

Flora Ridge Elementary School



2014-15 School Improvement Plan

Flora Ridge Elementary School

2900 DYER BLVD, Kissimmee, FL 34741

www.osceola.k12.fl.us

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

80%

Alternative/ESE Center

No

Charter School

No

Minority

86%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

C

C

C

C

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	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Flora Ridge Elementary is to prepare students for the future by providing them with a high quality education focused on academic success and personal growth, and to instill in them good citizenship skills and respect for others.

Provide the school's vision statement

Flora Ridge Elementary will outperform all other elementary schools in Osceola County.

School Environment

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

The teachers conduct learning inventories on each child to determine interests, learning styles, and cultural background. The results of these inventories will guide the teacher in building positive relationships and meet the student's individual needs.

Teachers and staff will be provided professional development on English Language Learners and Families in Transition (FIT).

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

The school will implement Positive Behavior Support System (PBS) as a Tier 1 behavioral intervention for all students. All adults will be on duty before and after school. During school, morning announcements will reinforce the guidelines for a safe and respectful learning environment. Once per week, the School Resource Officer (SRO) is present to ensure safety and build positive relationships with students and staff.

The school has specific school-wide expectations and procedures for all areas of the campus. There are also specific procedures for emergencies. Emergency drills (fire, lock-down, and severe weather) are practiced regularly.

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

Flora Ridge Elementary is a PBS school with clear expectations and procedures to maintain a safe, respectful, and supportive learning environment. Expectations are posted in all common areas as well as the classroom. Each teacher submits a behavior management plan that incorporates the PBS mission and expectations. This plan articulates how the teacher will reward students for positive behavior and the specific expectations within the classroom.

When expectations are not adhered to, students are re-taught expectations. Minor infractions are issued to students when multiple infractions occur. Parents are notified of the minor infraction and the student is once again re-taught the expectations. When necessary, major infractions are referred to administration and are handled according to the Student Code of Conduct.

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

Flora Ridge Elementary has a school counselor that supports and oversees the social and emotional needs of all students. The counselor's office is open for all students who may need additional assistance (crisis intervention, mental health, school adjustment, etc.). After students are identified as needing extra services, the behavior team meets and discusses appropriate interventions for students. These Tier 2 interventions are addressed through a school mentoring program called Behavior Education Program (BEP). In-house mentors are assigned to students and the mentor checks-in daily with the child. The Multi-Tier System of Support (MTSS) team meets weekly to discuss behavioral data changes from the BEP and determine if other interventions are necessary. School-wide bullying programs are implemented to ensure all students are aware of what bullying is and how to prevent it from occurring.

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

The leadership team has identified students who meet two or more of the early warning system indicators. The following indicators were used to identify students:

- Students who missed 10% or more of the instructional time
- Students who have two or more behavior referrals AND/OR one or more referrals with suspension defined in s.1003.01.(5) F.S.
- Students that are not proficient in reading or math as determined by the statewide, standardized assessments
- Students who are retained pursuant to s.1008.25(4)(c), F.S.

The leadership team will inform teachers and assist in providing support and interventions both academically and behaviorally. The leadership team will monitor those students and review progress weekly.

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	12	17	10	8	8	10	65
One or more suspensions	3	5	5	10	18	21	62
Course failure in ELA or Math	0	0	0	37	0	0	37
Level 1 on statewide assessment	0	0	0	37	27	34	98

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

Indicator	Grade Level					Total
	1	2	3	4	5	
Students exhibiting two or more indicators	1	1	5	6	5	18

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

Students will receive Tier 2 and/or Tier 3 interventions for their academic needs. The MTSS team will meet monthly to determine if the interventions are appropriate for each child. Students receiving Tier 3 interventions will be assessed weekly to provide multiple data points in determining progress. The teacher, student, and parent will also be involved in the process of tracking the student data and will be updated of progress and assist in determining needs of student.

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/191060>.

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

The school parent liaison works to meet with local business partners and develop community relationships with those business partners. Business partners provide support to the school by attending School Advisory Council meetings as well as providing discounted or free merchandise for the school.

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
Laughrey, Sandra	Principal
Campanaro, Christine	Instructional Coach
Chappell, Tiffany	Guidance Counselor
Holgash, Kiersten	Instructional Coach
Platzer, Michelle	Instructional Coach
Penaranda, Yaneth	Assistant Principal

Duties

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

The Problem Solving Team (PST) meets once a week to assist the teachers with developing strategies for meeting individual student's learning needs. The PST identifies students that need supplementary support in any of the identified areas in addition to what they are receiving in the regular education classroom. The PST team analyzes the areas of need of the students and researches evidenced-based programs or approaches (i.e. interventions) that may be used to help remediate those areas or weakness.

