

Dillard Street Elementary



2014-15 School Improvement Plan

Dillard Street Elementary

311 N DILLARD ST, Winter Garden, FL 34787

[no web address on file]

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
75%

Alternative/ESE Center
No

Charter School
No

Minority
64%

School Grades History

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

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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	20
Appendix 1: Implementation Timeline	25
Appendix 2: Professional Development and Technical Assistance Outlines	26
Professional Development Opportunities	27
Technical Assistance Items	0
Appendix 3: Budget to Support Goals	29

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

To lead our students to success with the support and involvement of families and the community.

Provide the school's vision statement

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

Teachers participated in professional development during pre-planning on establishing student relationships. This is a component of our school-wide CHAMPS program and also a part of the Marzano instructional strategies. In addition grade level "Professional Learning Communities" developed action plans that includes steps to continue to improve their relationships with students in specific subgroups.

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

The building is clean, inviting and conducive to learning. There are school-wide procedures and expectations that apply to all classrooms and common areas of the school. Staff members are encouraged to try to give three positive interactions for every one negative interaction with students. This will have students feeling respected by all adults. In addition, all areas of the school campus are monitored by staff during arrival and dismissal to ensure that safe practices and appropriate behavior is exhibited at all times.

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

Dillard Street is working to implement CHAMPS as our school wide behavior management system. Susan Henley, our behavior specialist is a certified CHAMPS trainer. The CHAMPS program provides common language and structures, including visual supports, that outline clearly what is expected of students during each learning activity. Ms. Henley provided initial CHAMPS training during pre-planning to all of our instructional staff. Ms. Henley will be providing additional training throughout the year to the entire staff. In addition, we have a school wide procedures committee that is made up of a representative from every grade level, ESE, and special area. The committee developed procedures for the school including arrival, dismissal, cafeteria procedures, hallway procedures, and all common areas.

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

We refer students and families to SedNet approved agencies for counseling. The counselors work with the teachers to meet student and family needs. Partners in Education also provide resources for

the school and the students. Referrals are also made to meet medical needs of the students. We also have a food pantry run by our behavior specialist and guidance counselor.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	17	16	14	10	15	7	79
One or more suspensions	5	6	3	10	6	4	34
Course failure in ELA or Math	0	0	58	31	34	33	156
Level 1 on statewide assessment	0	0	0	38	25	41	104

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	2	2	8	25	19	22	78

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

The Child Study Team meets to discuss truancy with the parents. A plan is put into place to help the parents have the students attend school regularly and be on time. Referrals are put into place as needed for the student.

Students are monitored for any Early Warning Signs both behaviorally and academically. The MTSS team meets to develop a plan so that the students can be successful. The team meets periodically to review the progress monitoring of the student. In addition, small group academic interventions will be provided for identified students via an instructional coach or tutor.

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/204612>.

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 provides opportunities for parents to become involved in their child's academic progress. Parents are encouraged to attend PTA, SAC, and PLC meetings. We have also worked with The Maxey Center, a local family assistance agency to offer parent nights during the month of October. We are also hosting Curriculum Nights including: Science Gross Out Night, Family Math Knight, Pajama Read In, FSA Parent Orientation, and Multi-Cultural Night. Parents are also invited and encouraged to attend Meet the Teacher, Open House, Report Card Conference nights. Connect Orange messages, Weekly Emails, grade level newsletters, daily agendas and the Dillard Street Elementary Facebook page are used to share information about upcoming events and scholar celebrations.

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
Boyd, Mary	Principal
Sousa, Carl	Assistant Principal
O'Dell, Leslie	Instructional Coach
Field, Lisa	Instructional Coach
Henley, Susan	Other
Grnya, Steve	Dean
Stalvey, Tiffany	Instructional Coach

Duties

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

The MTSS team assists in gathering and analyzing data, and following the MTSS Problem solving process. After analyzing school, class, group and/or individual student data, instructional and/or behavioral needs are identified. Structures are examined to determine which research-based interventions may be implemented to address the identified needs. The FCIM and district model will be followed when developing the infrastructures and interventions. These are shared with SAC and included in the School Improvement Plan. Professional development is also a component in this process, to ensure a common vision and understanding.

