



## Rymfire Elementary School

1425 RYMFIRE DR, Palm Coast, FL 32164

www.flaglerschools.com

### School Demographics

**School Type**  
Elementary

**Title I**  
Yes

**Free/Reduced Price Lunch**  
74%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
45%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	B	A	A

### School Board Approval

This plan is pending approval by the Flagler 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.

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, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education'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 resources available to support the goals and barriers that could hinder achieving those goals (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 is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

Rymfire Elementary School's Flagship Program is "Medical Sciences, Health, and Fitness." Our mission is to teach our students the importance of a healthier life style through experiences that focus on exercise and nutrition. We also strive to nurture interest in the Medical Sciences and inspire our students to pursue health/medical careers in the future.

##### **Provide the school's vision statement**

The Rymfire Elementary School Vision is to work as a team to develop the whole child through successful school experiences in an environment of mutual respect and personal growth.

#### School Environment

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

Throughout the year, teachers and students are involved in activities that promote acceptance of various cultures and building of relationships. At our "Meet the Teacher" Day, parents/students/teachers have an opportunity to interact and get to know each other. During our Open House, there is more time provided for teachers to share information about their classroom program and procedures. In the first days of school, our teachers incorporate activities that support students getting to know each other. They also conduct interest surveys with their students and many of them have also conducted learning style inventories.

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

At the start of the school year, we have grade level assemblies during students' Special Area times. At this assembly, Special Area teachers share information about school-wide rules and procedures. Included in these assemblies is information about bullying and making sure students report to an adult if they feel unsafe in any way. In September, we will have an Anti-Bullying assembly for students in grades K-6. Information and skits will be presented by teachers and students to show what bullying looks like and to empower students to speak up if they feel unsafe. We also have our school-wide Bucket Fillers Program. Students learn about treating each other with respect and then are rewarded using our Bucket Bucks (and other classroom rewards) for showing respect. Every two weeks, Bucket Bucks are drawn during lunches for Grades K-4 and students can receive prizes from the prize table. Students in grades 5-6 use the Classroom Dojo program and receive points for respectful behaviors. They may cash in their points for prizes.

##### **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**

Establishing a school-wide behavior system at Rymfire Elementary starts with forming a diverse committee composed of teacher leaders, support staff, and administrators. The committee is responsible for developing a plan that reflects both our mission and vision statements. The committee also creates a list of clearly developed and defined expectations and procedures for behavior. A

sequence of fair consequences has been developed and implemented that is consistent for all grade levels. This includes, but is not limited to Behavior Tracking Form as well as Referral practices. The students receive a planner that clearly outlines these expectations. To reinforce the procedures and expectations, the school's special area team conducts a beginning of the year PBS Blast presentation for the entire school. The team acts out humorous skits that portray both the incorrect and correct behaviors and expectations. Rymfire Elementary has also implemented a proactive system that rewards students for displaying positive behaviors. Students are rewarded through our Bucket Bucks and Class Dojo programs, or simply through positive reinforcement from our staff. We also have a character education program in place with our Terrific Kids program. This program is a collaborative effort between the school and the Kiwanis Club of Flagler County. The purpose of this program is to create a climate that teaches, models, and promotes the traits outlined in Character Education. Awards are given out each quarter. Rymfire Elementary School is also participating in an ongoing staff development in the MindUP! program. This research-based training program teaches social and emotional learning skills that link cognitive neuroscience, positive psychology and mindful awareness training utilizing a brain centric approach. Through all of our initiatives, Rymfire Elementary School has established staff commitment all aimed at a common vision.

**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**

Rymfire Elementary School Staff places students' needs first. The goal of the Guidance Department is to ensure that students' social and emotional needs are met in order to maximize academic success as well as personal growth. Counselors collaborate with teachers, parents, behavior specialists, school psychologists, and other mental health specialists in identifying and addressing students' needs. The Multi-Tiered Support System (MTSS) is a process used to serve students with specific academic and/or behavioral/social needs. When outside assistance is needed, the district's referral process (FSS) is used to provide mental health support and assistance with basic needs. RES is stocked with school supplies and clothing items for identified students.

On campus, students are further supported via individual and/or small group counseling, SOS mentoring program, classroom guidance lessons on social emotional issues, and consultation with parents/teachers/identified school staff. Guidance takes a proactive stance in planning/participating in activities and events which promote social and emotional health for students and assist parents. The Parenting with Love-and Logic class is a resource for parents to enhance parenting skills and foster a better relationship with their children. Career Day allows students the opportunity to meet and talk with role models in the various job fields as they consider their interests and plan for the future. RES Student Council serves as an opportunity for participants not only to assist in school activities and events but also experience personal growth as they learn more about themselves, their abilities, and the role they play in a community. RES has adopted MindUP! as a school-wide positive behavior strategy this year. MindUP! teaches students evidence-based mindfulness strategies which help regulate emotions. Rymfire Elementary also provides the opportunity for students to participate in various clubs, events and activities which promote personal and social growth. These are offered throughout the year, both before school and after school.

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

Rymfire Elementary School's attendance clerk monitors our students' attendance. She sends home letters to parents and staff when a student has 5, 10 and 15 unexcused absences. Our attendance clerk also sends staff a list of students who have more than 5 tardies and/or absences.

