

Orange County Public Schools

Rock Springs Elementary



2018-19 Schoolwide Improvement Plan

Rock Springs Elementary

2400 ROCK SPRINGS RD, Apopka, FL 32712

<https://rockspringses.ocps.net/>

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	67%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	63%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

This plan is pending approval by the Orange 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 Rock Springs Elementary

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

To lead our students to success with the support and involvement of families and the community.

b. Provide the school's vision statement.

To be the top producer of successful students in the nation.

2. School Environment

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

During pre-planning each teacher is required to complete a class check-up sheet. The check-up sheet requires each teacher to review the student cum for important information (MTSS status, IEP, ELL, medical and legal issues) that will help the teacher build rapport with the students.

We hold quarterly Multilingual Parent Leadership Council (MPLC) meetings for our ELL parents and students to learn about their needs and to share their ideas to improve our school. The CCT tracks our ELL students throughout the year and provides support for teachers and parents on strategies to help their student improve.

We host Center for Autism and Related Disorders (CARD) meetings for our ASD parents and students in our community to learn about their needs and to share their ideas to improve our school. During these meetings expert speakers are brought in to provide information for parents to help their student at home and in school.

We have after school and before school clubs that range from drama and running to chess and STEM activities. This allows students to participate in activities that are enriching and work with teachers in a flexible, less formal environment.

We also have a mentoring program for the top and bottom 25%. This program provides these students the motivation they need to succeed through formal and informal chats and goal creation sessions.

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

Classroom teachers and administration review the Student Code of Conduct with each grade level. Teachers embed school rules and procedures into their lessons during the first ten days of school.

School-wide procedures have been implemented to maintain safety during arrival, daytime transitions, dismissal and emergency situations. Staff and our safety patrols help monitor our hallways before and after school. Our school has a single point entrance for students in the morning. All students walk through our cafeteria after walking past at least two staff members. You will always hear staff members greeting students with good morning as they walk into the school building. The principal is out at car riders to open doors and greet students and parents.

We emphasize the importance of building strong relationships with our students by making sure that every student has a champion, which is an adult that builds them up and motivates them to succeed.

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.

In the beginning of the year the teachers review the Code of Conduct with the students and the parents sign off that they understand the Code of Conduct. If a student misbehaves then we follow the levels in the Code of Conduct and give out an appropriate consequence based on the infraction.

The majority of students at Rock Springs abide by the Code of Conduct. We do have a behavior team which works with teachers and students to address any misbehavior and provide strategies on how to better meet the needs of students that struggle following the Code of Conduct.

The teachers create their classroom disciplinary plan and give it to our program assistant that is in charge of discipline. She reviews the plan and supports the teachers based on the plan. Last year we went from 573 referrals down to 146.

We mentor our struggling students and encourage them through positive upbuilding interactions to do better. For students that do not follow the classroom or school procedures we do have a PASS room where students perform school based community service to earn their way back into their classroom.

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.

Teachers refer students to the administrative team who need emotional support during the day. The administrative team works with the behavior team and teacher to pair students with adult mentors. The ESE resource teachers will provide social skills training for those students who have documented needs.

Our two behavior specialists provide support and strategies for teachers to help them meet the social-emotional needs of the students. They collect behavioral data and look for patterns in behavior to formulate strategies for teachers to implement to improve student behavior. They also conduct behavioral counseling sessions for students after conducting observations from classroom visits.

The school psychologist provides support counseling to individual students as needed. Teachers complete an observation request form based on teacher observation or parent request. Our school psychologist will observe the student in the classroom multiple times to determine if further action is needed.

Teachers can refer students to our staffing specialist for outside counseling services. Teachers must collect behavioral data our provide evidence that leads them to believe that the child needs extra support that is only available outside the school system. The staffing specialist reviews the data with the teacher and social worker to determine if outside counseling services are available for the family.

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 student attendance with a three tiered approach. First, teachers call parents after three absences to check on their student. Second, our registrar monitors student attendance in SMS. She provides this information to the administration and sends letters home to parents informing them of the multiple absences. The assistant principal uses EDW to track attendance and determine if a student qualifies for Tier 2 intervention. If a student shows a high rate of absences the behavior team will create a plan to increase student attendance and support the parents' concerns.

The Assistant Principal monitors the number of students who have multiple suspensions. She follows the OCPS Student Code of Conduct to provide appropriate discipline that will allow students to stay in school. She collaborates with the teacher to determine if the student qualifies for Tier 2 intervention. If the student qualifies the behavior team observes the teacher and student to determine the best strategies to decrease behaviors that would lead to suspensions. Our behavioral program assistant provides social group training for these high risk students.

Teachers monitor course failure using informal assessments, daily, and weekly grades. Teachers provide small group intensive instruction to improve student performance. Teachers create common summative assessments to evaluate each student on the standards being taught. During PLC meetings and data meetings teachers discuss strategies to support struggling students.

The administrative team monitors all students in MTSS monthly with teachers to examine student growth in reading and math. Teachers bring student data to show if instructional strategies are working to improve student performance. Teachers share successful strategies with their peers and ask for support when they are not seeing student growth. The math and reading coach follow up with classroom visits to provide more support and monitor the teachers' use of the new strategies.

Students who are scoring in the lowest 25% in reading and/or math are provided tutoring services before and after school by classroom teachers to strengthen their reading and math skills. Material for tutoring is provided by the coaches using district approved materials. Student performance is tracked by the tutoring teacher and shared during MTSS data meetings.

The school uses the iReady program to supplement the reading and math instruction for all students. Each student will spend a minimum 45 minutes in reading and 45 minutes in math per week on the iReady program. iReady is encouraged to be used at home with parent support.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	25	28	19	26	32	33	0	0	0	0	0	0	0	163
One or more suspensions	0	0	3	4	10	9	0	0	0	0	0	0	0	26
Course failure in ELA or Math	21	12	5	11	11	21	0	0	0	0	0	0	0	81
Level 1 on statewide assessment	0	0	0	31	38	38	0	0	0	0	0	0	0	107

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	6	6	1	18	23	31	0	0	0	0	0	0	0	85

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

All students participate in Accelerated Reader and their reading progress is tracked every four weeks. Awards are given to classrooms that meet AR goals. Individual awards are given to students for achieving specific point goals. The first thirty minutes of day from 8:15-8:45 all students are reading books in the hallway before teachers bring them into their classrooms. School staff members monitor students in the hallway during this independent reading time.

For every grading period students can earn academic and behavior awards. Perfect Attendance awards are given each grading period for students who attend every day and are not tardy. BUG Awards (Bringing Up Grades) are given each grading period for students that increase their grades from the previous grading period. Principal's Honor Roll and AB Honor Roll is for all students in grades 2-5. In Kindergarten and first grade our students earn a Shining Star award or a Shooting Rocket Award based on the academic performance in the classroom. All awards are handed out during our award ceremony where parents are invited to attend. All students who earn Principal's Honor Roll or a Shining Star Award get to have lunch with the principal.

Read2Succeed is implemented in our media center to help low performing reading students in all grade levels. Read2Succeed focuses on our struggling reading students with instruction being provided by community volunteers. The program is extended into the Rock Springs Trailer Park community where evening tutoring is offered two times a week.

MPLC (Multilingual Parent Leadership Council) meets four times a year to provide community resources and training to our ELL parents to support their child's academic success. Our CCT provides school and community resources to help support our ELL families.

Another program to support ELL students will be the MAO tutoring. MAO tutoring will be available to ELL students as a chance to preview upcoming math and reading skills before they are taught in the classroom. The MAO tutoring is provided by intermediate grade teachers after school.

SAI tutoring before school will be available for 3-5 grade students in reading and math. SAI tutoring will be focused on extending instruction for ESE students and students that are performing in the lowest 25% in reading and math. SAI tutoring will be re-teaching standards that were previously taught in the classroom.

Saturday school will also be an option for our students in the bottom 25% in reading or math.