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

A member of the school based MTSS Leadership Team is assigned as a “coach” for each grade level. MTSS coaches trained new teachers at each grade level regarding the core principles, phases of implementation of MTSS, and the problem solving steps.

Step 1: Teacher progress monitors students with grade level assessments. When there’s minimal progress or regression the teacher inputs the information on the MTSS Meeting Request and then email the form to the MTSS Coach. Progress is monitored through a series of data points, going through Tier I and II interventions and perhaps beginning Tier III. Coaches will keep a spreadsheet/ database of the students they track throughout the year.

Step 2: After the teacher MTSS Team have met and have monitored progress and determine minimal progress or regression, the progress monitoring data and routing form are sent to the school psychologist for review and further recommendations. The classroom teacher will make a copy of the PM documents established for each grade level and bring to the meeting. At this point the school psychologist will schedule an informal meeting with the MTSS coach and the classroom teacher to get to know the student if she feels it is necessary. The form will be returned to the coach with the progress monitoring data for further action with the teacher or sent on to the staffing coordinator to schedule a “Consent Meeting”.

Step 3: If a consent meeting is needed the staffing coordinator will schedule the meeting and return the routing form to the school psychologist to keep for her records. The classroom teacher continues to progress monitor students for accurate data at the staffing if that comes about.

Step 4: All MTSS worksheets will be turned in with the Blue and Pink cards (used for tracking student progress) to be turned over to the next years teacher or sent on in the cum if a child transfers.

Title II- Title II funds are used to support professional development in Lesson Study to support the content areas of Reading, Math, Science and Social Studies.

SAI funds are being used to purchase our Reading Resource Teacher to assist teachers in determining appropriate interventions.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Katie Boyd	Principal
Candy Stewart	Parent
Joelle Marlow	Parent
Elizabeth Rainville	Parent
Maria Rios	Parent
Henry Wright	Parent
Lauren Powers	Parent
Monica Butler	Parent
Nandie Little	Parent
Cristina Martinez	Parent
	Student
Heather Tracey	Parent
Jason Simonds	Parent
Fallon Metts	Parent
Danna Diaz	Education Support Employee
Karen Hita	Education Support Employee
	Student

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 SAC team met on a monthly basis to review and REVISE THE 2013-14 school improvement plan.
 The SAC team met on a monthly basis to discuss concerns and make recommendations for the 2014-15 school improvement plan.

Development of this school improvement plan

The general purpose of the SAC is to assist in the preparation and evaluation of the School Improvement Plan, assist in the planning and preparation of the school's annual budget and develop among the total school community the consensus necessary to implement the plan successfully. Specifically this includes the following:

- a. To take primary responsibility for developing the vision and goals both short and long term.
- b. To oversee the development/use of a needs assessment.
- c. To oversee the development of the operational processes needed to reach the goals and to meet benchmarks/standards.
- d. To develop an action plan and evaluators for each goal.
- e. To seek input from all other groups, committees, and individuals as needed.
- f. To perform activities which are required by the DOE pursuant to the Florida Educational Accountability Act of 1991.
- g. To promote the goals of the Orange County School Board.

Preparation of the school's annual budget and plan

The SAC team meets on a monthly basis to discuss the use of budget funds to meet the school improvement goals.

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

N/A

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

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Boyd, Mary	Principal
Sousa, Carl	Assistant Principal
O'Dell, Leslie	Instructional Coach
Field, Lisa	Instructional Coach
Henley, Susan	Other
Stalvey, Tiffany	Instructional Coach
Grnya, Steve	Dean
Meunier, Rebecca	Instructional Media

Duties

Describe how the LLT promotes literacy within the school

The major initiative of the LLT Increase the use of high yield strategies in the area of reading (Marzano DQ 2,3, and 4)

- Increase the number of scholars meeting or exceeding grade level expectations on FCAT
- Implementation of Common Core State Standards
- Implement iReady Program
- Accelerated Reader

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

Common planning time is provided for all grade level and special area teams daily. In addition, professional development and structures have been established for teams to operate (weekly) as a Professional Learning Community. The PLCs plan and implement rigorous lessons while progress monitoring using common assessments created by each team to measure student achievement. Within the PLCs, data is analyzed and a plan is developed for re-teaching, intervention and enrichment groups.

