



## Narcoossee Elementary School

2690 N NARCOOSSEE RD, Saint Cloud, FL 34771

[www.osceola.k12.fl.us](http://www.osceola.k12.fl.us)

### School Demographics

**School Type**  
Elementary

**Title I**  
No

**Free/Reduced Price Lunch**  
44%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
34%

### School Grades History

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

### School Board Approval

This plan is pending approval by the Osceola 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	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

Narcoossee Elementary School's mission is:  
"Student achievement with high expectations being the responsibility of our entire community."

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

Narcoossee Elementary School's vision is The School District's vision which is:  
"The School District of Osceola County will outperform all other districts in the state of Florida."

#### School Environment

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

?There are several opportunities throughout the year that allow for teachers to learn about students' cultures and to build relationships.

- Cultural diversity is highlighted during instruction.
- School forms/documents/flyers are available in all languages spoken at the school.
- A translator is provided at parent/teacher meetings and family fun nights if necessary.
- Teachers are motivated to meet with parents several times during the year to discuss student concerns, goals and progress

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

?Narcoossee Elementary creates an environment where students feel safe and respected before, during and after school.

- Students, supervised in all areas on campus
- Safety patrols are placed in high traffic areas in the morning and at dismissal to ensure student respect and safety.
- During dismissal students are walked to their designated areas by a teacher or staff member.
- At all times teachers and other staff are aware of their surrounding and potential hazards that may effect the student day. They are aware of what and how to react in potential situation that may occur on campus. They are trained to respond to natural disasters and intruders in or around campus.

##### 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

?Narcoossee has a school wide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time.

- To ensure a safe and orderly educational environment where students can learn, faculty and staff members are working collaboratively in the best interest of children, recognizing and identifying appropriate behavior. To create this environment, we have adopted a positive behavior support system that we call "BEAR"
- BEARs stands for : B- Be Responsible; E - Encourage Others; A- Act Safely; R-Respect All; S-Strive for Success

**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**

Narcoossee Elementary School works in conjunction with our school counselor, school social worker, community counseling agencies and Families in Transition liaison to provide needed social-emotional services such as social skills and conflict resolution groups. We also help to provide basic needs such as supplemental weekend food, transportation and uniform support. We help support the whole family unit during celebrated holidays such as Thanksgiving and Christmas. ???

**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**

**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	
Attendance below 90 percent	11	4	3	5	3	7	33
One or more suspensions	3	3	3	4	3	3	19
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	19	15	21	55

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

Indicator	Grade Level			Total
	K	4	5	
Students exhibiting two or more indicators	1	2	2	5

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

Tier 2, Tier 3 and students exhibiting two or more early warning indicators will be provided additional intensive support for an additional 45 min 4 days a week. Continual support will be provided by site administration, instructional coaches, and MTSS members through the implementation of a Professional Learning Community focused on the problem-solving model. Teachers will meet in their PLC's to research best instructional practices and interventions, analyze data, generate alternative approaches, and reflect on outcomes. MTSS members will guide, model, and facilitate this process with the goal of promoting purposeful, focused, rigorous, and effective interventions that positively affect student outcomes.

**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?**

No

**PIP Link**

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

**Description**

Our school is able to build positive relationships with families to increase involvement through the use of our school newsletter, teacher newsletter, website, School Advisory Council meetings and Parent Teacher Organization meetings. Our school is able to communicate the progress of our students through quarterly progress reports, report cards and parent conferences.

**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**

Our school business partner coordinator and PTO work together to develop relationships with local businesses in order to promote the importance of education and the understanding of needs within the schools and communities in Osceola County. Each year our district sponsors events recognizing the efforts that schools, businesses and community members provide to improve education in our county.

**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
Knoebel, Scott	Principal
Herring, Kristy	Teacher, ESE
Gardner, Marie	Instructional Coach
Chamberlin, Amanda	Guidance Counselor

**Duties**

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

Our school leadership team consists of the principal, assistant principal, literacy coach, MTSS coach, and designated teacher leads from each team, department, or grade level. The team has the duty to evaluate school-wide data, collaborate on identifying the effectiveness of interventions, classroom instruction and initiatives. The team is designed to provide a clear line of communication with everyone at our school and for team members to provide assistance or suggestions on ways to make improvements with the school-based administrators.