Everyday students have a 30 to 45 minute intervention block that focuses on reading. Based on the iReady Diagnostic, teachers create groups based on student deficits and focus their instruction on identified 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?

No

1. PFEP Link

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

2. Description

Rock Springs has an active and growing PTA membership. We continue to promote PTA recruitment and encourage parents to participate in fundraisers and activities. The PTA and administration are always looking for new parent leaders to join the PTA board Supporting our PTA is a crucial step in increasing parent involvement. Working with PTA we have created several events to build positive relationships with our parents. We have a Spring Festival that encourages the community to come to the school and participate in family fun. We have a Movie Night where parents bring out blankets and chairs to sit outside on our basketball court to watch a movie under the stars. These purely fun events are balanced with academic nights where we provide parents standards based, make and take activities they can use at home to extend student learning. We have a special night to celebrate our students with ASD where all families can learn about autism and how they can support this special student population.

Communication is a critical element to parent involvement. The principal provides weekly phone and text messages using School Messenger. Events that will change dismissal or effect the school day are also communicated immediately to parents using school messenger. The CCT provides communication in Spanish to meet the needs of this growing population. Our marquee is used to remind parents of school events that are coming up so they can plan accordingly. The front office staff takes pride in greeting parents in a warm and friendly manner that puts everyone at ease. The principal is highly visible on campus during school hours and after school events. The principal opens car doors and greets students each morning in car riders. This gives him the chance to speak to parents and provide the first set of encouraging words for the students.

During Open House, teachers have conference sign-up sheets available for parents to schedule a parent teacher conference. We have Report Card Conference Night for the first and third grading period. During Report Card Conference meetings teachers share multiple data sources to indicate the learning level of the student. Teachers provide strategies for parents and build a plan so school and home are working together to support learning. Parents are given student passwords to access Progress Book to monitor their child's grades.

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.

Partners in Education (PIE) is an essential ingredient for the academic success of Rock Springs Elementary students. The PIE program enhances student learning and promotes school improvement. A business signs up to become a PIE through our County Website. The PIE agrees to participate with our school and shares its resources. This results in a mutually beneficial relationship between Rock Springs Elementary and our PIEs. Partners in Education provide an invaluable service to students, families and our school.

Rock Springs works with the city of Apopka through the Community Action Team to develop working relationships with local business and community entities. We create tutoring programs where businesses let their employees volunteer time during the week to work with our most critical students. Local businesses provide incentives for students to achieve academic goals in reading and math.

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
Hay, Nathan	Principal
Bennett, Jennifer	Instructional Coach
Gonzalez, Yulimey	Other
Strange, Robyn	Assistant Principal
Pankonin, Christine	Instructional Coach
Lathrop , Nicole	Instructional Coach
Murray, Lisa	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 members were in attendance in developing the SIP with the staff and community. The MTSS Leadership Team provides guidance to teachers as we work through the process of identifying students and interventions/enrichment needed to enhance student achievement. The team will then disseminate the information to the staff, coordinate resources for interventions/enrichment and monitor the progress of the students.

Nathan Hay-(Principal)

- Establishes the instructional focus of the school.
- Utilizes coaches to monitor the alignment of instructional planning and delivery in the classroom.
- Monitors teachers and students daily to understand the strengths and weakness of instruction at Rock Springs. - Meets with the administrative team weekly to discuss data and what they are seeing in classrooms and in lesson plans.
- Plans professional development for teachers and staff members to build professional capacity.

Robyn Strange-(Assistant Principal)

- Respond to internal and external customers in a timely, accurate, courteous and empathetic manner representing OCPS in a positive light.
- Manages the daily operations and functions of the school consistent with district policy and district priorities.
- Administers policies that provide a safe and effective learning environment.
- Communicates the school's vision, mission and priorities to the community
- Serves as a member of the principal's leadership team and participates in the school's planning, development and evaluation.
- Keeps the Principal informed of current school critical issues and incidents about which he/she should be aware.
- Plans and schedules one's own and others' work so that priorities and goals can be met.
- Supervises and assesses teachers and staff in terms of their performance and responsibilities in the achievement of school goals and district priorities.
- In the absence of the principal, assumes responsibility for the total operation of the school and the welfare of the teachers, staff and students

Christine Pankonin-(Curriculum Resource Teacher)

- Staff Development Facilitator: Plan and schedule staff developments. Identify professional development needs, facilitate staff developments or secure instructors as needed, provide resources, maintain records and submit in-service points for teachers.
- iReady: Provide administration/implementation support and data analysis

- Testing Coordinator: Coordinate administration of District and State Assessments (FSA, Benchmarks, Alternate Assessment, Iowa, EOCs). Maintain testing documentation and materials security.
- Textbook Manager: Manage the inventory of textbooks and surplus materials. Maintain Textbook/ Resource Room (Room 120).
- School Calendar Coordinator: Maintain and update the school calendar (SharePoint).
- Launch Newsletter Publisher: Write and distribute the weekly school newsletter to keep everyone up to date as to what is going on.
- Apopka Chief Coordinator: Teachers submit their team news to me monthly. I edit all articles and submit them to the Apopka Chief to keep the community informed of our school news.
- Field Trip Coordinator: Maintain filed trip schedule and maintain records.
- Awards Program: Coordinate quarterly awards program and 5th grade awards ceremony. Provide parent invitations, honor roll and perfect attendance certificates and student incentives.
- Coordinate and manage SAI Tutoring Program.
- Coordinate Teach In, Agricultural Day and Oration.
- Orange County Virtual School Coordinator: Monitor students' progress in the program and liaison for parents, OCVS, and RSE.
- PIE Coordinator: Maintain PIE website. Contact businesses to support our school, teachers and students through donations, incentives, and fundraising. Schedule Spirit Nights with partners.

Nicole Lathrop-(MTSS Coach/Instructional Coach)

- Instructional Coach: Provide coaching in curriculum and instructional strategies and resources. Perform walkthroughs and provide feedback on iObservation. Plan and implement Instructional Rounds by grade level including resource teachers. Assist teachers with Deliberate Practice process. Attend data meetings and assist with data analysis, progress monitoring and instructional focus.
- Walkthroughs, Feedback, Coaching Conferences
- Use walkthrough data to differentiate support for teachers and grade level teams
- ELA Support
- Manages intervention materials
- Assist teachers/ CRT with all testing procedures and administration
- MTSS implementation and process
- Provide Tier 3 interventions for students, collect data to show progress
- Conduct and participate in MTSS meetings with the staffing specialist, school psychologist, classroom teachers, and parents to create action plans for students and any interventions/ services they might receive
- New teacher mentor program
- Actively support staff and teachers in iobservation evaluation system
- Support teachers in implementing best instructional practice through lesson planning support, lesson modeling, and strategies implementation
- Induction Program Coordinator: Work with the beginning teachers, meet with them each month, provide mentors for them and monitor their progress towards certification. I am also the intern coordinator and district liaison.
- Read2Succeed Coordinator: Recruit mentors for the Read2Succeed program and coordinate with 2nd and 1st grade teachers those students who need additional help and support in reading.
- Teach In
- Support CRT with PD development and implementation

Jennie Bennett - (Math/Science Coach)

- Walkthroughs, Feedback, Coaching Conferences
- Use walkthrough data to differentiate support for teachers and grade level teams
- Support teachers in implementing Florida math standards (MAFS) through lesson planning support, lesson modeling, and math strategies implementation
- Assist teachers in creating plans for differentiating for students needing additional math support.