The PST team plans for the delivery of the interventions to the selected students. Issues that need to be addressed for successful delivery include: identification of the interventionists, scheduling, make-up of groups based on individual student needs, location for the intervention, frequency and duration of the intervention, and support for the interventionist. The PST team frequently monitors the interventionists to determine if the interventions are being implemented with 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

Leadership team and grade levels meet monthly to review whole school data and determine the needs of individual students. These meetings include discussions of specific student interventions and any additions or changes that need to be made to the core curriculum. Common formative assessments are provided weekly for students receiving Tier 3 interventions, bi-monthly for students receiving Tier 2, and quarterly for the entire school. Data from these assessments are reviewed at the weekly MTSS meetings and interventions are adapted as necessary. School funding provides for substitutes to cover classroom teachers to have in depth data and curriculum conversations with the MTSS/Leadership Team.

Title I, Part A

To ensure students requiring additional remediation are assisted; extended learning opportunities, such as before and /or after school programs, and/or Saturday and/or summer school, are offered. The district coordinates with Title II to ensure staff development needs are provided. Reading and Math Coaches develop and lead programs based on Florida Standards curriculum/behavior assessment and intervention approaches

Title I, Part C-Migrant

When Migrant children are enrolled at our school, the Title I Migrant Center staff is available to ensure that all migrant students are given a fair and equitable opportunity to achieve a high quality education. They will be contacted to help meet the needs of Migrant students if enrolled at our school. These students will be afforded the same opportunities as all students. The liaison coordinates with Title I and other programs to ensure the student needs are met.

Title I Part D

When Neglected and/or Delinquent children are enrolled in our school, we will coordinate efforts with the Alternative Programs Department to ensure that all student needs are met.

Title II

Professional Development is provided for Core Connections and Math Solutions. It is also used to focus on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation

Title X.

To help eliminate barriers for education the District Homeless Education Liaison works with the school FIT Liaisons to help define and protect the rights of homeless students to enroll in, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health and academic referrals as well as vouchers for resources such as, but not limited to shoes, transportation, and school physicals.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Robert Bussiere	Parent
Sandy Laughrey	Principal
Yaneth Penaranda	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

All parents and community members were invited to attend a SAC meeting where they provided input on the 2013-2014 SIP. 2013-2014 data and results of the state assessment were shared with all who attended the SAC meeting to assist in advising the 2014-2015 (Continuous Improvement Management System) CIMS/SIP.

Development of this school improvement plan

All parents and community members were invited to attend a School Advisory Council (SAC) meeting where data from the 2013-2014 school year was provided. Attendees were able to reflect on data and the previous year's goals. The team utilized the problem solving process to decide on the primary areas for focus in 2014-2015. The final CIMS plan was shared and approved by the SAC committee.

Preparation of the school's annual budget and plan

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

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

No

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
Platzer, Michelle	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The LLT will be organizing and coordinating literacy based parent involvement nights. The parents will be invited to come to the school and learn strategies for working with their child in English Language Arts, while participating in a fun activity. Parents will be given strategies as well as materials to use at home with their child. The LLT will also be working closely with the PST to evaluate the effectiveness of our intervention programs and individual student progress. The LLT will

analyze data to determine school wide literacy needs and formulate student, parent, and teacher activities to increase achievement in English Language Arts.

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 school will continue to implement Professional Learning Communities (PLC). PLCs will meet weekly to evaluate data on unit assessments in all content areas. PLCs will then utilize data to collaborate in planning and change instruction based on teacher strengths and student needs. In addition to weekly data analysis, teachers will be provided half days quarterly to meet and analyze data in a more in depth manner that includes guidance from instructional coaches and administration.

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

Professional development opportunities provided, New teacher Mentor Program, Math/Science and Reading coaching assistance offered to all teachers including modeling lessons and co-teaching.

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

New teachers will be provided with a one on one mentor, and will be offered monthly meetings to support instructional practices, curriculum, and classroom management.

Heather Blay (New Teacher) - Michelle Beckman (Mentor)

Fraza Diaz (New Teacher) - Irma Guillen (Mentor)

Jessica Freeman (New Teacher) - Sharon Woods (Mentor)

The new teachers were paired with experienced teachers who have established results of student achievement within classroom and shown strong team collaboration.

Teachers who are new to school will also be provided with a mentor/buddy teacher to help in establishing familiarity with the new school.

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 has curriculum timelines that outline the time frame to teach each standard. Fidelity of following these timelines is enforced by administration through classroom walk-throughs and lesson plan review. In addition, the Literacy and Math/Science coach provide professional development around the breakdown of standards and creating assessments that are aligned to the state standards. When applicable CMAPs provides resources for teachers in lesson planning.

