Ray V. Pottorf Elementary School

2017-18 Schoolwide Improvement Plan

Ray V. Pottorf Elementary School

4600 CHALLENGER BLVD, Fort Myers, FL 33966

http://rvp.leeschools.net/

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	89%

School Grades History

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

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 Lee 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 Ray V. Pottorf 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 ensure that all students learn.

b. Provide the school's vision statement.

Community, staff, parents and students working in partnership to
ensure all are successful learners who master the skills needed to excel.

2. School Environment

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

Teachers and other school-based adults build relationships with our students to ensure that all students have at least one positive adult contact daily. Teachers have conversations with students to gain insight into a student's cultural beliefs. Teachers encourage students to share their cultural traditions to promote a diverse learning environment. School wide assemblies are presented to celebrate cultures.

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

Every person in Ray V Pottorf Elementary School (RVP) is expected to treat all others with dignity and respect. The guidelines for Positive Behavior System (PBS) are in place and monitored. Staff has reviewed these guidelines and the school-wide discipline plan. A school wide student safety plan has been developed and shared with the staff during preschool in-service.

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.

RVP is a model PBS school. Teachers and students are informed of and trained on our school-wide behavior expectations to ensure the safety of all students. Incentives are offered for positive behavior and consequences are fair and consistent. The discipline plan is published in the school handbook for students and parents to review.

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 intervention specialist, guidance counselor and behavior specialist are available to collaborate with teachers and parents about students who are experiencing social and emotional challenges. Small group and individual counseling are provided by the guidance counselor. A mentor will be assigned to students as needed. For students needing them, intervention strategies will be developed and implemented through the MTSS process.

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.

At Ray V. Pottorf Elementary, teachers take attendance daily first thing in the morning. Attendance is closely monitored by teacher, administration, and the school's social worker. If a student accumulates 2 to 3 unexcused absences, the parent is called. After 10 to 12 unexcused absences, a parent conference is set up to assess the need for more assistance. For students with an excessive number of absences, they become a member of the attendance club. The social worker asks that these students meet with her on a daily basis during breakfast. At this time, attendance is positively reinforced and this allows our school to have more contact with these students requiring additional assistance with their attendance need.

For students with behavioral needs and suspension is required for a consequence for a particular incident, school administration meets with the teacher, parent, and student to write a behavior contract. On this contract, factors are looked at such as exceptionality, attendance, medical need, and anecdotal information. On this contract, the team writes goals for the student to reduce the behavior which is causing the need for suspension. The parent, teacher, and administration create a plan where home and school work together to reduce inappropriate behaviors, which will reduce the need for suspension.

Students in grades 3 through 5 have been homogenously group by math for homeroom (to eliminate a transition time for math instruction based on level of need) and will Walk to Read for 120 minute uninterrupted ELA block. FSA scores and Star end of year scores were used to create homogeneous groups. These will be flexible groups that are reviewed quarterly to insure meeting the needs of each student. During the 120 minute block Teacher Leaders, Coaches and Reading Resource teachers will be used to support Level 1 and Level 2 students at each of the grade levels while at the same time creating smaller groups for those students with the greatest need. Group sizes and teacher assignments are posted attached in an attached schedule. An additional 60 minutes has been scheduled for standards based on grade level reading instruction. The assigned Teacher Leaders, Coach or Reading Resource Teacher will be available to provide continued support for our L25. All students will receive 180 minutes of reading instruction daily.

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	30	21	17	16	10	8	0	0	0	0	0	0	0	102
One or more suspensions	8	5	8	8	13	15	0	0	0	0	0	0	0	57
Course failure in ELA or Math	21	20	24	33	21	42	0	0	0	0	0	0	0	161
Level 1 on statewide assessment	0	0	0	32	35	41	0	0	0	0	0	0	0	108

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	59	46	49	89	79	106	0	0	0	0	0	0	0	428

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

Students are closely monitored for attendance, behavioral, and academic performance. The social worker will use the Attendance Club to assist with students with excessive absences. Administration,

along with the our teacher leaders are creating the "Calendar Club" where our students in the lowest 25% are met with weekly. The initial meeting is conducted with the parents, student, teacher, and administrator or teacher leader to discuss the need for intervention services. Students choose 3 extra support interventions to do at home, which meets their academic need. Administrators or teacher leaders will meet with the group of students to monitor the progress and monitor their weekly assessment information. At this meeting, the students review their goals and progress. Students that complete 20 days on their monthly calendar get to attend the Monthly Calendar Club party. We do a different treat each month (pizza, ice cream sundaes, snow cones, ice cream floats). Each student receives a ticket at the party and we draw tickets for prizes.

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 accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/430788.

2. Description

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

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

Local businesses partner with RVP to provide incentives for report card achievement and parent night donations. Partners supply guest readers for Read Across America Day and Dr. Seuss night. In addition, guest speakers from the local community, such as police officers and the fire department, provide real world experiences for our students.

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
Whitaker, Dorothy	Principal
Costello, Sarah	Instructional Coach
Cunningham, Jill	Instructional Coach
Blazina, Dwayne	Assistant Principal
Smith, Christina	Instructional Coach
Halvarson, Kathleen	Instructional Coach
Silsby, Lisa	Other
Altenburg, Judy	Instructional Coach
Hart-King, Jewel	Instructional Coach

b. Duties

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

The individuals on the Leadership Team review data to identify school strengths and areas of need. The School Improvement Plan is written by team members, with input from parents and community partners. In addition, the Leadership Team also has input on all school-wide decisions regarding curriculum and 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.

Title 1 and SAI funds are used to employ additional teachers, resource teachers, and/or support staff. Resource teachers are certified staff who provide support for targeted students in reading and math. A Science teacher and Resource staff are utilized in the Master schedule and funded from Title I. Title 1 dollars are also used for the After School Tutoring Program, professional development, parent involvement workshops, and supplemental supplies or materials. Migrant funds are used to purchase supplies to support ELL instruction. Title II dollars are used to support Cooperative Learning Coaching throughout the year.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
	Student
Rhonda Cuthbert	Education Support Employee
Dorothy Whittaker	Principal
Chris Peterson	Parent
Sheron Atkinson	Parent
Amia Sanchez	Parent
Angela Diaz	Parent
Carla White	Parent
Carol Bell	Parent
Lonniel Howard	Parent
Jody Hazel	Parent
Sherwin Watkins	Parent
Dameon Bonner	Business/Community
Mary James	Education Support Employee
Jeneane Nichols	Teacher
Natasha Hodge	Teacher
Ariagne Ramirez	Parent
Jeffrey Marria	Business/Community
Kimberly Cuevas	Business/Community
Charlene Edward	Parent
Kristin Berg	Parent
Yaimelit Sola	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

SAC meets in the fall to review and approve the SIP before submission to the district. Mid Year and End of Year reviews of progress are done at SAC meetings.

b. Development of this school improvement plan

At the fall meeting, after a presentation featuring last years progess, new targets and initiatives are discussed with the committee. The School Improvement Plan for the current school year is then approved by SAC. Progress is reviewed at mid-year and end of year.