- Work with students needing tier 2, tier 3, and enrichment math support
- Oversee and support enrichment and tutoring programs such as MAO math tutoring, Math Olympiad, and STEM Club
- Provide math and science resources that support rigorous math and science instruction.
- Science Fair
- PLTW
- Makers Space

Lisa Murray - (Staffing Specialist)

- Schedule all EP, IEP, and 504 Meetings
- Ensure all ESE documents meet/maintain compliance
- Review EDW report weekly
- EPT
- Update Indicator 11 with all new consents and completed evaluations
- Update SMS following ESE meetings
- Collaborate with team on Developmentally Delayed Reevaluations
- Mass Fall Vision and Hearing screenings
- Coordinate Spring Gifted Screenings
- Maintain/Update Gifted Database
- Coordinate Final Tier 3 MTSS meetings with MTSS Coach, Teacher, and School Psychologist
- Liaison for all Mental Health/Counselors providing services to students
- Collaborate with MTSS Coach, CRT, School Psychologist, Registrar, and School Social Worker as needed
- Coordinate/submit needed paperwork to Transportation Services for ESE students
- Collect and submit ESY Data to Program Specialist
- Compile and submit More Restrictive Placement packets
- Contact person for Social Security claims
- Contact person for ESE parents

Yulimey Gonzalez - (Curriculum Compliance Teacher)

- Schedule and hold ELL meetings
- Provide parents with meetings and documentation of their student's progress in the ESOL program
- Coordinate and host MPLC meetings with the parents of ELL students
- Coordinate and administer the language-proficiency assessments for ELL students

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.

Teachers meet weekly with the leadership team to go over the Curriculum Resource Materials (CRMs), which provides standards based whole group instruction. Through common planning teachers look through the CRMs, plan for standards based instruction, create assessments, and disaggregate data to meet the needs of their students.

The Multi-tiered System of Supports (MTSS) Leadership Team has developed an action plan to assist teachers and to provide a step by step plan of support for students based on data. Students with remediation or enrichment needs are identified based on baseline data. Teachers begin the interventions/enrichment, document progress, and meet with the MTSS team during monthly data meetings or on an as needed basis to discuss student progress. The MTSS team then assists the teacher in fine tuning the resources or intervention to meet the needs of the student.

Title III

At this time, we have not been informed if we will receive these funds. If we should receive these funds, most likely we will conduct tutoring for ELL students in reading and math.

Supplemental Academic Instruction (SAI)

Funds for this program are used to support student learning. This year the tutoring of students will focus on previewing reading and math standards before they are taught by the grade level teacher. Student selection will be made by teachers based on reading and math assessment data.

Prevention Programs

Red Ribbon and Anti-bullying week will be conducted the fourth week in October. The intent of this week is to bring awareness to students about saying no to drugs and standing up against bullying and how to make a better choices in interacting with peers. This week is funded by our PTA.

Nutrition Programs

The following goals are from our School Wellness Program:

Goal #1: increase the number of after school activities that support exercise and healthy decision making

Area of Weakness Addressed: Need to have staff members volunteer to run after school activities that will focus on exercise and healthy decision making.

Goal #2: Increase the amount of community support for the healthy school activities.

Area of Weakness Addressed: Need to increase community support for healthy school activities.

Actions: Reach out to school's new Partners in Education companies to support/promote healthy school activities by providing goods, services, or donations to the school.

Goal #3: Promote the implementation of the OCPS Health Education benchmarks.

Area of Weakness Addressed: Need to expand resources.

Actions: Encourage staff professional development opportunities including coordination between health and physical education teacher.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Mindy Fox	Business/Community
Gini Richards	Parent
Sylvia Domingues-Johnson	Parent
Apryl Cooke	Teacher
Maggie Johnson	Parent
Beth McClellan	Parent
Nathan Hay	Principal
Margaret Krings	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

In our first meeting we will review the goals from last year's school improvement plan and look at last year's data from FSA ELA/Math and Science FCAT. We will compare our previous years' school improvement goals with the students' data that we have collected. We will then discuss our school improvement goals for this year.

b. Development of this school improvement plan

In May the SAC meets to plan next year's SIP. During the meeting we discuss the barriers that we must overcome for each subject area. The SAC creates multiple strategies that we can use to overcome the barriers. The SAC discusses which strategies will be most effective in helping our students learn.

In August we use School Messenger to invite all parents to be members of our SAC. We hold our first SAC meeting on August 14. This meeting explains the purpose of our SAC, reviews the previous School Improvement Plan, shares the ideas for the new School Improvement Plan and allows parents to determine if they can commit to be a member for the entire year.

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

The SAC was in agreement with using our funds to establish our tutoring programs before and after school. We will be focusing our efforts on third grade reading, fourth and fifth grade math and science.

The SAC will review the budget and provide recommendations for using monetary resources to improve student academic progress.

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

We used \$17,000 to support a before school tutoring program for students who were identified as needing much improvement in math in grades 3, 4, and 5. The money was used to purchase supplies, materials, and the salaries of the teachers.

We used \$5,000 to support minority students in 5th grade math and 3rd grade reading who were identified as needing support and intervention. The tutoring program ran before school based on parents' input for increasing enrollment.

We used \$1000 to support our chess club. This paid for supplemental pay for the teachers running the chess program, covered all student expenses for tournaments, team shirts, and the initial cost of the chess boards and chess pieces for the club.

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
Lathrop , Nicole	Instructional Coach
Gonzalez, Yulimey	Instructional Coach
Hay, Nathan	Principal
Strange, Robyn	Assistant Principal
Pankonin, Christine	Instructional Coach

b. Duties

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

Literacy is promoted through ELA PLC's. Teachers meet weekly with our instructional coaches and go over the WHAT and HOW of lesson planning. We work together to increase proficiency among our students through collaboration and data based decision making.

Our school participates in the Accelerated Reader program and the students are encouraged to read daily. Students have the opportunity to win prizes based on how much they read. We hold class competitions and if students receive a certain amount of points each quarter they get the opportunity to eat lunch with the principal.

We promote literacy through Literacy Nights, Read to Succeed program, Book It program, Battle of the Books, iReady, and the development of high quality classroom libraries.

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.

Each grade level meets in the morning before school to create unit lesson plans following the district scope and sequence and discuss the "WHAT" of lesson planning. What are the standards? What are the learning targets? What are the available resources to teach the standards? Then during their special area time they meet with the coaches to discuss the "HOW". How are they going to teach the lesson? How will it look? How will it be assessed? How will we know if students have mastered the content?

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

All new teachers to our school, the district, or the state are included in Great Beginnings. They are given a mentor teacher that is on their grade level or has experience on the new teacher's grade level. The CRT and coaches meet the new teachers once a month to review policies, expectations, and to answer any ongoing questions.

For retaining our highly qualified teachers the administrative team provides strategic support for teachers throughout the year. The admin team works to recognize teachers for their hard work and dedication. Our CHEER committee provides opportunities for teachers to socialize off campus and build those long lasting relationships that help create a positive working environment.

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

Our mentoring program will introduce new and beginning teachers to the culture, expectations, and vision of Rock Springs Elementary and Orange County Public Schools. Our CRT, reading coach, math coach, and CCT will meet monthly or as needed with beginning teachers and mentors to discuss school-wide and grade level procedures, benchmarks, creating lesson plans, opportunities for professional development, and provide additional support as needed. Monthly meetings with beginning teachers and mentors will also address progress and concerns. Beginning teachers will be paired with highly qualified mentors that have taken Clinical Educator and Coaching and Mentoring Online Course. Mentors will have a proven track record of effective teaching and professionalism.

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.

Each grade level collaborates to align instructional materials with the Florida Standards. The administrative team monitors the lesson plans for compliance. Instructional coaches and administration attend lesson plan meetings to provide support and guidance in developing effective lesson plans that provide rigorous instruction. Classroom observations are used to determine if the student activities in the lesson plans are aligned with the DOK level of the Florida Standard. All supplemental materials have been pre-approved by the district to ensure alignment with Florida Standards. Unit Common Summative Assessments are written by each grade level and are aligned with test item specifications (grade 3-5). The reading and math coaches monitor the quality of the CSAs to ensure the rigor of the assessments meet the Florida Standards and FSA Test Item Specs.

b. Instructional Strategies

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

The teachers focus on a daily learning target from the district CRMs to meet the unit learning goal for each curriculum area. Teachers implement the gradual release model to scaffold and differentiate the instruction based on the students' needs. The teachers use a formative assessment at the end of the lesson to evaluate the students' success with the daily learning target. Students that are proficient are provided enrichment activities and students that are not proficient are provided small group instruction to reteach the daily learning target using a variety of instructional strategies.

