

School District of Osceola County, FL

Flora Ridge Elementary School



2017-18 Schoolwide Improvement Plan

Flora Ridge Elementary School

2900 DYER BLVD, Kissimmee, FL 34741

www.osceolaschools.net

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	52%
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	C	C	C*	C

**Informational Baseline School Grade*

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

School Board Approval

This plan was approved by the Osceola County School Board on 11/14/2017.

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	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	8
Public and Collaborative Teaching	11
Ambitious Instruction and Learning	12
8-Step Planning and Problem Solving Implementation	15
Goals Summary	15
Goals Detail	15
Action Plan for Improvement	18
Appendix 1: Implementation Timeline	28
Appendix 2: Professional Development and Technical Assistance Outlines	30
Professional Development Opportunities	30
Technical Assistance Items	34
Appendix 3: Budget to Support Goals	34

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 Flora Ridge Elementary School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Inspiring all students to reach their highest potential.

b. Provide the school's vision statement.

To create an environment of high expectations where all learners achieve their full potential.

2. School Environment

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

The teachers conduct learning inventories on each child to determine interests, learning styles, and cultural background. The results of these inventories will guide the teacher in building positive relationships and meet the student's individual needs.

Teachers and staff will be provided professional development on English Language Learners and Families in Transition (FIT).

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

The school will implement Positive Behavior Intervention Support System (PBIS) as a Tier 1 behavioral intervention for all students. All adults will be on duty before and after school. During school, morning announcements will reinforce the guidelines for a safe and respectful learning environment. Once per week, the School Resource Officer (SRO) is present to ensure safety and build positive relationships with students and staff.

The school has specific school-wide expectations and procedures for all areas of the campus. There are also specific procedures for emergencies. Emergency drills (fire, lock-down, and severe weather) are practiced regularly.

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.

Flora Ridge Elementary is a PBIS school with clear expectations and procedures to maintain a safe, respectful, and supportive learning environment. Expectations are posted in all common areas as well as the classroom. Each teacher submits a behavior management plan that incorporates the PBS mission and expectations. This plan articulates how the teacher will reward students for positive behavior and the specific expectations within the classroom.

When expectations are not adhered to, students are re-taught expectations. Minor infractions are issued to students when multiple infractions occur. Parents are notified of the minor infraction and the student is once again re-taught the expectations. When necessary, major infractions are referred to administration and are handled according to the Student Code of Conduct.

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.

Flora Ridge Elementary has a school counselor that supports and oversees the social and emotional needs of all students. The counselor's office is open for all students who may need additional assistance (crisis intervention, mental health, school adjustment, etc.). After students are identified as needing extra services, the behavior team meets and discusses appropriate interventions for students. These Tier 2 interventions are addressed through a school mentoring program called Behavior Education Program (BEP). In-house mentors are assigned to students and the mentor checks-in daily with the child. The Multi-Tier System of Support (MTSS) team meets weekly to discuss behavioral data changes from the BEP and determine if other interventions are necessary. School-wide bullying programs are implemented to ensure all students are aware of what bullying is and how to prevent it from occurring. Students are encourage to speak out when witnessing bullying and report to any adult on campus.

3. Early Warning Systems

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

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

The leadership team has identified students who meet two or more of the early warning system indicators. The following indicators were used to identify students:

- Students who missed 10% or more of the instructional time
- Students who have two or more behavior referrals AND/OR one or more referrals with suspension defined in s.1003.01.(5) F.S.
- Students that are not proficient in reading or math as determined by the statewide, standardized assessments
- Students who are retained pursuant to s.1008.25(4)(c), F.S.

The leadership team will inform teachers and assist in providing support and interventions both academically and behaviorally. The leadership team will monitor those students and review progress weekly.

