

# Rock Springs Elementary



2014-15 School Improvement Plan

## Rock Springs Elementary

2400 ROCK SPRINGS RD, Apopka, FL 32712

[ no web address on file ]

### School Demographics

**School Type**  
Elementary

**Title I**  
No

**Free/Reduced Price Lunch**  
58%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
51%

### School Grades History

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

### School Board Approval

This plan was approved by the Orange County School Board on 2/10/2015.

### 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**

Rock Springs' mission is to lead our students to success with the support and involvement of families and the community.

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

Rock Springs' vision is to be the top producer of successful students in the nation.

#### School Environment

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

During preplanning each teacher is required to complete a class check-up sheet. The check-up sheet requires each teacher to review the student cum for important information that will help the teacher build rapport with the students.

Our "Meet Your Teacher" event was staggered to allow specific subgroups a better opportunity to learn about the school and talk to school personal. ASD students and parents arrived at 3:00 so they can walk the school without the large crowds and high noise level. ELL students and parents arrived at 4:00 and met in the media center for an all Spanish speaking "Meet You Teacher". Primary students arrived at 5:00 and intermediate came at 6:00. During "Meet Your Teacher" parents have the opportunity to share information with the teacher about their child. Teachers have a sign-up sheet for parents that would like to have a one-on-one conference within the first two weeks of school.

We hold quarterly PLC meetings for our ELL parents and students to learn about their needs and to share their ideas to improve our school.

We hold monthly CARD meetings for our ASD parents and students to learn about their needs and to share their ideas to improve our school.

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

During the first week of school the administrative team reviews student code of conduct with each grade level. Teachers embed school rules and procedures into their lessons during the first ten days of school. Our school uses CHAMPS as a school wide behavior management plan. Teachers incorporate CHAMPS in the classrooms to develop rules and procedures.

We have implemented Learning for Life to teach character traits in all grade levels. We use Learning for Life with the district character traits each month.

Our safety patrols help monitor our hallways before and after school.

##### **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**

During pre-planning week the faculty participated in staff development on the CHAMPS program that the school is utilizing as the schoolwide behavioral system. The faculty were provided with an introductory training on the program and its role in the MTSS process. The Code of Student Conduct and the new referral form were reviewed. Teacher expectations for classroom management plans



were shared and individual behavioral issues discussed. CHAMPS training will continue throughout the school year with specific topics in the program being addressed.

**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**

Our gifted teacher provides mentoring services for students in all grade levels. She builds support groups for students that are sharing the same issue or problems. Teachers refer students to the admin team who need emotional support during the day. The admin team works with the gifted teacher to pair students with adult mentors.

Our two behavior specialists provide support and strategies for teachers to help them meet the social-emotional needs of the students. They also conduct behavioral counseling sessions for students after conducting observations from classroom visits.

Teachers can refer students to our social worker for outside counseling services.

**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**

Our registrar monitors student attendance and sends letters home to parents informing them of the multiple absences. Teachers call parents after three absences to check on their student.

The Assistant Principal monitors the number of students who have multiple suspensions. She collaborates with the teacher to create alternative consequences for the students. Our gifted teacher provides social group training for high risk students.

Teacher monitor course failure using informal assessments daily and weekly grades. Teacher provide small group intensive instruction to improve student performance.

Level 1 students are provided tutoring services before and after school by classroom teachers to strengthen their reading and mat skills.

The school uses the iReady program to supplement the reading and math instruction for all students. iReady is encouraged to be used at home with parent support.

**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	16	13	14	12	16	79
One or more suspensions	1	3	5	3	6	5	23
Course failure in ELA or Math	0	0	28	12	40	33	113
Level 1 on statewide assessment	0	0	0	28	34	31	93

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

Indicator	Grade Level				Total
	2	3	4	5	
Students exhibiting two or more indicators	8	13	29	20	70

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

Student of the Month is a recognition program where teachers select students that are improving or working hard to improve their academic and social skills in the classroom.  
Perfect Attendance awards are giving out each grading period for students who attend everyday and are not tardy.  
BUG Awards (Bringing Up Grades) are giving out each grading period for students that increase their grades from the previous grading period. This award is not for A honor roll or AB honor roll students.  
Our gifted teacher works with small groups of students in a counseling role to help our students with multiple suspensions.  
Succeed to Read is implemented in our media center to help low performing reading students in all grade levels.  
PLC (Parent Leadership Counsel) meets four times a year to provide community resources and training to our ELL parents to support their child's academic success.  
MAO tutoring to preview upcoming math and reading  
SAI tutoring before school for 3-5 grade students in reading and math.