After each curriculum unit teachers evaluate students' proficiency levels through a common summative assessment. Students who are not proficient on the common summative unit assessment are provided secondary small group instruction and monitored for proficiency of unit learning goals.

The school also uses data to determine before and after school tutoring groups. The data will target specific students to provide scaffolded support by front loading skills to build background knowledge and connections before they are taught in their classrooms.

The MTSS process includes data meetings that helps teachers identify the specific needs of their students and provide interventions that address those needs. The teachers use the data to develop a plan for Tier 2 intervention support. The MTSS team monitors those Tier 2 interventions and works together to determine if students show a need for more intensive interventions in Tier 3. The MTSS

coach and other instructional support staff in the school work together to provide Tier 3 interventions in a small group or one on one basis.

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

Strategy: After School Program

Minutes added to school year: 3,600

After school math and reading tutoring programs to focus on students who are in the lowest 30%, ELL, ESE, or FRL.

Strategy Rationale

Our goal is to improve our AMO subgroups. By providing this extended learning time we will close the gap on our subgroups. Overall this will improve our proficiency level in math and reading.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Pankonin, Christine, christine.pankonin@ocps.net

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

Students will be assessed after each math and reading standard has been taught. iReady diagnostic data will be used to get a baseline on the students, and Standards Mastery Assessments will be used to assess the effectiveness of the strategy.

Strategy: After School Program

Minutes added to school year: 1,500

After school Math Olympiad math enrichment program focusing on our fourth and fifth graders who scored a level 4 or 5 on 2016-17 FSA math assessment.

Strategy Rationale

Enrichment program for above level learners to support continued growth in math.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Bennett, Jennifer, jennifer.bennett@ocps.net

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

Students will be assessed using the Math Olympiad assessments, which will be used to determine the effectiveness of the strategy.

Strategy: After School Program

Minutes added to school year: 1,500

Before school Makerspace enrichment program focusing on k-5 students who have a passion for STEM activities.

Strategy Rationale

Enrichment program for to support continued growth in science, technology, engineering, and math.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Bennett, Jennifer, jennifer.bennett@ocps.net

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

Students projects will be used to assess effectiveness of strategy.

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.

Every year we have a Kindergarten Round Up. We invite parents and their upcoming kindergarten student to the school. We screen the students using the kindergarten readiness checklist and speak with the parents about what it is like to be a kindergartener. We go over school expectations, how parents can help at home, introduce the kindergarten team, and give them a tour of the school including an exemplary kindergarten classroom.

Our outgoing 5th graders get to visit the middle school that they will attend. The deans and guidance counselors also come to the school to talk with our 5th graders. They go over expectations and what it is like to be a middle schooler.

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.

Teach-In introduces students to various careers and experiences and is a perfect opportunity for parents, business leaders and community members to support student learning and exposure to college and career opportunities.

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Rock Springs Elementary will increase ELA, Mathematics, and Science proficiency in all subgroups.
- G2.** Rock Springs Elementary will increase ELA and Math learning gains in the lowest 25%.
- G3.** Rock Springs Elementary will increase ELA and Math learning gains in the top 25%.

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. Rock Springs Elementary will increase ELA, Mathematics, and Science proficiency in all subgroups.

1a

G100838

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	71.0
FSA Mathematics Achievement	71.0
Statewide Science Assessment Achievement	71.0

Targeted Barriers to Achieving the Goal 3

- Limited formal planning and implementation of ELA, Mathematics, and Science standards.
- Data analysis was not utilized effectively to drive differentiated Instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Science Lab with facilitator for K-5
- Math/Science Coach
- CRM resources
- Project Lead The Way 2nd - 5th grade
- iReady Math and ELA
- Florida Ready Books
- Write Score
- Instructional Coaches
- Accelerated Reader
- P-Sell 5th Grade
- Daily Computer Lab Times
-

Plan to Monitor Progress Toward G1. 8

Monitor all assessment data and disaggregate by subgroup

Person Responsible

Nathan Hay

Schedule

Every 3 Weeks, from 8/14/2017 to 5/30/2018

Evidence of Completion

Common Summative Assessment (CSA) data sheet

G2. Rock Springs Elementary will increase ELA and Math learning gains in the lowest 25%. 1a

G100839

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	71.0
ELA/Reading Lowest 25% Gains	71.0

Targeted Barriers to Achieving the Goal 3

- Data analysis was not effectively used to drive differentiated instruction to meet the needs of our lowest 25% in ELA and Math.
- Differentiated instruction was not effectively implemented and monitored to support our struggling ELA and math students.

Resources Available to Help Reduce or Eliminate the Barriers 2

- School-based math coach, CCT, VE teachers, Instructional Coaches
- District online curriculum tools and resources (IMS)
- State online curriculum tools and resources (CPALMS)
- Test Item Specifications (grades 3 - 5)
- Designated 45 minute planning time
- Saturday School
- MAO Tutoring
- After School Tutoring
- iReady Toolbox
- Mentoring Program
- iReady Diagnostic

Plan to Monitor Progress Toward G2. 8

Monitoring of iReady, Common Assessments, Mini Measurements of Learning (MML), and FSA data results during individual teacher data meetings will determine the progress toward the goal of increasing learning gains in the bottom 25%.

Person Responsible

Nathan Hay

Schedule

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

Evidence of Completion

FSA, iReady, Common Assessments, and Mini Measurements of Learning data will be collected and disaggregated to demonstrate progress towards the goal of increasing student learning gains.

G3. Rock Springs Elementary will increase ELA and Math learning gains in the top 25%. 1a

G100840

Targets Supported 1b

Indicator	Annual Target
Math Gains	71.0
ELA/Reading Gains	71.0

Targeted Barriers to Achieving the Goal 3

- Limited enrichment opportunities for our top 25%
- Differentiated instruction was not effectively monitored to support our top 25% in ELA and Math.

Resources Available to Help Reduce or Eliminate the Barriers 2

- State online curriculum tools and resources (CPALMS)
- FSA test item specifications
- School instructional coaches
- District online curriculum and resources (IMS)
- Math and Science Olympiad
- Document Based Questions DBQ Grade 4 & 5
-

Plan to Monitor Progress Toward G3. 8

Monitoring of iReady, Common Assessments, Mini Measurements of Learning (MML), and FSA data results during individual teacher data meetings will determine the progress toward the goal of increasing learning gains.

Person Responsible

Nathan Hay

Schedule

Quarterly, from 8/14/2017 to 5/30/2018

Evidence of Completion

FSA, iReady, Common Assessments, and Mini Measurements of Learning data will be collected and disaggregated to demonstrate progress towards the goal of increasing student learning gains.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Rock Springs Elementary will increase ELA, Mathematics, and Science proficiency in all subgroups. 1

G100838

G1.B1 Limited formal planning and implementation of ELA, Mathematics, and Science standards. 2

B271962

G1.B1.S1 Weekly lesson collaboration facilitated by coach and administration. 4

S287943

Strategy Rationale

Build teacher capacity with ELA, math, and science standards.

Action Step 1 5

Weekly lesson planning utilizing the ELA, math, and science standards

Person Responsible

Nicole Lathrop

Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Lesson planning documents

Action Step 2 5

Teachers will implement standards based instruction based on lesson plans decided upon during common planning time.

Person Responsible

Nicole Lathrop

Schedule

Daily, from 8/14/2017 to 5/30/2018

Evidence of Completion

Lesson plan documents and classroom walkthroughs

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

Weekly monitoring and feedback of lesson plans

Person Responsible

Nicole Lathrop

Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Lesson plans, classroom walkthroughs, teacher feedback, and coach logs

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

Monitor student achievement on unit assessments.