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

Proposed budget and school needs are presented and discussed at the spring SAC meeting.

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

SAC will discuss and approve any proposed expenditures. In the past, funds have been used to purchase science equipment, AR/FSA incentives and 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
Altenburg, Judy	Instructional Coach
Bernadin, Dawn	Teacher, K-12
Cunningham, Jill	Instructional Coach
Halvarson, Kathleen	Instructional Coach
Rose, James	Teacher, K-12
Smith, Christina	Instructional Coach
Hart-King, Jewel	Teacher, K-12
Costello, Sarah	Instructional Coach
Colbert, Diane	Teacher, K-12
Rigsby, Angela	Teacher, K-12
Nichols, Jeneane	Teacher, K-12
Vail, Soaring	Teacher, K-12
Gibbs, Ida	Teacher, K-12
Kastle, Heidi	Teacher, K-12

b. Duties

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

The LLT will be focusing on using STAR Early Literacy and STAR Reading data to make instructional decisions for all students. LLT members will meet with Professional Community groups to identify student needs based on data. Meetings will take place both monthly and quarterly to monitor student progress. Professional Development opportunities will be offered, based on the needs of the students and teachers as identified in data. Training and support for implementation of SRA, Read 180, and Ready Gen will be facilitated by team members.

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.

PLCs professional development is provided to facilitate effective collaboration between teachers. A daily schedule that allows for 50-minutes common planning time for all grade levels is in place. Staff will participate in a minimum one 50-minute PLC each week. Each PLC has established norms and commitments to ensure a professional working relationship. Administration and coaches actively support PLCs as they analyze data and plan for instruction,

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

Teachers must be Highly Qualified to be employed in a Title I school. Certification is checked and monitored by the Personnel Department. Teachers are notified of any requirements needed to be in-field for the subjects they are teaching. Signed out-of-field documents are completed as needed and district procedures are used to monitor the completion of required course work. The administration checks with personnel to ensure new hires have met all certification requirements and are Highly Qualified.

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

The Apples program provides an experienced mentor to all 1st year and new to the district teachers. Mentors are required to complete Clinical Education training and have at least 4 years of teaching experience. Monthly, 1st year teachers and their mentors will meet to discuss: best practices, data analysis, and professional progress. Mentor teachers will also complete scheduled non-evaluative observations monthly to provide constructive and supportive feedback for the 1st-year teacher.

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.

RVP follows the district academic plan which is aligned to Florida standards. Teachers are provided resources and materials that are aligned to each of the Florida Standards. PLCs use a standards-based design for planning instruction in math, reading, science, and social studies. Standards are posted in student language, in every classroom, and teachers explain and discuss the standards with the students during the instructional process. Teachers develop an instructional and assessment calendar to ensure all standards are taught.

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.

Common grade-level formative and summative assessments are used to gauge mastery of the Florida standards by each student. Formative assessments are used during the instructional process. A common summative assessment will be given after an instructional sequence to determine mastery of a standard(s). The results from this assessment will also be used to determine interventions for the next instructional sequence. Intervention strategies such as scaffolding, reteaching, and enrichment are provided based on individual student need.

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

Strategy: Extended School Day

Minutes added to school year: 5,400

The school day has been lengthened by 30 minutes. The daily schedule includes 180 minutes for ELA instruction and 60 minutes for math.

Strategy Rationale

Increased instructional time with appropriate subject area activities will lead to increased student achievement.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Whitaker, Dorothy, dottiejw@leeschools.net

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

Leadership will collect and analyze end-of-year assessment data to determine the efficacy.

Strategy: After School Program

Minutes added to school year: 3,240

Extended Day (3rd - 5th grade) is held for 18 weeks for 180 minutes a week.

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Altenburg, Judy, judyaa@leeschools.net

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

STAR will be used as a pre and post test to document achievement.

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.

Orientation meetings will be held prior to the start of the school year for Kindergarten students and their families. The families will learn about our school program and expectations. Flyers are sent to the surrounding day care facilities and building tours for individual families are scheduled as needed.

Two ESE Pre-K are housed within our building. The district guidelines for curriculum are followed. Staff assess the students and implement strategies to enable them to master their IEP objectives. The teacher works collaboratively with the Kindergarten teachers and are aware of expectations for Kindergarten success.

The district also offers a VPK program to families in the community.

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, § 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. To consistently provide effective instruction to increase achievement for all students.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. To consistently provide effective instruction to increase achievement for all students. `1a`

🔑 G098410

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Gains	52.0
Math Gains	57.0
FCAT 2.0 Science Proficiency	40.0
ELA/Reading Lowest 25% Gains	60.0
Math Lowest 25% Gains	55.0
FSA ELA Achievement	46.0
FSA Mathematics Achievement	52.0

Targeted Barriers to Achieving the Goal `3`

- The consistent use of research-based instructional strategies to increase student engagement.
- The use of research-based strategies to increase student achievement.
- The use of a curriculum that supports student mastery of standards.
- Parents and students taking an active role in the learning process.
- Additional learning opportunities to increase student achievement.

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

- Academic Coaches for reading, math and science.
- Teacher Leaders
- Resource Teachers
- District-adopted curricula for literacy and math to support Florida Standards and differentiated instruction.
- PLCs and common planning time for collaboration on instruction and progress monitoring.
- Professional Development (Kagan training; PBS training; Thinking Maps, Writing Through Thinking Maps and Math Thinking Maps).
- Compass Learning and ST Math
- STAR 360 progress monitoring software
- Long term substitute to cover teachers during coaching and training ooportunities.

Plan to Monitor Progress Toward G1. `8`

Review data from district assessments for reading, math and science.

Person Responsible
Dorothy Whitaker

Schedule
Quarterly, from 8/10/2017 to 5/30/2018

Evidence of Completion
Data analysis will validate increased proficiency for students in reading, math and science.

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. To consistently provide effective instruction to increase achievement for all students. `1`

`G098410`

G1.B1 The consistent use of research-based instructional strategies to increase student engagement. `2`

`B264752`

G1.B1.S1 To utilize Kagan Cooperative Learning structures during the instructional process to increase student engagement. `4`

`S280551`

Strategy Rationale

Kagan increases academic achievement, improves ethnic relations, enhances self-esteem, creates a more harmonious classroom climate, reduces discipline problems, and develops students' social skills and character virtues.