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	22	1	10	8	8	10	0	0	0	0	0	0	0	59
One or more suspensions	3	5	5	10	18	21	0	0	0	0	0	0	0	62
Course failure in ELA or Math	0	0	0	37	0	0	0	0	0	0	0	0	0	37
Level 1 on statewide assessment	0	0	0	37	27	34	0	0	0	0	0	0	0	98

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	1	1	5	6	5	0	0	0	0	0	0	0	18

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

Students will receive Tier 2 and/or Tier 3 interventions for their academic needs. The MTSS team will meet monthly to determine if the interventions are appropriate for each child. Students receiving Tier 3 interventions will be assessed weekly to provide multiple data points in determining progress. The teacher, student, and parent will also be involved in the process of tracking the student data and will be updated of progress and assist in determining needs of student.

B. Family and Community Engagement

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

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

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/458900>.

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.

The school parent liaison works to meet with local business partners and develop community relationships with those business partners. Business partners provide support to the school by attending School Advisory Council meetings as well as providing discounted or free merchandise for the school. Embassy Suites has adopted FRES and provides our school with the financial resources for our student incentive programs. They also provide teachers with supplies to be used in the classroom.

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
Adams, Katie	Assistant Principal
Hodges, Pete	Principal
McFarland, Wendi	Instructional Coach
Davis, Cheryl	Instructional Coach
Lanier, Tracy	Other

b. Duties

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

The leadership team at Flora Ridge consists of Principal, Peter Hodges, Assistant Principal, Katie Adams, Literacy Coach, Cheryl Davis, Math/Science Coach Wendi McFarland, and Guidance Counselor, MTSS Coach ensures that all students that require interventions receive them. Cheryl Davis coaches teachers during the ELA block and provides professional development in ELA. Wendi McFarland coaches teachers during math and science and provides professional development in math and science. Our MTSS behavior coach ensures that students that require interventions receive them. The leadership team reviews weekly lesson plans and provides feedback to the teachers using a rubric.

The Problem Solving Team (PST) meets once a week to assist the teachers with developing strategies for meeting individual student's learning needs. The PST identifies students that need supplementary support in any of the identified areas in addition to what they are receiving in the regular education classroom. The PST team analyzes the areas of need of the students and researches evidenced-based programs or approaches (i.e. interventions) that may be used to help remediate those areas or weakness.

The PST team plans for the delivery of the interventions to the selected students. Issues that need to be addressed for successful delivery include: identification of the interventionists, scheduling, make-up of groups based on individual student needs, location for the intervention, frequency and duration of the intervention, and support for the interventionist. The PST team frequently monitors the interventionists to determine if the interventions are being implemented with fidelity.

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.

Leadership team and grade levels meet monthly to review whole school data and determine the needs of individual students. These meetings include discussions of specific student interventions and any additions or changes that need to be made to the core curriculum. Common formative assessments are provided weekly for students receiving Tier 3 interventions, bi-monthly for students receiving Tier 2, and quarterly for the entire school. Data from these assessments are reviewed at the weekly MTSS meetings and interventions are adapted as necessary. School funding provides for substitutes to cover classroom teachers to have in depth data and curriculum conversations with the MTSS/Leadership Team.

Title I, Part A

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

Title I, Part C-Migrant

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

assistance transitioning to post-secondary education or employment.

Title I, Part D

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

Title II

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

Title III

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

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

Title IX

To eliminate barriers for education the District Homeless Education Liaison works with the school FIT Liaison to help define and protect homeless students to enroll in, attend, and succeed in our public schools. for students identified as homeless under the McKinney-Vento Act, the liaison provides health and academic referrals as well as vouchers such as, but not limited to shoes, transportation, and school physicals.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Julius Battle	Parent
Linda Borek	Teacher
Yulianna Cevallos	Parent
Elba Catoni	Parent
Rossana Di Marco de Machado	Parent
Claudia Ahmady	Parent
Mary Bary	Parent
Claudine Hawthorne	Parent
Ozkanna Guitierrez	Parent
Peter Hodges	Principal

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

All parents and community members were invited to attend a SAC meeting where they provided input on the 2017-2018 SIP. 2016-2017 data and results of the state assessment were shared with all who attended the SAC meeting to assist in advising the 2017-2018 (Continuous Improvement Management System) CIMS/SIP.