Person Responsible

Nathan Hay

Schedule

Every 3 Weeks, from 8/14/2017 to 5/30/2018

Evidence of Completion

Common Summative Assessment data, iReady Diagnostic data, and FSA

G1.B1.S2 Weekly Science lab to enhance hands on experiments and build academic vocabulary. 4

 S287944

Strategy Rationale

Mandatory Science lab will give all students exposure and practice with grade level content in science and build academic vocabulary.

Action Step 1 5

Mandatory science lab for K-5 students to build academic vocabulary.

Person Responsible

Jennifer Bennett

Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Lab check-in/out rubric

Action Step 2 5

Set up labs for K-5 teachers

Person Responsible

Jennifer Bennett

Schedule

Daily, from 8/14/2017 to 5/30/2018

Evidence of Completion

The lab will have all materials necessary when the teachers come in to participate.

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

Weekly collection of check-in/out rubrics.

Person Responsible

Jennifer Bennett

Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Collection of rubrics and follow up with attendance log for the science lab.

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

Evaluation of Science CSA's and District progress monitoring benchmark assessments.

Person Responsible

Jennifer Bennett

Schedule

Monthly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Common Assessment and Benchmark data.

G1.B1.S5 Students will use the computer lab daily to reach the 45 minute goal for iReady math and reading. 4

 S287947

Strategy Rationale

By utilizing the iReady program with fidelity students will increase their knowledge of grade level content.

Action Step 1 5

Create a computer lab schedule.

Person Responsible

Christine Pankonin

Schedule

On 5/30/2018

Evidence of Completion

iReady usage reports

Action Step 2 5

Students complete 45 minutes of math and reading a week on iReady

Person Responsible

Christine Pankonin

Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

iReady usage reports

Plan to Monitor Fidelity of Implementation of G1.B1.S5 6

iReady usage report

Person Responsible

Christine Pankonin

Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

iReady usage report

Plan to Monitor Effectiveness of Implementation of G1.B1.S5 7

Students will take 3 diagnostics a year, which will provide the school data to monitor effectiveness.

Person Responsible

Nathan Hay

Schedule

Triannually, from 8/14/2017 to 5/30/2018

Evidence of Completion

iReady diagnostic data

G2. Rock Springs Elementary will increase ELA and Math learning gains in the lowest 25%. 1

G100839

G2.B1 Data analysis was not effectively used to drive differentiated instruction to meet the needs of our lowest 25% in ELA and Math. 2

B271964

G2.B1.S1 Use formative assessment data to drive daily differentiated instruction. 4

S287949

Strategy Rationale

Through the use of formative assessment teachers will become aware of gaps in understanding, and form appropriate groups to address individual needs.

Action Step 1 5

During coach lead common planning time teachers will use the data to differentiate instruction

Person Responsible

Jennifer Bennett

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Classroom walkthroughs will be conducted to monitor the implementation of data based differentiated instruction. Lesson planning collaboration documents and coaching logs.

Action Step 2 5

During common planning coaches will assist teachers in using their data to differentiate instruction.

Person Responsible

Christine Pankonin

Schedule

Weekly, from 8/13/2018 to 5/27/2019

Evidence of Completion

Classroom walkthrough, differentiated centers and teacher small group

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

Weekly coaching observations and classroom walkthroughs will be conducted to monitor the fidelity of implementation. Based on observation and walkthrough data, differentiated support will be provided to classroom teachers.

Person Responsible

Christine Pankonin

Schedule

Weekly, from 8/13/2018 to 5/20/2019

Evidence of Completion

Weekly coaching observation and classroom walkthrough data will be collected and used to monitor whether differentiated instruction is being implemented with fidelity.

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

Weekly lesson plans will be monitored to ensure differentiation is being implemented with fidelity. After analyzing weekly lesson plans, differentiated support will be provided to classroom teachers and/or teams.

Person Responsible

Christine Pankonin

Schedule

Weekly, from 8/20/2018 to 5/27/2019

Evidence of Completion

Lesson plan checklists will be utilized to assist with the analysis of the differentiated lesson plans. Weekly coaching observations and classroom walkthroughs will be conducted to ensure that the lesson plans are being executed during classroom instruction.

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

Team data meetings with administration team will be held to evaluate the effectiveness of differentiation. Differentiated support for teachers will be determined by assessment data results.

Person Responsible

Nathan Hay

Schedule

Biweekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Common Summative Assessment data

G2.B1.S4 Tutoring - Saturday School, MAO, Afterschool and Before School **4**

 S287952

Strategy Rationale

To provide students additional opportunities to master critical skills in both reading and math.

Action Step 1 **5**

Before school, after school, and Saturday tutoring will be utilized to meet the needs of our lowest 25% in reading and math.

Person Responsible

Christine Pankonin

Schedule

Weekly, from 9/30/2017 to 3/10/2018

Evidence of Completion

Tutoring attendance data

Action Step 2 **5**

Teachers will create lesson plans that focus on reteaching standards based on common assessment data.

Person Responsible

Christine Pankonin

Schedule

Weekly, from 9/30/2017 to 3/24/2018

Evidence of Completion

Tutoring lesson plans

Plan to Monitor Fidelity of Implementation of G2.B1.S4 6

Tutoring will be monitored through assessment data.

Person Responsible

Robyn Strange

Schedule

Biweekly, from 9/1/2017 to 3/30/2018

Evidence of Completion

Classroom Common Summative Assessment data, student report cards, iReady usage reports, and FSA data.

Plan to Monitor Effectiveness of Implementation of G2.B1.S4 7

Administration will review classroom data and tutoring attendance to ensure effectiveness

Person Responsible

Robyn Strange

Schedule

On 3/30/2018

Evidence of Completion

iReady usage reports, CSA data, and attendance records

G2.B2 Differentiated instruction was not effectively implemented and monitored to support our struggling ELA and math students. 2

B271965

G2.B2.S1 The administrative team will develop a systematic monitoring plan to provide teachers support and actionable feedback to ensure effective differentiated instruction. 4

S287953

Strategy Rationale

Coaching and feedback will improve classroom instruction and overall student performance.

Action Step 1 5

Create a calendar for classroom walkthroughs

Person Responsible

Robyn Strange

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Walkthrough schedule and evaluation documentation spreadsheet

Action Step 2 5

The administrative team will conduct weekly coaching observations and classroom walkthroughs and provide actionable feedback to improve small group differentiated instruction, scaffolding of vocabulary, and use of strategies/accommodations to support lowest 25%.

Person Responsible

Nicole Lathrop

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Classroom walkthroughs will be conducted to monitor the use of instructional strategies/accommodations to support the lowest 25% based on student proficiency on Florida Standards. Walkthrough look-fors will include, but are not limited to daily small group differentiated instruction, scaffolding of vocabulary, and use of strategies/accommodations to support lowest 25%. Coach's logs will be monitored to ensure the coaching cycle is conducted for teachers in need of support.

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

Weekly lesson plans will be collected and monitored to ensure that the strategies of support are being implemented with fidelity. After analyzing weekly lesson plans, differentiated support will be provided to classroom teachers and/or teams.

Person Responsible

Nathan Hay

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Weekly coaching observations and classroom walkthroughs will be conducted to ensure that the lesson plans are being executed during classroom instruction.

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

Common assessment, MML, and i-Ready data will be disaggregated and monitored during individual data meetings to evaluate the effectiveness of the use of strategies to support our lowest 25% students. Differentiated support for teachers will be determined by assessment data results.

Person Responsible

Nathan Hay

Schedule

Every 3 Weeks, from 8/14/2017 to 5/30/2018

Evidence of Completion

Common assessment, MML, and i-Ready data will be disaggregated and monitored during individual data meetings to evaluate the effectiveness of the use of selected strategies to support our lowest 25% students. This assessment data will be compared to lesson plans and coaching observation and classroom walkthrough data to determine the effectiveness of the selected strategies. Differentiated support and/or instructional changes for teachers will be determined by this data comparison.