Action Step 1 `5`

Teachers will use Kagan Cooperative Learning Structures on a daily basis.

Person Responsible

Dwayne Blazina

Schedule

Daily, from 8/10/2017 to 5/30/2018

Evidence of Completion

Lesson plans and walkthroughs

Action Step 2 `5`

Teacher Leaders and Kagan Coaches will provide ongoing professional development around selected Kagan structures.

Person Responsible

Dwayne Blazina

Schedule

Monthly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Coaching Log and Faculty PLC's Agendas

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

Administrative Walkthroughs and Lesson Plan reviews

Person Responsible

Dorothy Whitaker

Schedule

Monthly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Lesson plans and completed walkthrough data

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

Kagan Coaching

Person Responsible

Dwayne Blazina

Schedule

Quarterly, from 8/30/2017 to 5/30/2018

Evidence of Completion

Coaching Feedback Forms

G1.B1.S2 Provide professional development and coaching on Thinking Maps, Writing Through Thinking Maps, and Thinking Maps for Math to develop students' critical thinking skills. 4

🔑 S280552

Strategy Rationale

Learning opportunities that provide for active student engagement in high rigor activities will increase student mastery of standards.

Action Step 1 5

Training and coaching to facilitate the use of Thinking Maps for reading and math instruction.

Person Responsible

Christina Smith

Schedule

Monthly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Training sign-in sheets and PLC's minutes

Action Step 2 5

Teachers will use Thinking Maps strategies during their daily instruction for reading and math.

Person Responsible

Dorothy Whitaker

Schedule

Daily, from 8/10/2017 to 5/30/2018

Evidence of Completion

Lesson Plans and walkthrough data.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 `6`

The inclusion of Thinking Maps strategies for reading and math instruction.

Person Responsible

Dorothy Whitaker

Schedule

Monthly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Lesson Plans and walkthrough data

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Performance Matters and STAR data will document increased student mastery of standards.

Person Responsible

Dorothy Whitaker

Schedule

Quarterly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Reports from STAR 360.

G1.B1.S3 Teachers will complete two coaching cycles, focused on increasing student engagement, during the school year. . 4

🔑 S280553

Strategy Rationale

Observing and sharing best practice improves instruction and increases achievement.

Action Step 1 5

Long term substitute will be hired to provide classroom coverage during the coaching activities.

Person Responsible

Dorothy Whitaker

Schedule

On 5/30/2018

Evidence of Completion

Payroll sheets and coaching logs.

Action Step 2 5

Teacher Leaders and Reading Coach will work with teachers to complete two Coaching cycles.

Person Responsible

Dorothy Whitaker

Schedule

Semiannually, from 8/10/2017 to 5/30/2018

Evidence of Completion

Coaching logs.

Plan to Monitor Fidelity of Implementation of G1.B1.S3 `6`

Coaches will report to administration the individuals who complete coaching focused on student engagement.

Person Responsible

Dorothy Whitaker

Schedule

Semiannually, from 8/10/2017 to 5/30/2018

Evidence of Completion

Coaching logs

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 `7`

Teachers will use Thinking Maps and Kagan structures to increase student engagement.

Person Responsible

Dorothy Whitaker

Schedule

Daily, from 8/10/2017 to 5/30/2018

Evidence of Completion

Walk through data and lesson plans.

G1.B2 The use of research-based strategies to increase student achievement. 2

🔑 B264753

G1.B2.S1 The allocation of resource personnel and Teacher Leaders for additional support during ELA and math block. 4

🔑 S280554

Strategy Rationale

Small group support provided by highly qualified instructional staff increases student achievement.

Action Step 1 5

Resource personnel and Teacher Leaders will be assigned to grade levels to reduce group size for ELA block.

Person Responsible

Dorothy Whitaker

Schedule

Quarterly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Daily schedules for teachers.

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

Group size and teacher assignments will be reviewed to ensure support for each grade level.

Person Responsible

Dorothy Whitaker

Schedule

Quarterly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Print out of assigned classes and daily teachers schedules

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

STAR and district assessment data for students and will be monitored for each teacher.

Person Responsible

Dorothy Whitaker

Schedule

Quarterly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Data will show increased achievement for groups and individual students.

G1.B2.S2 The use of Professional Learning Communities (PLC's) to collaboratively plan within grade levels. 4

🔑 S280555

Strategy Rationale

The sharing of best practices will increase student achievement.

Action Step 1 5

Master schedule will reflect at least one sixty-minute weekly PLC time for each grade level.

Person Responsible

Mark Macchia

Schedule

Semiannually, from 8/10/2017 to 5/30/2018

Evidence of Completion

Master schedule and PLC minutes.

Action Step 2 5

Teachers will meet weekly to review data and groupings and share best practices as they plan instruction.

Person Responsible

Mark Macchia

Schedule

Biweekly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Minutes from PLC's , grade level data chats and Coaches, Teacher Leaders and Administration biweekly meetings.

Action Step 3 `5`

Teachers will meet in PLC's to review data, plan instruction and share best practices.

Person Responsible

Mark Macchia

Schedule

Semiannually, from 9/25/2017 to 5/30/2018

Evidence of Completion

Meeting minutes/agendas, activities developed or lesson plans.

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

Coaches and Teacher Leaders will be assigned to a specific PLC to ensure teams are collaboratively planning and monitoring data.

Person Responsible

Dorothy Whitaker

Schedule

Biweekly, from 8/10/2017 to 5/30/2018

Evidence of Completion

At bi-weekly meetings with administration data and instruction for each grade level will be discussed.

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

District assessment and STAR data will be used to validate increased student achievement.

Person Responsible

Dorothy Whitaker

Schedule

Quarterly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Star data reports, performance matters reports and catsle reports.

G1.B2.S3 The school schedule will be created to provide increased instructional time for reading and math. [4]

🔑 S280556

Strategy Rationale

Appropriate time on task increases student achievement.

Action Step 1 [5]

Develop a schedule with a minimum of 180 minutes for ELA and 60 minutes for math.

Person Responsible

Mark Macchia

Schedule

On 8/10/2017

Evidence of Completion

Master schedule, teacher's daily schedule, and lesson plans

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

Administration will validate instructional times using walk-throughs, lesson plans, and daily schedules.

Person Responsible

Dorothy Whitaker

Schedule

Monthly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Walk-throughs, data, lesson plans, daily schedules

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

District assessment and STAR data will be used to validate increased student achievement.

