North Elementary School

2017-18 Schoolwide Improvement Plan

North Elementary School

3000 NW 10TH TER, Okeechobee, FL 34972

http://northelementaryschool.sites.thedigitalbell.com/

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 KG-5	Yes	82%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	47%

School Grades History

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

*Informational Baseline School Grade

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

School Board Approval

This plan is pending approval by the Okeechobee 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 nof 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 North 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.

North Elementary School will create a learning environment in which teachers and parents work together to enable each student to realize his/her potential. The school and its faculty will provide students with the best resources and instruction possible in order for them to be successful both in school, and later in life as thriving members of our society.

b. Provide the school's vision statement.

Achieving excellence - putting students first!

2. School Environment

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

Establishing a nurturing and positive climate and culture at North Elementary School is a priority. To accomplish this, students are greeted each day, and as they enter the building, an adult will check with each of them as they pass by the cafeteria if they have had breakfast. Those who did not will be directed to the cafeteria to get free universal breakfast. All school staff acts as adult advocates for our students, and everyone takes turns appearing on the morning announcements to make sure that all students are familiar with the faces of our staff. Teachers are encouraged to learn about the families of each child, and to use communication tools such as Class Dojo and Remind to keep close contact with parents. Additionally, Academic Parent Teacher Teams (APTT) are used to support parent-teacher communication and to build close classroom communities.

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

Students - whether getting off the school bus or being dropped off by the parents are greeted by an adult on the campus. It is our goal to make a connection with as many children throughout the day as possible by visiting them at lunch, giving them a high five in the hallways, or paying a special visit to recess. Classroom expectations are clearly stated and supported by the Positive Behavior Support (PBS) program. School-wide expectations are clearly stated and adhered to consistently across all areas. Students are recognized regularly for meeting the expectations, academic performance, social skills and for demonstrating district supported core values: Perseverance, Respect, Integrity, Dependability, and Ethics. In the classroom, we promote cooperative learning through Kagan strategies and small group work that helps all students have an integral part in our daily work. For additional support, the Check-in-Check-out program is implemented to provide support to those in need with either behavior or academics. Third grade students participate in a seven week Too Good for Violence program through media, and all students will participate in bullying awareness program with Martha's House during the grade level APTT meetings.

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.

The North Elementary School faculty and staff utilize the Positive Behavior Support system (PBS). In the classroom, we use the color system and Clip Charts. Every day, students come to school on green with a fresh start no matter what happened the day before. Throughout the day, students have opportunities to exhibit exceptional behaviors and move their clip up, and similarly, their clip is moved down for inappropriate behaviors. Many teachers also use an app based communication and behavior management tool called Class Dojo that allows them to push out instant notifications to parents so that they are informed about their children's behavior at school at all times. The "colors" (green, yellow, or red) are recorded in the students' agenda daily. North's PBS Committee meets regularly to discuss the discipline data and ensure that North Elementary School is implementing the PBS program fairly and consistently across the grade levels.

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 social-emotional needs of our students are met through our ESE services, private counseling agencies, and through teachers, and administrators when appropriate. A Multi Tiered System of Supports (MTSS) is a primary process used to determine the specific need and the level of support needed. Additionally, we are partnering with Martha's House to provide extended educational opportunities for all students on the topics of bullying awareness and social acceptance. These sessions are help with students three times per year during their grade level APTT meetings.

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 school Guidance Counselor runs a weekly report to identify students who have missed more than 10% of school days. School Intervention Team (SIT) meetings are scheduled for those identified. Attendance for these students is monitored closely and if the problem persists, a district level meeting with Student Services is requested.

MTSS meetings are held regularly with each teacher and the Guidance Counselor to identify failing students. At these meetings, a plan for intervention and progress monitoring is put in place. Tier 2 or 3 plans are revisited as part of the SBIT to determine response to intervention and make revisions as necessary.

A monthly attendance meeting with the Guidance Counselor, Data Processor, and the Principal is held to specifically review the attendance of students at risk (excessive attendance issues the previous year, low performance, etc.).

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	2	4	3	3	1	3	0	0	0	0	0	0	0	16
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	2	5	6	8	7	0	0	0	0	0	0	0	28
Level 1 on statewide assessment	0	0	0	2	9	26	0	0	0	0	0	0	0	37

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	5	11	0	0	0	0	0	0	0	16

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

The intervention strategies that are employed by the school to help improve the students' academic performance include differentiated instruction in small groups as well as remediation throughout the school day based on students' needs.
Additionally, after school tutorial will be provided for those students who need additional academic assistance (this year's tutoring plan focuses on the lowest 25%). The activities of our tutoring program are carefully designed to meet the needs of the students struggling in both ELA and Math.

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.

