

School District of Indian River County

# Dodgertown Elementary School



2018-19 Schoolwide Improvement Plan

# Dodgertown Elementary School

4350 43RD AVE, Vero Beach, FL 32967

[www.indianriverschools.org](http://www.indianriverschools.org)

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2017-18 Title I School</b>	<b>2017-18 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-5	Yes	83%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	79%

## School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	C	D	D*

*\*Informational Baseline School Grade*

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

## School Board Approval

This plan is pending approval by the Indian River 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>.

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## 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.

### 2018-19 DA Category and Statuses for Dodgertown Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

To make a difference by educating, inspiring, and serving all students with excellence.

##### b. Provide the school's vision statement.

Dodgertown Elementary is known for its quality education system which engages and prepares all students for success.

#### 2. School Environment

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

Our teachers and staff prioritize relationship building among our students, teachers and staff. Each year a teacher is designated to coordinate culturally responsive school wide activities. Activities are planned throughout the school year to represent and celebrate the diverse backgrounds of our students and staff.

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

Our school wide and classroom rules are designed to foster leadership among all key stakeholders in our school. Teachers and staff demonstrate respectful behavior and encourage students to share their thoughts, ideas and concerns. We monitor the culture of the school through surveys and use this data to address concerns shared among our students.

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

Our teachers formed a Discipline Committee to analyze student discipline data from 2017-2018 school year as to identify school wide trends and needs for the 2018-2019 school year. We will continue to research established discipline programs and utilize district protocols for disciplinary incidents aligned with current research based practices. School wide expectations and classroom expectations are clear and aligned with the school district's Code of Student Conduct. All staff receive ongoing training throughout the school year.

##### 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.

Our school ensures the social-emotional needs of all students through a Multi-tiered System of Student Supports. We have an MTSS Committee made up of district and school personnel who meet weekly to address both social/emotional and academic needs of all students through a continuous improvement model of analyzing student data, implementing research based interventions, monitoring student progress and determining the effectiveness of the strategies used as interventions..

#### 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.**

We monitor students weekly through MTSS Meetings with staff. The following Early Warning System indicators are considered for each student:

Attendance Below 90% (excused, unexcused, or OSS)

Suspensions, 1 or more (ISS or OSS)

Academic Deficiency

3-5: Level 1 score on statewide, standardized assessments in ELA, Math

K-3: Substantial Reading Deficiency, F.S. 1008.25(5)(a)

Course Failure, ELA or Math (during any grading period)

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	2	12	12	15	11	16	0	0	0	0	0	0	0	68
One or more suspensions	0	2	1	4	4	3	0	0	0	0	0	0	0	14
Course failure in ELA or Math	0	0	0	18	0	0	0	0	0	0	0	0	0	18
Level 1 on statewide assessment	0	0	0	19	15	21	0	0	0	0	0	0	0	55

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	7	3	7	0	0	0	0	0	0	0	17

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

Parent meetings will create a home/school connection to improve the academic performance of our students identified by the Early Warning System. The MTSS Team will establish a system to remediate academic deficiencies during a daily intervention block that will include ongoing communication and resources for parents.

All teachers have been trained to provide whole group standards based instruction within a gradual release of responsibility model to deliver grade level standards with rigor and to provide differentiated support through small group interventions.

Student progress is monitored through monthly data meetings and the MTSS Meetings. Teachers are trained to implement a variety of research based interventions based upon the student's deficiencies/needs.

## 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 available at the school site.

**2. Description**

Please see attached Parent Involvement Plan.

**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.**

DODGERTOWN continues to build relationships with our local community. Teachers and staff are working with our partners to create a rich learning environment that will build experiences with our students and families to support student achievement. We will continue to invite new businesses, business/community leaders to visit our campus, participate on our School Advisory Council and celebrate our students through scheduled events.

Kids At Hope - Dodgertown teachers, administrators and staff have been trained and implement strategies with four domains that inspires, motivates and empowers school and community wide belief all students can and will succeed - NO EXCEPTIONS. We work with the Executive Round Table of Indian River County to include community agencies in our Tunnel of Hope events and to mentor our students.

Gifford Youth Activity Center is local community partner where our students attend after school programs, including homework club and physical activities. They provide donated resources to our students each year, including back packs, books, and school supplies.

Target has donated school supplies for our students and we are currently awaiting information regarding a literacy grant.

The Learning Alliance has created "Moonshot Monday Institutes" to support our district's goal of having 90% of our 3rd grade students reading on grade level by 2018. Our teachers and administrators have attended these institutes to learn innovative instructional strategies, including performance cycles, that engage students. In addition, The Learning Alliance has funded a 3rd Grade Interventionist to support student achievement in grade 3. They provide ongoing support to assess our students progress quarterly.

## 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
Vernette, Aretha	Principal
Racine, Kristen	Assistant Principal
Swanigan, Denise	Instructional Coach
Whittaker, Kathryn	Teacher, ESE
Farnsworth, Jared	Instructional Coach
Arreola, Maria	Instructional Coach
Ingrum, Raina	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 school based leadership team members work collaboratively with administration to analyze student data, problem solve (using the 8 step problem solving model), establish goals, identify strategies/resources and potential barriers and to monitor for fidelity and effectiveness.