Person Responsible

Dorothy Whitaker

Schedule

Quarterly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Star data reports, performance matters reports, and castle reports.

G1.B2.S4 Performance-based groups for reading and math `4`

🔑 S280557

Strategy Rationale

Performance based groups allow teachers to focus instruction on identified student needs.

Action Step 1 `5`

STAR and FSA data will be used to cluster students based on mastery of targeted skills.

Person Responsible

Dwayne Blazina

Schedule

Quarterly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Class lists for reading and math groups.

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

Monitoring student performance to ensure appropriate group placement.

Person Responsible

Dwayne Blazina

Schedule

Quarterly, from 8/10/2017 to 5/30/2018

Evidence of Completion

STAR data, reading, math, and science district assessments

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

District assessment and STAR data will be used to validate increased student achievement.

Person Responsible

Dwayne Blazina

Schedule

Quarterly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Star data reports, performance matters reports and castle reports.

G1.B2.S5 The use of Compass Learning and ST Math to provide students with opportunities to practice targeted skills. `4`

🔑 S280558

Strategy Rationale

Use of research-based programs to increase time on task will increase student achievement.

Action Step 1 `5`

Compass Learning and ST Math will be utilized in classrooms to practice targeted skills.

Person Responsible

Mark Macchia

Schedule

Monthly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Compass Learning and ST Math usage reports

Action Step 2 `5`

Compass Learning and ST Math will be an option for students in Calendar Club.

Person Responsible

Dwayne Blazina

Schedule

Monthly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Compass Learning and ST Math usage reports

Plan to Monitor Fidelity of Implementation of G1.B2.S5 `6`

Administration will review usage reports for each class.

Person Responsible

Mark Macchia

Schedule

Monthly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Compass Learning and ST Math reports

Plan to Monitor Effectiveness of Implementation of G1.B2.S5 `7`

District assessment and STAR data will be used to validate increased student achievement.

Person Responsible

Mark Macchia

Schedule

Monthly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Star data reports, performance matters reports and castle reports.

G1.B2.S6 Instructional decisions made after review of supporting data. 4

🔑 S280559

Strategy Rationale

When data is used to determine instructional needs, the selection of strategies and assignment of resources will effectively support increased student achievement.

Action Step 1 5

Teacher assignments will be determined after a review of previous proficiency percentages and learning gains.

Person Responsible

Dorothy Whitaker

Schedule

On 5/30/2018

Evidence of Completion

Class lists and teacher assignments

Plan to Monitor Fidelity of Implementation of G1.B2.S6 6

Teachers with the highest proficiency scores will be assigned to the classes of highest need.

Person Responsible

Dorothy Whitaker

Schedule

On 5/30/2018

Evidence of Completion

Master Schedule

Plan to Monitor Effectiveness of Implementation of G1.B2.S6 `7`

District assessment and STAR data will be used to validate increased student achievement.

Person Responsible

Dorothy Whitaker

Schedule

Quarterly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Star data reports, performance matters reports and castle reports.

G1.B2.S7 Administration and staff will monitor student progress using district identified assessments. `4`
🔑 S280560

Strategy Rationale

Monitoring student progress allows teachers to alter instruction to meet identified areas of need.

Action Step 1 `5`

Student progress will be monitored using district identified assessments.

Person Responsible

Dwayne Blazina

Schedule

Quarterly, from 8/10/2017 to 5/30/2018

Evidence of Completion

STAR reading and math data, district assessments

Plan to Monitor Fidelity of Implementation of G1.B2.S7 `6`

Identified district assessment reports will be pulled monthly for grade-level data chats.

Person Responsible

Dwayne Blazina

Schedule

Quarterly, from 8/10/2017 to 5/30/2018

Evidence of Completion

STAR reading and math reports, district assessments

Plan to Monitor Effectiveness of Implementation of G1.B2.S7 `7`

District assessment and STAR data will be used to validate increased student achievement.

Person Responsible

Dwayne Blazina

Schedule

Quarterly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Star data reports, performance matters reports and castle reports.

G1.B2.S8 Lowest 25% will be monitored bi-weekly by teachers, teacher leaders/coaches, and administration to ensure standard mastery. 4

🔑 S280561

Strategy Rationale

When data is used to identify strengths and needs, then instruction can be modified and achievement will increase.

Action Step 1 5

Teacher leaders and coaches will be assigned a grade level to meet with bi-weekly to monitor the progress of the lowest 25%.

Person Responsible

Dorothy Whitaker

Schedule

Biweekly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Reading Streets assessments and STAR data will be monitored bi-weekly.

Plan to Monitor Fidelity of Implementation of G1.B2.S8 6

Administration and teacher leaders will meet bi-weekly to discuss the progress of the lowest 25%.

Person Responsible

Dorothy Whitaker

Schedule

Biweekly, from 8/10/2017 to 5/30/2018

Evidence of Completion

meeting minutes

Plan to Monitor Effectiveness of Implementation of G1.B2.S8 `7`

Review of formative and summative assessments, and STAR data for 2017-18 school year.

Person Responsible

Dorothy Whitaker

Schedule

Biweekly, from 8/10/2017 to 5/30/2018

Evidence of Completion

data reports

G1.B3 The use of a curriculum that supports student mastery of standards. `2`

🔑 B264754

G1.B3.S1 Students on or above grade level will receive reading instruction using Ready Gen as their core curriculum. Students below grade level will use Reading Street and Florida Ready as their core curriculum. `4`

🔑 S280562

Strategy Rationale

Ready Gen is the district identified reading curriculum in pilot schools for on or above grade level students. Reading Streets and Florida Ready will be the core curriculum for below level students.

Action Step 1 `5`

Ready Gen will be used as the core reading curriculum for students on or above grade-level. Reading Street and Florida Ready will be used as the core curriculum for below level students.

Person Responsible

Mark Macchia

Schedule

On 5/30/2018

Evidence of Completion

Class lists, lesson plans

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

Administration will validate implementation of Ready Gen, Reading Street and Florida Ready through walk-throughs and lesson plans.

Person Responsible

Mark Macchia

Schedule

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

Evidence of Completion

Walk-throughs and lesson plans

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

Ready Gen assessments, Reading Street assessments, common grade level assesments, district assessments, and STAR data will be used to validate increased student achievement.

Person Responsible

Mark Macchia

Schedule

Quarterly, from 8/10/2017 to 5/30/2018

Evidence of Completion

STAR data, district assessment, performance matters, and castle reports

G1.B3.S2 The intervention curriculum for below level students will be SRA or Read 180. `4`

🔑 S280563

Strategy Rationale

SRA and Read 180 are district identified intervention reading curriculums for below level students.

