

Rodney B. Cox Elementary School

37615 MARTIN LUTHER KING BLVD, Dade City, FL 33523

www.pasco.k12.fl.us

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
97%

Alternative/ESE Center
No

Charter School
No

Minority
93%

School Grades History

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

School Board Approval

This plan is pending approval by the Pasco 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
Focus	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The Rodney B. Cox Elementary School's mission is to share responsibility with all stakeholders to provide high quality instruction for all learners to ensure that each student will thrive emotionally, academically, socially and physically in a safe environment.

Provide the school's vision statement

Our vision is to create a community which strives to create students who are College, Career, and Life Ready.

School Environment

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

Teachers begin each school year with activities that allow students and teachers to get to know one another. Classes also spend the first few weeks practicing routines and procedures which allow student to interact and get to know one another. New families are welcomed to our school and the front office staff makes every attempt to make our families feel welcome and comfortable.

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

Students receive support in understanding how to be safe and respected before, during, and after school through instruction during the school day. All students receive in class Tier I instruction from their classroom teacher and the school guidance counselor. Lessons include:

- Being safe, Responsible, and Respectful at school
- Orientation to Guidance
- Six pillars of character (Respect, responsibility, caring, citizenship, trustworthiness and fairness)
- Safety issues (Who do you tell; good touch; computers)
- Drug awareness (Red Ribbon, Baycare Counselor)
- Bullying Prevention and tracking (Bully boxes)
- Second step (P.E.)

Students who demonstrate a need for additional support receive tier II support through their teacher and guidance counselor. This support can include:

- Re-teach School rules
- Honesty group
- Social skills training
- BIP support
- Attendance group
- New student guidance orientation
- Parent teacher conference
- Coordinate services (Dog therapy, Big Brothers, Grief)

At times, individual students need tier III services. These can include:

- Individual counseling
- Teacher consultation
- Behavior group (daily check in)
- Assessment/screening (threat, suicide)

- School Based Intervention Team (ISS)
- Coordinate 504 Program

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

Rodney B. Cox Elementary uses the Positive Behavior System program which was initiated by the University of South Florida. Students are motivated to respond to difficult situations with a positive and proactive response due to outside positive incentives. Through this program, students receive positive recognition for respectful and responsible behavior in all areas of the school. Students who still may need additional intervention with behavior are identified and supported with a specific behavior plan implemented by the teacher and guidance counselor.

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

Rodney B. Cox Elementary uses the Second Step program during bi-monthly lessons with students. The program's curriculum has multiple interactive lessons to address the areas of empathy, impulse control, and anger management. Students also have monthly guidance lessons with our school's guidance counselor. Bullying report boxes can be found in designated locations on campus. Students can leave anonymous reports of bullying in these boxes and they will be addressed. Students can also schedule meetings with the guidance counselor to discuss bullying issues. The guidance counseling schedule focuses on providing support in the following information throughout the year:

August Who is your school counselor? What does a school counselor do?

September Bullying/Respect

October Responsibility/Drug awareness - Red Ribbon Week

November Trust/Speak up be safe

December Speak up be safe

January Fairness

February Citizenship/Resolution skills

March Kindness/Coping (stress)

April Kindness

May Vocational/Safety

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

*Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension

*One or more suspensions, whether in school or out of school

*Course failure in English Language Arts or mathematics

*A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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	8	10	8	9	3	8	46
One or more suspensions	0	1	0	2	3	4	10
Course failure in ELA or Math	0	9	3	8	4	16	40
Level 1 on statewide assessment	0	0	0	9	13	17	39

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

Indicator	Grade Level				Total
	1	3	4	5	
Students exhibiting two or more indicators	3	8	6	14	31

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

Teacher teams will work in collaboration with student support staff to analyze early warning system data during monthly team based intervention meetings. Interventions will be planned for students based on area of need and may include:

- teachers contacting families after 3 consecutive absences
- referral to social worker
- attendance tracking for tardies and early dismissals
- Tier II, Tier III behavior supports
- FBA and BIP as needed
- behavior incentives
- Daily check in/check out
- Tier 2, Tier 3 academic support
- accommodations through 504/IEP
- progress monitoring plans
- school based intervention team meetings for students receiving 3 tiers of support

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

The School Advisory Council works closely with administration to review, plan, and improve school programs, including the parental involvement plan. At the beginning of the school year, meetings are designed to educate parents on the purpose and requirements of being a Title I school. The parent involvement budget is explained to parents. Parents, teachers, and staff are asked to offer suggestions for utilizing these funds. Parents are also notified that RBCES is a school-wide Title I program in the school's newsletter. Parents are encouraged to submit suggestions to the Title I Compact via email through the school website or in writing through suggestion dates and times of upcoming meetings. A copy of the Parent Involvement Plan is available on the website. Feedback will also be provided through the use of spring Title I surveys. The school's website is updated with timely information (link to Title I school contact), monthly newsletter, and Title I is a regular agenda item for the School Advisory Council.

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
Steinacker, Claudia	Principal
Stephanie, Shaw	Assistant Principal
Bennett, Tamisha	Teacher, K-12
Evans, Jeanette	Teacher, K-12
Davenport, Alison	Teacher, K-12
Graham-Stewart, Caroline	Instructional Coach
Smith, Melinda	Instructional Coach
Corona, Heather	Teacher, K-12
Basinger, Sonya	Instructional Coach
Gaines, Mary	Teacher, K-12
Olds, Kerry	Teacher, K-12
Otero, Cheryl	Instructional Technology
Montesino, Mario	Psychologist

Duties

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

Our Leadership Team reviews demographic, academic, and behavioral data to determine programs and school wide needs to be implemented into the School Improvement Plan. In addition, the team identifies professional development needs in order for our core instructional practices to be successful.

Members of the Leadership Team will:

- Build and lead a Professional Learning Community
- Meet biweekly with administration to work on our skills as facilitators in order to lead the learning of teams
- Facilitate team planning of standards based lessons, using data to make instructional decision to meet the needs of all students, and the creation of common assessments.
- Analysis of disaggregated data in order to identify trends and to identify group students in need of

intervention

- Development of processes to ensure intervention fidelity

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 Based Intervention Team meets on a weekly basis to discuss concerns and interventions to make students successful. The team problem-solves and reviews practices to assess and assist with skill development. Follow-up regarding interventions occurs approximately 3 weeks after an intervention has been put into place. If successful, the intervention continues; if not, the intervention is changed or adjusted to better meet the needs of the individual students. The MTSS Team also provides technical and professional development to staff to support RtI.

- Review of universal screening data
- Review of progress monitoring data
- Planning for interventions
- Assessment of MTSS implementation progress (Self-Assessment of Problem Solving Implementation)
- Assessment of school staff's practices and skill development

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Claudia Steiancker	Principal
Monica Russ	Education Support Employee
Kimberly Natal	Education Support Employee
Caroline Graham-Stewart	Teacher
Fannie Sims	Parent
Mary Nicholson	Teacher
Melinda Smith	Teacher
Latressa Vaughns	Parent
Amy Antolak	Business/Community
Miriam Cosme	Parent
Sonja Mitchell	Education Support Employee

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 met in September, 2013 to review and provide input on the school's improvement plan. Mid year, the committee reviewed the progress of the SIP goals, feedback was noted and shared with staff.

Development of this school improvement plan

A draft of the school's plan is shared with the School Advisory Council. SAC member's input is gathered and considered as a final draft of the school's plan is prepared and submitted.

Preparation of the school's annual budget and plan

A comprehensive needs assessment plan was created in preparation for annual Title 1 budget and funds planning. This information will be shared with the SAC members and purchases directly related to student achievement will be shared with committee members.