SLT Members: Scott Knoebel, Ashley Condo, Marie Gardner, Amanda Chamberlin, Andrea Barletta, Rebecca Berry, Jill Paras, Summer Madorin, Katelyn Cuny, Karen Trudeau, Denise Holtsclaw, Kristy Herring

**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**

MTSS: Following school-wide baseline and benchmark progress monitoring, the team assembles to analyze and disaggregate test data, identifying weaknesses in groups or populations to address Tier1 needs that become apparent. Should progress monitoring at the general classroom Tier 1 level indicate a deficit in gains, the MTSS Team will convene and discuss these results and decide the appropriate steps to be taken. The MTSS Team meets regularly to analyze grade level comparative data to ensure student needs are being targeted with effective interventions at the Tier2 level. MTSS Coach, Literacy Coach, and School Psychologist collaborate to provide professional development for teachers on implementation of academic and behavior interventions, accommodations, and modifications. Students who are failing to make significant progress receive Tier3 individualized analysis and interventions as needed and are monitored weekly by the teacher and members of the MTSS Team.

Title III: Funds were allocated for two paraprofessionals to work directly with students in our ESOL program. They work with the students directly in the classrooms to support their academic needs.

Supplemental Academic Instruction (SAI): Student scores on the school/district progress monitoring assessments are analyzed finds students who could benefit from supplemental academic instruction for both reading and math. Student will receive these academic interventions three times per week during their special area time by a certified teacher.

**School Advisory Council (SAC)**

**Membership**

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

Name	Stakeholder Group
Scott Knoebel	Principal
Amanda Chamberlin	Teacher
Karen Williams	Teacher

**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*

Each year the school principal will present the current data from our statewide assessment and its relation to our school-wide goals and targets on the school improvement plan. The Council will have the opportunity to ask questions and provide feedback to the results and findings.

*Development of this school improvement plan*

The school principal will present our SIP draft to the School Advisory Council in order to solicit feedback from attendees and answer questions based on the drafted plan. The school principal will make changes to the plan as necessary or required. The SIP is a working document that will be reviewed throughout the year to ensure that the school is in alignment with its goals and targets.

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

The school's annual budget is prepared each year by the school principal. Funds are allocated to accounts based on the needs of the school both academic and operational. Our plan each year is to provide the necessary resources to the school for our students to learn and keep the facility in operation.

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

Our school currently has \$1635.34 allocated to the SAC budget. These funds will be used to provide resources to meet our school improvement goals and targets.

**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
Gardner, Marie	Instructional Coach
Knoebel, Scott	Principal
Mozroll, Tara	Teacher, K-12
Phillips, Leah	Teacher, K-12
Bowen, Trish	Teacher, K-12

**Duties**

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

The LLT's primary goal is to increase the literacy learning and student achievement of all students in alignment with the District's Strategic Plan. The LLT team will focus on instructional strategies that will become a catalyst for school-wide literacy change. The LLT team will have a positive impact on student learning by monitoring the progress of reading and writing proficiency, ensuring reading and writing is addressed in all classes and content areas, and providing teachers with the support and tools needed to successfully teach reading and writing skills in the classroom. Our team this year has also expanded our LLT into the CLT (Curriculum Leadership Team) to encompass math, science, and social studies to ensure that our instructional practices are improving student achievement across all content areas.

LLT/CLT Members: Leah Phillips (Lead), Tara Mozroll, Trish Bowen, Betsie Guin, Holly Fregin, Caitlan Mahler, Trisha Tallent, Marie Gardner, Scott Knoebel

**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**

Our school encourages common planning with in all grade levels to ensure consistency of instruction, grading, and parent/teacher communication. Our goal if for NCES to be a professional learning

community where teachers consistently meet to discuss their student data and how their instructional practices are impacting student achievement.

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

Our school goal is to hire and retain the most highly qualified individuals through the implementation of an interview team, made up of variety staff members on various grade levels and interest areas (block, ESE) to conduct interviews of potential candidates for the school. All candidates that are interviewed must be highly qualified in order to be interviewed by the team. The people responsible for recruiting and retaining effective staff are the principal and assistant principal. In order to assist in retaining qualified staff members, we strive to promote a positive climate and culture that supports learning and teamwork. After hire, we strive to provide an on-going assistance program through a professional development lead teacher to assist all new employees with any inquiries they may have.