SAC meetings are held regularly (as outlined in the NES SAC bylaws) to inform stakeholders of school business. Community representation is required in NES SAC membership. Notifications of school business are pushed out via school newsletters, via e-mail notifications to individuals who have provided an e-mail address for our records, on Social Media (Facebook and Twitter), as well as on our school web page. Kiwanis Club attends our school awards ceremonies to recognize one outstanding student from each of the 5th grade classrooms. The local newspaper is used to advertise the successes and achievements within the school. Martha's House is part of our character building program, and they educate all students during grade level APTT meetings about the positive behaviors (bullying prevention and social acceptance for example).

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
Robinson, Tuuli	Principal
Robinson, Tuuli	Assistant Principal
Thomas, Lynn	Instructional Coach
Leach, Patti	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.

Tuuli Robinson - Principal
Shundra Dowers - Assistant Principal
Lynn Thomas - Reading Coach
Patti Leach - Guidance Counselor

The school leadership team meets bi-weekly to discuss and review information pertaining to school status. One of the leadership team members meets with grade level teams during their voluntary PLCs on Thursdays to present information regarding curriculum and instruction. The principal and the reading coach met with each teacher to review their current status and establish their deliberate practice plan (DPP) as part of the Annual Planning Conference. The professional development needs of each teacher were identified as part of this process. Additionally, the leadership team supports teachers by facilitating data chats as well as MTSS meetings and IEP meetings that are led by the Guidance Counselor. The assistant principal provides support to students and staff through the PBS structures, and by promoting positive behaviors on campus so that uninterrupted instruction can take place in classrooms.
The leadership team is collectively responsible for the school accreditation process in 2017-18 that involves monitoring current practices and gathering feedback from the stakeholders in order to improve school.

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.

Tuuli Robinson - Principal
School leadership team meetings, team leader meetings, data chats, professional development planning;
Shundra Dowers - Assistant Principal
MTSS-B (behavior) meetings, PBS, professional development planning;
Lynn Thomas - Reading Coach
PLC meetings, professional development planning and implementation, teacher support;
Patti Leach - Guidance Counselor
IEP and MTSS-A (academics) meetings; Check-In-Check-Out

Above members serve on the school leadership team and are collaboratively responsible for school improvement. The team meets bi-weekly to discuss school related matters and to make decisions in order to improve school. The topics that are discussed include (but are not limited to) how to maximize the federal, state, and local funds, services and programs, professional development needs, school operations, personnel needs, fundraising efforts, budgetary concerns, etc. All meetings

start with a review of the notes from the previous meeting to assure that previous concerns have been adequately addressed, and so that adjustments can be made as needed.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Tuuli Robinson	Principal
Shanique Lovett	Teacher
Cathy Rucks	Parent
Marlen Catalan	Education Support Employee
Kim Geary	Parent
Victor VanEman	Parent
Alexandra Navarrete	Parent
Joe Suarez	Business/Community

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

The 2016-17 SIP was evaluated on an ongoing basis throughout the year, and it was reviewed again at the end of the school year. Goals and strategies were reviewed with the Leadership Team when the 2016-17 FSA scores were released.

b. Development of this school improvement plan

The areas addressed in SIP were reviewed with the school leadership team at the beginning of the school year during a collaborative panning session, and it was decided that all parties have an integral part in completing the SIP. The 2016-17 state assessment data was used to identify the areas of need. It was decided based on our data from 2016-17 that our focus should be on attaining learning gains, raising the scores for the lowest performing students (lowest 25%), and focusing on Science instruction in 5th grade.

Specifically, in order to demonstrate learning gains and raise achievement levels in Math and Science, NES will departmentalize ELA/Social Studies and Math/Science instruction in four of the five classrooms in 5th grade. One classroom is self-contained, providing gifted inclusion and pullout model type of instruction to the high achieving students.

The new SIP platform and the areas addressed in SIP were also reviewed at the first SAC meeting in 2017-18, and input was asked from the members who were present. Accreditation process, SAC by-laws, duties, and goals were also discussed to ensure that all stakeholders will have a good understanding of the school improvement process.

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

School budget is prepared based on the expenditures form the previous year, and based on the anticipated needs for this school year. Due to the budget cuts, all areas experienced a reduction in

the amount that is available, but best effort was made to provide each teacher with money for additional classroom supplies. The annual discretionary budget and Title I budget are reviewed with SAC, PTO, and with the PI team. A detailed school fundraisers plan is developed (with each grade level allowed one major fundraiser in addition to the PTO fundraisers that are conducted to raise money for school); and this plan is shared with all school personnel and it is reviewed with PTO.

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

There were no school improvement funds allocated to NES in 2016-17.