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

Funds will be utilized to provide substitutes for classroom teachers. During this release time, teachers will analyze current assessment data and problem-solve interventions as well as enrichment to strengthen student achievement. Funds will also be used to support our school-wide Positive Behavior System initiative.

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
Steinacker, Claudia	Principal
Stephanie, Shaw	Assistant Principal
Evans, Jeanette	Teacher, K-12
Graham-Stewart, Caroline	Instructional Coach
Smith, Melinda	Instructional Coach
Basinger, Sonya	Instructional Coach
Otero, Cheryl	Instructional Technology

Duties

Describe how the LLT promotes literacy within the school

- Using Walkthrough data to guide our professional development
- Promote an independent reading time with teacher conferencing
- Participate in IRLA level checks
- Provide individual professional development on student leveling and student conferencing as needed by teachers based on scheduled level check data
- Participating in grade level PLC across to support planning and alignment to the Florida State Standards
- Support building teacher capacity in writing instruction

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

Teachers are provided exclusive time for grade level PLC planning time on a biweekly basis. This time has been created into the master schedule to allow for longer periods of collaboration and planning. Teachers are supported by administration and coaching staff during these meetings.

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

- All applicants go through an extensive screening process to ensure that they are the most highly qualified teacher for the position. District, Principal Ongoing
- Each teacher new to the profession is assigned a mentor who is selected based upon demonstration of sustained effective teaching practices. The mentor teacher is trained in Clinical Education. This mentor works side by side with the beginning teacher, providing support, resources, observation and coaching sessions, and technical advice on an ongoing basis. Mentors, Administration, PLC Facilitators
- New teacher support groups are provided monthly. Administrators routinely meet with mentors and mentees to provide coaching and support. Mentors, Administration, PLC Facilitators
- All teachers receive support from team members, PLC Facilitators, specialists, administrators and district staff.
Mentors, Administration, PLC Facilitators

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

Each beginning teacher will be assigned a mentor for the 2014-2015 school year. Mentors have three or more years of successful teaching experience, work at the same school, hold a professional certificate and are trained in Clinical Education. Mentors are carefully selected to match the teaching assignment and/or needs of the beginning teacher. Our pairings are thoughtful with taking into consideration a mentor who would have the experience, confidence, and expertise in the same, if not past experience in the same grade level. Weekly conferencing, collaborative planning, reflecting on instruction, and orientating the new teacher to systems and procedures of the school are current planned activities. The mentor may also use the coaching cycle to model lessons and discuss best practice strategies to support growth of the 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

Teams plan in professional learning communities by first unpacking the standards for each unit to understand the expectations for their grade level. Teams also create scales to measure and track each student's performance. Students use multiple measures of performance to track their progress including student friendly scales, performance over time on IRLA, Discovery Education, and i-Ready which all track student progress in relation to Florida State Standards. All adopted core curriculum is aligned to 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

All students receive an additional hour of reading instruction during the school day. Fourth and fifth grade students remain in school for an additional hour of instruction. Third grade students performing below expectation in reading will be offered an extended school day program. Migrant students in grades K-3 who are performing below grade level expectations will also be offered an extended school day program.

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: 9,000

Fourth and fifth grade students will receive one additional hour of reading instruction daily. The school day will be extended for 50 minutes to accommodate this schedule.

Strategy Rationale

Students will have the opportunity to receive additional reading instruction to improve their reading abilities.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Steinacker, Claudia, csteinac@pasco.k12.fl.us

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

Fourth and fifth grade students will be using iReady as part of their extended program. Data will be monitored for effectiveness of intervention or enrichment. Students will be able to work at their own pace and instructional level for this program.

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

- Scheduled vertical planning between grade levels (PreK-5th) will take place during the school year
- Articulation activities for PreK will happen at the end of the year (i.e. eating lunch in the cafeteria, classroom visits)
- Articulation meetings and visits for 5th grade with middle school
- End-of-Year Data meetings and completion of student information cards

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.** If Positive Behavior Supports are implemented consistently and pervasively by all staff members, then we will see a decrease of instructional time lost by students therefore increasing student achievement.