In addition, the leadership team writes grants, creates instructional calendars with mini assessments, creates and facilitates ongoing professional development and peer observation cycles.

### **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.**

District unit assessments, core reading, math and science unit assessments, running records, FAIR, ORF, FLKRS/DIBELS, and classroom performance (student work samples) support the school's data based problem-solving process to implement and monitor MTSS and SIP structures. Additionally, we implement PBIS and use classroom incident reporting system within FOCUS to track behavioral data and respond to our students' social/emotional needs.

## Title I, Part A

----- Elementary School coordinates and integrates all federal, state, and local programs that impact the school:

- Implements research-based resources funded by local and federal funds
- The Comprehensive Needs Assessment considers student academic needs as well as staff development data that addresses the priorities established for Title I, Title II, Title III, and Migrant programs
- School improvement plan objectives reflect the research-based strategies with a focus on achieving state and district priorities
- Input from the Pre K programs is obtained by the school and district and is included in the transition plan
- Parent surveys are conducted annually and developed with input from parents who represent Title I Part A, Title I Part C Migrant, and English Language Learner programs
- Partnerships are established outside agencies (i.e. with FDLRS, Education Foundation of Indian River County, Learning Alliance, Connected 4 Kids, Big Brothers Big Sisters)
- Coordination and scheduling of instructional programs (i.e. MTSS)
- Implementation of parent information/training programs (i.e. Parent/ Family Nights, Parent

Academies)

- Brochures and referrals for parent and student support services

---- Elementary School coordinates with the Indian River County School District office on all matters involving Title I. This involves both formal, scheduled meetings and informal day-to-day contacts to ensure the smooth coordination of all efforts. Both budgetary and programmatic issues are fully coordinated. Where others are needed (i.e., ESE, ESOL, food services, etc.) they are contacted directly and invited to participate in meetings.

Title I allocations provide additional funding for intervention teachers, resource teachers, ESOL resource teacher, and Math coach who serve as resources to classroom teachers in implementing strategies that support students in meeting grade level expectations in reading, math and writing. Students are also provided extended learning opportunities to attend before/after school instruction and summer school for additional remediation and enrichment. Title I funds are also utilized to purchase supplemental curriculum, materials, and instructional software. The Comprehensive Needs Assessment considers student academic needs as well as staff development data that address the priorities established for Title III, Migrant and Title I programs. The school collaborates efforts to coordinate parental involvement activities across programs. School-based staff works closely with all programs, including Title I Part C, to eliminate duplication or fragmentation of services & enhance delivery of services. If applicable, the district's migrant parent specialist and the migrant Advocate provide support to migrant students and their families.

Title I, Part D ---N/A

Title II

In coordination with Title I and Title III, Title II provides professional development that addresses the needs of teachers so that they can meet the needs of their students. Professional development is continuous and data-driven. Action research ensures that the strategies are being implemented. Professional development is directly correlated to the SIP and trainings funded with Title II funds are related to the strategies in the School Improvement Plan.

Title III

The Comprehensive Needs Assessment considers student academic needs as well as staff development data that addresses the priorities established for Title III. The school works in collaboration with the district's Title III program office to provide supplemental services, i.e. supplemental instructional software and resources to eligible students. To enhance communication between the school and the home documents such as letters, newsletters, brochures are translated into Spanish, unless not feasible. School-based staff works closely with all programs to eliminate duplication or fragmentation of services & enhance delivery of services. The district ESOL program resource teacher provides support to teachers. Professional development is provided to teachers so that they acquire the skills and strategies that work best for English Language Learners. ELL students are provided additional support in learning academic vocabulary and curriculum with a highly qualified ESOL teacher utilizing English language acquisition and instructional software, including but not limited to Rosetta Stone, RM Sonica, Zip Zoom English and Earobics.

Title X- Homeless

---- Elementary School coordinates with the district's Title X McKinney Vento Homeless Program and Title I Part A Program to provide needed resources such as clothing, school supplies and social service referrals to students identified as homeless. School supplies and backpacks are provided to homeless students upon enrollment. Title I funded school-based social workers, school nurse and other school personnel also provide support by providing community and school information, including but not limited to referrals for parent that support the efforts of Title X. Brochures and

posters in English and Spanish regarding services for the homeless are available in the front office.

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Aretha Vernette	Principal
Stacey Miller	Teacher
Barbara Pearce	Business/Community
Denise Swanigan	Parent
Ginny Campbell	Teacher
Taylor Caldwell	Business/Community
Ruth Ruiz	Parent
Ginny Shaler	Parent
Thalene Thalene	Parent
Kathy Kiernan	Teacher
Susan Maddalon	Student
Robert Reyes	Parent
Falene Sheppard	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, Â§ 1114(b)(2).

#### *a. Evaluation of last year's school improvement plan*

At our first SAC Meeting, the School Advisory Council intends to review the goals that were established in the School Improvement Plan for the previous school year and analyzed the data visualizations using CIMS.

#### Agenda Data-Based Proposals

1) Address standards based instruction through guided collaborative planning so that teachers could continue to receive ongoing staff development and support from instructional coaches.