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

New teachers receive a mentor that assists them throughout the year. Mentors are paired according to grades being taught by both the mentor and mentee as well as looking at the personality of each person when making the pairings. Training throughout the year is based on the required professional development needed by each individual and what is required by the district or school-based administrators in accordance with classroom observations and expectations.

## **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***

Our first step to ensuring that our core programs and materials are aligned to the Florida standards are through the use of district-wide textbook adoptions and the use of curriculum maps and resources within cpalms.org. Our district has laid the ground work for each school to ensure that each teacher has the necessary resources to teach the correct standards and engage our students in rigorous instruction.

#### **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***

Through the use of district and school formative assessments in combination with the MTSS and Leadership Teams our school is able to use data to meet the needs of individual students. We meet regularly as teams and with teachers individually to review data and make instructional decisions based on what is best for each student. Our students receive daily interventions within the classroom individually and in small group based on the academic areas students are having difficulty in at that time. Students who are on an advanced and/or gifted level are receiving the same type of intervention. Some grade levels have classrooms of students who are heterogeneously grouped based on test scores. These students are scoring at the top 25% of that grade level and are receiving an accelerated rate of 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:** Extended School Day

**Minutes added to school year:** 24,300

SPIRIT, funded by the 21st Century Grant, is an after-school program designed to provide students academic support through project-based learning activities, homework assistance, and tutoring, as well as provide enrichment activities through the arts, physical education, and field trips. In 2013-2014 our school had the SPIRIT program, but the grant timeline has expired. Our school has reapplied for the grant and it is our hope that the grant will be award in order to continue the program.

**Strategy Rationale**

The rationale for this program is to assist our students in making sufficient learning gains during the school year through extra academic assistance.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

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

Knoebel, Scott, [knoebels@osceola.k12.fl.us](mailto:knoebels@osceola.k12.fl.us)

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

Students in the SPIRIT program take pre-tests before starting activities and take a post-test upon completion to determine the amount of growth each student demonstrates.

**Strategy:** Extended School Day

**Minutes added to school year:** 3,000

Our program will take place during a student's special area class three times each week. A certified teacher for grades 3-5 will remediate students based on skills and concepts where students are performing below proficiency. Our focus will be on the lowest 25% and bubble students in reading and math.

**Strategy Rationale**

The rationale for this program is to assist our students in making sufficient learning gains during the school year through extra academic assistance.

**Strategy Purpose(s)**

- Core Academic Instruction

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

Condo, Ashley, condoash@osceola.k12.fl.us

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

Student scores on STAR Reading and STAR Math determine the student's growth in the targeted area.

**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 Round-Up is an event that is held in the spring, prior to a preschool student entering the school and provides the families an opportunity to speak with kindergarten teachers, tour the school and register their child(ren).
- Open House is held on the Friday before school starts, which allows the students and parents to meet with the teacher and explore the classroom.
- In fifth grade our goal this year to assist our students in preparation for middle school through the implementation of AVID notebooks. Our teachers will collaborate with the middle school teachers in sixth grade to learn how to make this beneficial for our students and staff members during this transitional year.

**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 teachers will provide a differentiated and individualized instructional approach to teaching through analyzing on-going student formative assessment data and administrative observational feedback.

## 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 teachers will provide a differentiated and individualized instructional approach to teaching through analyzing on-going student formative assessment data and administrative observational feedback. 1a

G036877

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	81.0
AMO Math - All Students	77.0

**Resources Available to Support the Goal** 2

- Journeys Reading Series
- Common Core Standards
- Renaissance - STAR Reading and Early Literacy, Accelerated Reader
- Compass Odyssey
- Media Center - Teacher Resource Room, Trade Books, E-books
- Literacy Coach
- Developmental Reading Assessment

**Targeted Barriers to Achieving the Goal** 3

- We will be implementing DRA this year at our school. It has been used in the past by select teachers and now the goal is to implement the assessment K-3. At this point not all teachers have been trained to use the program, read the data, and use the results to drive their instruction.