b. Development of this school improvement plan

All parents and community members were invited to attend a School Advisory Council (SAC) meeting where data from the 2016-2017 school year was provided. Attendees were able to reflect on data and the previous year's goals. The team utilized the problem solving process to decide on the primary areas for focus in 2017-2018. The final CIMS plan was shared and approved by the SAC committee.

c. Preparation of the school's annual budget and plan**2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.****3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.**

Yes

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

3. Literacy Leadership Team (LLT)**a. Membership**

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

Name	Title
Hodges, Pete	Principal
Adams, Katie	Assistant Principal

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

The LLT will be organizing and coordinating literacy based parent involvement nights. The parents will be invited to come to the school and learn strategies for working with their child in English Language Arts, while participating in a fun activity. Parents will be given strategies as well as materials to use at home with their child. The LLT will also be working closely with the PST to evaluate the effectiveness of our intervention programs and individual student progress. The LLT will analyze data to determine school wide literacy needs and formulate student, parent, and teacher activities to increase achievement in English Language Arts.

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.

The school will continue to implement Professional Learning Communities (PLC). PLCs will meet weekly to evaluate data on unit assessments in all content areas. PLCs will then utilize data to collaborate in planning and change instruction based on teacher strengths and student needs.

In addition to weekly data analysis, teachers will be provided half days quarterly to meet and analyze data in a more in depth manner that includes guidance from instructional coaches and administration.

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

In order to recruit and retain highly qualified teachers at FRES, we have developed a culture of high expectations for learning. We only high highly qualified teacher and schedule them into areas where they can be highly successful. Once hired, we ensure that the teachers are paired with a mentor to provide support throughout the on boarding process. We have also developed an extensive professional development calendar that is infused with academic strategies to support the needs of all teachers, as well as classroom management strategies. PIC's are used for team collaboration and support of new teachers to develop highly effective lessons and assessments.

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

New teachers will be provided with a one on one mentor, and will be offered monthly meetings to support instructional practices, curriculum, and classroom management.

The new teachers were paired with experienced teachers who have established results of student achievement within classroom and shown strong team collaboration.

Teachers who are new to school will also be provided with a mentor/buddy teacher to help in establishing familiarity with the new school.

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.

The school has curriculum timelines that outline the time frame to teach each standard. Fidelity of following these timelines is enforced by administration through classroom walk-throughs and lesson plan review. In addition, the Literacy and Math/Science coach provide professional development around the breakdown of standards and creating assessments that are aligned to the state standards. When applicable CMAPs provides resources for teachers in lesson planning.

b. Instructional Strategies

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

Students in the lowest quartile as identified by I-Ready Reading are provided with a Tier 2 intervention on their level. Students who are in the lowest quartile as identified by I-Ready Math are provided a Tier 2 intervention based on skill needs and/or areas where they are not mastering the specific math standard.

At the Tier 1 level, all teachers provide small group instruction to students in the 90 minute ELA block and differentiate based on student need. Teachers document this differentiation within their daily lesson plans.

Students who receive ELL services also are provided with small group instruction based on their English language needs. Paraprofessionals push-in during both math and in III time to assist these students.

ESE students are placed in the general classroom providing the least restrictive environment. Students are provided a specific VE Resource teacher that assists within the classroom providing the accommodations and assistance noted within their Individual Education Plan.

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: 4,500

Teachers will meet with their identified grade level departments. Teachers will analyze student data, and work collaboratively to identify next steps in instruction and best practices.

Strategy Rationale

The additional collaborative time will allow teachers to reflect on instructional data from student assessments and work identify areas of strengths and weaknesses within their instruction.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Adams, Katie, katie.adams@osceolaschools.net

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

I-Ready Reading and Math achievement levels as well as grade level reading and math assessments.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

The school will provide a yearly Kindergarten Round-Up program to inform parents and familiarize students with kindergarten. All area pre-schools will be notified of the event as well as shared with the local press.

In additions, kindergarten teachers will utilize the FLKRS assessment to gather data on the specific skill levels of the students prior to entering kindergarten.

b. College and Career Readiness

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

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

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

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

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we effectively and efficiently support teachers and staff with the collaboration and implementation of standards based lessons, instruction and assessments then it will ensure high levels of learning for all students in literacy and mathematics.