**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 first goal will be to increase our PTA enrollment by 10%.  
Our Second Goal is to increase our SAC membership to 15 members with 10 members being parents or community members representing our ethnic diversity.  
Our third goal is to increase parent participation in after school activities on campus by 10% from the previous year. Examples would be Curriculum Nights, Report Card Conference, Music and Art Performances, and PTA events.  
Our fourth goal is to increase parent participation by 10% from our ELL parents in our PLC meetings.  
Our fifth goal will be to support our parents that have students with ASD with after school activities and in-school events.

**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**

Partners in Education (PIE) is an essential ingredient for the academic success of Rock Springs Elementary students. The PIE program enhances student learning and promotes school improvement. A business signs up to become a PIE through our County Website. The PIE agrees to participate with our school and shares its resources. This results in a mutually beneficial relationship between Rock Springs Elementary and our PIEs. Partners in Education provide an invaluable service to students, families and our 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
Burns, Brian	Principal
Ruddell, Brenda	Assistant Principal
Varela, Tanya	Instructional Coach
Bennett, Jennifer	Instructional Coach
Sturtevant, Lindsey	Instructional Coach

**Duties**

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

The Leadership Team members were in attendance in developing the SIP with the staff and community. The MTSS Leadership Team provides guidance to teachers as we work through the process of identifying students and interventions/enrichment needed to enhance student achievement. The team will then disseminate the information to the staff, coordinate resources for interventions/enrichment and monitor the progress of the students.

Brenda Ruddell-(Assistant Principal)

Oversees the ESE department and their delivery of instruction

Conducts observations for all instructional positions

Primary resource for discipline and developing our school-wide behavior plan

Tanya Varela-(Curriculum Resource Teacher)

- Testing Coordinator: Coordinate District and State Assessments (plan, prepare materials for FSA, Benchmarks, Florida Alternate Assessment, OC Writes, EOCs, FLKRS).

- Performance Matters: Create and analyze data reports, attend data meetings and assist with Progress Monitoring. Assist teachers in interpreting data reports to drive instruction and re-teach.

- Instructional Coach: Deliberate Practice, Instructional Rounds, Coaching.

- Staff Development: Facilitate Staff Developments and provide training in curriculum, planning and teaching strategies.

- School Tutoring Program: Coordinate, develop and organize before/after school tutoring program with SAI funds.

- Beginning teacher, Mentor and Intern Coordinator: Ensure beginning teachers are supported by veteran teachers and coaches.

Jennifer Bennett-(Math Coach)

Provides lesson modeling, professional development, and coaching to increase math and science achievement levels.

Supports planning of purposeful and rigorous lessons implementing the new MFAS.

Analyzes student data to assist teachers with informing instruction based on student needs.

Lindsey Sturtevant-(Reading Coach, Curriculum Compliance Teacher)

- Check out any reading intervention materials

- Assist teachers with FAIR testing procedures

- Assist with implementation of the new Florida Standards

- Assist teachers with any questions or concerns with reading interventions and reading block set up

- Actively support staff and teachers in addressing student concerns in literacy

- Coordinate MTSS meetings and provide invitations to meetings in writing

- Assist teachers in using the MTSS forms to record and track their students' progress
- Assist with new teacher mentor program/ meet monthly with teachers new to OCPS and/or Rock Springs
- Schedule and hold ELL meetings on Fridays
- Provide parents with meetings and documentation of their student's progress in the ESOL program
- Coordinate and host PLC meetings with the parents of ELL students
- Support teachers in using the iReady computer program for reading and math

**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 Multi-tiered System of Supports (MTSS) Leadership Team has developed an action plan to assist teachers and to provide a step by step plan of support for students based on data. Students with remediation or enrichment needs are identified based on baseline data. Teachers begin the interventions/enrichment, document progress, and meet with the MTSS team during data meetings or on an as needed basis to discuss student progress. The MTSS team then assists the teacher in fine tuning the resources or intervention to meet the needs of the student.