To monitor suspensions, copies of discipline referrals are given to the grade level guidance counselor

after the student receives consequences from administration. Our Skyward data system keeps track of referrals written and any administration calls to the rooms. Counselors also keep track of referrals and discipline, including suspension, for purposes of providing supports through Behavioral MTSS. For course failures, reports are generated quarterly for students who are receiving D's and F's. This data is monitored by Administration. In addition, all teachers are given PMP's to begin the MTSS process for all level 1 students who are not already in the process.

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

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

Indicator	Grade Level							Total
	K	1	2	3	4	5	6	
Attendance below 90 percent	31	24	28	19	28	22	27	179
One or more suspensions	4	5	2	4	10	14	20	59
Course failure in ELA or Math	0	0	0	33	17	12	1	63
Level 1 on statewide assessment	0	0	0	34	25	42	40	141
	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	

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

Indicator	Grade Level						Total
	K	1	3	4	5	6	
Students exhibiting two or more indicators	2	1	23	20	16	10	72

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

- 1) Attendance: Student support team meetings are coordinated by the school counselor for all students who have more than 10 unexcused absences (3 tardies equal one absence). These meetings include the parent, counselor and student when appropriate. Attendance contracts are developed and signed.
- 2) Suspensions: Our MTSS process is initiated after a student has at least 4 discipline referrals. The school has a meeting that often includes the parent, teacher, behavior specialist, behavior interventionist, school counselor and an administrator to develop a plan to help the student reduce discipline referrals and increase positive behavior that aligns with school expectations. Individual counseling and small groups are often developed and facilitated by the school counselor for these students. Referrals to mental health and behavioral counseling may also be provided.
- 3) Academic Failure: The MTSS is initiated for students who are at risk of failing. A plan is developed for these students which often includes specific Tier 2 interventions from the classroom teacher and, if appropriate, Tier 3 interventions from an intervention teacher. RES also has tutoring programs available for students who have received a level 1 on the previous year's FCAT.

**Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**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**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

Yes

**PIP Link**

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

**Description**

**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**

Rymfire Elementary School promotes student success in school by creating partnerships with businesses, agencies, community members and parents. To develop and sustain these partnerships, good communication is essential. There needs to be a shared vision between stakeholders. All actions are developed around creating experiences that promote student success. We develop partnerships in 5 categories:

- 1) Parenting Education opportunities including PTO, Love and Logic Parenting Classes, MindUP! training for parents, SAC, Parent ELA Night, Parent Math Night, and ESOL Classes for Adults
- 2) Shared Decision-Making and Two-Way Communication through Newsletters, Planners, Surveys at the end of the school year, SAC, and PTO.
- 3) Volunteering Opportunities including Parent/Community Volunteers, African-American Mentor Program, WATCH D.O.G.S, I Can Read program, and Career Day.
- 4) Use of Community Resources through partnerships with Lowe's and Publix, use of Behavioral/Mental Health Services, and the Flagler County Education Foundation. We also have developed partnerships with local agencies to support our Flagship Program (Medical Sciences, Health and Fitness). These agencies include the Flagler County Health Department, Florida Hospital Flagler, and Nursing Programs from Bethune-Cookman University and Daytona State College.
- 5) Student Community Services including K-Kids, Student Council, Principal's Advisory Committee, and Community Problem Solvers.

**Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

**School Leadership Team**

**Membership**

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Sauvelpahkick, Barbara	Assistant Principal
McDonald, Barry	Dean
Moore, LaShakia	Teacher, K-12
Ruddy, Janie	Instructional Coach
Wisniewski, Chris	Teacher, K-12
St. Francis, Paula	Principal
Koushakjy, Abude	Assistant Principal
Baldwin, Kathy	Instructional Coach
Evensen, Donelle	Instructional Coach

### Duties

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

The members of the school Leadership Team include Paula St. Francis (Principal), Barbara Sauvelpahkick and Abude Koushakjy (Assistant Principals), Barry McDonald (Dean), Chris Wisniewski (Behavior Interventionist), Kathy Baldwin (Reading Coach), Donelle Evensen (ELA Coach), Janie Ruddy (Math/Science Coach) and LaShakia Moore (Teacher Support Colleague). The Leadership Team provides Professional Development, leads Professional Learning Community Meetings, mentors teachers, and provides model lessons for teachers. The school Leadership Team meets twice per month to discuss the needs of the school. Along with Administration and members of the DA Team from the Department of Education, the Leadership Team worked this past summer to develop the goal of the School Improvement Plan.

***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***

The school Leadership Team identified what the overarching goal for the School Improvement Plan would be while working with Administration and the DA Team from DOE. It was agreed that funds for Professional Development would be used for supporting the School Improvement Plan goal or the Flagship Goal. The Leadership Team has also worked together to apply for 4 Grants to support our Flagship Program.

The Team meets a minimum of once per week. They also meet with the principal two times per month to discuss the needs of our teachers and students. Each week, the team provides the principal with a log of their services to support students and/or teachers.