Strategic Goals Detail

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

G1. If we effectively and efficiently support teachers and staff with the collaboration and implementation of standards based lessons, instruction and assessments then it will ensure high levels of learning for all students in literacy and mathematics. 1a

G098548

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	47.0
Math Achievement District Assessment	57.0
Science Achievement District Assessment	55.0
FSA ELA Achievement - ELL	25.0
ELA/Reading Gains	55.0
ELA/Reading Lowest 25% Gains	58.0
FSA ELA Achievement - SWD	20.0
Math Lowest 25% Gains	48.0
Math Gains	60.0
FSA Math Achievement - SWD	30.0
FSA Math Achievement - ELL	40.0

Targeted Barriers to Achieving the Goal 3

- Ineffective strategies for teaching ELL students and Students with Disabilities
- Culture of low expectations

Resources Available to Help Reduce or Eliminate the Barriers 2

- Providing ELL strategies Professional Development
- Academic Coaches to model instructional strategies
- Buy additional resources to support learning for ELL and SWD
-
-
-

Plan to Monitor Progress Toward G1. 8

Data chats with teachers to review current classroom data

Person Responsible

Pete Hodges

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

Evidence of Completion

I-Ready Reports

Plan to Monitor Progress Toward G1. 8

Lesson Planning Review

Person Responsible

Pete Hodges

Schedule

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

Evidence of Completion

Standards based lessons included in lesson plans, common assessments, I-Ready achievement lessons,

Plan to Monitor Progress Toward G1. 8

Professional Learning Communities

Person Responsible

Pete Hodges

Schedule

Weekly, from 8/16/2017 to 5/23/2018

Evidence of Completion

PLC Meeting documentation, Assessment Trackers, MTSS Groups for interventions

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

 = Problem Solving Step  S123456 = Quick Key

G1. If we effectively and efficiently support teachers and staff with the collaboration and implementation of standards based lessons, instruction and assessments then it will ensure high levels of learning for all students in literacy and mathematics. **1**

 G098548

G1.B1 Ineffective strategies for teaching ELL students and Students with Disabilities **2**

 B265123

G1.B1.S1 Provide teachers with professional development targeting ELL learning strategies **4**

 S281023

Strategy Rationale

If teachers are trained with effective strategies then the student's achievement results will be higher.

Action Step 1 **5**

Staff Development on Effective ELL strategies

Person Responsible

Pete Hodges

Schedule

Monthly, from 9/27/2017 to 5/25/2018

Evidence of Completion

Professional Development Log, Classroom visitation, data collection from common assessments

Action Step 2 **5**

Professional Development on Kagan Structures

Person Responsible

Pete Hodges

Schedule

On 9/20/2017

Evidence of Completion

Professional Development log, classroom walk throughs and observations

Action Step 3 5

Professional Development on AVID Strategies- 2 column notes, STAR note taking, Call & Response

Person Responsible

Pete Hodges

Schedule

Monthly, from 8/16/2017 to 5/25/2018

Evidence of Completion

Professional Development logs, classroom observations and walk-thru's

Action Step 4 5

Deconstructing Standards

Person Responsible

Katie Adams

Schedule

On 11/1/2017

Evidence of Completion

Professional Development logs, classroom observations, lesson plans

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

Professional development will be offered for all faculty on effective ELL strategies

Person Responsible

Pete Hodges

Schedule

Monthly, from 9/27/2017 to 5/23/2018

Evidence of Completion

Professional development log, quarterly data chats, classroom walk through

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

Professional Development on Deconstructing Standards

Person Responsible

Katie Adams

Schedule

Monthly, from 11/1/2017 to 5/25/2018

Evidence of Completion

Professional Development logs, common assessments, lesson plans and classroom observations

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

Data will be used to review and determine if the achievement gap is decreasing.

Person Responsible

Pete Hodges

Schedule

Quarterly, from 8/16/2017 to 5/25/2018

Evidence of Completion

I-Ready Reports, Class grades and artifacts

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

Professional Development opportunities will be conducted during collaborative planning sessions.