2) Continue professional development for the teachers and routine use of the program i-Ready by students during the instructional day.

#### *b. Development of this school improvement plan*

The current year's SIP is an ongoing collaborative effort that began with an analysis of student FSA data using the CIMS data visualization in step zero.

The School Advisory Council will:

1) review the 8 step problem solving plan and the work stakeholders have done in August to identify

the problem, barriers and resources.

2) review the action plan to address overall proficiency in Math, Reading, and Science.

3) determine whether standards based instruction delivered in a gradual release of responsibility model would continue to address Tier I instruction and overall proficiency.

4) agree upon focused staff development in the following areas:

Writing - ongoing analysis and problem-solving

Science - ongoing analysis and problem-solving

5) continue to monitor the implementation of our strategies and PD through data analysis.

6) modify our plan throughout the year as needed.

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

The School Advisory Council will review the previous year's at the first meeting as well as relevant student data.

There is an expectation that requests for SAC funds would require teachers to present ideas that were based on needs assessment and the council would monitor the effectiveness of purchases through student data and continue to address Family Involvement through educational Family Night's throughout the school year not to exceed \$3000.00. Ongoing staff development is a commitment and priority.

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

Last year, School Improvement funds in the amount of \$3,000.00 was allocated to support student achievement and safety, including Family Night projects and the following:

Field Trip: Art Museum 285.00

5th Grade: Science Kits 101.57

3rd – 5th Grade: Time for Kids 709.80

2nd Grade: Scholastic News 235.95

Assessment Support 200.00

Assessment Support 65.19

School Safety Initiative: 2-Way Radio 4742.00

(6) Rolling Carts, Vendor: Really Good Stuff 1185.53

Scholastics: "My Books" Summer Packs (2nd?3rd), one x(30) 5-Packs @2nd Grade 585.50

Scholastics: "My Books" Summer Packs (4th?5th), three x(30) 5-Packs @5th Grade 1756.50

Curriculum Associates: Florida LAFS, Ready Books \$13 each, + shipping @3rd Gr 1144.00

**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
Vernette, Aretha	Principal
Racine, Kristen	Assistant Principal
Swanigan, Denise	Instructional Coach
Farnsworth, Jared	Teacher, K-12
Whittaker, Kathryn	Teacher, ESE
Arreola, Maria	Instructional Coach
Ingrum, Raina	Instructional Coach

#### b. Duties

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

The LLT has created a schedule to meet on a weekly basis with teachers and administration to collaboratively develop plans to support implementation of standards based instruction in a gradual release of responsibility model and best practices in literacy.

During these meetings, teacher development to improve Tier 1 instruction is planned and monitored. Our action plan has been created to address facilitated collaboration to construct standards based instructional lesson plans through weekly meetings. Ongoing monitoring of implementation will take place on a weekly basis including instructional observations and analysis of student data.

In addition, the team identified the need for continuous structures to support our K-5 writing program and improve Tier I reading proficiency. We are addressing the barrier of limited staff development in the area of writing. The implementation of staff development will be monitored through ongoing observations using a balanced literacy checklist and analyzing student on demand writing data. We will continue to monitor the effectiveness of our PD and modify our plans as needed.

#### 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.**

We have created a weekly schedule for facilitated collaborative planning for our teachers. Our instructional coaches have designed structured meetings to construct standards-based lesson plans to be delivered within the gradual release of responsibility model. Administration will initially attend these meetings with our new Literacy Coach and new Instructional Coach, consistently. Administration collects meeting notes on a weekly basis to support weekly instructional observations and monitor implementation of standards-based instruction and balanced literacy. Observational data is collected and will be analyzed by the LLT on a weekly basis to identify areas of need/support for our teachers.

In addition, our instructional coaches are following a coaching cycle to provide support for teachers and students through guided lesson planning, modeled lessons, observations with feedback, ongoing data analysis and reflection. We have established a system for identifying teachers whose instruction can be used as a model for others and have created a peer observational cycle that will provide additional opportunities for teachers to observe exemplary instruction as needed.

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

Recruitment: The Principal and Assistant Principal recruit highly qualified candidates through the Human Resources Department at the district level, by posting job openings on the district website followed by a comprehensive interview process and reference verification.

The Principal and Assistant Principal work collaboratively with faculty and staff to implement the 8 step Problem Solving Process to identify/prioritize potential barriers/strategies and provide continuous professional development to retain highly qualified, certified, effective teachers.

Weekly grade level meetings are used to provide collaborative professional development and are facilitated by instructional coaches and administrators.

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

We assign mentors to new teachers in the school. The mentors have an effective (or higher) performance rating as evidenced by the prior year's evaluation. The mentoring activities include collaborative planning and development of lessons as well as peer observations and feedback. Mentors are assigned to teachers with fewer than 3 years teaching experience within the School District of Indian River County.