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Nancy Willis	Business/Community
Barbara Sauvelpahkick	Principal
Abude Koushakjy	Principal
LaShakia Moore	Teacher
Sandra Shank	Parent
Beth Blumengarten	Education Support Employee
Andy Dance	Education Support Employee
Paul Pedro	Education Support Employee
Paula St. Francis	Principal
St. Clair Kennedy	Business/Community
Danielle Galloway	Parent
Myra Middleton Valentine	Business/Community
Shantelle Britt	Business/Community
Janet McDonald	Business/Community
	Student

## Duties

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

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

When the School Improvement Plan was being developed, Barbara Sauvelpahkick (Assistant Principal) met with members of SAC, as well as other teachers/staff members, to review/revise/edit information. The plan was then presented to our SAC at a meeting in October, 2013. There was discussion as well as question/answer and then the Plan was accepted for submission. At the mid-point of the school year, an update was presented to SAC to share how Rymfire Elementary was progressing toward implementing strategies and meeting goals.

### *Development of this school improvement plan*

This year, prior to the start of school, members of the Rymfire Elementary Leadership Team met with staff members from the Florida Department of Education to start working on the School Improvement Plan for the 2014-2015 school year. At this meeting, the team discussed how to develop one overarching goal along with strategies for meeting the goal. The team worked on the 8 Step Problem Solving Process which includes statement of goal, strategies and action steps to be taken throughout the year. The ultimate result of implementing this goal and strategies would be an increase in student achievement.

Barbara Sauvelpahkick (Assistant Principal) then met with members of the Leadership Team and members of SAC to review/revise/edit the Plan. The Plan was then presented to SAC at a meeting on September 24, 2014. There was discussion as well as question/answer and then the Plan was accepted by SAC at that meeting.

### *Preparation of the school's annual budget and plan*

At the end of the 2013-2014 school year, Paula St. Francis (Principal) and Barbara Sauvelpahkick (Assistant Principal) met with Tammy Yorke (Title I Coordinator) to discuss our Needs Assessment for the 2014-2015 school year. Based on the funding we would receive from Title I, we developed a

plan to pay for Instructional Coaches (for coaching and professional development), supplemental instructional materials, technology, and stipends for teachers to provide parent/family nights (ELA, Math, Technology, STEM).

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

In January of 2014, Paula St. Francis (Principal) and Christine Connors (Bookkeeper) started the budget process for the 2014-2015 school year. The budget is based on the projected FTE count. The total amount is provided by Tom Tant (District Finance Director), Expenditures are also provided by all the Department Heads and are included in the budgeting process. The staffing formula must also be followed. The completed budget is discussed with the Assistant Principals and is aligned with the Title I budget. All remaining funds are spent on the needs of students and teachers. Tom Tant then shares all completed budgets with the Flagler County School Board for approval in the Spring.

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

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

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Sauvelpakhick, Barbara	Assistant Principal
Baldwin, Kathy	Instructional Coach
St. Francis, Paula	Principal
Evensen, Donelle	Instructional Coach
Moore, LaShakia	Instructional Coach
Kucharski, Allison	Teacher, K-12
Galt, Christine	Teacher, K-12
Hald, Julie	Teacher, K-12
Doutrick, Heather	Teacher, K-12
Gordon, Patrice	Teacher, K-12
Landi, Tressa	Teacher, K-12
Lehtonen, Jackie	Instructional Media
Pedro, Jamie	Teacher, K-12
Sanfilippo, Joy	Teacher, K-12

**Duties**

**Describe how the LLT promotes literacy within the school**

The Literacy Leadership Team meets monthly to discuss literacy strategies and testing. Information is then shared with the faculty in grade level meetings. The Team also plans contests, parent workshops, and family activities to stimulate interest in literacy for all grade levels. The major initiatives of the Literacy Leadership Team for the 2014-2015 school year will be the

Star Wars Reads Day in October, Parent ELA Night in October, Santa Book Give Away (for Kindergarten) in December, Dr. Seuss Night in March, and the Poetry Slam in April.

## Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

### **Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

The Master Schedule is set so that teachers at each grade level are provided common planning times. Our ELA, Reading and Math Coaches have also scheduled PLC meetings to be held twice per month to review student work, information about assessments, student data, and MTSS. This year our focus is on increasing the use of Differentiated Instruction so there will also be a training provided by DOE staff.

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

In order to recruit and retain high quality, highly qualified teachers, Rymfire Elementary promotes a culture of collegiality that provides teachers with the opportunity to work as part of a team. Support is provided for all teachers through trainings, workshops, grade level meetings, professional learning community meetings and informal get togethers that allow everyone to share information/concerns/needs. Mentor teachers are set up with beginning teachers and teachers who are new to the school to help them in becoming acclimated to Rymfire Elementary School policies and procedures. We have had many student (intern) teachers who were placed in classes at Rymfire and then applied for employment here at our school. We actually hired one of last year's interns as part of our faculty for the 2014-2015 school year.

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

Rymfire Elementary School has set up mentors with beginning teachers and/or teachers who are new to our school in order to help them acclimate to policies and procedures at our school. the mentor teacher also provides support for the new teacher as related to grade level or subject areaspecific

questions. For this reason, the pairings are usually set up with partner teachers or lead teachers at the grade level. Our mentor pairings for the 2014-2015 school year are:

- 1) Jessica Beltran (4th ELA) with Jamie Cordova (4th Grade Teacher)
- 2) Holly Kurth (Art) with Kathy Baldwin (Reading Coach)
- 3) Julie Gullikson (5th Math) with Janie Ruddy (Math Coach)
- 4) Kathy Aten (Pre-K ESE) with Christine Galt (Kindergarten Intervention Teacher)

## Ambitious Instruction and Learning

### **Instructional Programs and Strategies**

#### **Instructional Programs**

#### ***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

All core instructional materials are approved on the state adopted list. Academic Coaches provide support to classroom teachers to integrate the Florida Standards.