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
Thomas, Lynn	Instructional Coach
Cook, Katrina	Other
Kennedy, Victoria	Teacher, K-12
Perviss, Alicia	Instructional Media
Smith , Colleen	Teacher, K-12
Walpole, Kathy	Teacher, K-12
Wilcox, Deanne	Teacher, K-12
Watford, Jan	Teacher, K-12
Stokes, Darlene	Teacher, K-12

b. Duties

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

NES Literacy Team will
a) ensure the implementation of Florida Standards in instruction
b) focus on increasing the percentage of students on grade level in reading and math as evident on iReady diagnostic assessments
c) ensure the administration of interim assessments for all state assessed subjects
d) increase the number of students in K-2 who are on grade level at the end of each year as evident on iReady diagnostic assessments
e) increase the number of students in 3rd-5th grade who perform on grade level in ELA and Math, and make learning gains by the end of the year as evident by standardized testing.

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.

NES recognizes the importance of collaborative planning. Planning as a team allows us to benefit from best resources and teaching strategies that are brought to the table by all teachers. NES teachers have an opportunity to meet and plan weekly during their voluntary PLCs with the Reading Coach as well as on professional development days as planned by the school leadership team to review instructional strategies, best practices and lesson development. A detailed professional development plan is developed for the 2017-18 school year, and topics are added monthly based on teachers' feedback and needs as determined from teachers' classroom observations and from the students' performance on standards based assessments.

Our reading coach provides on-site training and PD to support classroom instruction. Additionally, teachers are provided the opportunity to receive district professional development for grade level groups during early release days and on other designated days as outlined by the office of Professional Development.

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

NES utilizes various outlets for teacher recruitment including district employment advertisements, connecting with colleges, advertising on www.teachers-teachers.com, on LinkedIn, as well as on social media such as Twitter and Facebook. We also tap into community resources and often consider referrals from our existing employees. Most and foremost, it is our goal to train the teachers who are employed at NES so that they can become long-term members of our school community. Best efforts are made to hire teachers who are certified in subject areas that they teach (highly qualified), and continuous support and guidance is provided to those who are in need of completing their certification requirements.

The school leadership team promotes a collaborative learning environment to support all teachers and to tap into the unique qualities that every teacher brings to our school.

Each teacher develops a Deliberate Practice Plan (DPP) in collaboration with the school principal and the reading coach to set goals for students' learning as well as for their professional growth. Data from the DPPs is used to plan professional development activities to ensure that the needs of all teachers are met.

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

NES participates in the district facilitated new teacher mentoring program that balances new teacher induction through district and school site support. School based mentor teams are created with 2:1 ratio (two new teachers to one mentor) to allow personalized mentoring for all new teachers. Collectively, the mentor team is responsible for all the new teachers at NES. Best efforts were made to team up new teachers with a mentor from their grade level (or subject area in ESE).

Mentor teams will hold two meetings a month on a specific topic after school. These topics are determined by need, principal, mentor team and/or the office of Professional Development if necessary. One of these required meetings is also supported and/or facilitated by the school leadership team members (principal, reading coach, or assistant principal). These meetings are part of the school wide professional development offering (outlined in the school PD plan), and are open for all teachers.

The principal recognizes and provides mentoring to outstanding teachers by highlighting their talent, suggesting continuous education opportunities, and helping them to seek out teacher recognition through programs such as Best and Brightest Scholarship program.

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.

NES uses district approved curriculum and resources in core subject areas (ELA: ReadyGEN and iReady LAFS; Math: GoMath, iReady MAFS, and Acaletics in grades 1-5; Science: AIMS materials in grades 2-5, Science Fusion in grades 4-5, and Acaletics and STEM Scopes in grade 5), to deliver standards based, rigorous instruction. It is required that these resources are used to deliver daily instruction in each classroom. District established 'non-negotiables' for the core subject areas allow teachers use self-selected additional resources, but they must be approved by the principal or the reading coach to ensure that they support the standards based instruction as outlined in the district curriculum map, and are at the appropriate complexity level.

Collaborative planning is our way of work, and it is used to ensure that all teachers (including those who are new to our school) are up to par with facilitating standards based instruction. Classroom walkthroughs and observations, coupled with specific feedback through the new evaluation tool, are used to assist teachers in improving their practice and selecting appropriate teaching materials that reach the depth of the standards.

Each teacher has received an Instructional Binder with the new Instructional Roadmaps that were developed by lead teachers at the district level over the summer, and outline the scope of work in OCSB for 2017-18. These roadmaps provide structure for our instruction by outlining the standards that are to be taught each 9 weeks, the materials that are to be used, and the standards based assessment that is to be implemented.

A deeper focus on Math and Science standards and instruction is expected in 5th grade through departmentalization where two teachers focus on ELA and Social Studies instruction, and two teachers focus on Math and Science instruction.

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.

Individual data chats are held with teachers to review students' data (running records in KG, fluency checks in grade 2, students' performance and growth on iReady diagnostics in K-5, students' performance on Standards Mastery assessments in 2-5, students' performance on science progress monitoring assessments in Unify, and students' performance on state assessments from the previous year in grades 4-5).