Person Responsible

Katie Adams


Schedule

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

Evidence of Completion

Professional Development logs, classroom observations, lesson plans, common formative assessments.

G1.B2 Culture of low expectations 2

 B265124

G1.B2.S1 Data analysis 4

 S281024

Strategy Rationale

To hold teachers and students accountable for their learning and planning of standards based lessons.

Action Step 1 5

Data Chats

Person Responsible

Pete Hodges

Schedule

Quarterly, from 8/16/2017 to 5/25/2018

Evidence of Completion

Monitoring of leveling of questions, data tracking of common assessments

Action Step 2 5

Creating a Culture of High Expectations

Person Responsible

Pete Hodges

Schedule

Monthly, from 8/16/2017 to 5/25/2018

Evidence of Completion

Monitoring the level of questioning, data track of common assessment results.

Action Step 3 5

MTSS Collaborative Data Review Opportunities

Person Responsible

Katie Adams

Schedule

Monthly, from 8/23/2017 to 5/25/2018

Evidence of Completion

Intervention Groups, I-Ready Scores, classroom work evidence

Action Step 4 5

4 Quadrant Data Analysis-State of the Classroom

Person Responsible

Pete Hodges

Schedule

Quarterly, from 8/16/2017 to 5/23/2018

Evidence of Completion

I-Ready Achievement levels and scale scores

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

Data Chats

Person Responsible

Pete Hodges

Schedule

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

Evidence of Completion

I-Ready Reports, Gradebook Grades, student work evidence

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

Data Analysis-State of the classroom

Person Responsible

Pete Hodges

Schedule

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

Evidence of Completion

I-Ready reports, FSA Data

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

MTSS Data Review and Collaboration

Person Responsible

Katie Adams

Schedule

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

Evidence of Completion

I-Ready Reports, classroom work evidence, iii intervention materials and attendance records

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

Data Review for Current Reality

Person Responsible

Pete Hodges

Schedule

On 5/25/2018

Evidence of Completion

Classroom walk through data, I-Ready Reports, Gradebook grades, FSA Results

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

MTSS iii Intervention

Person Responsible

Katie Adams


Schedule

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

Evidence of Completion

Intervention materials, I-Ready achievement levels, intervention attendance

G1.B2.S2 Professional Learning Communities 4

 S281025

Strategy Rationale

To help build the professional capacity of teachers in order to help hold students and teachers accountable for their learning.

Action Step 1 5

Collaborative Planning PLC-Wednesday

Person Responsible

Pete Hodges

Schedule

Weekly, from 8/16/2017 to 5/23/2018

Evidence of Completion

Lesson Plans, classroom observations, professional development logs

Action Step 2 5

1/2 Grade Level Planning Sessions

Person Responsible

Pete Hodges

Schedule

Quarterly, from 9/19/2017 to 5/25/2018

Evidence of Completion

Lesson Plans, Common Assessments, Data Trackers and anylysis

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

Collaborative Planning Sessions

Person Responsible

Pete Hodges

Schedule

Weekly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Incorporation of strategies in lesson plans, classroom walk-thru's and common assessments