Also, regularly scheduled staff meetings serve as vertical PLCs by providing opportunities for inter-grade level sharing of ideas, strategies and data.

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

The principal and assistant principal are responsible for recruitment of HQ Teachers: Pre-qualification of instructional applicants. All instructional applicants are pre-qualified as highly qualified before they are called for an interview. Retention of HQ Teachers: All teachers participate and contribute to professional learning communities (PLCs), focusing on student achievement and professional development. Identification of Teacher Leaders: Building capacity by supporting teaching and learning, providing leadership opportunities for classroom teachers via content area teams and vertical teaming. Teacher leaders build capacity within the framework for the OCPS instructional non-negotiables.

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

Teachers new to Dillard Street Elementary will be assigned a mentor. The mentor is selected because their experience will benefit the new teacher in providing their students the best education possible. Planned Mentoring Activities for all beginning teachers. Dillard Street strives to provide a strong level of support for teachers new to the school and to the teaching profession. The level of support given to specific teachers correlates to level of experience and identified needs. Mentees meet with mentors on a weekly basis, as well as once a month with the CRT to review curriculum, programs, policies, and professional growth. Pairings are done based on experience and level of knowledge with the grade level and subject area of the mentor and mentee. Monitoring activities include iObservation, Deliberate Practice coaching, and instructional coaches observation, co-teaching, and modeling.

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 district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the standards-based resources during daily instruction.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

The MTSS leadership team will meet on a regular basis to analyze grade level and individual student data. Through this process plans will be developed to provide differentiated instruction, intervention and enrichment support to students. Intervention support will include after school tutoring (beginning in early September), small group support with academic coaches and small group tutoring during the school day.

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: 5,400

After school tutoring is provided for scholars in Tier II and III and/or with a score of level 1 or 2 on 2013 FCAT. This tutoring provides intervention on targeted skills to strengthen the foundational reading skills of our scholars. School based assessments are used to determine individual needs of scholars. Scholars are monitored through a baseline and final assessment to determine if they have mastered the targeted skills required for grade level mastery.

Strategy Rationale

Student data revealed that student reading is below proficiency. Therefore, these students have been invited to afterschool tutoring program.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Boyd, Mary, mary.boyd@ocps.net

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

Scholars are monitored through a baseline and final assessment to determine if they have mastered the targeted skill required for grade level mastery. Data is collected by the Curriculum Coach and used to assess the effectiveness of the program and the continued needs of each scholar.

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

Dillard Street offers a full day Pre-K Varying Exceptionalities program and full day VPK program. In order to prepare these students to enter and be successful in Kindergarten, they participate in the following activities daily: Eating breakfast and lunch in the cafeteria, watching morning announcements, walking "in lines" in the hallway, participating in "circle time" lessons to learn basics of literacy and mathematics, participating in learning centers, learning social skills, learning to follow simple school rules, and participating in student celebrations. Pre-K teachers use Read it Again! Pre-K as their reading curriculum and Incredible Years is their social skills curriculum.

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

Dillard Street will encourage parent volunteers and community members to visit classrooms and present information on their individual careers and the paths they took to achieve them.

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

Lessons and instructional practices will feature non-fictional text aimed at exposing students to information about the global economy, advancements in technology, science and math thus preparing them for possible careers in a technical field.

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

Through the implementation of Florida Standards, more emphasis will be placed on creating rigorous lesson that require students to make cross curriculum connections while applying their newly acquired knowledge and skills. Lessons and activities will be infused with STEM concepts to promote and inspire students to dream of future careers in the technical and science fields.

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

Lessons and instructional practices will feature non-fictional text aimed at exposing students to information about the global economy, advancements in technology, science and math thus preparing them for possible careers in a technical field.

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.** To Increase the effectiveness of standards based instruction through effective collaborative common planning and student accountable talk which fosters critical thinking.