Student data sheets are used that indicate various data points that assist us in identifying students who might need additional support. Students in need are referred to MTSS-A team so that specific additional academic support structures can be set in place. Teachers use small group instruction and remediation with students who are struggling with grade level standards. Additional support is available through resource teachers and reading helpers (special area teachers and paraprofessionals) during ELA block for identified students. Teachers monitor and adjust lessons in iReady to meet the individual needs of all students.

Careful analysis and review of the ELA block structure took place at the beginning of the school year to distribute the 120 minutes of reading block into a whole group instruction incorporating ReadyGEN materials, small groups targeted instruction incorporating iReady LAFS materials, and a writing block to ensure that all students have an opportunity to write daily. iReady diagnostic assessment results as well as performance data on standards mastery assessments are used to determine the needs for individual students, and small group instruction in ELA and Math is based on this data

WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) strategies are used by teachers as part of our AVID initiative to ensure that students have opportunities to read, write, ask and answer higher level question, and learn from each other on a daily basis.

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: Before School Program

Minutes added to school year:

Additional support is provided for certain English Language Learners through Rosetta Stone lab that is facilitated by our ELL paraprofessional from 7:45-8:10 am. A Chromebook lab was set up for ELL students behind the media center to allow uninterrupted time on the program.

Strategy Rationale

Students need to develop English language skills in order to be able to learn grade level material in English.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Thomas, Lynn, thomasl@okee.k12.fl.us

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

Rosetta Stone usage reports and ELL students' achievement on iReady diagnostics

Strategy: After School Program

Minutes added to school year:

Monthly professional development opportunities for teachers and staff

Strategy Rationale

Additional professional development time helps us to differentiate the PD offerings to teachers and staff.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Robinson, Tuuli, robinsont@okee.k12.fl.us

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

Participation is monitored via sign-in sheets. These meetings are mandatory for new teachers, utilization of what was shared will be monitored through new teachers' classroom observations.

Strategy: After School Program

Minutes added to school year:

After school tutoring

Strategy Rationale

Additional time on task for students in grades 3-5 who might have scored Level 1 or 2 on 2016-17 standardized assessments (focusing on the lowest 25%) will help us close the gap and meet the annual growth targets in 2017-18.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Thomas, Lynn, thomasl@okee.k12.fl.us

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

Attendance records for tutoring, iReady diagnostics data, running records, grades, and teacher observations.

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.

NES conducts kindergarten roundups to screen the incoming kindergarteners, and to prepare families with a transition to a public K-5 school environment.

The families of new students receive a welcoming package that includes information pertaining to the school business (school newsletters are included in this package to ensure that families can learn more about our school if they would like). The reading coach ensures the appropriate placement of each student after meeting with the students upon their enrollment. The principal will meet with new students in their classrooms to ensure that they feel welcomed to NES.

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.

In the summer of 2017, four teachers and staff members participated in a three day AVID Summer Institute in Orlando to learn more about AVID (Advancement via Individualized Determination), and several others were sent to observe the implementation of AVID strategies at various schools in Florida in 2016-17. The AVID program is being implemented at NES in 2017-18 to prepare students for success beyond their elementary school years. Specific strategies in grades 4-5 are used in an attempt to close the achievement gap by preparing our students for college readiness and success in a global society. Students use AVID binders to promote organizational skills and strategies that will help our students the be successful beyond their elementary school years. Student data sheets are used within the AVID binders to promote students' self-awareness of their progress in learning, and set individual goals for the upcoming assessments.

NES also advances college awareness by promoting college going culture. All teachers post their educational credentials in their classrooms as well as their Alma mater logo with their degree program in the hallway. As part of our AVID implementation, every last Friday of the month is dedicated to college awareness and students and staff are encouraged to wear their favorite college T-shirt.

To promote career awareness, a Career Fair is held for grades 4-5. NES gifted students help with career fair planning and execution to provide additional learning opportunities outside the general education curriculum.

OHS seniors are invited to NES for a Senior Walk in spring to promote goal setting and high school graduation. To promote student success, our year culminates with a 5th grade graduation that mimics that of a Senior Walk.

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, § 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. Reading, math, and science instruction is rigorous and standards based, and aligned with assessment.

G2. Parents from various subgroups are active participants in their child's education through their attendance at the APTT meetings and informational meetings/workshops that are offered after school every last Thursday of the month.

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. Reading, math, and science instruction is rigorous and standards based, and aligned with assessment.

`1a`

🔍 G098407

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement - Grade 3	79.0
FSA ELA Achievement - Grade 4	58.0
FSA ELA Achievement - Grade 5	63.0
ELA/Reading Gains	63.0
FCAT 2.0 Science Proficiency	57.0
ELA/Reading Lowest 25% Gains	69.0
FSA Mathematics Achievement	74.0
Math Gains	55.0
Math Lowest 25% Gains	48.0

Targeted Barriers to Achieving the Goal `3`

- Ability to use new and existing instructional resources to provide standards based instruction.