#### **Instructional Strategies**

**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**

Data is collected through Progress Monitoring including FAIR (Reading K-6); FLKRS (Kindergarten); Math Quarterly Assessments for K-6 (district created); Science Quarterly Assessments for 3-6 (district created); Math Fact Common Assessments for K-6; Diagnostic and Instructional Assessments in iReady for reading and math in grades K-6. In addition to these assessments, teachers utilize formative and summative data based upon classroom instruction in the Florida Standards. All of this data is utilized as part of the PLC meetings held twice per month with Academic Coaches. These meetings help to facilitate planning and implementation of Differentiated Instruction across all content areas. Student work and lesson planning for differentiation is a primary focus during this collaboration time.

This year, Flagler County Public Schools has embarked on Full Inclusion for our students with disabilities. In order to meet the needs of these diverse learners, Rymfire Elementary School has developed a goal of incorporating Differentiated Instruction across all content areas. The Differentiated Accountability from the DOE Team will be providing professional development the week of September 15- 19, 2014 to support effective implementation Differentiated Instruction.

**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:** 3,000

After school tutoring will be provided through Title 1 for students in grades 3-6 with a 2014 FCAT score of Level 1 or 2 in reading and/or math. There will be 2 one and a half hour sessions per week for a total of 21 weeks, running from October, 2014 until April, 2015. The program provides small group instruction (approximately 8:1) using scientifically researched based strategies and materials determined through the iReady program.

**Strategy Rationale**

Differentiating instruction based on students' areas of weakness will help increase student achievement.

**Strategy Purpose(s)**

- Core Academic Instruction

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

Landi, Tressa, landit@flaglerschools.com

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

Pre/post tests will be administered using the iReady computer program. This program will also be used for computer based support and progress monitoring throughout the tutoring sessions. Classroom grades, which include District quarterly assessments, will also help give indication as to how students are progressing.

**Strategy: After School Program**

**Minutes added to school year: 600**

Math Through Music integrates the arts with academics by appealing to students' musical-rhythmic learning style,

**Strategy Rationale**

Music is analytical and enhances critical thinking. Music reading is the understanding fractions. Fractions are an area of instruction that challenges many students.

**Strategy Purpose(s)**

- Enrichment

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

Seth, Theresa, setht@flaglerschools.com

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

Math Quarterly Assessments

**Strategy: Weekend Program**

**Minutes added to school year: 540**

Academic Boot Camp will be provided for students in grades 3-6 with a maximum capacity of 45 students per grade level. There will be 3 half day Saturday sessions, occurring on the 3 Saturdays prior to the administration of the FSA. These sessions will be spent reviewing test taking techniques and using scientifically researched strategies in ELA and Math.

**Strategy Rationale**

Extra time for students to be tutored in the areas of ELA and Math as prep for FSA Assessments.

**Strategy Purpose(s)**

- Core Academic Instruction

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

Moore, LaShakia, moorel@flaglerschools.com

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

Data from 2015 ELA, Math, and Science FSA Assessments

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Kindergarten students, and parents of these students, entering Rymfire Elementary School for the first time are provided opportunities for transitioning into the elementary school program. These opportunities include:

- a. A "Boo-Hoo" Breakfast for parents is conducted by the principal on the first day of full Kindergarten attendance. This helps the parents become acquainted with the building and staff and allows for an easy adjustment to sending the Kindergarten child to school for the first time.
- b. Open House Nights for K-6 allow for more time with the teacher to receive information about the requirements of the grade level.
- d. Staggered Start for Kindergartners on the first three days of school provides for a smaller class setting on those first days. On the fourth day of school all students report for class.
- e. Kindergarten teachers provide opportunities for students to become familiar with the building and staff at the school(search for the "Gingerbread Man")
- f. FLKRS assessment is administered within the first month of school to provide for early assessment of student readiness.
- g. FAIR assessment provides for early assessment of reading readiness.
- h. Vertical Planning between PreK and Kindergarten teachers will allow for continuity as students progress from one grade to the next.

### College and Career Readiness

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

N/A

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

N/A

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

N/A

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

N/A

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** If we increase the use of differentiated instruction in all content areas then we will see an increase in student achievement.