- G2.** If students are engaged in rigorous and collaborative communication and are given opportunities to work through Performance/Problem Based Tasks where students learn to communicate through writing then student achievement will increase.

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 Positive Behavior Supports are implemented consistently and pervasively by all staff members, then we will see a decrease of instructional time lost by students therefore increasing student achievement. 1a

G041752

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	175.0

Resources Available to Support the Goal 2

- Developed positive behavior systems
- Developed charts
- Developed immediate incentive
- Long term incentive plans
- Committee
- Guidance Counselor
- Social Worker

Targeted Barriers to Achieving the Goal 3

- Inconsistent implementation

Plan to Monitor Progress Toward G1. 8

PBS committee will engage in problem solving around behavioral data and Early Warning system data and common assessment data.

Person Responsible

Shaw Stephanie

Schedule

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

Evidence of Completion

meeting agendas, data analysis, and problem solving notes, implementation of tiers of support for behavior. Decrease in referrals increase in gains for students identified through EWS data.

G2. If students are engaged in rigorous and collaborative communication and are given opportunities to work through Performance/Problem Based Tasks where students learn to communicate through writing then student achievement will increase. 1a

G038965

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	67.0
AMO Reading - All Students	55.0
FCAT 2.0 Science Proficiency	40.0

Resources Available to Support the Goal 2

- Previous exposure to accountable talk
- PLC time for team understanding
- ReadyGen, State Standards, IRLA Marzano Framework, Students Taking Charge by Mary Sulla, Use of technology (iRead, i-Ready, iObservation resources, walk through and learning rubric data, PLC facilitator (training), Canvas Elementary Learning Network
- ICT Literacy Coach, ITC STEM, 2 Intervention Coaches, Administration
- Professional Development in: MTSS, Data Analysis and Planning for learning, Rtl Progress Monitoring and data analysis, Humanities Block
- School wide expectations for Literacy and Writing
- Florida Standards, PLC Unit planing and unpacking of standards, curriculum resources,
- PBS Tiers of Support, Discipline Committee
- Google Docs, Walkthrough data, MTSS/Rtl data/progress monitoring, monthly data team chats
- Intervention support and resources

Targeted Barriers to Achieving the Goal 3

- Lack of common language and understanding in regards to oral communication
- Lack of deep understanding of integrated writing and organization of the writing standards

Plan to Monitor Progress Toward G2. 8

Common Assessment Data

Person Responsible

Claudia Steinacker

Schedule

Weekly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Common assessment data will be monitored regular by administration, coaches and PLCs to drive planning and teaching for learning.

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 Positive Behavior Supports are implemented consistently and pervasively by all staff members, then we will see a decrease of instructional time lost by students therefore increasing student achievement. **1**

 G041752

G1.B2 Inconsistent implementation **2**

 B102614

G1.B2.S1 Implement behavior and incentive plan school-wide **4**

 S113747

Strategy Rationale

Student will increase their positive behavior across all areas of the school's campus because clear and consistent expectations will be communicated, expected, and reinforced by all staff members.

Action Step 1 **5**

Teachers will review previous school year's discipline data

Person Responsible

Shaw Stephanie

Schedule

On 7/31/2014

Evidence of Completion

Powerpoint slides of data, participant feedback poster

Action Step 2 5

PBS Committee will be established and meet regularly. They will review school wide expectations, incentives, interventions, flow chart, behavior intervention sheet verses referral throughout the year.

Person Responsible

Shaw Stephanie

Schedule

Monthly, from 8/15/2014 to 6/3/2015

Evidence of Completion

Agenda, meeting notes, Powerpoint slides

Action Step 3 5

Collect and provide feedback to teams on their grade level behavior plans and communication to parents

Person Responsible

Shaw Stephanie

Schedule

On 9/30/2014

Evidence of Completion

Grade level behavior plans, feedback, revised team plans if necessary

Action Step 4 5

Tiered positive behavior incentive programs will established and maintained.

