

# Rivers Edge Elementary School



2014-15 School Improvement Plan

## Rivers Edge Elementary School

5600 NE SAINT JAMES DR, Port St Lucie, FL 34983

<http://www.stlucie.k12.fl.us/ree/>

### School Demographics

**School Type**  
Elementary

**Title I**  
Yes

**Free/Reduced Price Lunch**  
67%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
43%

### School Grades History

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

### School Board Approval

This plan was approved by the St. Lucie County School Board on 10/28/2014.

### 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
Focus	3	<a href="#">Ella Thompson</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

At Rivers Edge Elementary, all students will be provided challenging, engaging and satisfying work, which meets their individual differences and abilities ensuring their success each and every day.

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

Through the caring, cooperative efforts of parents, staff and community, all students at Rivers Edge Elementary will be successful. They will be challenged, engaged, and satisfied with the learning opportunities provided to them.

#### School Environment

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

The administration set the expectation with all classroom teachers that contact with every parent be made the first week of school encouraging positive and proactive dialogue between home and school. In addition, the feedback the school received via the SLPS Climate Survey has been analyzed and disseminated to the faculty. REE has an active Parent Teacher Organization, and they have a plethora of events after school and on weekends with high attendance throughout the year. Teachers also attend these events willingly. This year REE only has one new teacher which lends to the relationship building of the teacher and the community.

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

The expectation for all classroom teachers is to provide Anti-Bullying training the first week of the school year and throughout the year. There are specific schedules for before and after school as well as during lunches and recess. REE is able to provide after-school tutoring through Title I. We have a community partnership with The Boys and Girls Club and they provide before and after care for our students.

The campus itself is surrounded by nature and can be very calming. It is completely fenced and sits a good distance from the road. All of the district protocols for single-point of entry are followed.

##### **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**

Rivers Edge Elementary (REE) is a PBIS trained school. Behavior is reinforced positively through well outlined expectations at REE. At the beginning of each year we provide PBIS training for all teachers with the support of the Cooperative Culture Team which includes members from the district staff such as a School Psychologist and Behavior Analyst. REE adheres to the St. Lucie Public Schools (SLPS) Code of Conduct which addresses the protocols for disciplinary incidents.

##### **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**

REE utilizes MTSS for students to offer supports in a tiered manner. There are support groups on campus that are organized by the guidance counselor as well as district personnel on an as-needed basis. There is an active Functional Assessment Safety Team (FAST). They have a formalized process to plan interventions to assist students in need of additional behavior supports. They also are trained to respond during crisis and disruptions.

The district has several mental health partnerships with outside agencies that are utilized to provide services for students as needed.

## 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 accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/188373>.

#### *Description*

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

**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**

Rivers Edge has had a strong support from their parents and community business partners. In the 2013-14 school year we have on roster 35-40 business partners with a dollar amount value of contribution of \$25,000.

In addition, to several PTO grade performances, we have three (3) major family events that encourages parents and families to participate with the school:

- a) Gardening Day (October 24, 2014)
- b) Family Camp Night (November 21, 2014)
- c) Spring Fling (March/April) pending PTO vote.

## 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
Walukiewicz, Kerri	Principal
McIntosh, Andrew	Assistant Principal
Santoro, Natasha	Instructional Coach
Ingersoll, Jennifer	Instructional Coach
Frebertshauser, Beverly	Teacher, K-12
Furtah, Lauren	Teacher, K-12
Maliszewski, Susan	Teacher, K-12
Schwettman, Theresa	Teacher, K-12
Ramsey, Nancy	Teacher, K-12
Madorma, Sherree	Teacher, K-12
Andrews, Levear	Guidance Counselor

### Duties

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

The leadership team meets bi-weekly to focus on standards based instruction. The team uses data to identify the strengths and weaknesses of the students and staff and to determine professional development needs. Administrators use the SLC Framework to give teachers feedback on instructional practices.

Principal: Provides a common vision for the school and monitors the use of data based decision making and district and school based initiatives.

Assistant Principal: Supports the vision of the school and monitors the use of data based decision making and district and school based initiatives.

Instructional Coaches: Facilitate data/curriculum meetings to support standards based instruction. The teachers will unpack the standards, design assessments, and match teaching strategies with the standards during the data/curriculum meetings. Support the mission and vision of the school and monitors the use of standards based instruction.

Grade Chairs: Active participants in leadership and data/curriculum meetings. Support the mission and vision of the school and monitors the use of data based decision making within their grade level.