Action Step 1 `5`

SRA or Read 180 will be used as the intervention curriculum for below-level students.

Person Responsible

Dorothy Whitaker

Schedule

Monthly, from 8/10/2017 to 5/30/2018

Evidence of Completion

FSA reading and math scores, STAR data

Plan to Monitor Fidelity of Implementation of G1.B3.S2 `6`

Administration will validate usage of curriculum using walk-throughs and lesson plans.

Person Responsible

Dorothy Whitaker

Schedule

Quarterly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Walk-throughs, lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 `7`

Intervention program assessments, STAR reading reports, and district assessments will be analyzed at quarterly grade-level chats.

Person Responsible

Dorothy Whitaker

Schedule

Quarterly, from 8/10/2017 to 5/30/2018

Evidence of Completion

STAR reports, district assessments, performance matters, and castle reports

G1.B3.S3 Fifth grade science curriculum will be PSELL. `4`

🔑 S280564

Strategy Rationale

PSELL is a hands-on science curriculum aligned with state standards.

Action Step 1 `5`

PSELL will be used as the core science curriculum for fifth grade students.

Person Responsible

Dwayne Blazina

Schedule

On 5/30/2018

Evidence of Completion

Walk-throughs and lesson plans

Plan to Monitor Fidelity of Implementation of G1.B3.S3 `6`

Walk-throughs, observations, and lesson plans will be reviewed by administration.

Person Responsible

Dwayne Blazina

Schedule

Quarterly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Walk-throughs, observations, and lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B3.S3 `7`

PSELL assessments and district assessments will be monitored through quarterly data chats.

Person Responsible

Dwayne Blazina

Schedule

Quarterly, from 8/10/2017 to 5/30/2018

Evidence of Completion

PSELL and district assessments

G1.B4 Parents and students taking an active role in the learning process. [2]

🔑 B264755

G1.B4.S1 Students will track their progress in data folders. [4]

🔑 S280565

Strategy Rationale

Students take ownership of their learning when tracking their progress.

Action Step 1 [5]

Students will monitor their progress on academic and behavioral goals using data folders.

Person Responsible

Dorothy Whitaker

Schedule

Quarterly, from 8/10/2017 to 5/30/2018

Evidence of Completion

student data folders

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

Administration will validate the usage of data folders through walk-throughs, observations, and evaluation conferences.

Person Responsible

Dorothy Whitaker

Schedule

Quarterly, from 8/10/2017 to 5/30/2018

Evidence of Completion

student data folders

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

Data tracking will increase student achievement.

Person Responsible

Dorothy Whitaker

Schedule

On 5/30/2018

Evidence of Completion

Student data folders, district assessment and STAR scores

G1.B4.S2 Parents and students of the bottom 25% will be actively involved in learning process through Calendar Club. 4

🔑 S280566

Strategy Rationale

When parents and students take an active role in the learning process, academic achievement is increased.

Action Step 1 5

Identify the L25% in reading and math for grades 3rd, 4th, 5th.

Person Responsible

Dwayne Blazina

Schedule

On 10/13/2017

Evidence of Completion

L25 as identified by the Castle

Action Step 2 5

Administration conducts meetings with parents and students.

Person Responsible

Dwayne Blazina

Schedule

On 10/13/2017

Evidence of Completion

Contract signed by parent, student, teacher, and administration acknowledging that everyone will work together and uphold their part of the agreement.

Plan to Monitor Fidelity of Implementation of G1.B4.S2 `6`

Monthly Calendars will be monitored by administration while conducting classroom walk-throughs and reviewed for completion of activities the end of every month.

Person Responsible

Dwayne Blazina

Schedule

Monthly, from 9/11/2017 to 4/27/2018

Evidence of Completion

Monthly Calendars

Plan to Monitor Effectiveness of Implementation of G1.B4.S2 `7`

STAR Scores will be reviewed to determine progress made toward increasing achievement.

Person Responsible

Dwayne Blazina

Schedule

Quarterly, from 9/11/2017 to 4/27/2018

Evidence of Completion

Data

G1.B5 Additional learning opportunities to increase student achievement. 2

🔑 B264756

G1.B5.S1 Extended Day Tutoring three days a week (totaling 300 minutes) for below level third through fifth grade students. 4

🔑 S280567

Strategy Rationale

Additional time to work in small group setting on target reading and math skills will increase achievement.

Action Step 1 5

Using FSA and baseline STAR data identify the students eligible for After School Tutoring and send home enrollment letter.

Person Responsible

Judy Altenburg

Schedule

On 9/22/2017

Evidence of Completion

List of below level students.

Action Step 2 5

Provide reading and math instruction to targeted third, fourth and fifth grade students for one hour and forty minutes three days a week from September 26th until April 5th.

Person Responsible

Judy Altenburg

Schedule

On 4/5/2018

Evidence of Completion

Director's schedule of observations and lesson plans.

Plan to Monitor Fidelity of Implementation of G1.B5.S1 `6`

Daily classroom observations and weekly review of lesson plans.

Person Responsible

Judy Altenburg

Schedule

Weekly, from 9/26/2017 to 4/5/2018

Evidence of Completion

Administrator's log and lesson plans.

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 `7`

Quarterly STAR reading and math data will be reviewed for targeted students.

Person Responsible

Dorothy Whitaker

Schedule

Quarterly, from 10/31/2017 to 3/30/2018

Evidence of Completion

Quarterly data reports.reports

G1.B5.S2 Extended school Year for below level students in Kindergarten through fourth grade. `4`

`S280568`

Strategy Rationale

Increased learning opportunities focused on areas of need will result in increased achievement.

Action Step 1 `5`

Provide reading and math instruction to below level Kindergarten through fourth grade students for four hours a day, four days a week, from June 4th through July 12th.

Person Responsible

Dwayne Blazina

Schedule

Daily, from 6/4/2018 to 7/12/2018

Evidence of Completion

Observations and lesson plans.

Plan to Monitor Fidelity of Implementation of G1.B5.S2 `6`

Assistant Principal will be responsible for program implementation.

Person Responsible

Dwayne Blazina

Schedule

Daily, from 6/4/2018 to 7/12/2018

Evidence of Completion

Schedules, attendance sheets, and observation notes.

Plan to Monitor Effectiveness of Implementation of G1.B5.S2 `7`

STAR will be given at the end of the session to document increased student achievement..