Person Responsible

Shaw Stephanie

Schedule

Daily, from 8/25/2014 to 6/3/2015

Evidence of Completion

ROAR store items and used paw tickets

Action Step 5 5

PLCs will review EWS data to make intentional planning decisions using Marzano's framework

Person Responsible

Shaw Stephanie

Schedule

Monthly, from 7/31/2014 to 6/3/2015

Evidence of Completion

PLC notes, lesson plans, iObservation data, walkthrough data

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

Scheduling of meetings and development of agendas, Schedule for ROAR store visits and quarterly celebrations

Person Responsible

Shaw Stephanie

Schedule

Monthly, from 9/5/2014 to 6/3/2015

Evidence of Completion

Committee minutes and agendas, EWS data, calendars/schedules

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

Review PBS data at monthly committee meetings and grade level TBIT meetings

Person Responsible

Shaw Stephanie

Schedule

Monthly, from 9/5/2014 to 6/3/2015

Evidence of Completion

Reduced referral and EWS data, increased PBS incentive participation data

G2. If students are engaged in rigorous and collaborative communication and are given opportunities to work through Performance/Problem Based Tasks where students learn to communicate through writing then student achievement will increase. 1

G038965

G2.B1 Lack of common language and understanding in regards to oral communication 2

B093753

G2.B1.S1 Instructional staff will be provided professional development on Accountable Talk. 4

S104801

Strategy Rationale

When teachers learn the purpose and strategies for engaging students in classroom discourse they will be able to connect how discourse will increase student engagement in classrooms and encourage quality conversations with and between students.

Action Step 1 5

Teachers will engage in time learning about the new Florida State Standards, new ELA resources; IRLA, ReadyGen, and the routines and structures of the Humanities Block.

Person Responsible

Claudia Steinacker

Schedule

Weekly, from 9/3/2014 to 5/1/2015

Evidence of Completion

Unit plans, PLC minutes,

Action Step 2 5

Develop a PD scope and sequences, learning rubric, walk-through tool related to Accountable Talk. Share tools with PLC Facilitators to gather feedback.

Person Responsible

Claudia Steinacker

Schedule

On 10/31/2014

Evidence of Completion

meeting notes, agenda from PLCs and PD, learning rubric, walkthroughs (PD to practice), lesson plans

Action Step 3 5

Using the tools developed, data will be collected on teacher's knowledge of Accountable Talk and on the percentage of classrooms meeting the identified "look for" and "sounds like" expectations. The data will be calculated and shared out with the staff.

Person Responsible

Claudia Steinacker

Schedule

On 12/19/2014

Evidence of Completion

meeting notes, agenda from PLCs and PD, learning rubric, walkthroughs (PD to practice), lesson plans

Action Step 4 5

Face to Face professional development will be scheduled during biweekly Monday staff meetings. Professional development will be provided in multiple formats and choices for acquiring learning (face to face, digital, small group, whole group) will be given to differentiate to better meet the needs of participants.

Person Responsible

Claudia Steinacker

Schedule

Biweekly, from 10/6/2014 to 12/19/2014

Evidence of Completion

meeting notes, agenda from PLCs and PD, learning rubric, walkthroughs (PD to practice), lesson plans

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

Instructional walkthroughs

Person Responsible

Claudia Steinacker

Schedule

Weekly, from 12/15/2014 to 12/19/2014

Evidence of Completion

Walkthrough data will be compiled, shared and analyzed for grade level trends

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

LLT group and Regional Support Team Members will engage in problem solving around walkthrough data and assessment data.

Person Responsible

Claudia Steinacker

Schedule

Biweekly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Meeting agendas, data analysis and problem solving notes. Increase in frequency of using communication strategies. Increase in student engagement in purposeful collaborative conversations, increase in academic gain of students identified through assessment data.