***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***

Through the problem solving process areas of support are identified and an action plan is developed and implemented. Based on the action plans, we have adjusted the master schedule this year to provide a Response to Intervention block at the same time for all students in grades K-5, we have hired a math coach to provide professional development to our staff and model the math routines and engagement strategies for teachers.

\*We have not purchased any materials with Title 1.

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Deborah Girling	Parent
Kerri Walukiewicz	Principal
Caitlin Elbrecht	Business/Community
Veronica Carter	Teacher
Natasha Santoro	Teacher
P.J. Price	Teacher
Amy Gregory	Business/Community
Dawn Capraro	Parent
Keisha Thompson	Parent

**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*

The School Advisory Council is involved in the development of the School Improvement Plan. They also play a key role in revising and updating our plan throughout the year.

*Development of this school improvement plan*

This year, the School Advisory Council will:

- Review the SIP
- Approve the SIP
- Receive monthly updates regarding the progress of SIP
- Provide input on updates needed to the SIP plan
- Review progress monitoring data such as: Comprehensives, mini-bats, Easy CBM

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

The School Advisory Council reviews and approves the Title 1 budget. They also make recommendations on expenditures.

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

N/A

***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
Walukiewicz, Kerri	Principal
McIntosh, Andrew	Assistant Principal
Brown, Terri	Teacher, K-12
Busutil, Cindy	Teacher, K-12
Carter, Veronica	Teacher, K-12
Greenwald, Linda	Teacher, K-12
Madorma, Sherree	Teacher, K-12
McCluskey, Michelle	Teacher, K-12
Santoro, Natasha	Teacher, K-12
Vazquez, Jennifer	Teacher, K-12
Price, Paula	Instructional Media
Kelly, Patricia	Teacher, ESE

### Duties

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

The Literacy Leadership Team meets monthly to develop, plan, and promote literacy activities that will increase school wide student achievement. The team will work in conjunction with the other solutions teams to determine needs of parents, students, and staff.

### 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 administration and the PTO work hard to build positive interactions with peers. The staff receives monthly Shout Outs to share great things they are doing. They receive "Random Acts of Kindness" from PTO and administration. We have monthly gatherings at local restaurants.

During preschool week we set expectations for collaborative planning focused on the learning triangle. A weekly staff newsletter has a section focused on "D to an A" initiatives and updates on instructional strategies and practices as well as Kudos to staff members who have gone above and beyond at Rivers Edge Elementary. The staff meets twice a week with coaches to plan collaboratively. They also meet one to two times per week to unpack standards and develop lesson plans and assessments together. Substitutes are also provided monthly to allow staff members additional planning time.

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

Currently, Rivers Edge has one new teacher. The teacher has been assigned a mentor. She meets with the Assistant Principal and the district assigned support person monthly to discuss school, district, and state initiatives. Also, she will participate in district SHINE meetings for additional professional development and support from other first year teachers.

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

All first year teachers are provided a mentor who is a veteran teacher in a similar grade level. The mentors assist new teachers throughout the year. We also offer monthly NEST meetings with administration and district support staff.

## 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**

The school ensures core instructional programs are aligned to the state standards by teaching a standards based curriculum. Thus, the textbook is a resource not the curriculum.

Success for All - reading core

Go Math - math core

Science Fusion - science core

Also, we utilize the district's instructional focus calendar and the mini-bats to ensure instructional programs are aligned to the state.

#### 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**

During Success for All, students are in groups based on ability. The teachers will use weekly mini bats in math, reading, and science to determine strengths and weakness of students and of the instruction. Teachers will use the information analyzed from the data to determine the need for small group instruction. Skills will be reinforced through out the year to ensure students have mastered grade level standards prior to the end of the school year. We also have SFA Solutions teams and the district provided "Watch List" to help identify students in need of tiered interventions.

**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:**

#### **Strategy Rationale**

#### **Strategy Purpose(s)**

- Core Academic Instruction

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

Santoro, Natasha, natasha.santoro@stlucieschools.org

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

Classworks data for reading and math.

### 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***

For our incoming kindergarten students, we provide a welcome breakfast for parents on the first day of school. Our Kindergarten students participate in KinderCamp the first day of school, so kindergarten teachers can do assessments with students. We provide curriculum nights to build parents understanding of grade level expectations. We also use standards based instruction based on the content limits which will support children in transition from one school to another and from one grade level to another.