G2.B2.S2 Teachers will utilize the iReady diagnostic and toolbox to provide targeted skill differentiation.

4

 S287954

Strategy Rationale

By utilizing iReady each student will receive an instructional support plan that has been customized to meet their specific needs.

Action Step 1 5

Teacher will use the diagnostic data to identify struggling students and their area of need, so they can implement strategies in the lessons.

Person Responsible

Nathan Hay

Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Teacher lesson plans

Action Step 2 5

Using the data from the diagnostic, teachers will pull small groups during the intervention block to ensure differentiated instruction is taking place.

Person Responsible

Nathan Hay

Schedule

Daily, from 8/14/2017 to 5/30/2018

Evidence of Completion

Teacher small group lesson plans

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Administration will monitor through classroom walkthroughs and lesson plans checks.

Person Responsible

Nathan Hay

Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Classroom walkthroughs, iObservation data, and teacher feedback.

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Administration will monitor through CSA data and iReady progress.

Person Responsible

Nathan Hay

Schedule

Quarterly, from 8/14/2017 to 5/30/2018

Evidence of Completion

MTSS data, iReady Intervention screener, and CSA data will be used to monitor effectiveness.

G3. Rock Springs Elementary will increase ELA and Math learning gains in the top 25%. 1

G100840

G3.B1 Limited enrichment opportunities for our top 25%. 2

B271966

G3.B1.S1 Increase enrichment opportunities for our top 25%. 4

S287955

Strategy Rationale

Through increasing enrichment opportunities, our top 25% will increase learning gains.

Action Step 1 5

Our top 25% will be invited to participate in Math and Science Olympiad

Person Responsible

Jennifer Bennett

Schedule

Weekly, from 10/2/2017 to 5/1/2018

Evidence of Completion

Math and Science Olympiad participation.

Action Step 2 5

Implementation of DBQ in grades 4 and 5

Person Responsible

Nicole Lathrop

Schedule

Monthly, from 9/4/2017 to 5/31/2018

Evidence of Completion

Collaborative planning forms Lesson plans and student product

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

Monitor participation in Math and Science Olympiad

Person Responsible

Jennifer Bennett

Schedule

Weekly, from 10/2/2017 to 5/1/2018

Evidence of Completion

Math and Science Olympiad attendance sheets

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

Weekly lesson collaboration forms will be monitored to ensure DBQ curriculum is being implemented with fidelity. After analyzing weekly lesson plans, differentiated support will be provided to classroom teachers and/or teams.

Person Responsible

Nicole Lathrop

Schedule

Weekly, from 9/4/2017 to 5/30/2018

Evidence of Completion

Weekly coaching observations and classroom walkthroughs will be conducted to ensure that the lesson plans are being executed during classroom instruction.

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

Team data meetings with administration team will be held to evaluate the effectiveness of enrichment opportunities. Differentiated support for teachers will be determined by assessment data results.

Person Responsible

Nathan Hay

Schedule

Biweekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

iReady diagnostic data and Common Summative Assessment data

G3.B2 Differentiated instruction was not effectively monitored to support our top 25% in ELA and Math. **2**

 B271967

G3.B2.S1 The administrative team will develop a systematic monitoring plan to provide teachers support and actionable feedback to improve their standards-based instruction to meet the needs of our top 25%.

4

 S287957

Strategy Rationale

A monitoring plan will ensure that teachers are receiving support to improve their instructional practices through classroom walk-throughs and actionable feedback.

Action Step 1 **5**

The administrative team will create an individual data meeting calendar to monitor student proficiency levels and progress in ELA, math, and science.

Person Responsible

Robyn Strange

Schedule

Quarterly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Individual classroom data, student proficiency, and data trends will be monitored in order to make instructional decisions and determine teachers in need of support.

Action Step 2 **5**

The administrative team will conduct weekly coaching observations and classroom walkthroughs to provide actionable feedback on instructional strategies and differentiated instruction.

Person Responsible

Nathan Hay

Schedule

Weekly, from 8/29/2016 to 5/7/2018

Evidence of Completion

Evidence will include feedback and data from classroom walkthrough forms completed by the instructional coaches and iObservation coaching observations conducted by administrators.

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

A calendar of weekly data meetings will be created and followed. Meeting notes and data will be collected for documentation of implementation.

Person Responsible

Christine Pankonin

Schedule

Weekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Individual classroom data, student proficiency, and data trends will be monitored in order to make instructional decisions. Documentation of such changes will be recorded in the meeting notes. Coaching logs will be monitored to ensure the coaching cycle is conducted for teachers in need of support.

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

During individual data meetings common assessment, MML, and i-Ready data will be disaggregated and monitored for an increase in students making growth.

Person Responsible

Christine Pankonin

Schedule

Every 3 Weeks, from 8/13/2018 to 8/13/2018

Evidence of Completion

Common assessment, MML, and i-Ready data will be disaggregated and monitored during individual data meetings. Through the implementation of individual data meetings and the coaching cycle to provide differentiated support to teachers, changes to instructional practices and an increase in the percentage of students making growth will be evident .

G3.B2.S2 Professional Development will be provided to teachers to improve differentiation for our top 25%. 4

 S287958

Strategy Rationale

Through professional development we will build our teachers' professional capacity enabling them to meet the needs of our top 25%.

Action Step 1 5

Person Responsible

Schedule

Evidence of Completion

V. Professional Development Opportunities

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

G1. Rock Springs Elementary will increase ELA, Mathematics, and Science proficiency in all subgroups.

G1.B1 Limited formal planning and implementation of ELA, Mathematics, and Science standards.

G1.B1.S1 Weekly lesson collaboration facilitated by coach and administration.

PD Opportunity 1

Weekly lesson planning utilizing the ELA, math, and science standards

Facilitator

Nicole Lathrop, Jennie Bennett, Christine Pankonin

Participants

K-5 Teachers

Schedule

Weekly, from 8/14/2017 to 5/30/2018

G1.B1.S2 Weekly Science lab to enhance hands on experiments and build academic vocabulary.

PD Opportunity 1

Mandatory science lab for K-5 students to build academic vocabulary.

Facilitator

Jennifer Bennett

Participants

K-5 Teachers

Schedule

Weekly, from 8/14/2017 to 5/30/2018

G1.B1.S5 Students will use the computer lab daily to reach the 45 minute goal for iReady math and reading.

PD Opportunity 1

Create a computer lab schedule.

Facilitator

Christine Pankonin

Participants

K-5 teacher

Schedule

On 5/30/2018

G2. Rock Springs Elementary will increase ELA and Math learning gains in the lowest 25%.

G2.B1 Data analysis was not effectively used to drive differentiated instruction to meet the needs of our lowest 25% in ELA and Math.

G2.B1.S1 Use formative assessment data to drive daily differentiated instruction.

PD Opportunity 1

During coach lead common planning time teachers will use the data to differentiate instruction

Facilitator

Jennifer Bennett, Nicole Lathrop, Christine Pankonin

Participants

Classroom teachers (K - 5)

Schedule

Weekly, from 8/14/2017 to 6/1/2018

PD Opportunity 2

During common planning coaches will assist teachers in using their data to differentiate instruction.

Facilitator

Nicole Lathrop

Participants

K-5 Teachers

Schedule

Weekly, from 8/13/2018 to 5/27/2019

G2.B2 Differentiated instruction was not effectively implemented and monitored to support our struggling ELA and math students.

G2.B2.S1 The administrative team will develop a systematic monitoring plan to provide teachers support and actionable feedback to ensure effective differentiated instruction.

PD Opportunity 1

Create a calendar for classroom walkthroughs

Facilitator

Robyn Strange

Participants

Classroom Teachers (K - 5)

Schedule

Weekly, from 8/14/2017 to 5/25/2018

G3. Rock Springs Elementary will increase ELA and Math learning gains in the top 25%.