- Aligning instruction and assessment in ELA, Math, and Science.

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

- Grade level PLCs to plan for instruction and assessment.

Plan to Monitor Progress Toward G1. `8`

NES will use iReady diagnostic assessments and standards mastery assessments to monitor students' progress in mastering grade level standards.

Person Responsible

Tuuli Robinson

Schedule

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

Evidence of Completion

Students' performance on iReady diagnostics and standards mastery assessments.

Plan to Monitor Progress Toward G1. `8`

Students will participate in the district writing assessments.

Person Responsible

Tuuli Robinson

Schedule

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

Evidence of Completion

Students' performance on the district writing assessments.

G2. Parents from various subgroups are active participants in their child's education through their attendance at the APTT meetings and informational meetings/workshops that are offered after school every last Thursday of the month. 1a

🔍 G098408

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	63.0
FSA ELA Achievement - Grade 3	79.0
ELA/Reading Lowest 25% Gains	69.0
FSA ELA Achievement - Grade 4	58.0
FSA Mathematics Achievement	74.0
FSA ELA Achievement - Grade 5	63.0
Math Gains	55.0
Math Lowest 25% Gains	48.0
Statewide Science Assessment Achievement	57.0

Targeted Barriers to Achieving the Goal 3

- Outreach to families;

- Language barrier.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Utilizing social media, automated messages, e-mail, Class Dojo, Remind for outreach. Automated messages are sent out both in English and Spanish.

- Utilizing district level and school level resources to assist with translation services.

- Providing monthly informational sessions for families in addition to APTT to familiarize them with the instructional programs that are used at NES.

Plan to Monitor Progress Toward G2. 8

Monitoring and celebrating APTT participation rates.

Person Responsible
Lynn Thomas

Schedule
Quarterly, from 8/10/2017 to 5/31/2018

Evidence of Completion
APTT participation data from grade level (and individual) meetings.

Plan to Monitor Progress Toward G2. 8

Monitoring and celebrating participation in monthly parental informational meetings.

Person Responsible
Tuuli Robinson

Schedule
Quarterly, from 8/10/2017 to 5/31/2018

Evidence of Completion
Information Sessions participation data and feedback from parents on Advance Ed Surveys.

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. Reading, math, and science instruction is rigorous and standards based, and aligned with assessment. `1`
`G098407`

> **G1.B1** Ability to use new and existing instructional resources to provide standards based instruction. `2`
> `B264742`

> > **G1.B1.S1** Grade level PLCs to select resources and plan instruction that is standards based and aligned with the pacing suggested in the district roadmap. `4`
> > `S280540`

> > ### Strategy Rationale
> >
> > Instruction that is based on rigorous grade level text and resources is an essential building block in helping students master grade level standards. Careful pacing of instruction allows NES to ensure that all standards are covered meaningfully and taught prior to the end of the year in grades K-2, and prior to the state assessments in grades 3-5.

> > **Action Step 1** `5`

> > Grade level PLCs to assist teachers with
> > - selecting resources that are standards based and meet the rigor of the standards, and
> > - selecting instructional strategies that are proven to result in improvement of students' learning.

> > #### Person Responsible
> >
> > Tuuli Robinson

> > #### Schedule
> >
> > Weekly, from 8/10/2017 to 5/31/2018

> > #### *Evidence of Completion*
> >
> > Lesson plans reflect the use of appropriate materials for each lesson. Classroom instruction is rigorous and standards based, following the pacing of the district approved curriculum maps. Students' achievement on standards based assessment.

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

The principal as well as the reading coach will monitor the use of instructional materials by teachers as outlined the curriculum map. Support will be provided through classroom observations and recommendations through the district evaluation tool as well as the D2D evaluation instrument.

Person Responsible

Tuuli Robinson

Schedule

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

Evidence of Completion

Instruction at NES is based on rigorous, grade level materials as evident by students' performance on standards based assessments, as well as from the applicable indicators in the area of Direct Instruction on teacher evaluations.

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

The principal and the reading coach will monitor students' performance on standards based assessments. School wide standards mastery data is posted regularly on the board in Reading Coach's room so that trends can be identified and further steps can be determined.

Person Responsible

Tuuli Robinson

Schedule

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

Evidence of Completion

Students' performance on standards based assessments.

G1.B2 Aligning instruction and assessment in ELA, Math, and Science. 2

🔑 B264743

G1.B2.S1 Understanding the FSA item specifications in ELA and Math in grades 3-5. 4

🔑 S280541

Strategy Rationale

Understanding the scope of questions that might be asked on FSA will help us to plan instruction that is rigorous, standards based, and aligned with the assessment.

Action Step 1 5

Understanding FSA Items Specifications prior to administering assessments.