Person Responsible

Dwayne Blazina

Schedule

On 7/12/2018

Evidence of Completion

STAR data report

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.B2.S3.A1 A378274	Develop a schedule with a minimum of 180 minutes for ELA and 60 minutes for math.	Macchia, Mark	8/10/2017	Master schedule, teacher's daily schedule, and lesson plans	8/10/2017 one-time
G1.B5.S1.A1 A378287	Using FSA and baseline STAR data identify the students eligible for After School Tutoring and send...	Altenburg, Judy	9/5/2017	List of below level students.	9/22/2017 one-time
G1.B4.S2.A1 A378285	Identify the L25% in reading and math for grades 3rd, 4th, 5th.	Blazina, Dwayne	9/11/2017	L25 as identified by the Castle	10/13/2017 one-time
G1.B4.S2.A2 A378286	Administration conducts meetings with parents and students.	Blazina, Dwayne	9/11/2017	Contract signed by parent, student, teacher, and administration acknowledging that everyone will work together and uphold their part of the agreement.	10/13/2017 one-time
G1.B5.S1.MA1 M409806	Quarterly STAR reading and math data will be reviewed for targeted students.	Whitaker, Dorothy	10/31/2017	Quarterly data reports.reports	3/30/2018 quarterly
G1.B5.S1.MA1 M409807	Daily classroom observations and weekly review of lesson plans.	Altenburg, Judy	9/26/2017	Administrator's log and lesson plans.	4/5/2018 weekly
G1.B5.S1.A2 A378288	Provide reading and math instruction to targeted third, fourth and fifth grade students for one...	Altenburg, Judy	9/26/2017	Director's schedule of observations and lesson plans.	4/5/2018 one-time
G1.B4.S2.MA1 M409804	STAR Scores will be reviewed to determine progress made toward increasing achievement.	Blazina, Dwayne	9/11/2017	Data	4/27/2018 quarterly
G1.B4.S2.MA1 M409805	Monthly Calendars will be monitored by administration while conducting classroom walk-throughs and...	Blazina, Dwayne	9/11/2017	Monthly Calendars	4/27/2018 monthly
G1.B3.S1.MA1 M409797	Administration will validate implementation of Ready Gen, Reading Street and Florida Ready through...	Macchia, Mark	8/10/2017	Walk-throughs and lesson plans	5/10/2018 monthly
G1.MA1 M409810	Review data from district assessments for reading, math and science.	Whitaker, Dorothy	8/10/2017	Data analysis will validate increased proficiency for students in reading, math and science.	5/30/2018 quarterly
G1.B1.S1.MA1 M409774	Kagan Coaching	Blazina, Dwayne	8/30/2017	Coaching Feedback Forms	5/30/2018 quarterly
G1.B1.S1.MA1 M409775	Administrative Walkthroughs and Lesson Plan reviews	Whitaker, Dorothy	8/10/2017	Lesson plans and completed walkthrough data	5/30/2018 monthly
G1.B1.S1.A1 A378264	Teachers will use Kagan Cooperative Learning Structures on a daily basis.	Blazina, Dwayne	8/10/2017	Lesson plans and walkthroughs	5/30/2018 daily
G1.B1.S1.A2 A378265	Teacher Leaders and Kagan Coaches will provide ongoing professional development around selected...	Blazina, Dwayne	8/10/2017	Coaching Log and Faculty PLC's Agendas	5/30/2018 monthly
G1.B2.S1.MA1 M409780	STAR and district assessment data for students and will be monitored for each teacher.	Whitaker, Dorothy	8/10/2017	Data will show increased achievement for groups and individual students.	5/30/2018 quarterly
G1.B2.S1.MA1 M409781	Group size and teacher assignments will be reviewed to ensure support for each grade level.	Whitaker, Dorothy	8/10/2017	Print out of assigned classes and daily teachers schedules	5/30/2018 quarterly
G1.B2.S1.A1 A378270	Resource personnel and Teacher Leaders will be assigned to grade levels to reduce group size for...	Whitaker, Dorothy	8/10/2017	Daily schedules for teachers.	5/30/2018 quarterly
G1.B3.S1.MA1 M409796	Ready Gen assessments, Reading Street assessments, common grade level assesments, district...	Macchia, Mark	8/10/2017	STAR data, district assessment, performance matters, and castle reports	5/30/2018 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.A1 A378281	Ready Gen will be used as the core reading curriculum for students on or above grade-level....	Macchia, Mark	8/10/2017	Class lists, lesson plans	5/30/2018 one-time
G1.B4.S1.MA1 M409802	Data tracking will increase student achievement.	Whitaker, Dorothy	8/10/2017	Student data folders, district assessment and STAR scores	5/30/2018 one-time
G1.B4.S1.MA1 M409803	Administration will validate the usage of data folders through walk-throughs, observations, and...	Whitaker, Dorothy	8/10/2017	student data folders	5/30/2018 quarterly
G1.B4.S1.A1 A378284	Students will monitor their progress on academic and behavioral goals using data folders.	Whitaker, Dorothy	8/10/2017	student data folders	5/30/2018 quarterly
G1.B1.S2.MA1 M409776	Performance Matters and STAR data will document increased student mastery of standards.	Whitaker, Dorothy	8/10/2017	Reports from STAR 360.	5/30/2018 quarterly
G1.B1.S2.MA1 M409777	The inclusion of Thinking Maps strategies for reading and math instruction.	Whitaker, Dorothy	8/10/2017	Lesson Plans and walkthrough data	5/30/2018 monthly
G1.B1.S2.A1 A378266	Training and coaching to facilitate the use of Thinking Maps for reading and math instruction.	Smith, Christina	8/10/2017	Training sign-in sheets and PLC's minutes	5/30/2018 monthly
G1.B1.S2.A2 A378267	Teachers will use Thinking Maps strategies during their daily instruction for reading and math.	Whitaker, Dorothy	8/10/2017	Lesson Plans and walkthrough data.	5/30/2018 daily
G1.B2.S2.MA1 M409782	District assessment and STAR data will be used to validate increased student achievement.	Whitaker, Dorothy	8/10/2017	Star data reports, performance matters reports and catsle reports.	5/30/2018 quarterly
G1.B2.S2.MA1 M409783	Coaches and Teacher Leaders will be assigned to a specific PLC to ensure teams are collaboratively...	Whitaker, Dorothy	8/10/2017	At bi-weekly meetings with administration data and instruction for each grade level will be discussed.	5/30/2018 biweekly
G1.B2.S2.A1 A378271	Master schedule will reflect at least one sixty-minute weekly PLC time for each grade level.	Macchia, Mark	8/10/2017	Master schedule and PLC minutes.	5/30/2018 semiannually
G1.B2.S2.A2 A378272	Teachers will meet weekly to review data and groupings and share best practices as they plan...	Macchia, Mark	8/10/2017	Minutes from PLC's , grade level data chats and Coaches, Teacher Leaders and Administration biweekly meetings.	5/30/2018 biweekly
G1.B2.S2.A3 A378273	Teachers will meet in PLC's to review data, plan instruction and share best practices.	Macchia, Mark	9/25/2017	Meeting minutes/agendas, activities developed or lesson plans.	5/30/2018 semiannually