Funds from this project will be used to provide substitutes for fifth grade teachers working on the project Lesson Study. It is expected that substitutes will be provided three cycles of lesson development for the six fifth grade teachers. The teachers will develop a lesson with essential question, learning goal, thinking, doing and writing activities, and assessment of the learning goal. The teachers will then observe one of the teachers teach the lesson. The observing teachers will note the strengths and weaknesses of the lesson as to its impact on student learning. Then the teachers will debrief about the lesson presented as to its strength and weaknesses and how to improve upon lesson development.

#### Title III

At this time, we have not been informed if we will receive these funds. If we should receive these funds, most likely we will conduct tutoring for ELL students in reading and math.

#### Supplemental Academic Instruction (SAI)

Funds for this program are used to support student learning. This year the tutoring of students will focus on math as our teachers are strong in teaching reading. Student selection will be made by teachers based on math skills and growth needed in math.

#### Violence Prevention Programs

Anti-bully week will be conducted the fourth week in October. The intent of this week is to bring awareness to students about bullying and how to make a better choice in interacting with their peers.

#### Nutrition Programs

The following goals are from our School Wellness Program:

Goal #1: increase the number of after school activities that support exercise and healthy decision making

Area of Weakness Addressed: Need to have staff members volunteer to run after school activities that will focus on exercise and healthy decision making.

Goal #2: Increase the amount of community support for the healthy school activities.

Area of Weakness Addressed: Need to increase community support for healthy school activities.

Actions: Reach out to school's new Partner of Education company's to support/promote healthy school activities by providing goods, services, or donations to the school.

Goal #3: Promote the implementation of the OCPS Health Education benchmarks.

Area of Weakness Addressed: Need to expand resources.

Actions: Encourage staff professional development opportunities including coordination between health and physical education teacher.

**School Advisory Council (SAC)**

**Membership**

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

Name	Stakeholder Group
Beth McClellan	Parent
Mindy Fox	Business/Community
Jodan Morris	Parent
Kathleen Bean	Parent
Gini Richards	Parent
Lisa Turner	Parent
Sylvia Dominques-Johnson	Parent
Frances	Parent
Keisha Jones	Parent
Tanya Varela	Teacher
Andrea White	Education Support Employee
Apryl Cooke	Teacher
Jennifer McCarthy	Teacher
Lindsey Sturtevant	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*

Last year's SIP was reviewed in our first meeting on August 11. We compared the growth we made to goals we set for the year. When looking at the data from each grade level we looked at overall performance and each of our AMOs for Reading, Math, Writing and Science. SIP members discussed what was a success and what needs to be changed. This feed back was used in the creation of this year's SIP. Overall the SAC is happy with the progress that we are making at Rock Springs ES.

*Development of this school improvement plan*

In May the SAC meets to plan next years SIP. During the meeting we discuss the barriers that we must overcome for each subject area. The SAC creates multiple strategies that we can use to overcome the barriers. The SAC debates which strategies will be most effective in helping our students learn.

In August we send out flyers to all parents inviting them to members of our SAC. This flyer goes home in English and Spanish. We hold our first SAC meeting in August. This meeting explains the purpose of our SAC and allows parents to determine if they can commit to be a members for the entire year.

In September to select the SAC chairperson and other officers. The SIP is shared with the SAC members and to get feedback for our strategies to overcome our barriers.

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

The SAC was in agreement with using our funds to establish our tutoring programs before and after school. We will be focusing our efforts on third grade reading, fourth and fifth grade math and

science. We will have a morning tutoring program for our ELL students to help them improve their reading skills.

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

We will be using \$21,000 to support a before school tutoring program for students who have been identified as needing much improvement in math in grades 3, 4, and 5. The money will be used to purchase supplies, materials, and the salaries of the teachers.

We will be using \$20,000 to add a site license of iReady to our school computers to help all students improve their math skills and reading skills. iReady has been approved by OCPS as a Tier II and Tier III intervention program.

We will be using \$6,000 to support minority students in 5th grade math and 3rd grade reading. The tutoring program will be before school based on parents input for increase enrollment.

**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
Sturtevant, Lindsey	Instructional Coach
Varela, Tanya	Instructional Coach
Burns, Brian	Principal
Ruddell, Brenda	Assistant Principal

**Duties**

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

The major initiatives of Rock Springs will be to implement high yield strategies from Marzano - The Art and Science of Teaching to help increase student rigor and success with the new Florida Standards.