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

Observations and teacher data conferences will be conducted to determine if the goal is being met. Collaborative team meetings will also be held by grade level teams to ensure students are making progress.

**Person Responsible**

**Schedule**

Quarterly, from 9/15/2014 to 6/4/2015

**Evidence of Completion**

Achievement levels of lowest 25% on the Florida Standards Assessment

## 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 teachers will provide a differentiated and individualized instructional approach to teaching through analyzing on-going student formative assessment data and administrative observational feedback. **1**

 G036877

**G1.B1** We will be implementing DRA this year at our school. It has been used in the past by select teachers and now the goal is to implement the assessment K-3. At this point not all teachers have been trained to use the program, read the data, and use the results to drive their instruction. **2**

 B088408

**G1.B1.S1** Providing differentiated and individualized instruction for students through the use of analyzing data. **4**

 S114835

### Strategy Rationale

Providing teachers with the professional development, support, and on-going feedback will assist teachers while they learn these new assessment tools and how to most effectively utilize the data to determine the instructional needs of all students.

### Action Step 1 **5**

Teachers will be trained on the use of the Developmental Reading Assessment

#### Person Responsible

Marie Gardner

#### Schedule

Semiannually, from 9/15/2014 to 5/29/2015

#### Evidence of Completion

Teachers will complete class data sheets to compare all formative assessment data.

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

Administrators will meet with teachers to discuss their student data and its use to guide instruction in the classroom.

**Person Responsible**

Scott Knoebel

**Schedule**

Quarterly, from 9/15/2014 to 5/29/2015

**Evidence of Completion**

Each teacher will complete a class data sheet containing all formative data. Administrators will also use classroom walk-throughs and observations to determine fidelity. Our literacy coach will progress monitor the use of the Developmental Reading Assessment by shadowing each teacher during the year while giving the assessment.

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

Administrators will meet with teachers to discuss their student data and its use to guide instruction in the classroom and compare class and grade level data to the Florida Standards Assessment.

**Person Responsible**

Scott Knoebel

**Schedule**

Annually, from 9/15/2014 to 7/31/2015

**Evidence of Completion**

The data from the Florida Standards Assessment will be used as evidence to compare the effectiveness of our instruction to the outcomes of the assessment.

**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	Teachers will be trained on the use of the Developmental Reading Assessment	Gardner, Marie	9/15/2014	Teachers will complete class data sheets to compare all formative assessment data.	5/29/2015 semiannually
G1.MA1	Observations and teacher data conferences will be conducted to determine if the goal is being met. Collaborative team meetings will also be held by grade level teams to ensure students are making progress.		9/15/2014	Achievement levels of lowest 25% on the Florida Standards Assessment	6/4/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Administrators will meet with teachers to discuss their student data and its use to guide instruction in the classroom and compare class and grade level data to the Florida Standards Assessment.	Knoebel, Scott	9/15/2014	The data from the Florida Standards Assessment will be used as evidence to compare the effectiveness of our instruction to the outcomes of the assessment.	7/31/2015 annually
G1.B1.S1.MA1	Administrators will meet with teachers to discuss their student data and its use to guide instruction in the classroom.	Knoebel, Scott	9/15/2014	Each teacher will complete a class data sheet containing all formative data. Administrators will also use classroom walk-throughs and observations to determine fidelity. Our literacy coach will progress monitor the use of the Developmental Reading Assessment by shadowing each teacher during the year while giving the assessment.	5/29/2015 quarterly

## 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 teachers will provide a differentiated and individualized instructional approach to teaching through analyzing on-going student formative assessment data and administrative observational feedback.

**G1.B1** We will be implementing DRA this year at our school. It has been used in the past by select teachers and now the goal is to implement the assessment K-3. At this point not all teachers have been trained to use the program, read the data, and use the results to drive their instruction.

**G1.B1.S1** Providing differentiated and individualized instruction for students through the use of analyzing data.

### **PD Opportunity 1**

Teachers will be trained on the use of the Developmental Reading Assessment

#### **Facilitator**

Marie Gardner

#### **Participants**

K-3 Teachers

#### **Schedule**

Semiannually, from 9/15/2014 to 5/29/2015

## 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