Person Responsible

Tuuli Robinson

Schedule

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

Evidence of Completion

Students' performance on standards mastery assessments.

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

Review of the FSA item specifications is at the forefront of the PLC meetings to ensure that teachers know to supplement classroom assessments with additional items as outlined in the FSA item specifications.

Person Responsible

Lynn Thomas

Schedule

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

Evidence of Completion

Students are familiar with various item types from FSA item specifications.

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

Classroom instruction includes items that are part of the FSA item specifications even when these items do not appear on Standards Mastery assessment.

Person Responsible

Tuuli Robinson

Schedule

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

Evidence of Completion

Improved students' performance on FSA assessment

G1.B2.S2 Understanding the nature and scope of Standards Mastery Assessment in iReady prior to delivering instruction on that standard. 4

🔧 S280542

Strategy Rationale

Understanding the assessment will assist teachers with planning and instruction.

Action Step 1 5

Grade level PLCs to review and understand the curriculum maps and the Standards Mastery assessments that are part of the district wide assessments.

Person Responsible

Lynn Thomas

Schedule

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

Evidence of Completion

Timely use of Standards Mastery assessments and improved scores on standards mastery assessments in ELA and Math.

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Standards mastery completion reports are monitored on a regular basis.

Person Responsible

Tuuli Robinson

Schedule

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

Evidence of Completion

Students' scores on Standards Mastery assessments

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Classroom instruction includes the preview of Standards Mastery assessment type of items as well as a review of Standards Mastery B with a whole group as needed.

Person Responsible

Lynn Thomas

Schedule

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

Evidence of Completion

Students' performance on Standards Mastery assessment

G1.B2.S3 Providing opportunities to write every day, using clear expectations and samples from FSA writing, as part of the ELA instruction. 4

S280543

Strategy Rationale

Developing good writing skills promotes critical thinking and prepares students for college and career.

Action Step 1 5

Writing is incorporated into ELA block daily.

Person Responsible

Lynn Thomas

Schedule

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

Evidence of Completion

Classroom observations indicate that students have opportunities to develop writing skills daily; Improved students' writing.

Plan to Monitor Fidelity of Implementation of G1.B2.S3 6

Samples of student writing are brought to PLCs for review.

Person Responsible

Lynn Thomas

Schedule

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

Evidence of Completion

Samples of students' writing are reviewed at grade level PLCs.

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 `7`

Students' writing is better aligned with the requirements that are outlined in ELA writing standards.

Person Responsible

Tuuli Robinson

Schedule

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

Evidence of Completion

Improved writing scores on FSA assessment.

G1.B2.S4 Build awareness of the current state of learning through progress monitoring and data chats at all levels. `4`

🔑 S280544

Strategy Rationale

It is essential to know where we are so that we can set goals for where we want to be.

Action Step 1 `5`

Data chats with teachers;
Students in grades 3-5 use data sheets to track their progress on iReady diagnostic assessments, and stay informed about their FSA scores from the previous year.
iReady diagnostic assessments, Standards Mastery assessments, Acaletics monthly assessments in Math.

Person Responsible

Schedule

Quarterly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B2.S4 `6`

Classroom performance on assessments is compared throughout the grade levels, and areas of weakness are identified to plan next steps.
Green Party's reports are used to celebrate success of students who made 10% growth on the monthly Acaletics assessment, or have already reached the required proficiency level.
AVID binder data sheets are checked by classroom teachers.

Person Responsible

Schedule

Monthly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Standards Mastery Data sheets in Google drive; Greep party participation rosters; AVID binders.

Plan to Monitor Effectiveness of Implementation of G1.B2.S4 `7`

Support through PLCs and classroom assistance is provided to teachers who need additional support.

Person Responsible

Tuuli Robinson

Schedule

Monthly, from 9/1/2017 to 5/31/2018

Evidence of Completion

G2. Parents from various subgroups are active participants in their child's education through their attendance at the APTT meetings and informational meetings/workshops that are offered after school every last Thursday of the month. 1

🔑 G098408

G2.B1 Outreach to families; 2

🔑 B264744

G2.B1.S1 Utilizing a variety of methods such as SkyAlert, Class Dojo, Remind, Facebook, Twitter, Tiger Times newsletter, and school website to notify parents of the upcoming APTT meetings as well as about the monthly informational meetings. APTT magnetic calendars are provided to all families at the beginning of the school year. 4

🔑 S280545

Strategy Rationale

Targeted outreach will help improve family involvement.

Action Step 1 5

A targeted outreach attempt will be made to improve parental involvement in quarterly APTT meetings and in monthly informational sessions for parents.

Person Responsible

Tuuli Robinson

Schedule

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

Evidence of Completion

Improved attendance as evident from APTT sign in sheets and Informational Sessions sign in sheets.