Learning Goals, Daily Targets, and Scales will be a factor for teachers in improving their teaching skills. Rock Springs will focus on Marzano's DQ2, DQ3, and DQ4 for student learning. Teachers will use these strategies: Interacting with New Knowledge, Practice and Deepen Knowledge, Generate and Test Hypotheses.

We will use Core Connections in writing across the curriculum to help students organize their thoughts and understanding of concepts in each subject area. The Writing Team will be trained in Core Connections and will then train their team members in using these strategies in their classrooms.

Teachers will use the collaboration site to document student achievement on grade level data spreadsheets. Teachers will record their students' original Unit Scale scores for the common summative assessment and their students' scores after reteaching the material.

Instructional Rounds will be conducted by teachers to focus on reading objectives. The Instructional Rounds will allow teachers to observe a colleague to compare their own instructional practices and self-reflect. The rounds encompass teachers meeting on a regular basis to develop a Unit Lesson

Plan, including a learning goal, daily learning targets, rigorous activities, and a common summative assessment based on the test item specs. Ideas of how to teach a lesson will be shared in order for a synergized lesson to be developed and used by all teachers on the grade level.

The Professional Development at Rock Springs will focus on Grade Level PLCs, where teachers will work to create comprehensive Unit Plans and common summative assessments in reading. The Professional Developments will also focus on the implementation of Marzano, Writing Expectations using the Core Connections, the Continuous Improvement Model, deconstructing the new Florida Standards, and utilizing the Core instructional materials and supplemental materials to increase rigor in the Unit Plans.

## 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**

Each grade level meets during their special area time and on Wednesday's to create lesson plans following the district scope and sequence. Teachers are working together to create Common Summative Assessments to ensure all students are assessed at the same rigorous level. Coaches and the Administrative Team meet with the teachers at least once a week to provide support during their PLC meetings.

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

- 1) Interview candidates to determine their strength of teaching and passion to support student learning
- 2) Mentor Program for beginning teachers with Highly Effective veteran Instructors
- 3) Support beginning teachers with their concerns by meeting with CRT, Reading Coach/Dean, Math Coach and in Grade Level PLCs
- 4) Meet monthly with beginning teachers and mentors by discussing concerns and effective teaching strategies
- 5) Provide school-wide professional development through PLCs, instructional training, curriculum collaboration
- 6) Provide mentees with opportunities to observe other highly qualified teachers using effective teaching strategies
- 7) Provide mentors, instructional and behavioral coaches opportunities to observe mentees
- 8) Provide opportunities for mentors and mentees to meet on a regular basis to discuss behavior concerns and effective teaching strategies
- 9) Develop a school culture of collaboration

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

Our mentoring program will introduce new and beginning teachers to the culture, expectations, and vision of Rock Springs Elementary and Orange County Public Schools. CRT and Reading Coach/Dean will meet bi-weekly or as needed with beginning teachers and mentors to discuss school-wide and grade level procedures, benchmarks, creating lesson plans, opportunities for professional development, and provide additional support as needed. Monthly meetings with beginning teachers and mentors will also address progress and concerns. Beginning teachers will be paired with highly qualified mentors that have taken Clinical Educator and Coaching and Mentoring Online Course. Mentors will have a proven track record of effective teaching and professionalism.

## 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***

Through PLCs each team collaborates to align the instructional materials with the Florida Common Core Standards. The administrative team monitors the PLCs and lesson plans for compliance. All supplemental materials have been pre-approved by the district to ensure alignment with Florida Common Core Documents. Unit Common Summative Assessments are written by each grade level and are aligned with test item specifications (grade 3-5) to ensure standards are aligned.

### 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***

The teachers focus on a daily learning target from the district MTPs to meet the unit learning goal for each curriculum area. The teachers use a formative assessment at the end of the lesson to evaluate the students' success with the daily learning target. Students that are proficient are provided enrichment activities and students that are not proficient are provided small group instruction to reteach the daily learning target.

After each curriculum unit teachers evaluate students' proficiency level through a common summative assessment. Students who are not proficient on the common summative unit assessment are provided secondary small group instruction and monitored for proficiency of unit learning goals.