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 who are performing below level on the standardized assessment in English Language Arts (ELA) are provided with a Tier 2 intervention on their level. Students who are performing below level on unit assessments in math are provided a Tier 2 intervention based on skill needs and/or areas where they are not mastering the specific math standard.

At the Tier 1 level, all teachers provide small group instruction to students in the 90 minute ELA block and differentiate based on student need. Teachers document this differentiation within their daily lesson plans.

Students who receive ELL services also are provided with small group instruction based on their English language needs. Paraprofessionals push-in during both math and in III time to assist these students.

ESE students are placed in the general classroom providing the least restrictive environment.

Students are provided a specific VE Resource teacher that assists within the classroom providing the accommodations and assistance noted within their Individual Education Plan.

The lowest quartile are invited to attend Extended Learning Opportunities (ELO) before school, after school, and during block, where they receive targeted instruction based on their academic needs.

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: 300

Flora Ridge will be providing Extended Learning Opportunities to all those students who scored below level on the standardized assessment in ELA and math. We will be providing remediation during block, before school tutoring and Saturday school during the year. ELO is provided in Reading (K-5), math (K-5), science (grade 5), and writing (grade 4).

Strategy Rationale

The additional instructional time will allow students to master basic foundational skills and standards that they are missing to assist them in mastering grade level standards.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Penaranda, Yaneth, penarany@osceola.k12.fl.us

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

All students will be evaluated every two weeks utilizing STAR Enterprise ELA and math standardized assessments. Formative assessments provided within the remediation curriculum will also be used to assist in determining needs of students.

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

The school will provide a yearly Kindergarten Round-Up program to inform parents and familiarize students with kindergarten. All area pre-schools will be notified of the event as well as shared with the local press.

In additions, kindergarten teachers will utilize the FLKRS assessment to gather data on the specific skill levels of the students prior to entering kindergarten.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. All students will be engaged in and master grade level standards in ELA and math.

G2. All students will follow school-wide expectations and procedures.

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 students will be engaged in and master grade level standards in ELA and math. 1a

G039500

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	56.0
AMO Reading - All Students	66.0

Resources Available to Support the Goal 2

- The Learning Resource Specialist, Literacy Coach and Math/Science Coach are continuous supports in multiple areas.
- Professional Learning Communities
- Driven By Data professional development on how to analyze math and ELA data.
- Professional Development on aligning assessments to standards.
- Creation of Common Assessments
- Flexibility of planning
- Making substitutes available for professional development and follow-up.
- Common planning time.
- Intervention time for ELA and math built into master schedule.
- Administration prioritizes data driven assessments.
- Paraprofessionals assist in providing differentiated instruction.

Targeted Barriers to Achieving the Goal 3

- Lack of diagnosis and teaching of foundational skills.

Plan to Monitor Progress Toward G1. 8

Data Chats

Person Responsible

Sandra Laughrey

Schedule

Quarterly, from 9/30/2014 to 5/1/2015

Evidence of Completion

Student data on STAR and correlation to unit assessment data.

G2. All students will follow school-wide expectations and procedures. 1a

G039501

Targets Supported 1b

Indicator	Annual Target
2+ Behavior Referrals	5.0

Resources Available to Support the Goal 2

- PBS
- School Safety Patrols
- Problem Solving Team
- Positive Reinforcement
- Implementation of school wide procedures.
- BEP Program and Mentors
- Character Education

Targeted Barriers to Achieving the Goal 3

- Teachers are in various stages of implementation of the Positive Behavior Support System.

Plan to Monitor Progress Toward G2. 8

Data will be reviewed with the PST for behavior to determine whether data is progressing or if new strategies need to be implemented.

Person Responsible

Yaneth Penaranda

Schedule

Monthly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Students with less than two discipline referrals.

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 students will be engaged in and master grade level standards in ELA and math. **1**

 G039500

G1.B4 Lack of diagnosis and teaching of foundational skills. **2**

 B095254

G1.B4.S1 Increase fidelity of PLCs **4**

 S107757

Strategy Rationale

PLCs that are operating as a collaborative team on a regular basis will analyze student needs based off of formative and standardized assessments. Teachers will then provide differentiated and targeted instruction based on specific student needs.

Action Step 1 **5**

PLCs Leaders will be assigned and PLC facilitators will be assigned to each PLC.

Person Responsible

Sandra Laughrey

Schedule

On 8/15/2014

Evidence of Completion

PLC Leaders and facilitator list will be distributed to faculty and staff.

Action Step 2 5

PLC Facilitators will lead discussion around specific standards based on data provided by each individual classroom teacher on the PLC.