G2.B5 Lack of deep understanding of integrated writing and organization of the writing standards 2

 B093757

G2.B5.S1 Teachers will plan and execute effective tiered ELA instruction. 4

 S113750

Strategy Rationale

Differentiation of instructions is essential to meeting the needs of all students.

Action Step 1 5

Teachers will engage in time learning about the new Florida State Standards for writing, the writing components of new ELA resources; ReadyGen, and the routines and structures of the Humanities Block.

Person Responsible

Claudia Steinacker

Schedule

Biweekly, from 10/13/2014 to 5/1/2015

Evidence of Completion

Agenda, lesson plans, sign-in sheets, PLC notes

Action Step 2 5

Representatives from each grade level will attend district ELA trainings. Representatives will share learning relevant to the teams planning for writing and the Humanities Block

Person Responsible

Claudia Steinacker

Schedule

On 12/19/2014

Evidence of Completion

Training notes, PLC notes, lesson plans

Action Step 3 5

Teams are provided additional time to work in PLCs. PLC facilitators will attend a second year of training to further their facilitating skills. Administration and regional support staff will provide on-going supports specific to our school's goal in writing and understanding MTSS.

Person Responsible

Claudia Steinacker

Schedule

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

Evidence of Completion

PLC notes and agendas

Plan to Monitor Fidelity of Implementation of G2.B5.S1 6

Instructional Walkthroughs

Person Responsible

Claudia Steinacker

Schedule

Weekly, from 9/8/2014 to 5/1/2015

Evidence of Completion

Data collected with walkthrough tool will be compiled, shared and analyzed

Plan to Monitor Effectiveness of Implementation of G2.B5.S1 7

PLC data reviews

Person Responsible

Claudia Steinacker

Schedule

Quarterly, from 9/8/2014 to 5/1/2015

Evidence of Completion

Problem solving notes based on walkthrough data and common assessment data, agendas and presentations

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
G2.B1.S1.A1	Teachers will engage in time learning about the new Florida State Standards, new ELA resources; IRLA, ReadyGen, and the routines and structures of the Humanities Block.	Steinacker, Claudia	9/3/2014	Unit plans, PLC minutes,	5/1/2015 weekly
G1.B2.S1.A1	Teachers will review previous school year's discipline data	Stephanie, Shaw	7/31/2014	Powerpoint slides of data, participant feedback poster	7/31/2014 one-time
G2.B5.S1.A1	Teachers will engage in time learning about the new Florida State Standards for writing, the writing components of new ELA resources; ReadyGen, and the routines and structures of the Humanities Block.	Steinacker, Claudia	10/13/2014	Agenda, lesson plans, sign-in sheets, PLC notes	5/1/2015 biweekly
G2.B1.S1.A2	Develop a PD scope and sequences, learning rubric, walk-through tool related to Accountable Talk. Share tools with PLC Facilitators to gather feedback.	Steinacker, Claudia	9/3/2014	meeting notes, agenda from PLCs and PD, learning rubric, walkthroughs (PD to practice), lesson plans	10/31/2014 one-time
G1.B2.S1.A2	PBS Committee will be established and meet regularly. They will review school wide expectations, incentives, interventions, flow chart, behavior intervention sheet verses referral throughout the year.	Stephanie, Shaw	8/15/2014	Agenda, meeting notes, Powerpoint slides	6/3/2015 monthly
G2.B5.S1.A2	Representatives from each grade level will attend district ELA trainings. Representatives will share learning relevant to the teams planning for writing and the Humanities Block	Steinacker, Claudia	9/8/2014	Training notes, PLC notes, lesson plans	12/19/2014 one-time
G2.B1.S1.A3	Using the tools developed, data will be collected on teacher's knowledge of Accountable Talk and on the percentage of classrooms meeting the identified "look for" and "sounds like" expectations. The data will be calculated and shared out with the staff.	Steinacker, Claudia	9/3/2014	meeting notes, agenda from PLCs and PD, learning rubric, walkthroughs (PD to practice), lesson plans	12/19/2014 one-time