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

Information about the upcoming APTT meetings as well as about the Informational Sessions is posted via various methods such as SkyAlert, Class Dojo, Remind, Facebook, Twitter, Tiger Times newsletter, as well as school website.

Person Responsible

Tuuli Robinson

Schedule

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

Evidence of Completion

NES Social Media feeds, Tiger Times newsletters, etc.

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

Parents participate in APTT meetings as well as in the Informational meetings

Person Responsible

Lynn Thomas

Schedule

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

Evidence of Completion

Increased APTT and informational sessions participation rates.

G2.B2 Language barrier. `2`

🔍 B264745

G2.B2.S1 Migrant advocates will be present to assist with Spanish speaking families. School based resources are used to maximize translation services. `4`

🔍 S280546

Strategy Rationale

Parents who feel welcomed to school and who understand the instructional goals are better equipped to support their children in meeting their educational goals.

Action Step 1 `5`

Translators are requested for all APTT meetings at the beginning of the school year through the GSP office.

Person Responsible

Tuuli Robinson

Schedule

On 5/31/2018

Evidence of Completion

Improved attendance of Spanish speaking families.

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

Translation services are available in all classrooms during APTT.

Person Responsible

Tuuli Robinson

Schedule

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

Evidence of Completion

Improved attendance rates at APTT meetings

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

Increased involvement of Spanish speaking families in APTT.

Person Responsible

Tuuli Robinson

Schedule

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

Evidence of Completion

Improved overall attendance in APTT meetings.

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.MA1 🔍 M409754	NES will use iReady diagnostic assessments and standards mastery assessments to monitor students'...	Robinson, Tuuli	8/10/2017	Students' performance on iReady diagnostics and standards mastery assessments.	5/31/2018 monthly
G1.MA2 🔍 M409755	Students will participate in the district writing assessments.	Robinson, Tuuli	8/10/2017	Students' performance on the district writing assessments.	5/31/2018 quarterly
G2.MA1 🔍 M409760	Monitoring and celebrating APTT participation rates.	Thomas, Lynn	8/10/2017	APTT participation data from grade level (and individual) meetings.	5/31/2018 quarterly
G2.MA2 🔍 M409761	Monitoring and celebrating participation in monthly parental informational meetings.	Robinson, Tuuli	8/10/2017	Information Sessions participation data and feedback from parents on Advance Ed Surveys.	5/31/2018 quarterly
G1.B1.S1.MA1 🔍 M409744	The principal and the reading coach will monitor students' performance on standards based...	Robinson, Tuuli	8/10/2017	Students' performance on standards based assessments.	5/31/2018 weekly
G1.B1.S1.MA1 🔍 M409745	The principal as well as the reading coach will monitor the use of instructional materials by...	Robinson, Tuuli	8/10/2017	Instruction at NES is based on rigorous, grade level materials as evident by students' performance on standards based assessments, as well as from the applicable indicators in the area of Direct Instruction on teacher evaluations.	5/31/2018 weekly
G1.B1.S1.A1 🔍 A378250	Grade level PLCs to assist teachers with - selecting resources that are standards based and meet...	Robinson, Tuuli	8/10/2017	Lesson plans reflect the use of appropriate materials for each lesson. Classroom instruction is rigorous and standards based, following the pacing of the district approved curriculum maps. Students' achievement on standards based assessment.	5/31/2018 weekly
G1.B2.S1.MA1 🔍 M409746	Classroom instruction includes items that are part of the FSA item specifications even when these...	Robinson, Tuuli	8/10/2017	Improved students' performance on FSA assessment	5/31/2018 weekly
G1.B2.S1.MA1 🔍 M409747	Review of the FSA item specifications is at the forefront of the PLC meetings to ensure that...	Thomas, Lynn	8/10/2017	Students are familiar with various item types from FSA item specifications.	5/31/2018 weekly
G1.B2.S1.A1 🔍 A378251	Understanding FSA Items Specifications prior to administering assessments.	Robinson, Tuuli	8/10/2017	Students' performance on standards mastery assessments.	5/31/2018 weekly
G2.B1.S1.MA1 🔍 M409756	Parents participate in APTT meetings as well as in the Informational meetings	Thomas, Lynn	8/10/2017	Increased APTT and informational sessions participation rates.	5/31/2018 monthly
G2.B1.S1.MA1 🔍 M409757	Information about the upcoming APTT meetings as well as about the Informational Sessions is posted...	Robinson, Tuuli	8/10/2017	NES Social Media feeds, Tiger Times newsletters, etc.	5/31/2018 monthly
G2.B1.S1.A1 🔍 A378255	A targeted outreach attempt will be made to improve parental involvement in quarterly APTT meetings...	Robinson, Tuuli	8/10/2017	Improved attendance as evident from APTT sign in sheets and Informational Sessions sign in sheets.	5/31/2018 quarterly
G2.B2.S1.MA1 🔍 M409758	Increased involvement of Spanish speaking families in APTT.	Robinson, Tuuli	8/10/2017	Improved overall attendance in APTT meetings.	5/31/2018 quarterly
G2.B2.S1.MA1 🔍 M409759	Translation services are available in all classrooms during APTT.	Robinson, Tuuli	8/10/2017	Improved attendance rates at APTT meetings	5/31/2018 quarterly
G2.B2.S1.A1 🔍 A378256	Translators are requested for all APTT meetings at the beginning of the school year through the GSP...	Robinson, Tuuli	8/10/2017	Improved attendance of Spanish speaking families.	5/31/2018 one-time
G1.B2.S2.MA1 🔍 M409748	Classroom instruction includes the preview of Standards Mastery assessment type of items as well as...	Thomas, Lynn	8/10/2017	Students' performance on Standards Mastery assessment	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
G1.B2.S2.MA1 🔍 M409749	Standards mastery completion reports are monitored on a regular basis.	Robinson, Tuuli	8/10/2017	Students' scores on Standards Mastery assessments	5/31/2018 monthly
G1.B2.S2.A1 🔍 A378252	Grade level PLCs to review and understand the curriculum maps and the Standards Mastery assessments...	Thomas, Lynn	8/10/2017	Timely use of Standards Mastery assessments and improved scores on standards mastery assessments in ELA and Math.	5/31/2018 weekly
G1.B2.S3.MA1 🔍 M409750	Students' writing is better aligned with the requirements that are outlined in ELA writing...	Robinson, Tuuli	8/10/2017	Improved writing scores on FSA assessment.	5/31/2018 quarterly
G1.B2.S3.MA1 🔍 M409751	Samples of student writing are brought to PLCs for review.	Thomas, Lynn	8/10/2017	Samples of students' writing are reviewed at grade level PLCs.	5/31/2018 monthly
G1.B2.S3.A1 🔍 A378253	Writing is incorporated into ELA block daily.	Thomas, Lynn	8/10/2017	Classroom observations indicate that students have opportunities to develop writing skills daily; Improved students' writing.	5/31/2018 daily
G1.B2.S4.MA1 🔍 M409752	Support through PLCs and classroom assistance is provided to teachers who need additional support.	Robinson, Tuuli	9/1/2017		5/31/2018 monthly
G1.B2.S4.MA1 🔍 M409753	Classroom performance on assessments is compared throughout the grade levels, and areas of weakness...		9/1/2017	Standards Mastery Data sheets in Google drive; Greep party participation rosters; AVID binders.	5/31/2018 monthly
G1.B2.S4.A1 🔍 A378254	Data chats with teachers; Students in grades 3-5 use data sheets to track their progress on iReady...		9/1/2017		5/31/2018 quarterly