- G2.** Increase student achievement by implementing and consistently monitoring the MTSS process school wide.

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. To Increase the effectiveness of standards based instruction through effective collaborative common planning and student accountable talk which fosters critical thinking. 1a

G041069

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	73.0
ELA/Reading Lowest 25% Gains	66.0
AMO Math - All Students	75.0
Math Lowest 25% Gains	65.0
FCAT 2.0 Science Proficiency	50.0

Resources Available to Support the Goal 2

- Instructional Management System (IMS), instructional focus calendars, Florida Standards Item Specifications, Core reading, math and science programs, EIR, Comprehensive Tool Kit, I-Ready, Performance Matters, Instructional coaches, and tutors.

Targeted Barriers to Achieving the Goal 3

- Grade level teams limited knowledge on deconstructing standards.

Plan to Monitor Progress Toward G1. 8

Regular lesson plan checks and classroom observations will verify that lessons taught consistently match the school district's scope and sequence and are standards based.

Person Responsible

Mary Boyd

Schedule

Biweekly, from 10/2/2014 to 6/3/2015

Evidence of Completion

lesson plan check off sheets, iobservation data, formative assessment data

G2. Increase student achievement by implementing and consistently monitoring the MTSS process school wide. 1a

G040404

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	73.0
ELA/Reading Lowest 25% Gains	66.0
AMO Math - All Students	75.0
Math Lowest 25% Gains	65.0
FCAT 2.0 Science Proficiency	50.0

Resources Available to Support the Goal 2

- Journeys Reading Materials, Go Math Materials, iReady, EIR, Comprehensive Tool Kit, Instructional coaches, tutors, CORE/PAST progress monitoring probes, MTSS leadership team

Targeted Barriers to Achieving the Goal 3

- We lacked a math intervention process and program.
- The MTSS process was not culturally embedded school wide.

Plan to Monitor Progress Toward G2. 8

Performance Matters data should indicate an increase across all content areas

Person Responsible

Mary Boyd

Schedule

Quarterly, from 9/22/2014 to 5/29/2015

Evidence of Completion

Performance Matters data, I observation data, Formative Assessments, Florida Standards 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. To Increase the effectiveness of standards based instruction through effective collaborative common planning and student accountable talk which fosters critical thinking. **1**

 G041069

G1.B1 Grade level teams limited knowledge on deconstructing standards. **2**

 B099660

G1.B1.S1 Professional development on deconstructing the standards and planning and providing rigorous standards based lessons/activities. **4**

 S114124

Strategy Rationale

Our data shows that our teachers have lack of knowledge on deconstructing the standards. Teachers need tools provided to deconstruct the standards and align the standards with rigorous activities and assessments.

Action Step 1 **5**

Provide professional development on deconstructing the standards and planning and delivering rigorous standards based lessons/activities. Teachers will be provided the deconstructing process and provided support through their on-going PLCs.

Person Responsible

Leslie O'Dell

Schedule

On 10/1/2014

Evidence of Completion

PD sign-in sheets, agenda, PLC meeting notes

Action Step 2 5

Instructional coach will continue to facilitate deconstructing of the standards while building teacher leaders.

Person Responsible

Lisa Field

Schedule

Evidence of Completion

Agenda, lesson plans, sign in sheets, PLC meeting notes.

Action Step 3 5

Development of a professional video library and incorporate these videos into the PLCs

Person Responsible

Mary Boyd

Schedule

Monthly, from 10/29/2014 to 6/3/2015

Evidence of Completion

I observation feedback, Marzano strategies, accountable talk, video library

Action Step 4 5

Provide side-by-side differentiated support/modeling for struggling teachers.

Person Responsible

Mary Boyd

Schedule

Weekly, from 11/14/2014 to 6/3/2015

Evidence of Completion

I observation, lesson plans, PLC meeting notes

Action Step 5 5

Implement a monthly monitoring plan; leadership team to walk, collaborate, calibrate, and quantify.