#### Kindergarten:

Christina Mackey (Grade: K) assigned as a mentor for Lori Melcer  
Christina Mackey (Grade: K) assigned as a mentor for Suzanne Alker-Lang

#### First Grade:

Jennifer DeGraeve (Grade: 1) assigned as a mentor for Courtney Guincho  
Jennifer DeGraeve (Grade: 1) assigned as a mentor for Cynthia Runyon

#### Second Grade:

Kristi Sumner-Schofield (Grade: 2) assigned as a mentor for Jennifer DeBenedet

#### Third Grade:

Stacey Miller (Literacy Coach) assigned as a mentor for Tiffany Dyer-Rubaszewski  
Stacey Miller (Literacy Coach) assigned as a mentor for Helena Grapsy  
Denise Swanigan (Math Coach) assigned as a mentor for Leanne Marginean

#### Fourth Grade:

n/a

#### Fifth Grade:

Denise Swanigan (Math Coach) assigned as a mentor for Jessica Cathcart  
Michele Zitsch (Grade: 5) assigned as a mentor for Hillary Ryan

#### Music (Cultural Arts)

Dana Gatlin (Art Teacher) assigned as a mentor for Pamela Holley

#### ESE

Kathryn Kasper (ESE Resource Specialist) assigned as a mentor for Chelsa Greenberg

#### Instructional Coach

Kristen Racine (Assistant Principal) assigned as a mentor for Raina Ingram

## **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.**

Teachers deliver standards-based instruction using the Florida Standards and state approved adopted resources and research based instructional materials. Ongoing grade level collaborative planning meetings are conducted on a weekly basis to monitor student progress, provide collaborative planning and ensure our core instructional programs and materials are aligned with Florida's Standards. Our instructional coaches and administration facilitate these meetings.

Teachers also receive instructional guidance from instructional coaches in literacy and math through an established coaching cycle including, lesson planning, modeled instruction of the gradual release of responsibility with ongoing feedback and opportunities for reflection. Instructional observation data is collected on a weekly basis to monitor instruction, provide feedback to teachers, and identify global trends. Analysis of student data and observational data is used to identify needs, plan professional development and to provide continuous instructional support.

### 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.**

Student data (including state assessments, district unit assessments and school mini assessments) is collected on a regularly scheduled basis and used to identify student and instructional needs. Teachers use data to plan lessons, provide differentiated support and to implement the multi-tiered system of student supports.

During Tier 1 instruction, teachers deliver standards based instruction using a gradual release of responsibility model. Student progress toward mastery of standard is measured through the collection and analysis of student work samples, mini-assessments, core assessments and classroom performance. Based on student data, teachers determine student and instructional needs.

Grade level collaborative meetings are conducted on a weekly basis to continuously monitor student progress and identify instructional need areas (using mini assessments, core assessments, benchmark assessments and student work). Teachers, instructional coaches and administration collaboratively plan for the delivery of standards based instruction and to monitor students response to instruction. Throughout this process, supplemental programs and supports are planned and resources are provided.

The MTSS Team meets weekly to support teachers in following the framework of identifying students who need additional support/enrichment, implementation of research based interventions and ongoing progress monitoring. This team consists of teachers, support staff and administration.

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

**Strategy: After School Program**

**Minutes added to school year: 4,800**

Students identified as needing Tier 2 and Tier 3 supports will be provided remediation after school for one hour 2 days a week. Teachers will create a cycle of supports including, 20 minutes of small group guided reading, 20 minutes of computer based instruction using I-Station, Success Maker, and 20 minutes of whole group comprehension lessons.

**Strategy Rationale**

By providing an extension to the school day for our struggling students, teachers can provide intense support in the area of reading while maintaining standards based instruction during the instructional day.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

**Person(s) responsible for monitoring implementation of the strategy**

Racine, Kristen, kristen.racine@indianriverschools.org

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

Fountas & Pinnell running records, i-Ready reports will be used bi-weekly to assess students and determine effectiveness of strategies. Classroom observations will be conducted weekly to observe instruction and provide feedback to teachers.

**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.**

Opportunities are created and scheduled for our Pre-K teachers to attend professional development alongside our K-5 teachers. Additionally, we extend opportunities for our Pre-K parents to attend all school wide functions throughout the school year. Our teachers and administration have created informative family nights including, Orientation, Open House, Literacy Night, Math Night and Science Night.

Parents are provided weekly newsletters and updates throughout the school year from teachers and quarterly newsletters from administration. Additionally, support staff is available daily for parents enrolling all students at Dodgertown Elementary. They are invited to meet with staff and to tour the campus, review parent friendly literature identifying ways to support the transition and are provided ongoing support throughout the school year through parent conferences and family nights. The administration provides an open door policy for all parents.

**b. College and Career Readiness**

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

We have established partnerships with the The Indian River Sheriff's Department, The Executive Round Table of Indian River, The Learning Alliance, GYAC, Historic Dodgertown and the local businesses to provide our students opportunities to work with volunteers from a variety of business backgrounds. Additionally, we created a college/university showcase in our Art Room and created a "College & Career" bulletin board in our cafeteria to capture early and establish the belief that ALL of our students will succeed - NO EXCEPTIONS.

Teachers and staff have their pictures taken with the name of their college/university and a map is on display to designate where they attended their advanced education.

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

N/A

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

N/A

**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.**

N/A

## 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

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Through provided support and facilitated collaborative planning, teachers will deepen their understanding of the Florida Standards to plan and deliver grade-level, standards-based lessons that implement the gradual release model focused on students demonstrating mastery of skills.

