, math, and science) using data to meet individual student needs, developing appropriate differentiated instructional scaffolds).

PD Opportunity 1

Teachers will identify the low 25% for their content area and develop instructional scaffolds (i.e. graphic organizers, templates, and venn diagrams, etc.)

Facilitator

Rachel Jones, Reading Coach, Ashlet Menetre, Math Coach, and Dana Burroughs Science Coach

Participants

K-5 Teachers

Schedule

On 5/31/2018

G2.B6 Teachers are unfamiliar with DOK 3 tasks for reading, math, writing, and science.

G2.B6.S1 Provide teachers with professional development to create appropriate standards-based DOK 3 tasks to ensure rigorous instruction for reading, math, science, and writing.

PD Opportunity 1

Teachers will develop standards-based DOK 3 tasks for students.

Facilitator

Rachel Jones, Reading Coach; Dana Burroughs, Science Coach; Ashley Menetre, Math Coach

Participants

K-5th Teachers

Schedule

On 5/31/2018

G3. If teachers embed CHAMP and PBIS strategies in their classroom, as well as throughout school common areas to establish learning community norms which allow students to exhibit socially acceptable characteristics, which include increasing attendance, reducing discipline incidents, and improving student academic achievement, then overall warning system indicators will be improved for all grade-levels.

G3.B2 Some teachers do not have suitable classroom management.

G3.B2.S1 Administrators will conference with teachers that average 4 or more student discipline referrals per month to determine if classroom management professional development is needed.

PD Opportunity 1

The Principal or Assistant Principal will conference with teachers with 4 or more discipline referrals in a month.

Facilitator

Coaches/administrators

Participants

Teachers and administrators

Schedule

Weekly, from 9/5/2017 to 5/31/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.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.				$18,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100		1851 - Dr. Ne Roberts Elementary School	Title, I Part A		$18,000.00
			Notes: $18,000 for classroom libraries			
2	G1.B2.S1.A1	This action step is an instructional strategy that will be used to ensure that student differentiated needs are being met on a daily basis and according to the Florida Standards.				$0.00
3	G1.B3.S1.A1	Teachers will communicate student absences to parents through direct student contact and various technology.				$0.00
4	G1.B4.S1.A1	The Assistant Principal or Attendance Manage will notify teachers via the class intercom to submit their attendance.				$0.00
5	G2.B1.S1.A1	The Academic Coaches (Reading, Science, and Math) 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
6	G2.B2.S1.A1	Teachers will identify the low 25% for their content area and develop instructional scaffolds (i.e. graphic organizers, templates, and venn diagrams, etc.)				$0.00
7	G2.B5.S1.A1	Purchase 15 iPads for each K-5 classroom to allow a higher computer ratio that will afford students greater opportunity to differentiate and enhance instruction.				$81,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100		1851 - Dr. Ne Roberts Elementary School	Title, I Part A		$81,000.00
			Notes: $81, 000 on iPads and accessories.			
8	G2.B6.S1.A1	Teachers will develop standards-based DOK 3 tasks for students.				$0.00
9	G3.B1.S1.A1	Discuss one CHAMPS strategy a week during iTV broadcasts.				$0.00
10	G3.B2.S1.A1	The Principal or Assistant Principal will conference with teachers with 4 or more discipline referrals in a month.				$0.00
11	G3.B3.S1.A1	Prior to meeting with parents, teachers will notify admin if support is needed during the conference.				$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

6150		1851 - Dr. Ne Roberts Elementary School	Title, I Part A		$3,000.00
		Notes: $3,000 for Title I on Parent Involvement activities and supplies.			
				Total:	**$102,000.00**