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

1/2 Day Grade Level Planning Sessions

Person Responsible

Pete Hodges

Schedule

Quarterly, from 9/19/2017 to 5/25/2018

Evidence of Completion

Lesson Plans, Data Analysis, Common Assessments

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

Collaborative Planning Sessions

Person Responsible

Pete Hodges

Schedule

Weekly, from 8/10/2017 to 5/23/2018







Evidence of Completion

Lesson Plans, Assessments, Classroom Walk-Thru's

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.B1.S1.A2 A378875	Professional Development on Kagan Structures	Hodges, Pete	9/20/2017	Professional Development log, classroom walk throughs and observations	9/20/2017 one-time
G1.B1.S1.A4 A378877	Deconstructing Standards	Adams, Katie	11/1/2017	Professional Development logs, classroom observations, lesson plans	11/1/2017 one-time
G1.MA3 M410773	Professional Learning Communities	Hodges, Pete	8/16/2017	PLC Meeting documentation, Assessment Trackers, MTSS Groups for interventions	5/23/2018 weekly
G1.B1.S1.MA1 M410759	Professional development will be offered for all faculty on effective ELL strategies	Hodges, Pete	9/27/2017	Professional development log, quarterly data chats, classroom walk through	5/23/2018 monthly
G1.B2.S1.A4 A378881	4 Quadrant Data Analysis-State of the Classroom	Hodges, Pete	8/16/2017	I-Ready Achievement levels and scale scores	5/23/2018 quarterly
G1.B2.S2.MA1 M410766	Collaborative Planning Sessions	Hodges, Pete	8/10/2017	Lesson Plans, Assessments, Classroom Walk-Thru's	5/23/2018 weekly
G1.B2.S2.MA1 M410767	Collaborative Planning Sessions	Hodges, Pete	8/10/2017	Incorporation of strategies in lesson plans, classroom walk-thru's and common assessments	5/23/2018 weekly
G1.B2.S2.A1 A378882	Collaborative Planning PLC-Wednesday	Hodges, Pete	8/16/2017	Lesson Plans, classroom observations, professional development logs	5/23/2018 weekly
G1.MA1 M410771	Data chats with teachers to review current classroom data	Hodges, Pete	8/10/2017	I-Ready Reports	5/24/2018 quarterly
G1.MA2 M410772	Lesson Planning Review	Hodges, Pete	8/10/2017	Standards based lessons included in lesson plans, common assessments, I-Ready achievement lessons,	5/25/2018 weekly
G1.B1.S1.MA1 M410757	Data will be used to review and determine if the achievement gap is decreasing.	Hodges, Pete	8/16/2017	I-Ready Reports, Class grades and artifacts	5/25/2018 quarterly
G1.B1.S1.MA1 M410758	Professional Development opportunities will be conducted during collaborative planning sessions.	Adams, Katie	8/10/2017	Professional Development logs, classroom observations, lesson plans, common formative assessments.	5/25/2018 weekly
G1.B1.S1.MA4 M410760	Professional Development on Deconstructing Standards	Adams, Katie	11/1/2017	Professional Development logs, common assessments, lesson plans and classroom observations	5/25/2018 monthly
G1.B1.S1.A1 A378874	Staff Development on Effective ELL strategies	Hodges, Pete	9/27/2017	Professional Development Log, Classroom visitation, data collection from common assessments	5/25/2018 monthly
G1.B1.S1.A3 A378876	Professional Development on AVID Strategies- 2 column notes, STAR note taking, Call & Response	Hodges, Pete	8/16/2017	Professional Development logs, classroom observations and walk-thru's	5/25/2018 monthly
G1.B2.S1.MA1 M410761	Data Review for Current Reality	Hodges, Pete	8/10/2017	Classroom walk through data, I-Ready Reports, Gradebook grades, FSA Results	5/25/2018 one-time
G1.B2.S1.MA1 M410762	MTSS iii Intervention	Adams, Katie	8/10/2017	Intervention materials, I-Ready achievement levels, intervention attendance	5/25/2018 quarterly
G1.B2.S1.MA1 M410763	Data Chats	Hodges, Pete	8/10/2017	I-Ready Reports, Gradebook Grades, student work evidence	5/25/2018 quarterly
G1.B2.S1.MA1 M410764	Data Analysis-State of the classroom	Hodges, Pete	8/10/2017	I-Ready reports, FSA Data	5/25/2018 quarterly

Osceola - 0931 - Flora Ridge Elementary School - 2017-18 SIP
Flora Ridge Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.MA5  M410765	MTSS Data Review and Collaboration	Adams, Katie	8/10/2017	I-Ready Reports, classroom work evidence, iii intervention materials and attendance records	5/25/2018 monthly
G1.B2.S1.A1  A378878	Data Chats	Hodges, Pete	8/16/2017	Monitoring of leveling of questions, data tracking of common assessments	5/25/2018 quarterly
G1.B2.S1.A2  A378879	Creating a Culture of High Expectations	Hodges, Pete	8/16/2017	Monitoring the level of questioning, data track of common assessment results.	5/25/2018 monthly
G1.B2.S1.A3  A378880	MTSS Collaborative Data Review Opportunities	Adams, Katie	8/23/2017	Intervention Groups, I-Ready Scores, classroom work evidence	5/25/2018 monthly
G1.B2.S2.MA2  M410768	1/2 Day Grade Level Planning Sessions	Hodges, Pete	9/19/2017	Lesson Plans, Data Analysis, Common Assessments	5/25/2018 quarterly
G1.B2.S2.A2  A378883	1/2 Grade Level Planning Sessions	Hodges, Pete	9/19/2017	Lesson Plans, Common Assessments, Data Trackers and anylysis	5/25/2018 quarterly