## 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.** Through provided support and facilitated collaborative planning, teachers will deepen their understanding of the Florida Standards to plan and deliver grade-level, standards-based lessons that implement the gradual release model focused on students demonstrating mastery of skills. **1a**

G100458

**Targets Supported** **1b**

Indicator	Annual Target
FSA ELA Achievement	43.0
ELA/Reading Gains	61.0
ELA/Reading Lowest 25% Gains	80.0
FSA Mathematics Achievement	60.0
Math Gains	78.0
Math Lowest 25% Gains	63.0
Statewide Science Assessment Achievement	55.0

**Targeted Barriers to Achieving the Goal** **3**

- Lack of sufficient dedicated time for ongoing professional development to sustain continuous implementation of grade-level, standards-based 1) balanced literacy instruction that will support literacy development K-5; 2) K-5 mathematics instruction; and 3) 5th grade science instruction.
- Need to provide students with quality standards-aligned student practice and "checks for understanding" in ELA, mathematics, science and writing, including science labs with 5th graders for inquiry based learning (including a need to provide K-5 students with opportunities for acquisition of grade-level vocabulary and domain-specific language).
- Need to address student discipline and social emotional issues in a uniform, consistent manner

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

- Test Item Specs
- FSA: Florida Assessment Standards (ELA, Math)
- SSA: Statewide Science Assessment Standards
- Science Labs
- Title I Funding/Staff
- C-Palms Resources
- School wide expectations
- Instructional Coaches
- Teachers College Staff Developers
- Master Schedule
- Schedule for common planning
- System to provide feedback to teachers
- Teachers College Units of Study for Writing
- Assessment Calendar with data pull dates
- District Parent Academy IMPACT Meeting

- District Content Specialists
- District Professional Developers
- K-5 Scholastic Guided Reading Sets: Fiction/Non-Fiction
- Classroom Libraries (e.g. Lucy Calkins)
- Consultants (guided reading literacy instruction, writing workshop)
- Fountas & Pinnell Benchmark Assessment System (BAS) (7) K-2, (8) 3-5
- i-Ready Online Instruction

### Plan to Monitor Progress Toward G1. 8

Monitor student data in reading, math and science

#### **Person Responsible**

Aretha Vernette

#### **Schedule**

Biweekly, from 8/30/2018 to 5/24/2019

#### **Evidence of Completion**

Student performance data on CORE assessments, student work samples, Mini-assessments, District unit assessments Reading Running records, Reading Running Records Benchmark assessment systems (BAS), Adaptive educational software reports (e.g. i-Ready)

### Plan to Monitor Progress Toward G1. 8

Monitor teacher implementation of the Gradual Release of Responsibility Model to deliver grade-level, standards-based instruction.

#### **Person Responsible**

Aretha Vernette

#### **Schedule**

Biweekly, from 8/30/2018 to 5/24/2019

#### **Evidence of Completion**

Classroom walk thru data will be collected and routinely analyzed; Lesson Plans will be collected; School- and District- Instructional Support Team will conduct instructional observations Targets to Reach Goal: 43.0 FSA ELA Achievement; 61.0 ELA/Reading Gains; 80.0 ELA/Reading Lowest 25% Gains; 60.0 FSA Mathematics Achievement; 78.0 Math Gains; 63.0 Math Lowest 25% Gains; 55.0 Statewide Science Assessment Ach; 440/7 = 63% A; A=62%-100%, B=54%-61%, C=41%-53%

## 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.** Through provided support and facilitated collaborative planning, teachers will deepen their understanding of the Florida Standards to plan and deliver grade-level, standards-based lessons that implement the gradual release model focused on students demonstrating mastery of skills. **1**

 G100458

**G1.B1** Lack of sufficient dedicated time for ongoing professional development to sustain continuous implementation of grade-level, standards-based 1) balanced literacy instruction that will support literacy development K-5; 2) K-5 mathematics instruction; and 3) 5th grade science instruction. **2**

 B270843

**G1.B1.S1** Teachers of grades K-2 will receive ongoing staff development to develop literacy methodology from the school's Dr. Kathy Kubic of the Urban Learning & Leadership Center, Inc. (ULLC) in conjunction with the School Principal, Literacy Coach, Instructional Coach, experienced teachers/clinical educators, or other staff developers during strategic times during the contracted workday. **4**

 S286762

### **Strategy Rationale**

With ongoing staff development addressing balanced literacy, teachers will improve instructional methodology that will increase effect size of student performance across literacy as well as all content areas.

### **Action Step 1 **5****

Teachers and the Literacy Coach will pursue professional growth as outlined in their IPDPs (e.g. from videos, books, articles, webinars, district staff developers)

#### **Person Responsible**

Kristen Racine

#### **Schedule**

Semiannually, from 8/30/2018 to 5/24/2019

#### **Evidence of Completion**

Attendance Logs, Units of Study, Agendas, presentations

**Action Step 2** 5

Coaching cycle will be used, including shoulder to shoulder coaching, to support instructional implementation (e.g. Fall/Spring)

**Person Responsible**

Denise Swanigan

**Schedule**

Monthly, from 8/30/2018 to 5/24/2019

***Evidence of Completion***

Attendance Logs, Units of Study, Agendas, presentations

**Action Step 3** 5

Teachers will utilize student “on demand” work samples with State/TC rubrics and scales to analyze student writing progress and to inform instructional plans

**Person Responsible**

Jared Farnsworth

**Schedule**

Monthly, from 8/30/2018 to 5/24/2019

***Evidence of Completion***

Teacher Rosters, Student Work

**Action Step 4** 5

K-2 teachers will participate in PD opportunities with Dr. Kathy Kubic of ULLC to deliver differentiated literacy instruction.