### **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***

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

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

#### ***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***

## 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.** All stakeholders will work collaboratively to understand, plan, and implement highly engaging, standards-based instruction.

## 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.** All stakeholders will work collaboratively to understand, plan, and implement highly engaging, standards-based instruction. 1a

G038679

**Targets Supported** 1b

Indicator	Annual Target
Math Lowest 25% Gains	70.0
Math Gains	75.0
ELA/Reading Gains	75.0
FSA - English Language Arts - Proficiency Rate	70.0
ELA/Reading Lowest 25% Gains	70.0
FSA - Mathematics - Proficiency Rate	70.0

**Resources Available to Support the Goal** 2

- Math Coach
- Success for All Facilitator (who supports Literacy)
- Success for All Professional Development provided by SFA
- Parental Support at the home for assistance with homework.
- Veteran teaching staff, there is only one new teacher for 2014-15

**Targeted Barriers to Achieving the Goal** 3

- Teachers need support to adhere to the district prescribed pacing, while providing differentiation to allow each student to master the standard. There is a reliance on whole group instruction. Because Success For All is very scripted, it provides leveling and teachers do not have to differentiate. Teachers need support to differentiate instruction with rigor in mind. They are very "textbook" reliant.
- ESE students are pulled out for core math instruction.
- Expectations are not established for administration to monitor standards-based instruction.

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

We will monitor proficiency utilizing the district's two Comprehensive Benchmark Assessments.

**Person Responsible**

Kerri Walukiewicz

**Schedule**

Semiannually, from 9/15/2014 to 2/16/2015

**Evidence of Completion**

District monitoring through the Benchmark showing gains from 2013-2014. The goal is to have a 23% gain on both Comprehensive Tests indicating the goals will be achieved on the Florida State Assessments.

## 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.** All stakeholders will work collaboratively to understand, plan, and implement highly engaging, standards-based instruction. **1**

 G038679

**G1.B1** Teachers need support to adhere to the district prescribed pacing, while providing differentiation to allow each student to master the standard. There is a reliance on whole group instruction. Because Success For All is very scripted, it provides leveling and teachers do not have to differentiate. Teachers need support to differentiate instruction with rigor in mind. They are very "textbook" reliant. **2**

 B092929

**G1.B1.S1** We are following the district prescribed instructional focus calendar. **4**

 S110133

### Strategy Rationale

This pacing guide will ensure that all applicable standards are taught and assessed in grades K-5.

### Action Step 1 **5**

We will follow the instructional focus calendar developed by the school district.

#### Person Responsible

Kerri Walukiewicz

#### Schedule

Daily, from 8/18/2014 to 6/3/2015

#### Evidence of Completion

Lesson plans, pacing guides, district assessments, and classroom walk-throughs

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

Monitor lesson plans and classroom walkthroughs

**Person Responsible**

Kerri Walukiewicz

**Schedule**

Biweekly, from 8/18/2014 to 6/3/2015

**Evidence of Completion**

Lesson plans, mini-bats, comprehensives, Easy CBM data

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

Weekly lesson plan checks

**Person Responsible**

Kerri Walukiewicz

**Schedule**

Weekly, from 8/18/2014 to 6/3/2015

**Evidence of Completion**

Lesson plans, CWTs

**G1.B1.S2** In order to meet differentiation needs, teachers will provide small group instruction. 4

S110134

### Strategy Rationale

Small group instruction allows teachers to target the specific needs of individual students.

### Action Step 1 5

Teachers will participate in professional development.

#### Person Responsible

Kerri Walukiewicz

#### Schedule

Monthly, from 10/1/2014 to 6/3/2015

#### Evidence of Completion

Classroom walkthroughs increased student performance.

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

Modeling and coaching from math and SFA coach

#### Person Responsible

Kerri Walukiewicz

#### Schedule

Monthly, from 8/18/2014 to 6/3/2015

#### Evidence of Completion

Increased progress monitoring scores.

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

Coaching

#### Person Responsible

Kerri Walukiewicz

#### Schedule

Weekly, from 8/18/2014 to 6/3/2015

#### Evidence of Completion

The teachers will use SGI fluidly within a lesson.

**G1.B1.S3** Teachers will use reciprocal teaching strategies in all content areas. 4

 S110135

**Strategy Rationale**

Reciprocal teaching is a researched based, high yield strategy that allows students to learn cooperatively.

**Action Step 1** 5

The teachers will be provided with professional development.