G3.B1 Limited enrichment opportunities for our top 25%

G3.B1.S1 Increase enrichment opportunities for our top 25%.

PD Opportunity 1

Implementation of DBQ in grades 4 and 5

Facilitator

Nicole Lathrop

Participants

K-5 teachers

Schedule

Monthly, from 9/4/2017 to 5/31/2018

G3.B2 Differentiated instruction was not effectively monitored to support our top 25% in ELA and Math.

G3.B2.S1 The administrative team will develop a systematic monitoring plan to provide teachers support and actionable feedback to improve their standards-based instruction to meet the needs of our top 25%.

PD Opportunity 1

The administrative team will conduct weekly coaching observations and classroom walkthroughs to provide actionable feedback on instructional strategies and differentiated instruction.

Facilitator

District

Participants

DPLC members

Schedule

Weekly, from 8/29/2016 to 5/7/2018

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	Weekly lesson planning utilizing the ELA, math, and science standards				\$0.00
2	G1.B1.S1.A2	Teachers will implement standards based instruction based on lesson plans decided upon during common planning time.				\$0.00
3	G1.B1.S2.A1	Mandatory science lab for K-5 students to build academic vocabulary.				\$0.00
4	G1.B1.S2.A2	Set up labs for K-5 teachers				\$0.00
5	G1.B1.S5.A1	Create a computer lab schedule.				\$0.00
6	G1.B1.S5.A2	Students complete 45 minutes of math and reading a week on iReady				\$0.00
7	G2.B1.S1.A1	During coach lead common planning time teachers will use the data to differentiate instruction				\$250.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
		130-Other Certified Instructional Personnel	1011 - Rock Springs Elementary	General Fund		\$250.00
<i>Notes: Salary and materials used by the math coach</i>						
8	G2.B1.S1.A2	During common planning coaches will assist teachers in using their data to differentiate instruction.				\$200.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
		100-Salaries	1011 - Rock Springs Elementary	General Fund		\$200.00
<i>Notes: Materials to provide effective feedback to teachers</i>						
9	G2.B1.S4.A1	Before school, after school, and Saturday tutoring will be utilized to meet the needs of our lowest 25% in reading and math.				\$0.00
10	G2.B1.S4.A2	Teachers will create lesson plans that focus on reteaching standards based on common assessment data.				\$0.00
11	G2.B2.S1.A1	Create a calendar for classroom walkthroughs				\$350.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
		130-Other Certified Instructional Personnel	1011 - Rock Springs Elementary	General Fund		\$350.00
<i>Notes: Salary and materials needed to conduct professional development workshops</i>						
12	G2.B2.S1.A2	The administrative team will conduct weekly coaching observations and classroom walkthroughs and provide actionable feedback to improve small group differentiated instruction, scaffolding of vocabulary, and use of strategies/accommodations to support lowest 25%.				\$200.00

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	Function	Object	Budget Focus	Funding Source	FTE	2018-19	
		100-Salaries	1011 - Rock Springs Elementary	General Fund		\$200.00	
<i>Notes: Materials to provide effective feedback to teachers</i>							
13	G2.B2.S2.A1	Teacher will use the diagnostic data to identify struggling students and their area of need, so they can implement strategies in the lessons.					\$0.00
14	G2.B2.S2.A2	Using the data from the diagnostic, teachers will pull small groups during the intervention block to ensure differentiated instruction is taking place.					\$0.00
15	G3.B1.S1.A1	Our top 25% will be invited to participate in Math and Science Olympiad					\$50.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19	
		110-Administrators	1011 - Rock Springs Elementary			\$50.00	
<i>Notes: There is no cost factor for this item</i>							
16	G3.B1.S1.A2	Implementation of DBQ in grades 4 and 5					\$2,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19	
		140-Substitute Teachers	1011 - Rock Springs Elementary			\$1,200.00	
<i>Notes: We will pay for subs so multiple teachers on the grade level can observe the coaches providing instruction.</i>							
		130-Other Certified Instructional Personnel	1011 - Rock Springs Elementary	General Fund		\$1,000.00	
<i>Notes: Salaries and materials used during modeling of lessons</i>							
17	G3.B2.S1.A1	The administrative team will create an individual data meeting calendar to monitor student proficiency levels and progress in ELA, math, and science.					\$300.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19	
		100-Salaries	1011 - Rock Springs Elementary	General Fund		\$300.00	
<i>Notes: Salary and materials used by the administration team to create the calendars</i>							
18	G3.B2.S1.A2	The administrative team will conduct weekly coaching observations and classroom walkthroughs to provide actionable feedback on instructional strategies and differentiated instruction.					\$200.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19	
		100-Salaries	1011 - Rock Springs Elementary	General Fund		\$200.00	
<i>Notes: Salaries and Materials to provide effective feedback to teachers</i>							
19	G3.B2.S2.A1						\$0.00
Total:						\$3,750.00	