Person Responsible

Kiersten Holgash

Schedule

Biweekly, from 9/8/2014 to 6/5/2015

Evidence of Completion

PLC Facilitators will submit meeting minutes to ensure fidelity of review of data.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

PLC Leaders will submit minutes from PLC meetings.

Person Responsible

Kiersten Holgash

Schedule

Biweekly, from 9/8/2014 to 6/5/2015

Evidence of Completion

PLC Leaders will collect and review meeting minutes to ensure fidelity of review of data.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Students receiving Tier 2 interventions will be monitored in both ELA and math to see if progress is being made in foundational skills.

Person Responsible

Michelle Platzer


Schedule

Monthly, from 9/8/2014 to 6/5/2015


Evidence of Completion

STAR ELA and math data as well as ELA and reading formative assessments.

G2. All students will follow school-wide expectations and procedures. 1

 G039501

G2.B1 Teachers are in various stages of implementation of the Positive Behavior Support System. 2

 B095260

G2.B1.S1 Teachers will learn about the MTSS behavior process. 4

 S106371

Strategy Rationale

When teachers learn about the process, they will implement Tier 1 interventions with more fidelity reducing the number of students receiving discipline referrals.

Action Step 1 5

Professional development for staff on the various interventions provided for behavior, including PBS, BEP, and FBA/BIP.

Person Responsible

Tiffany Chappell

Schedule

Quarterly, from 10/1/2014 to 5/1/2015

Evidence of Completion

Teachers will effectively apply the intervention process and provide Tier 1 interventions with fidelity.

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

Minutes and sign-in sheets will be collected to ensure all faculty and staff have been informed of process. In addition, teachers administering Tier 2 interventions will collect daily data on BEP.

Person Responsible

Tiffany Chappell

Schedule

Quarterly, from 10/1/2014 to 5/1/2015

Evidence of Completion

Sign-in sheets from professional development, handouts from professional development, and intervention data when applicable.

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

The PBS team will review referral data monthly to determine if progress to goal is being met.

Person Responsible

Tiffany Chappell

Schedule

Monthly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Decrease in number of students receiving two or more referrals.

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	Professional development for staff on the various interventions provided for behavior, including PBS, BEP, and FBA/BIP.	Chappell, Tiffany	10/1/2014	Teachers will effectively apply the intervention process and provide Tier 1 interventions with fidelity.	5/1/2015 quarterly
G1.B4.S1.A1	PLCs Leaders will be assigned and PLC facilitators will be assigned to each PLC.	Laughrey, Sandra	8/11/2014	PLC Leaders and facilitator list will be distributed to faculty and staff.	8/15/2014 one-time
G1.B4.S1.A2	PLC Facilitators will lead discussion around specific standards based on data provided by each individual classroom teacher on the PLC.	Holgash, Kiersten	9/8/2014	PLC Facilitators will submit meeting minutes to ensure fidelity of review of data.	6/5/2015 biweekly
G1.MA1	Data Chats	Laughrey, Sandra	9/30/2014	Student data on STAR and correlation to unit assessment data.	5/1/2015 quarterly
G1.B4.S1.MA1	Students receiving Tier 2 interventions will be monitored in both ELA and math to see if progress is being made in foundational skills.	Platzer, Michelle	9/8/2014	STAR ELA and math data as well as ELA and reading formative assessments.	6/5/2015 monthly
G1.B4.S1.MA1	PLC Leaders will submit minutes from PLC meetings.	Holgash, Kiersten	9/8/2014	PLC Leaders will collect and review meeting minutes to ensure fidelity of review of data.	6/5/2015 biweekly
G2.MA1	Data will be reviewed with the PST for behavior to determine whether data is progressing or if new strategies need to be implemented.	Penaranda, Yaneth	9/1/2014	Students with less than two discipline referrals.	6/5/2015 monthly
G2.B1.S1.MA1	The PBS team will review referral data monthly to determine if progress to goal is being met.	Chappell, Tiffany	9/1/2014	Decrease in number of students receiving two or more referrals.	6/5/2015 monthly
G2.B1.S1.MA1	Minutes and sign-in sheets will be collected to ensure all faculty and staff have been informed of process. In addition, teachers administering Tier 2 interventions will collect daily data on BEP.	Chappell, Tiffany	10/1/2014	Sign-in sheets from professional development, handouts from professional development, and intervention data when applicable.	5/1/2015 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.

G2. All students will follow school-wide expectations and procedures.

G2.B1 Teachers are in various stages of implementation of the Positive Behavior Support System.

G2.B1.S1 Teachers will learn about the MTSS behavior process.

PD Opportunity 1

Professional development for staff on the various interventions provided for behavior, including PBS, BEP, and FBA/BIP.

Facilitator

Participants

Schedule

Quarterly, from 10/1/2014 to 5/1/2015

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