## Strategic Goals Detail

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

**G1.** If we increase the use of differentiated instruction in all content areas then we will see an increase in student achievement. **1a**

G036319

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

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	70.0
ELA/Reading Gains	75.0
ELA/Reading Lowest 25% Gains	77.0
AMO Reading - All Students	77.0
AMO Reading - Asian	88.0
AMO Reading - White	80.0
AMO Reading - ELL	48.0
AMO Reading - ED	71.0
FSA - Mathematics - Proficiency Rate	65.0
Math Gains	77.0
Math Lowest 25% Gains	66.0
AMO Math - Asian	88.0
AMO Math - White	69.0
AMO Math - SWD	50.0
FCAT 2.0 Science Proficiency	60.0

**Resources Available to Support the Goal** **2**

- 1. multiple academic coaches 2. teacher models 3. some past training on differentiated instruction 4. use of PLCs 5. having the right data and access to the right data to drive differentiated instruction 6. flexible staff 7. wealth of curriculum resources 8. technology (hardware and software pieces) 9. willingness by staff to research further 10. new format for master schedule which includes small group time 11. teacher willingness to help mentor/learn from each other 12. blended learning 13. common assessments (formal and informal) 14. additional support staff for intervention (1 at each grade level) 15. MTSS meetings – focus on individual students 16. access to DI lesson plans (6th grade math on CPALMS and in new textbook) 17. teachers implementing whole brain, OT strategies 18. Addition of Pre-K and Pre-K ESE to the school campus 19. parent nights/parent committees/parent volunteers to help with small groups 20. student mentoring program to target students 21. PBS 22. district content specialists that can be used as a resource 23. students are flexible/understanding with new things 24. Mind Up program with full day training for teachers 25. special area teachers include academic content into their teaching 26. Title I funding for tutoring, etc. 27. curriculum and people resources 28. teachers are very open to visitors in the classroom (confident teachers) 29. new math curriculum maps

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

- Lack of training and understanding of Differentiated Instruction prevents teachers from effectively implementing Differentiated Instruction across content areas

**Plan to Monitor Progress Toward G1. 8**

District quarterly assessments

**Person Responsible**

RES Coaches

**Schedule**

Quarterly, from 10/17/2014 to 6/4/2015

***Evidence of Completion***

The number of students reaching the next higher achievement level as set by the school will increase on each quarterly assessment

**Plan to Monitor Progress Toward G1. 8**

i-Ready Diagnostic

**Person Responsible**

Kathy Baldwin

**Schedule**

Quarterly, from 10/14/2014 to 6/3/2015

***Evidence of Completion***

i-Ready data wall that is monitored by teachers and coaches

## 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.** If we increase the use of differentiated instruction in all content areas then we will see an increase in student achievement. **1**

 G036319

**G1.B1** Lack of training and understanding of Differentiated Instruction prevents teachers from effectively implementing Differentiated Instruction across content areas **2**

 B086931

**G1.B1.S1** Communicate the school goal of increasing Differentiated Instruction to all stakeholders. **4**

 S112910

### Strategy Rationale

If we increase the use of differentiated instruction in all content areas then we will see an increase in student achievement.

### Action Step 1 **5**

Share the school goal with faculty and staff

#### Person Responsible

Paula St. Francis

#### Schedule

On 8/13/2014

#### Evidence of Completion

Agenda from Faculty Meeting

## Action Step 2 5

Share the plan and expectations for PLCs

### **Person Responsible**

Paula St. Francis

### **Schedule**

On 8/13/2014

### ***Evidence of Completion***

Agenda from Faculty Meeting; PLC Calendar with meeting times and important dates

## Action Step 3 5

Establish norms and provide the Differentiated Instruction common language to grade levels along with discussing how to share expectations of DI with students (what this will look like in my classroom)

### **Person Responsible**

RES Coaches

### **Schedule**

On 8/29/2014

### ***Evidence of Completion***

Sign-in sheets, PLC agenda, coach journals, common language charts

## Action Step 4 5

Establish a foundation/structure for the plan that teachers develop to share the goal with parents

### **Person Responsible**

RES Coaches

### **Schedule**

On 9/2/2014

### ***Evidence of Completion***

The creation of a planning template to use in the September PLCs

**Action Step 5** 5

Develop a plan to share the goal with parents

**Person Responsible**

RES Teachers

**Schedule**

On 9/8/2014

**Evidence of Completion**

The written plan will be submitted to Barbara Sauvelpahkick (Assistant Principal)

**Action Step 6** 5

Communicate the goal with parents

**Person Responsible**

RES Teachers

**Schedule**

On 9/11/2014

**Evidence of Completion**

An artifact that shows the goal was communicated to parents (ie Agenda)

**Action Step 7** 5

Communicate the goal with SAC

**Person Responsible**

LaShakia Moore

**Schedule**

On 9/24/2014

**Evidence of Completion**

SAC Agenda and Sign In Sheet

**Action Step 8** 5

Communicate the goal with PTO

**Person Responsible**

Kathy Baldwin

**Schedule**

On 10/1/2014

***Evidence of Completion***

PTO Agenda and Sign In Sheet

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

Regular check ins and reminders before each scheduled meeting.

**Person Responsible**

Paula St. Francis

**Schedule**

On 10/1/2014

***Evidence of Completion***

Meeting agendas

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

Survey Monkey about Standards knowledge

**Person Responsible**

Donelle Evensen

**Schedule**

Quarterly, from 8/11/2014 to 5/29/2015

***Evidence of Completion***

Results of Survey Monkey

G1.B1.S2 Implementation of PLC with a focus on Differentiated Instruction 4

S113414

**Strategy Rationale**

If we increase the use of differentiated instruction in all content areas then we will see an increase in student achievement.