G1.B3.S2.MA1 M409798	Intervention program assessments, STAR reading reports, and district assessments will be analyzed...	Whitaker, Dorothy	8/10/2017	STAR reports, district assessments, performance matters, and castle reports	5/30/2018 quarterly
G1.B3.S2.MA1 M409799	Administration will validate usage of curriculum using walk-throughs and lesson plans.	Whitaker, Dorothy	8/10/2017	Walk-throughs, lesson plans	5/30/2018 quarterly
G1.B3.S2.A1 A378282	SRA or Read 180 will be used as the intervention curriculum for below-level students.	Whitaker, Dorothy	8/10/2017	FSA reading and math scores, STAR data	5/30/2018 monthly
G1.B1.S3.MA1 M409778	Teachers will use Thinking Maps and Kagan structures to increase student engagement.	Whitaker, Dorothy	8/10/2017	Walk through data and lesson plans.	5/30/2018 daily
G1.B1.S3.MA1 M409779	Coaches will report to administration the individuals who complete coaching focused on student...	Whitaker, Dorothy	8/10/2017	Coaching logs	5/30/2018 semiannually
G1.B1.S3.A1 A378268	Long term substitute will be hired to provide classroom coverage during the coaching activities.	Whitaker, Dorothy	8/10/2017	Payroll sheets and coaching logs.	5/30/2018 one-time
G1.B1.S3.A2 A378269	Teacher Leaders and Reading Coach will work with teachers to complete two Coaching cycles.	Whitaker, Dorothy	8/10/2017	Coaching logs.	5/30/2018 semiannually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S3.MA1 M409784	District assessment and STAR data will be used to validate increased student achievement.	Whitaker, Dorothy	8/10/2017	Star data reports, performance matters reports, and castle reports.	5/30/2018 quarterly
G1.B2.S3.MA1 M409785	Administration will validate instructional times using walk-throughs, lesson plans, and daily...	Whitaker, Dorothy	8/10/2017	Walk-throughs, data, lesson plans, daily schedules	5/30/2018 monthly
G1.B3.S3.MA1 M409800	PSELL assessments and district assessments will be monitored through quarterly data chats.	Blazina, Dwayne	8/10/2017	PSELL and district assessments	5/30/2018 quarterly
G1.B3.S3.MA1 M409801	Walk-throughs, observations, and lesson plans will be reviewed by administration.	Blazina, Dwayne	8/10/2017	Walk-throughs, observations, and lesson plans	5/30/2018 quarterly
G1.B3.S3.A1 A378283	PSELL will be used as the core science curriculum for fifth grade students.	Blazina, Dwayne	8/10/2017	Walk-throughs and lesson plans	5/30/2018 one-time
G1.B2.S4.MA1 M409786	District assessment and STAR data will be used to validate increased student achievement.	Blazina, Dwayne	8/10/2017	Star data reports, performance matters reports and castle reports.	5/30/2018 quarterly
G1.B2.S4.MA1 M409787	Monitoring student performance to ensure appropriate group placement.	Blazina, Dwayne	8/10/2017	STAR data, reading, math, and science district assessments	5/30/2018 quarterly
G1.B2.S4.A1 A378275	STAR and FSA data will be used to cluster students based on mastery of targeted skills.	Blazina, Dwayne	8/10/2017	Class lists for reading and math groups.	5/30/2018 quarterly
G1.B2.S5.MA1 M409788	District assessment and STAR data will be used to validate increased student achievement.	Macchia, Mark	8/10/2017	Star data reports, performance matters reports and castle reports.	5/30/2018 monthly
G1.B2.S5.MA1 M409789	Administration will review usage reports for each class.	Macchia, Mark	8/10/2017	Compass Learning and ST Math reports	5/30/2018 monthly
G1.B2.S5.A1 A378276	Compass Learning and ST Math will be utilized in classrooms to practice targeted skills.	Macchia, Mark	8/10/2017	Compass Learning and ST Math usage reports	5/30/2018 monthly
G1.B2.S5.A2 A378277	Compass Learning and ST Math will be an option for students in Calendar Club.	Blazina, Dwayne	8/10/2017	Compass Learning and ST Math usage reports	5/30/2018 monthly
G1.B2.S6.MA1 M409790	District assessment and STAR data will be used to validate increased student achievement.	Whitaker, Dorothy	8/10/2017	Star data reports, performance matters reports and castle reports.	5/30/2018 quarterly
G1.B2.S6.MA1 M409791	Teachers with the highest proficiency scores will be assigned to the classes of highest need.	Whitaker, Dorothy	8/10/2017	Master Schedule	5/30/2018 one-time
G1.B2.S6.A1 A378278	Teacher assignments will be determined after a review of previous proficiency percentages and...	Whitaker, Dorothy	8/10/2017	Class lists and teacher assignments	5/30/2018 one-time
G1.B2.S7.MA1 M409792	District assessment and STAR data will be used to validate increased student achievement.	Blazina, Dwayne	8/10/2017	Star data reports, performance matters reports and castle reports.	5/30/2018 quarterly
G1.B2.S7.MA1 M409793	Identified district assessment reports will be pulled monthly for grade-level data chats.	Blazina, Dwayne	8/10/2017	STAR reading and math reports, district assessments	5/30/2018 quarterly
G1.B2.S7.A1 A378279	Student progress will be monitored using district identified assessments.	Blazina, Dwayne	8/10/2017	STAR reading and math data, district assessments	5/30/2018 quarterly
G1.B2.S8.MA1 M409794	Review of formative and summative assessments, and STAR data for 2017-18 school year.	Whitaker, Dorothy	8/10/2017	data reports	5/30/2018 biweekly
G1.B2.S8.MA1 M409795	Administration and teacher leaders will meet bi-weekly to discuss the progress of the lowest 25%.	Whitaker, Dorothy	8/10/2017	meeting minutes	5/30/2018 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S8.A1 🔑 A378280	Teacher leaders and coaches will be assigned a grade level to meet with bi-weekly to monitor the...	Whitaker, Dorothy	8/10/2017	Reading Streets assessments and STAR data will be monitored bi-weekly.	5/30/2018 biweekly
G1.B5.S2.MA1 🔑 M409808	STAR will be given at the end of the session to document increased student achievement..	Blazina, Dwayne	7/11/2018	STAR data report	7/12/2018 one-time
G1.B5.S2.MA1 🔑 M409809	Assistant Principal will be responsible for program implementation.	Blazina, Dwayne	6/4/2018	Schedules, attendance sheets, and observation notes.	7/12/2018 daily
G1.B5.S2.A1 🔑 A378289	Provide reading and math instruction to below level Kindergarten through fourth grade students for...	Blazina, Dwayne	6/4/2018	Observations and lesson plans.	7/12/2018 daily

V. Professional Development Opportunities

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

G1. To consistently provide effective instruction to increase achievement for all students.