Person Responsible

Mary Boyd

Schedule

Weekly, from 10/17/2014 to 6/3/2015

Evidence of Completion

I observation data/feedback, lesson plans, monitoring plan

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

Monitor lesson plans for best practices/standards based lessons and focus on classroom walk-through data, PLC notes

Person Responsible

Mary Boyd

Schedule

Weekly, from 10/2/2014 to 5/29/2015

Evidence of Completion

I observation data/feedback, lesson plans, PLC meeting notes

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

Analyze Performance Matters data, I observation data/feedback, Lesson plans

Person Responsible

Mary Boyd

Schedule

Monthly, from 10/2/2014 to 5/29/2015

Evidence of Completion

Performance matters data, I observations, OCPS Writes, PLC meeting notes

G2. Increase student achievement by implementing and consistently monitoring the MTSS process school wide. **1**

 G040404

G2.B2 We lacked a math intervention process and program. **2**

 B097691

G2.B2.S1 Professional development on the new I-Ready program that align to the standards and provide intervention support based on individual student diagnostic. **4**

 S108946

Strategy Rationale

The data indicates the need for a differentiate math intervention.

Action Step 1 **5**

Provide PD on I-Ready program, and implementation of the program to support all students

Person Responsible

Leslie O'Dell

Schedule

On 9/18/2014

Evidence of Completion

monitor the I-Ready reports

Plan to Monitor Fidelity of Implementation of G2.B2.S1 **6**

I-Ready usage and performance reports, I observation/feedback

Person Responsible

Mary Boyd

Schedule

Weekly, from 9/22/2014 to 5/29/2015

Evidence of Completion

I observation, I-Ready usage and performance reports, Performance Matters data, and Formative Assessments

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

I-Ready usage and performance, Performance Matters data, I observation data/feedback

Person Responsible

Mary Boyd

Schedule

Biweekly, from 9/22/2014 to 5/29/2015

Evidence of Completion

I-Ready reports, Performance Matters data, I observation feedback and data, formative assessments

G2.B3 The MTSS process was not culturally embedded school wide. 2

 B097692

G2.B3.S1 Provide MTSS process professional development overview to all instructional staff. 4

 S108948

Strategy Rationale

The data indicates the need for a school-wide MTSS process.

Action Step 1 5

Provide the MTSS process overview in their grade level teams.

Person Responsible

Leslie O'Dell

Schedule

On 10/9/2014

Evidence of Completion

sign-in sheets, agenda, PLC-grade level team meeting notes

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

MTSS support teacher per grade level will be monitoring fidelity of the process.

Person Responsible

Carl Sousa

Schedule

Weekly, from 10/13/2014 to 5/29/2015

Evidence of Completion

I-observation data/feedback, grade level team meeting notes, MTSS leadership team meeting notes, TIPS (Targeted Interventions/Enrichment Plans for Success)-individual students TIPS talks notes.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Performance Matters data, MTSS leadership meeting notes, formative assessments

Person Responsible

Carl Sousa

Schedule

Monthly, from 10/13/2014 to 5/29/2015

Evidence of Completion

I-observation data/feedback, grade level team meeting notes, MTSS leadership team meeting notes, TIPS (Targeted Interventions/Enrichment Plans for Success)-individual students TIPS talks notes.

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.B2.S1.A1	Provide PD on I-Ready program, and implementation of the program to support all students	O'Dell, Leslie	9/18/2014	monitor the I-Ready reports	9/18/2014 one-time
G2.B3.S1.A1	Provide the MTSS process overview in their grade level teams.	O'Dell, Leslie	10/9/2014	sign-in sheets, agenda, PLC-grade level team meeting notes	10/9/2014 one-time
G1.B1.S1.A1	Provide professional development on deconstructing the standards and planning and delivering rigorous standards based lessons/activities. Teachers will be provided the deconstructing process and provided support through their on-going PLCs.	O'Dell, Leslie	10/1/2014	PD sign-in sheets, agenda, PLC meeting notes	10/1/2014 one-time

Orange - 0511 - Dillard Street Elementary - 2014-15 SIP
Dillard Street Elementary