**Action Step 1** 5

Schedule PLC Meeting dates

**Person Responsible**

LaShakia Moore

**Schedule**

On 8/13/2014

***Evidence of Completion***

RES Important Date Calendar for 2014-2015

**Action Step 2** 5

Identify Differentiated Instruction success stories at Rymfire with data to support

**Person Responsible**

LaShakia Moore

**Schedule**

On 8/19/2014

***Evidence of Completion***

List of teachers with data and strategies

### Action Step 3 5

Talk with identified teachers about sharing their Differentiated Instruction best practices and struggles.

**Person Responsible**

LaShakia Moore

**Schedule**

Monthly, from 8/19/2014 to 5/22/2015

***Evidence of Completion***

September 8th PLC Agenda

### Action Step 4 5

PLC with Differentiated Instruction Best Practices

**Person Responsible**

LaShakia Moore

**Schedule**

Biweekly, from 9/8/2014 to 5/18/2015

***Evidence of Completion***

Coach's Journal, Important Dates, Agendas

### Action Step 5 5

Using Student Data to Plan for Differentiated Instruction (Training for Teachers K-6)

**Person Responsible**

Barbara Sauvelpahkick

**Schedule**

Daily, from 9/15/2014 to 9/19/2014

***Evidence of Completion***

1. Agenda from Training 2. Evidence of Differentiated Instruction in Lesson Plans 3. Evidence of Differentiated Instruction during Classroom Visits by Administration

**Action Step 6** 5

Planning for 4th/5th Grade Science Teachers to Plan for Science Lab Rotations

**Person Responsible**

Janie Ruddy

**Schedule**

***Evidence of Completion***

Agenda and Samples of Lab Activities

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

Agendas will be developed before each PLC Meeting. Notes and sign in sheets from each meeting will be monitored.

**Person Responsible**

Barbara Sauvelpahkick

**Schedule**

Biweekly, from 9/8/2014 to 5/22/2015

***Evidence of Completion***

Agendas and Notes from PLC Meetings with Coaches

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

Survey Monkey on Differentiated Instruction Knowledge and Use

**Person Responsible**

Donelle Evensen

**Schedule**

Quarterly, from 9/8/2014 to 5/22/2015

***Evidence of Completion***

Survey Monkey data will be analyzed for evidence of increased knowledge and use of Differentiated Instruction.

**G1.B1.S3** Tutoring and other supplemental instruction for students based on differentiated needs. 4

S121805

**Strategy Rationale**

If we increase the use of differentiated instruction in all content areas then we will see an increase in student achievement.

**Action Step 1** 5

After school tutoring for students in grades 3-6 who scored a Level 1 or 2 on the 2014 FCAT

**Person Responsible**

Tressa Landi

**Schedule**

Weekly, from 10/14/2014 to 4/9/2015

**Evidence of Completion**

Pre- and post- tests using data from iReady.

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

Data and plans will be monitored weekly.

**Person Responsible**

Tressa Landi

**Schedule**

Weekly, from 10/14/2014 to 4/9/2015

**Evidence of Completion**

Student attendance data and teacher lesson plans

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

Student achievement data will be monitored.

**Person Responsible**

Tressa Landi

**Schedule**

Weekly, from 10/14/2014 to 4/9/2015

**Evidence of Completion**

Student performance data from iReady

**G1.B1.S4 Math Through Music** 4

 S121807

**Strategy Rationale**

**Action Step 1** 5

Dates will be scheduled and invitations will be sent home to parents of students in Grades 3-6.

**Person Responsible**

Theresa Seth

**Schedule**

Weekly, from 11/4/2014 to 2/3/2015

**Evidence of Completion**

Letters sent home to parents about Math Through Music opportunity.

**Plan to Monitor Fidelity of Implementation of G1.B1.S4** 6

Student attendance and teacher's plans will be monitored.

**Person Responsible**

Paula St. Francis

**Schedule**

Weekly, from 11/4/2014 to 2/3/2015

**Evidence of Completion**

Student attendance records and teacher's lesson plans for the sessions

**Plan to Monitor Effectiveness of Implementation of G1.B1.S4** 7

Classroom teachers and coaches will monitor students' math achievement data.

**Person Responsible**

RES Coaches

**Schedule**

Weekly, from 11/4/2014 to 2/3/2015

**Evidence of Completion**

iReady and Quarterly Math Assessment data

**G1.B1.S5 Academic "BootCamp"** 4

 S121808

**Strategy Rationale**

If we increase the use of differentiated instruction in all content areas and provide extra time for learning, then we will see an increase in student achievement.

**Action Step 1** 5

Set up dates for Academic Boot Camp and send invitations out to parents.

**Person Responsible**

LaShakia Moore

**Schedule**

Weekly, from 2/21/2015 to 3/7/2015

**Evidence of Completion**

Dates on calendar; letters sent home

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

Monitor student attendance and teachers' plans for the three sessions.

**Person Responsible**

LaShakia Moore

**Schedule**

Weekly, from 2/21/2015 to 3/7/2015

**Evidence of Completion**

Student attendance records and teachers' plans

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

Student achievement data in Math and ELA will be monitored.

**Person Responsible**

RES Coaches

**Schedule**

On 6/5/2015

**Evidence of Completion**

Results of FSA Assessment for ELA and Math

**G1.B1.S6 Science and Math Through Cooking** 4

 S121809

**Strategy Rationale**

Applying math and science skills to real life will stimulate learning.