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2019					
G3.B2.S2.A1 A390620	[no content entered]		No Start Date		No End Date one-time
G3.B2.S1.MA1 M427217	A calendar of weekly data meetings will be created and followed. Meeting notes and data will be...	Pankonin, Christine	8/15/2016	Individual classroom data, student proficiency, and data trends will be monitored in order to make instructional decisions. Documentation of such changes will be recorded in the meeting notes. Coaching logs will be monitored to ensure the coaching cycle is conducted for teachers in need of support.	5/31/2017 weekly
G3.B2.S1.A1 A390618	The administrative team will create an individual data meeting calendar to monitor student...	Strange, Robyn	8/15/2016	Individual classroom data, student proficiency, and data trends will be monitored in order to make instructional decisions and determine teachers in need of support.	5/31/2017 quarterly
G2.B1.S4.A1 A390610	Before school, after school, and Saturday tutoring will be utilized to meet the needs of our lowest...	Pankonin, Christine	9/30/2017	Tutoring attendance data	3/10/2018 weekly
G2.B1.S4.A2 A390611	Teachers will create lesson plans that focus on reteaching standards based on common assessment...	Pankonin, Christine	9/30/2017	Tutoring lesson plans	3/24/2018 weekly
G2.B1.S4.MA1 M427206	Administration will review classroom data and tutoring attendance to ensure effectiveness	Strange, Robyn	9/1/2017	iReady usage reports, CSA data, and attendance records	3/30/2018 one-time
G2.B1.S4.MA1 M427207	Tutoring will be monitored through assessment data.	Strange, Robyn	9/1/2017	Classroom Common Summative Assessment data, student report cards, iReady usage reports, and FSA data.	3/30/2018 biweekly
G3.B1.S1.MA1 M427214	Monitor participation in Math and Science Olympiad	Bennett, Jennifer	10/2/2017	Math and Science Olympiad attendance sheets	5/1/2018 weekly
G3.B1.S1.A1 A390616	Our top 25% will be invited to participate in Math and Science Olympiad	Bennett, Jennifer	10/2/2017	Math and Science Olympiad participation.	5/1/2018 weekly
G3.B2.S1.A2 A390619	The administrative team will conduct weekly coaching observations and classroom walkthroughs to...	Hay, Nathan	8/29/2016	Evidence will include feedback and data from classroom walkthrough forms completed by the instructional coaches and iObservation coaching observations conducted by administrators.	5/7/2018 weekly
G2.B2.S1.MA1 M427209	Weekly lesson plans will be collected and monitored to ensure that the strategies of support are...	Hay, Nathan	8/14/2017	Weekly coaching observations and classroom walkthroughs will be conducted to ensure that the lesson plans are being executed during classroom instruction.	5/25/2018 weekly
G2.B2.S1.A1 A390612	Create a calendar for classroom walkthroughs	Strange, Robyn	8/14/2017	Walkthrough schedule and evaluation documentation spreadsheet	5/25/2018 weekly
G2.B2.S1.A2 A390613	The administrative team will conduct weekly coaching observations and classroom walkthroughs and...	Lathrop , Nicole	8/14/2017	Classroom walkthroughs will be conducted to monitor the use of instructional strategies/ accommodations to support the lowest 25% based on student proficiency on Florida Standards. Walkthrough look-fors will include, but are not limited to daily small group differentiated instruction, scaffolding of vocabulary, and use of strategies/accommodations	5/25/2018 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				to support lowest 25%. Coach's logs will be monitored to ensure the coaching cycle is conducted for teachers in need of support.	
G1.MA1 M427202	Monitor all assessment data and disaggregate by subgroup	Hay, Nathan	8/14/2017	Common Summative Assessment (CSA) data sheet	5/30/2018 every-3-weeks
G3.MA1 M427218	Monitoring of iReady, Common Assessments, Mini Measurements of Learning (MML), and FSA data results...	Hay, Nathan	8/14/2017	FSA, iReady, Common Assessments, and Mini Measurements of Learning data will be collected and disaggregated to demonstrate progress towards the goal of increasing student learning gains.	5/30/2018 quarterly
G1.B1.S1.MA1 M427194	Monitor student achievement on unit assessments.	Hay, Nathan	8/14/2017	Common Summative Assessment data, iReady Diagnostic data, and FSA	5/30/2018 every-3-weeks
G1.B1.S1.MA1 M427195	Weekly monitoring and feedback of lesson plans	Lathrop , Nicole	8/14/2017	Lesson plans, classroom walkthroughs, teacher feedback, and coach logs	5/30/2018 weekly
G1.B1.S1.A1 A390599	Weekly lesson planning utilizing the ELA, math, and science standards	Lathrop , Nicole	8/14/2017	Lesson planning documents	5/30/2018 weekly
G1.B1.S1.A2 A390600	Teachers will implement standards based instruction based on lesson plans decided upon during...	Lathrop , Nicole	8/14/2017	Lesson plan documents and classroom walkthroughs	5/30/2018 daily
G2.B1.S1.MA1 M427203	Team data meetings with administration team will be held to evaluate the effectiveness of...	Hay, Nathan	8/14/2017	Common Summative Assessment data	5/30/2018 biweekly
G2.B2.S1.MA1 M427208	Common assessment, MML, and i-Ready data will be disaggregated and monitored during individual data...	Hay, Nathan	8/14/2017	Common assessment, MML, and i-Ready data will be disaggregated and monitored during individual data meetings to evaluate the effectiveness of the use of selected strategies to support our lowest 25% students. This assessment data will be compared to lesson plans and coaching observation and classroom walkthrough data to determine the effectiveness of the selected strategies. Differentiated support and/or instructional changes for teachers will be determined by this data comparison.	5/30/2018 every-3-weeks
G3.B1.S1.MA1 M427213	Team data meetings with administration team will be held to evaluate the effectiveness of...	Hay, Nathan	8/14/2017	iReady diagnostic data and Common Summative Assessment data	5/30/2018 biweekly
G3.B1.S1.MA2 M427215	Weekly lesson collaboration forms will be monitored to ensure DBQ curriculum is being implemented...	Lathrop , Nicole	9/4/2017	Weekly coaching observations and classroom walkthroughs will be conducted to ensure that the lesson plans are being executed during classroom instruction.	5/30/2018 weekly
G1.B1.S2.MA1 M427196	Evaluation of Science CSA's and District progress monitoring benchmark assessments.	Bennett, Jennifer	8/14/2017	Common Assessment and Benchmark data.	5/30/2018 monthly
G1.B1.S2.MA1 M427197	Weekly collection of check-in/out rubrics.	Bennett, Jennifer	8/14/2017	Collection of rubrics and follow up with attendance log for the science lab.	5/30/2018 weekly
G1.B1.S2.A1 A390601	Mandatory science lab for K-5 students to build academic vocabulary.	Bennett, Jennifer	8/14/2017	Lab check-in/out rubric	5/30/2018 weekly
G1.B1.S2.A2 A390602	Set up labs for K-5 teachers	Bennett, Jennifer	8/14/2017	The lab will have all materials necessary when the teachers come in to participate.	5/30/2018 daily
G2.B2.S2.MA1 M427210	Administration will monitor through CSA data and iReady progress.	Hay, Nathan	8/14/2017	MTSS data, iReady Intervention screener, and CSA data will be used to monitor effectiveness.	5/30/2018 quarterly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B2.S2.MA1 M427211	Administration will monitor through classroom walkthroughs and lesson plans checks.	Hay, Nathan	8/14/2017	Classroom walkthroughs, iObservation data, and teacher feedback.	5/30/2018 weekly
G2.B2.S2.A1 A390614	Teacher will use the diagnostic data to identify struggling students and their area of need, so...	Hay, Nathan	8/14/2017	Teacher lesson plans	5/30/2018 weekly
G2.B2.S2.A2 A390615	Using the data from the diagnostic, teachers will pull small groups during the intervention block...	Hay, Nathan	8/14/2017	Teacher small group lesson plans	5/30/2018 daily
G1.B1.S5.MA1 M427200	Students will take 3 diagnostics a year, which will provide the school data to monitor...	Hay, Nathan	8/14/2017	iReady diagnostic data	5/30/2018 triannually
G1.B1.S5.MA1 M427201	iReady usage report	Pankonin, Christine	8/14/2017	iReady usage report	5/30/2018 weekly
G1.B1.S5.A1 A390605	Create a computer lab schedule.	Pankonin, Christine	8/14/2017	iReady usage reports	5/30/2018 one-time
G1.B1.S5.A2 A390606	Students complete 45 minutes of math and reading a week on iReady	Pankonin, Christine	8/14/2017	iReady usage reports	5/30/2018 weekly
G2.MA1 M427212	Monitoring of iReady, Common Assessments, Mini Measurements of Learning (MML), and FSA data results...	Hay, Nathan	8/14/2017	FSA, iReady, Common Assessments, and Mini Measurements of Learning data will be collected and disaggregated to demonstrate progress towards the goal of increasing student learning gains.	5/31/2018 biweekly
G3.B1.S1.A2 A390617	Implementation of DBQ in grades 4 and 5	Lathrop , Nicole	9/4/2017	Collaborative planning forms Lesson plans and student product	5/31/2018 monthly
G2.B1.S1.A1 A390607	During coach lead common planning time teachers will use the data to differentiate instruction	Bennett, Jennifer	8/14/2017	Classroom walkthroughs will be conducted to monitor the implementation of data based differentiated instruction. Lesson planning collaboration documents and coaching logs.	6/1/2018 weekly
G3.B2.S1.MA1 M427216	During individual data meetings common assessment, MML, and i-Ready data will be disaggregated and...	Pankonin, Christine	8/13/2018	Common assessment, MML, and i-Ready data will be disaggregated and monitored during individual data meetings. Through the implementation of individual data meetings and the coaching cycle to provide differentiated support to teachers, changes to instructional practices and an increase in the percentage of students making growth will be evident .	8/13/2018 every-3-weeks
G2.B1.S1.MA1 M427204	Weekly coaching observations and classroom walkthroughs will be conducted to monitor the fidelity...	Pankonin, Christine	8/13/2018	Weekly coaching observation and classroom walkthrough data will be collected and used to monitor whether differentiated instruction is being implemented with fidelity.	5/20/2019 weekly
G2.B1.S1.MA2 M427205	Weekly lesson plans will be monitored to ensure differentiation is being implemented with fidelity....	Pankonin, Christine	8/20/2018	Lesson plan checklists will be utilized to assist with the analysis of the differentiated lesson plans. Weekly coaching observations and classroom walkthroughs will be conducted to ensure that the lesson plans are being executed during classroom instruction.	5/27/2019 weekly
G2.B1.S1.A2 A390608	During common planning coaches will assist teachers in using their data to differentiate...	Pankonin, Christine	8/13/2018	Classroom walkthrough, differentiated centers and teacher small group	5/27/2019 weekly