#### ***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy:** After School Program

**Minutes added to school year:** 4,800

After school Math tutoring program to focus on students who are in the lowest 30%, ELL, ESE, or in any subgroup.

#### ***Strategy Rationale***

Our goal is to improve our AMO subgroups. By providing this extended learning time we will close the gap on our subgroups. Overall this will improve our proficiency level in math.

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

- Core Academic Instruction

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

Bennett, Jennifer, jennifer.bennett@ocps.net

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

Students will be assessed after each math benchmark has been taught. We will compare the mini-benchmark tests to the baseline bench mark tests completed in the beginning of the year.



**Strategy: After School Program**

**Minutes added to school year: 1,500**

After school Math Olympiad math enrichment program focusing on our fourth and fifth graders who scored a level 4 or 5 on 2014 FCAT math assessment.

**Strategy Rationale**

Enrichment program for above level learners to support continued growth in math.

**Strategy Purpose(s)**

- Enrichment

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

Bennett, Jennifer, jennifer.bennett@ocps.net

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

Students will be assessed after each math benchmark has been taught. We will compare the mini-benchmark tests to the baseline bench mark tests completed in the beginning of the year.

**Strategy: After School Program**

**Minutes added to school year: 1,500**

After school STEM Club enrichment program focusing on fifth graders who scored a level 3 on 2014 FCAT reading assessment.

**Strategy Rationale**

Enrichment program for to support continued growth in science.

**Strategy Purpose(s)**

- Enrichment

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

Bennett, Jennifer, jennifer.bennett@ocps.net

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

Students will be assessed after each science benchmark has been taught. We will compare the mini-benchmark tests to the baseline bench mark tests completed in the beginning of the year.

**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**

All kindergarten students are screened with FLKRS, FAIR, and iReady to determine which interventions need to be put in place to meet the individual needs of our students.

The Kindergarten teacher conducted a prescreening of incoming kindergarten students in the summer before preplanning to assess their learning levels.

### 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***

Teach-In introduces students to various careers and experiences and is a perfect opportunity for parents, business leaders and community members to support student learning and exposure to college and career opportunities..

***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.** Rock Springs Elementary will increase the number of students who score at proficient levels in all content areas by using standards based instruction to improve core instruction.

## Strategic Goals Detail

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

**G1.** Rock Springs Elementary will increase the number of students who score at proficient levels in all content areas by using standards based instruction to improve core instruction. 1a

G055840

**Targets Supported** 1b

Indicator	Annual Target
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**Resources Available to Support the Goal** 2

- District coaches
- District Curriculum tools
- Wide variety of manipulative materials
- Caring Teachers and Staff dedicated to improving instructional practices

**Targeted Barriers to Achieving the Goal** 3

- Lack of understanding of differentiated core instructional practices.
- Lack of systematic progress monitoring.

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

Common Summative Assessment data will be collected and compare to baseline data sources (iReady, FAIR, STAR, FCAT, MPG, Benchmark)

**Person Responsible**

Brian Burns

**Schedule**

Biweekly, from 10/6/2014 to 6/5/2015

**Evidence of Completion**

Student proficient level will increase according to Common Summative Assessments

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key


**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** Rock Springs Elementary will increase the number of students who score at proficient levels in all content areas by using standards based instruction to improve core instruction. **1**

 G055840

**G1.B1** Lack of understanding of differentiated core instructional practices. **2**

 B140747

**G1.B1.S1** Develop a systematic plan to increase the implementation of differentiated core instruction. **4**

 S153061

#### Strategy Rationale

iObservation data does not reflect the use of differentiated practices.

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

Lay out expectations for school wide differentiated instruction.

#### Person Responsible

Brian Burns

#### Schedule

On 8/12/2014

#### Evidence of Completion

Pre-planning sign-in sheets and presentation agenda.

**Action Step 2** 5

Provide professional development opportunities and resources to increase understanding of differentiated instructional practices.

**Person Responsible**

Tanya Varela

**Schedule**

Quarterly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Sign-in sheets and professional development agendas

**Action Step 3** 5

Monitor and provide feedback to teachers.

**Person Responsible**

Brian Burns

**Schedule**

Monthly, from 12/1/2014 to 6/5/2015

**Evidence of Completion**

Classroom walkthrough data

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

Have a working plan for differentiating core instruction.