**Action Step 1** 5

Set up dates for Science and Math through Cooking; send invitation letters home to parents of 2nd and 3rd grade students.

**Person Responsible**

Janie Ruddy

**Schedule**

Weekly, from 1/13/2015 to 3/17/2015

**Evidence of Completion**

Dates on calendar; letters sent home to parents

**Plan to Monitor Fidelity of Implementation of G1.B1.S6** 6

Student attendance records and teacher's lesson plans will be monitored

**Person Responsible**

Paula St. Francis

**Schedule**

Weekly, from 1/13/2015 to 3/17/2015

**Evidence of Completion**

Student attendance records and teacher's plans

**Plan to Monitor Effectiveness of Implementation of G1.B1.S6 7**

Student achievement data will be monitored.

**Person Responsible**

RES Coaches

**Schedule**

Weekly, from 1/13/2015 to 3/17/2015

**Evidence of Completion**

Math and Science Quarterly Assessment data

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Share the school goal with faculty and staff	St. Francis, Paula	8/13/2014	Agenda from Faculty Meeting	8/13/2014 one-time
G1.B1.S2.A1	Schedule PLC Meeting dates	Moore, LaShakia	8/13/2014	RES Important Date Calendar for 2014-2015	8/13/2014 one-time
G1.B1.S3.A1	After school tutoring for students in grades 3-6 who scored a Level 1 or 2 on the 2014 FCAT	Landi, Tressa	10/14/2014	Pre- and post- tests using data from iReady.	4/9/2015 weekly
G1.B1.S4.A1	Dates will be scheduled and invitations will be sent home to parents of students in Grades 3-6.	Seth, Theresa	11/4/2014	Letters sent home to parents about Math Through Music opportunity.	2/3/2015 weekly
G1.B1.S5.A1	Set up dates for Academic Boot Camp and send invitations out to parents.	Moore, LaShakia	2/21/2015	Dates on calendar; letters sent home	3/7/2015 weekly
G1.B1.S6.A1	Set up dates for Science and Math through Cooking; send invitation letters home to parents of 2nd and 3rd grade students.	Ruddy, Janie	1/13/2015	Dates on calendar; letters sent home to parents	3/17/2015 weekly
G1.B1.S1.A2	Share the plan and expectations for PLCs	St. Francis, Paula	8/13/2014	Agenda from Faculty Meeting; PLC Calendar with meeting times and important dates	8/13/2014 one-time
G1.B1.S2.A2	Identify Differentiated Instruction success stories at Rymfire with data to support	Moore, LaShakia	8/19/2014	List of teachers with data and strategies	8/19/2014 one-time
G1.B1.S1.A3	Establish norms and provide the Differentiated Instruction common language to grade levels along with discussing how to share expectations of DI with students (what this will look like in my classroom)	Coaches, RES	8/29/2014	Sign-in sheets, PLC agenda, coach journals, common language charts	8/29/2014 one-time
G1.B1.S2.A3	Talk with identified teachers about sharing their Differentiated Instruction best practices and struggles.	Moore, LaShakia	8/19/2014	September 8th PLC Agenda	5/22/2015 monthly
G1.B1.S1.A4	Establish a foundation/structure for the plan that teachers develop to share the goal with parents	Coaches, RES	9/2/2014	The creation of a planning template to use in the September PLCs	9/2/2014 one-time
G1.B1.S2.A4	PLC with Differentiated Instruction Best Practices	Moore, LaShakia	9/8/2014	Coach's Journal, Important Dates, Agendas	5/18/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A5	Develop a plan to share the goal with parents	Teachers, RES	9/8/2014	The written plan will be submitted to Barbara Sauvelpahkick (Assistant Principal)	9/8/2014 one-time
G1.B1.S2.A5	Using Student Data to Plan for Differentiated Instruction (Training for Teachers K-6)	Sauvelpahkick, Barbara	9/15/2014	1. Agenda from Training 2. Evidence of Differentiated Instruction in Lesson Plans 3. Evidence of Differentiated Instruction during Classroom Visits by Administration	9/19/2014 daily
G1.B1.S1.A6	Communicate the goal with parents	Teachers, RES	9/11/2014	An artifact that shows the goal was communicated to parents (ie Agenda)	9/11/2014 one-time
G1.B1.S2.A6	Planning for 4th/5th Grade Science Teachers to Plan for Science Lab Rotations	Ruddy, Janie	Agenda and Samples of Lab Activities	one-time	
G1.B1.S1.A7	Communicate the goal with SAC	Moore, LaShakia	9/24/2014	SAC Agenda and Sign In Sheet	9/24/2014 one-time
G1.B1.S1.A8	Communicate the goal with PTO	Baldwin, Kathy	10/1/2014	PTO Agenda and Sign In Sheet	10/1/2014 one-time
G1.MA1	District quarterly assessments	Coaches, RES	10/17/2014	The number of students reaching the next higher achievement level as set by the school will increase on each quarterly assessment	6/4/2015 quarterly
G1.MA1	i-Ready Diagnostic	Baldwin, Kathy	10/14/2014	i-Ready data wall that is monitored by teachers and coaches	6/3/2015 quarterly
G1.B1.S1.MA1	Survey Monkey about Standards knowledge	Evensen, Donelle	8/11/2014	Results of Survey Monkey	5/29/2015 quarterly
G1.B1.S1.MA1	Regular check ins and reminders before each scheduled meeting.	St. Francis, Paula	8/11/2014	Meeting agendas	10/1/2014 one-time
G1.B1.S2.MA1	Survey Monkey on Differentiated Instruction Knowledge and Use	Evensen, Donelle	9/8/2014	Survey Monkey data will be analyzed for evidence of increased knowledge and use of Differentiated Instruction.	5/22/2015 quarterly
G1.B1.S2.MA1	Agendas will be developed before each PLC Meeting. Notes and sign in sheets from each meeting will be monitored.	Sauvelpahkick, Barbara	9/8/2014	Agendas and Notes from PLC Meetings with Coaches	5/22/2015 biweekly
G1.B1.S3.MA1	Student achievement data will be monitored.	Landi, Tressa	10/14/2014	Student performance data from iReady	4/9/2015 weekly
G1.B1.S3.MA1	Data and plans will be monitored weekly.	Landi, Tressa	10/14/2014	Student attendance data and teacher lesson plans	4/9/2015 weekly
G1.B1.S4.MA1	Classroom teachers and coaches will monitor students' math achievement data.	Coaches, RES	11/4/2014	iReady and Quarterly Math Assessment data	2/3/2015 weekly
G1.B1.S4.MA1	Student attendance and teacher's plans will be monitored.	St. Francis, Paula	11/4/2014	Student attendance records and teacher's lesson plans for the sessions	2/3/2015 weekly
G1.B1.S5.MA1	Student achievement data in Math and ELA will be monitored.	Coaches, RES	6/5/2015	Results of FSA Assessment for ELA and Math	6/5/2015 one-time
G1.B1.S5.MA1	Monitor student attendance and teachers' plans for the three sessions.	Moore, LaShakia	2/21/2015	Student attendance records and teachers' plans	3/7/2015 weekly
G1.B1.S6.MA1	Student achievement data will be monitored.	Coaches, RES	1/13/2015	Math and Science Quarterly Assessment data	3/17/2015 weekly
G1.B1.S6.MA1	Student attendance records and teacher's lesson plans will be monitored	St. Francis, Paula	1/13/2015	Student attendance records and teacher's plans	3/17/2015 weekly