**Person Responsible**

Kerri Walukiewicz

**Schedule**

Monthly, from 6/3/2015 to 6/3/2015

***Evidence of Completion***

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

Classroom walk throughs will help us identify if reciprocal teaching is being used in content areas.

**Person Responsible**

Kerri Walukiewicz

**Schedule**

Weekly, from 8/18/2014 to 6/3/2015

***Evidence of Completion***

Lesson plans, CBC boards, common assessments

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

Administration and coaches will observe and provide feedback to teachers

**Person Responsible**

Kerri Walukiewicz

**Schedule**

Weekly, from 8/18/2014 to 6/3/2015

**Evidence of Completion**

Progress monitoring, CWT data

**G1.B2** ESE students are pulled out for core math instruction. 2

 B092930

**G1.B2.S1** IEP will be amended to reflect push-in ESE support instead of the current pull-out model. 4

 S103906

**Strategy Rationale**

To include these students in the core curriculum and ensure they are receiving rigorous, standards-based instruction aligned with the Instructional Focus Calendar which is aligned with district pacing.

**Action Step 1** 5

IEP will be amended to reflect push-in ESE support instead of the current pull-out model.

**Person Responsible**

Kerri Walukiewicz

**Schedule**

Annually, from 8/19/2014 to 8/19/2015

**Evidence of Completion**

All of the students IEPs will be amended and ESE students will remain in the general education classroom for this core instruction and the ESE teachers will adhere to the push in schedule.

**Action Step 2** 5

Teachers will receive Professional Development on Co-Teaching.

**Person Responsible**

Kerri Walukiewicz

**Schedule**

On 9/12/2014

***Evidence of Completion***

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

Classroom Walkthroughs to ensure the teachers are actively supporting the Math Delivery in the classrooms which will utilize the "push-in" model.

**Person Responsible**

Kerri Walukiewicz

**Schedule**

Weekly, from 9/15/2014 to 11/14/2014

***Evidence of Completion***

A monitoring checklist has been created and will be utilized to ensure fidelity of implementation.

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

Utilize the Classworks Mathematics Mini-Bat Assessments to determine if the achievement gap is narrowing between SWD and those without.

**Person Responsible**

Kerri Walukiewicz

**Schedule**

Weekly, from 9/29/2014 to 5/29/2015

***Evidence of Completion***

Data from the mini's will reduce or eliminate the learning achievement gap on the Math Mini-Bats.

**G1.B3** Expectations are not established for administration to monitor standards-based instruction. **2**

 B092933

**G1.B3.S1** To develop expectations of collaboration of all participants - beginning with administration and coaches and then being implemented to the teachers. **4**

 S122404

**Strategy Rationale**

If the leadership team is clear on the expectations, the barriers of teachers not understanding the expectations will be eliminated.

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

The Instructional Partners will provide training on collaborative planning.

**Person Responsible**

Kerri Walukiewicz

**Schedule**

On 9/22/2014

**Evidence of Completion**

Understanding of IP's collaborative planning protocol. Leadership will create an expectation document for collaboration for standards-based instruction.