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Rodney B. Cox Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A3	Collect and provide feedback to teams on their grade level behavior plans and communication to parents	Stephanie, Shaw	8/25/2014	Grade level behavior plans, feedback, revised team plans if necessary	9/30/2014 one-time
G2.B5.S1.A3	Teams are provided additional time to work in PLCs. PLC facilitators will attend a second year of training to further their facilitating skills. Administration and regional support staff will provide on-going supports specific to our school's goal in writing and understanding MTSS.	Steinacker, Claudia	9/15/2014	PLC notes and agendas	5/29/2015 biweekly
G1.B2.S1.A4	Tiered positive behavior incentive programs will be established and maintained.	Stephanie, Shaw	8/25/2014	ROAR store items and used paw tickets	6/3/2015 daily
G2.B1.S1.A4	Face to Face professional development will be scheduled during biweekly Monday staff meetings. Professional development will be provided in multiple formats and choices for acquiring learning (face to face, digital, small group, whole group) will be given to differentiate to better meet the needs of participants.	Steinacker, Claudia	10/6/2014	meeting notes, agenda from PLCs and PD, learning rubric, walkthroughs (PD to practice), lesson plans	12/19/2014 biweekly
G1.B2.S1.A5	PLCs will review EWS data to make intentional planning decisions using Marzano's framework	Stephanie, Shaw	7/31/2014	PLC notes, lesson plans, iObservation data, walkthrough data	6/3/2015 monthly
G1.MA1	PBS committee will engage in problem solving around behavioral data and Early Warning system data and common assessment data.	Stephanie, Shaw	8/18/2014	meeting agendas, data analysis, and problem solving notes, implementation of tiers of support for behavior. Decrease in referrals increase in gains for students identified through EWS data.	6/3/2015 monthly
G1.B2.S1.MA1	Review PBS data at monthly committee meetings and grade level TBIT meetings	Stephanie, Shaw	9/5/2014	Reduced referral and EWS data, increased PBS incentive participation data	6/3/2015 monthly
G1.B2.S1.MA1	Scheduling of meetings and development of agendas, Schedule for ROAR store visits and quarterly celebrations	Stephanie, Shaw	9/5/2014	Committee minutes and agendas, EWS data, calendars/schedules	6/3/2015 monthly
G2.MA1	Common Assessment Data	Steinacker, Claudia	9/8/2014	Common assessment data will be monitored regular by administration, coaches and PLCs to drive planning and teaching for learning.	5/29/2015 weekly
G2.B1.S1.MA1	LLT group and Regional Support Team Members will engage in problem solving around walkthrough data and assessment data.	Steinacker, Claudia	9/8/2014	Meeting agendas, data analysis and problem solving notes. Increase in frequency of using communication strategies. Increase in student engagement in purposeful collaborative conversations, increase in academic gain of students identified through assessment data.	5/29/2015 biweekly
G2.B1.S1.MA1	Instructional walkthroughs	Steinacker, Claudia	12/15/2014	Walkthrough data will be compiled, shared and analyzed for grade level trends	12/19/2014 weekly
G2.B5.S1.MA1	PLC data reviews	Steinacker, Claudia	9/8/2014	Problem solving notes based on walkthrough data and common assessment data, agendas and presentations	5/1/2015 quarterly
G2.B5.S1.MA1	Instructional Walkthroughs	Steinacker, Claudia	9/8/2014	Data collected with walkthrough tool will be compiled, shared and analyzed	5/1/2015 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.

G2. If students are engaged in rigorous and collaborative communication and are given opportunities to work through Performance/Problem Based Tasks where students learn to communicate through writing then student achievement will increase.