**Person Responsible**

Raina Ingrum

**Schedule**

Monthly, from 8/30/2018 to 5/24/2019

***Evidence of Completion***

Teacher attendance logs

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

PD attendance will be monitored

**Person Responsible**

Aretha Vernette

**Schedule**

Biweekly, from 8/30/2018 to 5/24/2019

***Evidence of Completion***

Attendance logs, Exit slips from teachers, Notes from staff developers

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

Implementation of the coaching cycle will be observed by administration

**Person Responsible**

Aretha Vernette

**Schedule**

Biweekly, from 8/30/2018 to 5/24/2019

***Evidence of Completion***

Feedback/notes from observations, Coaches logs will be collected on weekly basis during leadership team meetings, Admin observations using rubrics, checklists, and other “look fors”

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

Effectiveness of all K-5 PD offerings including K-2 PD offerings from Dr. Kubic, instructional coach, literacy coach (and experienced teachers/clinical educators) will be monitored through student literacy data.

**Person Responsible**

Aretha Vernette

**Schedule**

Quarterly, from 8/30/2018 to 5/24/2019

**Evidence of Completion**

Students will be assessed using on demand writing prompts monthly. Student data including work samples will be collected to monitor effectiveness of PD. Student literacy data will be collected and analyzed with teachers monthly (e.g. running records/benchmark assessments/adaptive computer program).

**G1.B1.S2** During strategic times of the contracted workday, teachers will work with instructional coaches to reconstruct standards and create plans to deliver grade-level, standards-based instruction through the gradual release of responsibility model. 4

 S286763

**Strategy Rationale**

Through collaboration, teachers will gain a deeper understanding of the expectations of the standards and rigor required for students to develop independent mastery.

**Action Step 1** 5

Collaborative planning is scheduled 4-5 days per week for 30-minute blocks and extended planning is schedule once per week for 2-5 teachers and biweekly for K-1 teachers. Instructional coaches will strategically facilitate planning for K-5 teachers based on available data.

**Person Responsible**

Aretha Vernette

**Schedule**

Weekly, from 8/30/2018 to 5/24/2019

**Evidence of Completion**

Collaborative planning calendar, planning protocol sheets

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

Lesson plans will be reviewed.

**Person Responsible**

Kristen Racine

**Schedule**

Every 3 Weeks, from 8/30/2018 to 5/24/2019

**Evidence of Completion**

Teacher Lesson Plans

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

Classroom "walk throughs" will be conducted to monitor implementation of the standards-based lessons and tasks aligned with standards.

**Person Responsible**

Aretha Vernette

**Schedule**

Every 3 Weeks, from 8/30/2018 to 5/24/2019

**Evidence of Completion**

Classroom walk through data will be collected as well as formal and informal observations. Admin observations using rubrics, checklists, and other "look fors"

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

Student unit assessments, student work samples, reading running records, mini assessments and i-Ready Data will be used to conduct data analysis sessions with teachers.

**Person Responsible**

Aretha Vernette

**Schedule**

Biweekly, from 8/30/2018 to 5/24/2019

**Evidence of Completion**

Data Analysis rosters, Data Analysis reports, student work samples

**G1.B2** Need to provide students with quality standards-aligned student practice and "checks for understanding" in ELA, mathematics, science and writing, including science labs with 5th graders for inquiry based learning (including a need to provide K-5 students with opportunities for acquisition of grade-level vocabulary and domain-specific language). 2

B270844

**G1.B2.S1** Using i-Ready Standards Mastery assessments and other resources the Math Coach, Literacy Coach, and Instructional coach will assist teachers with providing students with quality standards-aligned student practice and "checks for understanding" in ELA, mathematics, science and writing, including science labs with 5th graders for inquiry based learning. 4

S286764

### Strategy Rationale

Students will be able to receive standards-aligned (and unit assessment-aligned) practice during whole group, small groups, student teams, or independent work time; thereby, allowing students daily opportunities to practice rigorous tasks.

### Action Step 1 5

Provide standards-aligned student practice (i.e. 4 squares) on the timeline synchronized with District 3-5 math unit assessments.

#### Person Responsible

Denise Swanigan

#### Schedule

On 5/24/2019

#### Evidence of Completion

Student work samples, observation during class walkthroughs to observe students working with the task.

### Action Step 2 5

Provide standards-aligned student practice on the timeline synchronized with District 3-5 ELA unit assessments.

#### Person Responsible

Jared Farnsworth

#### Schedule

On 5/24/2019

#### Evidence of Completion

Student work samples, observation during class walkthroughs to observe students working with the task.

**Action Step 3** 5

Provide standards-aligned student practice on the timeline synchronized with District 5th grade science unit assessments. standards-aligned student practice on the timeline synchronized with District 3-5 math unit assessments.