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

**G1.** If we increase the use of differentiated instruction in all content areas then we will see an increase in student achievement.

**G1.B1** Lack of training and understanding of Differentiated Instruction prevents teachers from effectively implementing Differentiated Instruction across content areas

**G1.B1.S2** Implementation of PLC with a focus on Differentiated Instruction

### **PD Opportunity 1**

PLC with Differentiated Instruction Best Practices

#### **Facilitator**

LaShakia Moore (Teacher Support Colleague); Kathy Baldwin (Reading Coach); Donelle Evensen (ELA Coach); Janie Ruddy (Math Coach)

#### **Participants**

RES Teachers (K-6)

#### **Schedule**

Biweekly, from 9/8/2014 to 5/18/2015

### **PD Opportunity 2**

Using Student Data to Plan for Differentiated Instruction (Training for Teachers K-6)

#### **Facilitator**

Barbara Sauvelpahkick and Staff from Dept. of Education

#### **Participants**

Teachers (K-6)

#### **Schedule**

Daily, from 9/15/2014 to 9/19/2014

**PD Opportunity 3**

Planning for 4th/5th Grade Science Teachers to Plan for Science Lab Rotations

**Facilitator**

Janie Ruddy (Math/Science Coach)

**Participants**

4th/5th Grade Science Teachers

**Schedule**

## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> If we increase the use of differentiated instruction in all content areas then we will see an increase in student achievement.	289,372
<b>Grand Total</b>	<b>289,372</b>

### Goal 1: If we increase the use of differentiated instruction in all content areas then we will see an increase in student achievement.

Description	Source	Total
<b>B1.S2.A1</b> - Reading Coach Salary	General Fund	54,613
<b>B1.S2.A1</b> - Salary for Teacher Support Colleague (SEEC Grant)	Other Federal	0
<b>B1.S2.A4</b> - Salaries for 2 Instructional Coaches	Title I Part A	99,224
<b>B1.S2.A4</b> - Salary for Reading Coach	General Fund	54,613
<b>B1.S2.A4</b> - Salary for Teacher Support Colleague (SEEC Grant)	Other Federal	47,009
<b>B1.S2.A5</b> - 1/2 day subs for teachers paid through SEEC Grant.	Other Federal	3,300
<b>B1.S2.A6</b> - 1/2 days subs for teachers (SEEC Grant)	Other Federal	400
<b>B1.S3.A1</b> - Stipends for Tutoring teachers	Title I Part A	27,300
<b>B1.S4.A1</b> - Stipend for Teacher for Math Through Music	Title I Part A	250
<b>B1.S5.A1</b> - Stipends for FSA BootCamp teachers	Title I Part A	2,363
<b>B1.S6.A1</b> - Stipend for Teacher for Math and Science Through Cooking	Title I Part A	300
<b>Total Goal 1</b>		<b>289,372</b>