**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.B2.S1.A1	IEP will be amended to reflect push-in ESE support instead of the current pull-out model.	Walukiewicz, Kerri	8/19/2014	All of the students IEPs will be amended and ESE students will remain in the general education classroom for this core instruction and the ESE teachers will adhere to the push in schedule.	8/19/2015 annually
G1.B1.S1.A1	We will follow the instructional focus calendar developed by the school district.	Walukiewicz, Kerri	8/18/2014	Lesson plans, pacing guides, district assessments, and classroom walk-throughs	6/3/2015 daily
G1.B1.S2.A1	Teachers will participate in professional development.	Walukiewicz, Kerri	10/1/2014	Classroom walkthroughs increased student performance.	6/3/2015 monthly
G1.B1.S3.A1	The teachers will be provided with professional development.	Walukiewicz, Kerri	6/3/2015		6/3/2015 monthly
G1.B3.S1.A1	The Instructional Partners will provide training on collaborative planning.	Walukiewicz, Kerri	9/22/2014	Understanding of IP's collaborative planning protocol. Leadership will create an expectation document for collaboration for standards-based instruction.	9/22/2014 one-time
G1.B2.S1.A2	Teachers will receive Professional Development on Co-Teaching.	Walukiewicz, Kerri	9/12/2014		9/12/2014 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA1	We will monitor proficiency utilizing the district's two Comprehensive Benchmark Assessments.	Walukiewicz, Kerri	9/15/2014	District monitoring through the Benchmark showing gains from 2013-2014. The goal is to have a 23% gain on both Comprehensive Tests indicating the goals will be achieved on the Florida State Assessments.	2/16/2015 semiannually
G1.B2.S1.MA1	Utilize the Classworks Mathematics Mini-Bat Assessments to determine if the achievement gap is narrowing between SWD and those without.	Walukiewicz, Kerri	9/29/2014	Data from the mini's will reduce or eliminate the learning achievement gap on the Math Mini-Bats.	5/29/2015 weekly
G1.B2.S1.MA1	Classroom Walkthroughs to ensure the teachers are actively supporting the Math Delivery in the classrooms which will utilize the "push-in" model.	Walukiewicz, Kerri	9/15/2014	A monitoring checklist has been created and will be utilized to ensure fidelity of implementation.	11/14/2014 weekly
G1.B1.S1.MA1	Weekly lesson plan checks	Walukiewicz, Kerri	8/18/2014	Lesson plans, CWTs	6/3/2015 weekly
G1.B1.S1.MA1	Monitor lesson plans and classroom walkthroughs	Walukiewicz, Kerri	8/18/2014	Lesson plans, mini-bats, comprehensives, Easy CBM data	6/3/2015 biweekly
G1.B1.S2.MA1	Coaching	Walukiewicz, Kerri	8/18/2014	The teachers will use SGI fluidly within a lesson.	6/3/2015 weekly
G1.B1.S2.MA1	Modeling and coaching from math and SFA coach	Walukiewicz, Kerri	8/18/2014	Increased progress monitoring scores.	6/3/2015 monthly
G1.B1.S3.MA1	Administration and coaches will observe and provide feedback to teachers	Walukiewicz, Kerri	8/18/2014	Progress monitoring, CWT data	6/3/2015 weekly
G1.B1.S3.MA1	Classroom walk throughs will help us identify if reciprocal teaching is being used in content areas.	Walukiewicz, Kerri	8/18/2014	Lesson plans, CBC boards, common assessments	6/3/2015 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.** All stakeholders will work collaboratively to understand, plan, and implement highly engaging, standards-based instruction.

**G1.B1** Teachers need support to adhere to the district prescribed pacing, while providing differentiation to allow each student to master the standard. There is a reliance on whole group instruction. Because Success For All is very scripted, it provides leveling and teachers do not have to differentiate. Teachers need support to differentiate instruction with rigor in mind. They are very "textbook" reliant.

**G1.B1.S1** We are following the district prescribed instructional focus calendar.

### PD Opportunity 1

We will follow the instructional focus calendar developed by the school district.

#### Facilitator

Jennifer Ingersoll and Natasha Santoro, District Curriculum Specialists and Professional Developers

#### Participants

Teachers in grades K-5

#### Schedule

Daily, from 8/18/2014 to 6/3/2015

**G1.B1.S2** In order to meet differentiation needs, teachers will provide small group instruction.

### PD Opportunity 1

Teachers will participate in professional development.

#### Facilitator

Elizabeth Pruitt

#### Participants

All Instructional Staff

#### Schedule

Monthly, from 10/1/2014 to 6/3/2015

**G1.B1.S3** Teachers will use reciprocal teaching strategies in all content areas.

**PD Opportunity 1**

The teachers will be provided with professional development.

**Facilitator**

**Participants**

**Schedule**

Monthly, from 6/3/2015 to 6/3/2015

**G1.B2** ESE students are pulled out for core math instruction.

**G1.B2.S1** IEP will be amended to reflect push-in ESE support instead of the current pull-out model.

**PD Opportunity 1**

IEP will be amended to reflect push-in ESE support instead of the current pull-out model.

**Facilitator**

Sunny Booker/Kerri Walukiewicz

**Participants**

General Ed and ESE Teachers, ESE Para Professional

**Schedule**

Annually, from 8/19/2014 to 8/19/2015

**G1.B3** Expectations are not established for administration to monitor standards-based instruction.

**G1.B3.S1** To develop expectations of collaboration of all participants - beginning with administration and coaches and then being implemented to the teachers.

**PD Opportunity 1**

The Instructional Partners will provide training on collaborative planning.

**Facilitator**

Sarah Courtamanche

**Participants**

Principal, AP, and Coaches

**Schedule**

On 9/22/2014

## Technical Assistance Items

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

## Budget Rollup

Summary	
Description	Total
Grand Total	0