G1.B1 The consistent use of research-based instructional strategies to increase student engagement.

G1.B1.S1 To utilize Kagan Cooperative Learning structures during the instructional process to increase student engagement.

PD Opportunity 1

Teachers will use Kagan Cooperative Learning Structures on a daily basis.

Facilitator

Dwayne Blazina

Participants

Classroom Teachers

Schedule

Daily, from 8/10/2017 to 5/30/2018

G1.B1.S2 Provide professional development and coaching on Thinking Maps, Writing Through Thinking Maps, and Thinking Maps for Math to develop students' critical thinking skills.

PD Opportunity 1

Training and coaching to facilitate the use of Thinking Maps for reading and math instruction.

Facilitator

Christina Smith

Participants

Classroom teachers

Schedule

Monthly, from 8/10/2017 to 5/30/2018

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	Teachers will use Kagan Cooperative Learning Structures on a daily basis.				$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0162 - Ray V. Pottorf Elementary School	Title II		$2,500.00
			Notes: Used to cover cost of substitutes for Kagan Coaches.			

2	G1.B1.S1.A2	Teacher Leaders and Kagan Coaches will provide ongoing professional development around selected Kagan structures.				$2,391.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0162 - Ray V. Pottorf Elementary School	Title II		$2,391.00
			Notes: Notes Costs for substitutes			

3	G1.B1.S2.A1	Training and coaching to facilitate the use of Thinking Maps for reading and math instruction.				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0162 - Ray V. Pottorf Elementary School	Title I, Part A		$0.00
			Notes: Notes			

4	G1.B1.S2.A2	Teachers will use Thinking Maps strategies during their daily instruction for reading and math.				$0.00

5	G1.B1.S3.A1	Long term substitute will be hired to provide classroom coverage during the coaching activities.				$32,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0162 - Ray V. Pottorf Elementary School	UniSIG		$32,500.00
			Notes: Notes Substitue will be paid from UniSIG grant funds.			

6	G1.B1.S3.A2	Teacher Leaders and Reading Coach will work with teachers to complete two Coaching cycles.				$0.00

7	G1.B2.S1.A1	Resource personnel and Teacher Leaders will be assigned to grade levels to reduce group size for ELA block.				$484,780.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0162 - Ray V. Pottorf Elementary School	Title, I Part A		$414,780.00

			Notes: Notes Salary for Reading Coach, 2 Reading/Math Resource teachers, 1 Science Teacher, and 2 Teacher Leaders			
			0162 - Ray V. Pottorf Elementary School	UniSIG		$70,000.00
			Notes: 1 Reading Resource teacher			
8	G1.B2.S2.A1	Master schedule will reflect at least one sixty-minute weekly PLC time for each grade level.				$0.00
9	G1.B2.S2.A2	Teachers will meet weekly to review data and groupings and share best practices as they plan instruction.				$0.00
10	G1.B2.S2.A3	Teachers will meet in PLC's to review data, plan instruction and share best practices.				$25,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0162 - Ray V. Pottorf Elementary School	UniSIG		$25,000.00
			Notes: Notes Supplemental contracts to cover after school hours.			
11	G1.B2.S3.A1	Develop a schedule with a minimum of 180 minutes for ELA and 60 minutes for math.				$0.00
12	G1.B2.S4.A1	STAR and FSA data will be used to cluster students based on mastery of targeted skills.				$0.00
13	G1.B2.S5.A1	Compass Learning and ST Math will be utilized in classrooms to practice targeted skills.				$0.00
14	G1.B2.S5.A2	Compass Learning and ST Math will be an option for students in Calendar Club.				$0.00
15	G1.B2.S6.A1	Teacher assignments will be determined after a review of previous proficiency percentages and learning gains.				$0.00
16	G1.B2.S7.A1	Student progress will be monitored using district identified assessments.				$0.00
17	G1.B2.S8.A1	Teacher leaders and coaches will be assigned a grade level to meet with bi-weekly to monitor the progress of the lowest 25%.				$0.00
18	G1.B3.S1.A1	Ready Gen will be used as the core reading curriculum for students on or above grade-level. Reading Street and Florida Ready will be used as the core curriculum for below level students.				$37,686.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0162 - Ray V. Pottorf Elementary School	Title, I Part A		$13,686.00
			Notes: Notes: Three Kindergarten and 3 first grade sets for Ready Gen.			
			0162 - Ray V. Pottorf Elementary School	UniSIG		$24,000.00
			Notes: Notes: To pay for additional Ready Gen materials for third, fourth, and fifth grade.			
19	G1.B3.S2.A1	SRA or Read 180 will be used as the intervention curriculum for below-level students.				$0.00

20	G1.B3.S3.A1	**PSELL will be used as the core science curriculum for fifth grade students.**				$0.00
21	G1.B4.S1.A1	**Students will monitor their progress on academic and behavioral goals using data folders.**				$0.00
22	G1.B4.S2.A1	**Identify the L25% in reading and math for grades 3rd, 4th, 5th.**				$0.00
23	G1.B4.S2.A2	**Administration conducts meetings with parents and students.**				$0.00
24	G1.B5.S1.A1	**Using FSA and baseline STAR data identify the students eligible for After School Tutoring and send home enrollment letter.**				$0.00
25	G1.B5.S1.A2	**Provide reading and math instruction to targeted third, fourth and fifth grade students for one hour and forty minutes three days a week from September 26th until April 5th.**				$50,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		100-Salaries	0162 - Ray V. Pottorf Elementary School	UniSIG		$50,000.00
			Notes: To pay salaries for ten teachers, one para-professional and one director; Needed materials and supplies.			
26	G1.B5.S2.A1	**Provide reading and math instruction to below level Kindergarten through fourth grade students for four hours a day, four days a week, from June 4th through July 12th.**				$67,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0162 - Ray V. Pottorf Elementary School	UniSIG		$67,500.00
			Notes: Funding for salaries, transportation and materials.			
					Total:	$702,357.00