**Person Responsible**

Raina Ingram

**Schedule**

On 5/24/2019

***Evidence of Completion***

Student work samples, observation during class walkthroughs to observe students working with the task.

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

Administration will collect student work samples (or standards-aligned practice to monitor implementation

**Person Responsible**

Aretha Vernette

**Schedule**

On 5/24/2019

***Evidence of Completion***

Standards-aligned practice, student work samples

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

Unit assessment data will be monitored closely.

**Person Responsible**

Aretha Vernette

**Schedule**

On 5/24/2019

***Evidence of Completion***

Unit assessment data.

## V. Professional Development Opportunities

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

**G1.** Through provided support and facilitated collaborative planning, teachers will deepen their understanding of the Florida Standards to plan and deliver grade-level, standards-based lessons that implement the gradual release model focused on students demonstrating mastery of skills.

**G1.B1** Lack of sufficient dedicated time for ongoing professional development to sustain continuous implementation of grade-level, standards-based 1) balanced literacy instruction that will support literacy development K-5; 2) K-5 mathematics instruction; and 3) 5th grade science instruction.

**G1.B1.S1** Teachers of grades K-2 will receive ongoing staff development to develop literacy methodology from the school's Dr. Kathy Kubic of the Urban Learning & Leadership Center, Inc. (ULLC) in conjunction with the School Principal, Literacy Coach, Instructional Coach, experienced teachers/clinical educators, or other staff developers during strategic times during the contracted workday.

### PD Opportunity 1

K-2 teachers will participate in PD opportunities with Dr. Kathy Kubic of ULLC to deliver differentiated literacy instruction.

#### Facilitator

Dr. Kathy Kubic, Raina Ingram, Stacey Miller

#### Participants

K-2 Teachers

#### Schedule

Monthly, from 8/30/2018 to 5/24/2019

## VI. Technical Assistance Items

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

**G1.** Through provided support and facilitated collaborative planning, teachers will deepen their understanding of the Florida Standards to plan and deliver grade-level, standards-based lessons that implement the gradual release model focused on students demonstrating mastery of skills.

**G1.B1** Lack of sufficient dedicated time for ongoing professional development to sustain continuous implementation of grade-level, standards-based 1) balanced literacy instruction that will support literacy development K-5; 2) K-5 mathematics instruction; and 3) 5th grade science instruction.

**G1.B1.S2** During strategic times of the contracted workday, teachers will work with instructional coaches to reconstruct standards and create plans to deliver grade-level, standards-based instruction through the gradual release of responsibility model.

### TA Opportunity 1

Collaborative planning is scheduled 4-5 days per week for 30-minute blocks and extended planning is schedule once per week for 2-5 teachers and biweekly for K-1 teachers. Instructional coaches will strategically facilitate planning for K-5 teachers based on available data.

#### Facilitator

Aretha Vernetta Kristen Racine Denise Swanigan Stacey Miller Raina Ingram

#### Participants

Teachers K-5

#### Schedule

Weekly, from 8/30/2018 to 5/24/2019

## VII. Budget

1	G1.B1.S1.A1	Teachers and the Literacy Coach will pursue professional growth as outlined in their IPDPs (e.g. from videos, books, articles, webinars, district staff developers)				\$25,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			0151 - Dodgertown Elementary School	Title I, Part A		\$25,000.00
2	G1.B1.S1.A2	Coaching cycle will be used, including shoulder to shoulder coaching, to support instructional implementation (e.g. Fall/Spring)				\$0.00
3	G1.B1.S1.A3	Teachers will utilize student “on demand” work samples with State/TC rubrics and scales to analyze student writing progress and to inform instructional plans				\$0.00
4	G1.B1.S1.A4	K-2 teachers will participate in PD opportunities with Dr. Kathy Kubic of ULLC to deliver differentiated literacy instruction.				\$2,500.00

Indian River - 0151 - Dodgertown Elementary School - 2018-19 SIP  
Dodgertown Elementary School

	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			0151 - Dodgertown Elementary School	School Improvement Funds		\$2,500.00
			<i>Notes: Notes</i>			
5	G1.B1.S2.A1	Collaborative planning is scheduled 4-5 days per week for 30-minute blocks and extended planning is schedule once per week for 2-5 teachers and biweekly for K-1 teachers. Instructional coaches will strategically facilitate planning for K-5 teachers based on available data.				\$0.00
6	G1.B2.S1.A1	Provide standards-aligned student practice (i.e. 4 squares) on the timeline synchronized with District 3-5 math unit assessments.				\$0.00
7	G1.B2.S1.A2	Provide standards-aligned student practice on the timeline synchronized with District 3-5 ELA unit assessments.				\$0.00
8	G1.B2.S1.A3	Provide standards-aligned student practice on the timeline synchronized with District 5th grade science unit assessments. standards-aligned student practice on the timeline synchronized with District 3-5 math unit assessments.				\$0.00
					<b>Total:</b>	<b>\$27,500.00</b>