V. Professional Development Opportunities

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

G1. Reading, math, and science instruction is rigorous and standards based, and aligned with assessment.

G1.B1 Ability to use new and existing instructional resources to provide standards based instruction.

G1.B1.S1 Grade level PLCs to select resources and plan instruction that is standards based and aligned with the pacing suggested in the district roadmap.

PD Opportunity 1

Grade level PLCs to assist teachers with - selecting resources that are standards based and meet the rigor of the standards, and - selecting instructional strategies that are proven to result in improvement of students' learning.

Facilitator

Lynn Thomas

Participants

All instructional staff

Schedule

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

G1.B2 Aligning instruction and assessment in ELA, Math, and Science.

G1.B2.S1 Understanding the FSA item specifications in ELA and Math in grades 3-5.

PD Opportunity 1

Understanding FSA Items Specifications prior to administering assessments.

Facilitator

Lynn Thomas

Participants

Instructional staff

Schedule

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

G1.B2.S2 Understanding the nature and scope of Standards Mastery Assessment in iReady prior to delivering instruction on that standard.

PD Opportunity 1

Grade level PLCs to review and understand the curriculum maps and the Standards Mastery assessments that are part of the district wide assessments.

Facilitator

Lynn Thomas

Participants

Instructional Staff

Schedule

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

G1.B2.S3 Providing opportunities to write every day, using clear expectations and samples from FSA writing, as part of the ELA instruction.

PD Opportunity 1

Writing is incorporated into ELA block daily.

Facilitator

Lynn Thomas

Participants

Instructional staff

Schedule

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

G1.B2.S4 Build awareness of the current state of learning through progress monitoring and data chats at all levels.

PD Opportunity 1

Data chats with teachers; Students in grades 3-5 use data sheets to track their progress on iReady diagnostic assessments, and stay informed about their FSA scores from the previous year. iReady diagnostic assessments, Standards Mastery assessments, Acaletics monthly assessments in Math.

Facilitator

Tuuli Robinson

Participants

Classroom teachers

Schedule

Quarterly, from 9/1/2017 to 5/31/2018

VI. Technical Assistance Items

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