V. Professional Development Opportunities

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

G1. If we effectively and efficiently support teachers and staff with the collaboration and implementation of standards based lessons, instruction and assessments then it will ensure high levels of learning for all students in literacy and mathematics.

G1.B1 Ineffective strategies for teaching ELL students and Students with Disabilities

G1.B1.S1 Provide teachers with professional development targeting ELL learning strategies

PD Opportunity 1

Staff Development on Effective ELL strategies

Facilitator

Doris Vasquez

Participants

All Faculty

Schedule

Monthly, from 9/27/2017 to 5/25/2018

PD Opportunity 2

Professional Development on Kagan Structures

Facilitator

Wendi McFarland, Tracey Lanier

Participants

Classroom teachers

Schedule

On 9/20/2017

PD Opportunity 3

Professional Development on AVID Strategies- 2 column notes, STAR note taking, Call & Response

Facilitator

Emily Barbour, Sheila Tate, Rachel Leon

Participants

Faculty

Schedule

Monthly, from 8/16/2017 to 5/25/2018

PD Opportunity 4

Deconstructing Standards

Facilitator

Wendi McFarland

Participants

Faculty

Schedule

On 11/1/2017

G1.B2 Culture of low expectations

G1.B2.S1 Data analysis

PD Opportunity 1

Creating a Culture of High Expectations

Facilitator

Peter Hodges, Katie Adams

Participants

Classroom Teachers

Schedule

Monthly, from 8/16/2017 to 5/25/2018

PD Opportunity 2

MTSS Collaborative Data Review Opportunities

Facilitator

Katie Adams, Tracey Lanier

Participants

Classroom Teachers

Schedule

Monthly, from 8/23/2017 to 5/25/2018

PD Opportunity 3

4 Quadrant Data Analysis-State of the Classroom

Facilitator

Peter Hodges

Participants

Classroom Teachers

Schedule

Quarterly, from 8/16/2017 to 5/23/2018

G1.B2.S2 Professional Learning Communities

PD Opportunity 1

Collaborative Planning PLC-Wednesday

Facilitator

Peter Hodges, Katie Adams, Wendi McFarland, Tracey Lanier, Cheryl Davis

Participants

Classroom Teachers

Schedule

Weekly, from 8/16/2017 to 5/23/2018

PD Opportunity 2

1/2 Grade Level Planning Sessions

Facilitator

Peter Hodges, Katie Adams, Wendi McFarland, Tracey Lanier, Cheryl Davis

Participants

Classroom Teachers

Schedule

Quarterly, from 9/19/2017 to 5/25/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Staff Development on Effective ELL strategies	\$0.00
2	G1.B1.S1.A2	Professional Development on Kagan Structures	\$0.00
3	G1.B1.S1.A3	Professional Development on AVID Strategies- 2 column notes, STAR note taking, Call & Response	\$0.00
4	G1.B1.S1.A4	Deconstructing Standards	\$0.00
5	G1.B2.S1.A1	Data Chats	\$0.00
6	G1.B2.S1.A2	Creating a Culture of High Expectations	\$0.00
7	G1.B2.S1.A3	MTSS Collaborative Data Review Opportunities	\$0.00
8	G1.B2.S1.A4	4 Quadrant Data Analysis-State of the Classroom	\$0.00
9	G1.B2.S2.A1	Collaborative Planning PLC-Wednesday	\$0.00
10	G1.B2.S2.A2	1/2 Grade Level Planning Sessions	\$0.00
Total:			\$0.00