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
<b>2019</b>					
G1.MA1 M424172	Monitor student data in reading, math and science	Vernette, Aretha	8/30/2018	Student performance data on CORE assessments, student work samples, Mini-assessments, District unit assessments Reading Running records, Reading Running Records Benchmark assessment systems (BAS), Adaptive educational software reports (e.g. i-Ready)	5/24/2019 biweekly
G1.MA2 M424173	Monitor teacher implementation of the Gradual Release of Responsibility Model to deliver...	Vernette, Aretha	8/30/2018	Classroom walk thru data will be collected and routinely analyzed; Lesson Plans will be collected; School- and District- Instructional Support Team will conduct instructional observations Targets to Reach Goal: 43.0 FSA ELA Achievement; 61.0 ELA/ Reading Gains; 80.0 ELA/Reading Lowest 25% Gains; 60.0 FSA Mathematics Achievement; 78.0 Math Gains; 63.0 Math Lowest 25% Gains; 55.0 Statewide Science Assessment Ach; 440/7 = 63% A; A=62%-100%, B=54%-61%, C=41%-53%	5/24/2019 biweekly
G1.B1.S1.MA1 M424149	Effectiveness of all K-5 PD offerings including K-2 PD offerings from Dr. Kubic, instructional...	Vernette, Aretha	8/30/2018	Students will be assessed using on demand writing prompts monthly. Student data including work samples will be collected to monitor effectiveness of PD. Student literacy data will be collected and analyzed with teachers monthly (e.g. running records/benchmark assessments/ adaptive computer program).	5/24/2019 quarterly
G1.B1.S1.MA1 M424150	PD attendance will be monitored	Vernette, Aretha	8/30/2018	Attendance logs, Exit slips from teachers, Notes from staff developers	5/24/2019 biweekly
G1.B1.S1.MA3 M424151	Implementation of the coaching cycle will be observed by administration	Vernette, Aretha	8/30/2018	Feedback/notes from observations, Coaches logs will be collected on weekly basis during leadership team meetings, Admin observations using rubrics, checklists, and other "look fors"	5/24/2019 biweekly
G1.B1.S1.A1 A388213	Teachers and the Literacy Coach will pursue professional growth as outlined in their IPDPs (e.g....	Racine, Kristen	8/30/2018	Attendance Logs, Units of Study, Agendas, presentations	5/24/2019 semiannually
G1.B1.S1.A2 A388214	Coaching cycle will be used, including shoulder to shoulder coaching, to support instructional...	Swanigan, Denise	8/30/2018	Attendance Logs, Units of Study, Agendas, presentations	5/24/2019 monthly
G1.B1.S1.A3 A388215	Teachers will utilize student "on demand" work samples with State/TC rubrics and scales to analyze...	Farnsworth, Jared	8/30/2018	Teacher Rosters, Student Work	5/24/2019 monthly
G1.B1.S1.A4 A388216	K-2 teachers will participate in PD opportunities with Dr. Kathy Kubic of ULLC to deliver...	Ingrum, Raina	8/30/2018	Teacher attendance logs	5/24/2019 monthly
G1.B2.S1.MA1 M424155	Unit assessment data will be monitored closely.	Vernette, Aretha	8/30/2018	Unit assessment data.	5/24/2019 one-time
G1.B2.S1.MA1 M424156	Administration will collect student work samples (or standards-aligned practice to monitor...	Vernette, Aretha	8/30/2018	Standards-aligned practice, student work samples	5/24/2019 one-time

**Indian River - 0151 - Dodgertown Elementary School - 2018-19 SIP**  
*Dodgertown 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.A1 A388218	Provide standards-aligned student practice (i.e. 4 squares) on the timeline synchronized with...	Swanigan, Denise	8/30/2018	Student work samples, observation during class walkthroughs to observe students working with the task.	5/24/2019 one-time
G1.B2.S1.A2 A388219	Provide standards-aligned student practice on the timeline synchronized with District 3-5 ELA unit...	Farnsworth, Jared	8/30/2018	Student work samples, observation during class walkthroughs to observe students working with the task.	5/24/2019 one-time
G1.B2.S1.A3 A388220	Provide standards-aligned student practice on the timeline synchronized with District 5th grade...	Ingrum, Raina	8/30/2018	Student work samples, observation during class walkthroughs to observe students working with the task.	5/24/2019 one-time
G1.B1.S2.MA1 M424152	Student unit assessments, student work samples, reading running records, mini assessments and...	Vernette, Aretha	8/30/2018	Data Analysis rosters, Data Analysis reports, student work samples	5/24/2019 biweekly
G1.B1.S2.MA1 M424153	Lesson plans will be reviewed.	Racine, Kristen	8/30/2018	Teacher Lesson Plans	5/24/2019 every-3-weeks
G1.B1.S2.MA2 M424154	Classroom "walk throughs" will be conducted to monitor implementation of the standards-based...	Vernette, Aretha	8/30/2018	Classroom walk through data will be collected as well as formal and informal observations. Admin observations using rubrics, checklists, and other "look fors"	5/24/2019 every-3-weeks
G1.B1.S2.A1 A388217	Collaborative planning is scheduled 4-5 days per week for 30-minute blocks and extended planning is...	Vernette, Aretha	8/30/2018	Collaborative planning calendar, planning protocol sheets	5/24/2019 weekly