**Person Responsible**

Brian Burns

**Schedule**

On 6/3/2015

**Evidence of Completion**

A working plan for improving differentiated core instruction.

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

Classroom walk-throughs and observations.

**Person Responsible**

Brian Burns


**Schedule**

Weekly, from 10/20/2014 to 6/3/2015


**Evidence of Completion**

Increased iObservation scores

**G1.B2** Lack of systematic progress monitoring. 2

 B140748

**G1.B2.S1** Develop a systematic progress monitoring plan. 4

 S153057

**Strategy Rationale**

To set guidelines and build a common language for discussions about data.

**Action Step 1** 5

Lay out a working plan for monitoring student progress.

**Person Responsible**

Brian Burns

**Schedule**

On 8/11/2014

**Evidence of Completion**

A plan for monitoring student progress

**Action Step 2** 5

Share progress monitoring plan with teachers and staff

**Person Responsible**

Brian Burns

**Schedule**

On 8/12/2014

***Evidence of Completion***

Meeting notes and sign-in sheets

**Action Step 3** 5

Adjust plan according to data and district input

**Person Responsible**

Brian Burns

**Schedule**

Monthly, from 8/12/2014 to 1/16/2015

***Evidence of Completion***

Adjusted plans and data forms

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

The working plan for monitoring student progress.

**Person Responsible**

Brian Burns

**Schedule**

Monthly, from 8/11/2014 to 1/16/2015

***Evidence of Completion***

Data spreadsheets



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

Improved Common Summative Assessment and reteach data

**Person Responsible**

Brian Burns

**Schedule**

Weekly, from 8/22/2014 to 5/29/2015

**Evidence of Completion**

Student data will show an increase in proficiency from initial assessment to reteach 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	Lay out expectations for school wide differentiated instruction.	Burns, Brian	8/12/2014	Pre-planning sign-in sheets and presentation agenda.	8/12/2014 one-time
G1.B2.S1.A1	Lay out a working plan for monitoring student progress.	Burns, Brian	8/11/2014	A plan for monitoring student progress	8/11/2014 one-time
G1.B1.S1.A2	Provide professional development opportunities and resources to increase understanding of differentiated instructional practices.	Varela, Tanya	8/18/2014	Sign-in sheets and professional development agendas	6/5/2015 quarterly
G1.B2.S1.A2	Share progress monitoring plan with teachers and staff	Burns, Brian	8/12/2014	Meeting notes and sign-in sheets	8/12/2014 one-time
G1.B1.S1.A3	Monitor and provide feedback to teachers.	Burns, Brian	12/1/2014	Classroom walkthrough data	6/5/2015 monthly
G1.B2.S1.A3	Adjust plan according to data and district input	Burns, Brian	8/12/2014	Adjusted plans and data forms	1/16/2015 monthly
G1.MA1	Common Summative Assessment data will be collected and compare to baseline data sources (iReady, FAIR, STAR, FCAT, MPG, Benchmark)	Burns, Brian	10/6/2014	Student proficient level will increase according to Common Summative Assessments	6/5/2015 biweekly
G1.B2.S1.MA1	Improved Common Summative Assessment and reteach data	Burns, Brian	8/22/2014	Student data will show an increase in proficiency from initial assessment to reteach assessment.	5/29/2015 weekly
G1.B2.S1.MA1	The working plan for monitoring student progress.	Burns, Brian	8/11/2014	Data spreadsheets	1/16/2015 monthly
G1.B1.S1.MA1	Classroom walk-throughs and observations.	Burns, Brian	10/20/2014	Increased iObservation scores	6/3/2015 weekly
G1.B1.S1.MA1	Have a working plan for differentiating core instruction.	Burns, Brian	8/12/2014	A working plan for improving differentiated core instruction.	6/3/2015 one-time

**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.** Rock Springs Elementary will increase the number of students who score at proficient levels in all content areas by using standards based instruction to improve core instruction.

**G1.B1** Lack of understanding of differentiated core instructional practices.

**G1.B1.S1** Develop a systematic plan to increase the implementation of differentiated core instruction.

### **PD Opportunity 1**

Provide professional development opportunities and resources to increase understanding of differentiated instructional practices.

#### **Facilitator**

#### **Participants**

#### **Schedule**

Quarterly, from 8/18/2014 to 6/5/2015

## 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