G2.B1 Lack of common language and understanding in regards to oral communication

G2.B1.S1 Instructional staff will be provided professional development on Accountable Talk.

PD Opportunity 1

Face to Face professional development will be scheduled during biweekly Monday staff meetings. Professional development will be provided in multiple formats and choices for acquiring learning (face to face, digital, small group, whole group) will be given to differentiate to better meet the needs of participants.

Facilitator

Administration, East Regional Team Support,

Participants

Instructional Staff

Schedule

Biweekly, from 10/6/2014 to 12/19/2014

G2.B5 Lack of deep understanding of integrated writing and organization of the writing standards

G2.B5.S1 Teachers will plan and execute effective tiered ELA instruction.

PD Opportunity 1

Teachers will engage in time learning about the new Florida State Standards for writing, the writing components of new ELA resources; ReadyGen, and the routines and structures of the Humanities Block.

Facilitator

Kimberley Natal, Administration

Participants

Instructional Staff

Schedule

Biweekly, from 10/13/2014 to 5/1/2015

Technical Assistance Items

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

G2. If students are engaged in rigorous and collaborative communication and are given opportunities to work through Performance/Problem Based Tasks where students learn to communicate through writing then student achievement will increase.

G2.B1 Lack of common language and understanding in regards to oral communication

G2.B1.S1 Instructional staff will be provided professional development on Accountable Talk.

PD Opportunity 1

Teachers will engage in time learning about the new Florida State Standards, new ELA resources; IRLA, ReadyGen, and the routines and structures of the Humanities Block.

Facilitator

Administration, Regional Support Members

Participants

Instructional Staff

Schedule

Weekly, from 9/3/2014 to 5/1/2015

PD Opportunity 2

Develop a PD scope and sequences, learning rubric, walk-through tool related to Accountable Talk. Share tools with PLC Facilitators to gather feedback.

Facilitator

Administration

Participants

Administration, Regional Support Team members, PLC Facilitators,

Schedule

On 10/31/2014

PD Opportunity 3

Using the tools developed, data will be collected on teacher's knowledge of Accountable Talk and on the percentage of classrooms meeting the identified "look for" and "sounds like" expectations. The data will be calculated and shared out with the staff.

Facilitator

Administration

Participants

Administration, East Regional Team Support,

Schedule

On 12/19/2014

G2.B5 Lack of deep understanding of integrated writing and organization of the writing standards

G2.B5.S1 Teachers will plan and execute effective tiered ELA instruction.

PD Opportunity 1

Teams are provided additional time to work in PLCs. PLC facilitators will attend a second year of training to further their facilitating skills. Administration and regional support staff will provide on-going supports specific to our school's goal in writing and understanding MTSS.

Facilitator

Administration, Regional Support Staff

Participants

PLC Facilitators,

Schedule

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

Budget Rollup

Summary

Description	Total
Goal 1: If Positive Behavior Supports are implemented consistently and pervasively by all staff members, then we will see a decrease of instructional time lost by students therefore increasing student achievement.	23,800
Goal 2: If students are engaged in rigorous and collaborative communication and are given opportunities to work through Performance/Problem Based Tasks where students learn to communicate through writing then student achievement will increase.	1,800
Grand Total	25,600

Goal 1: If Positive Behavior Supports are implemented consistently and pervasively by all staff members, then we will see a decrease of instructional time lost by students therefore increasing student achievement.

Description	Source	Total
B2.S1.A4 - Consumables, other materials and supplies	Title I Part A	6,800
B2.S1.A5 - Addition PE teacher	Title I Part A	17,000
Total Goal 1		23,800

Goal 2: If students are engaged in rigorous and collaborative communication and are given opportunities to work through Performance/Problem Based Tasks where students learn to communicate through writing then student achievement will increase.

Description	Source	Total
B1.S1.A4 - Substitutes and Teacher stipends	Title I Part A	800
B5.S1.A1 - Substitues and Teacher stipends		1,000
Total Goal 2		1,800