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A2	Instructional coach will continue to facilitate deconstructing of the standards while building teacher leaders.	Field, Lisa	6/3/2015	Agenda, lesson plans, sign in sheets, PLC meeting notes.	one-time
G1.B1.S1.A3	Development of a professional video library and incorporate these videos into the PLCs	Boyd, Mary	10/29/2014	I observation feedback, Marzano strategies, accountable talk, video library	6/3/2015 monthly
G1.B1.S1.A4	Provide side-by-side differentiated support/modeling for struggling teachers.	Boyd, Mary	11/14/2014	I observation, lesson plans, PLC meeting notes	6/3/2015 weekly
G1.B1.S1.A5	Implement a monthly monitoring plan; leadership team to walk, collaborate, calibrate, and quantify.	Boyd, Mary	10/17/2014	I observation data/feedback, lesson plans, monitoring plan	6/3/2015 weekly
G1.MA1	Regular lesson plan checks and classroom observations will verify that lessons taught consistently match the school district's scope and sequence and are standards based.	Boyd, Mary	10/2/2014	lesson plan check off sheets, iobservation data, formative assessment data	6/3/2015 biweekly
G1.B1.S1.MA1	Analyze Performance Matters data, I observation data/feedback, Lesson plans	Boyd, Mary	10/2/2014	Performance matters data, I observations, OCPs Writes, PLC meeting notes	5/29/2015 monthly
G1.B1.S1.MA1	Monitor lesson plans for best practices/ standards based lessons and focus on classroom walk-through data, PLC notes	Boyd, Mary	10/2/2014	I observation data/feedback, lesson plans, PLC meeting notes	5/29/2015 weekly
G2.MA1	Performance Matters data should indicate an increase across all content areas	Boyd, Mary	9/22/2014	Performance Matters data, I observation data, Formative Assessments, Florida Standards Assessments	5/29/2015 quarterly
G2.B2.S1.MA1	I-Ready usage and performance, Performance Matters data, I observation data/feedback	Boyd, Mary	9/22/2014	I-Ready reports, Performance Matters data, I observation feedback and data, formative assessments	5/29/2015 biweekly
G2.B2.S1.MA1	I-Ready usage and performance reports, I observation/feedback	Boyd, Mary	9/22/2014	I observation, I-Ready usage and performance reports, Performance Matters data, and Formative Assessments	5/29/2015 weekly
G2.B3.S1.MA1	Performance Matters data, MTSS leadership meeting notes, formative assessments	Sousa, Carl	10/13/2014	I-observation data/feedback, grade level team meeting notes, MTSS leadership team meeting notes, TIPS (Targeted Interventions/Enrichment Plans for Success)-individual students TIPS talks notes.	5/29/2015 monthly
G2.B3.S1.MA1	MTSS support teacher per grade level will be monitoring fidelity of the process.	Sousa, Carl	10/13/2014	I-observation data/feedback, grade level team meeting notes, MTSS leadership team meeting notes, TIPS (Targeted Interventions/Enrichment Plans for Success)-individual students TIPS talks notes.	5/29/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. To Increase the effectiveness of standards based instruction through effective collaborative common planning and student accountable talk which fosters critical thinking.

G1.B1 Grade level teams limited knowledge on deconstructing standards.

G1.B1.S1 Professional development on deconstructing the standards and planning and providing rigorous standards based lessons/activities.

PD Opportunity 1

Provide professional development on deconstructing the standards and planning and delivering rigorous standards based lessons/activities. Teachers will be provided the deconstructing process and provided support through their on-going PLCs.

Facilitator

Lisa, Field-Instructional coach, district support

Participants

All instructional staff

Schedule

On 10/1/2014

G2. Increase student achievement by implementing and consistently monitoring the MTSS process school wide.

G2.B2 We lacked a math intervention process and program.

G2.B2.S1 Professional development on the new I-Ready program that align to the standards and provide intervention support based on individual student diagnostic.

PD Opportunity 1

Provide PD on I-Ready program, and implementation of the program to support all students

Facilitator

Leslie O'Dell-CRT, I-Ready rep

Participants

All instructional staff

Schedule

On 9/18/2014

G2.B3 The MTSS process was not culturally embedded school wide.

G2.B3.S1 Provide MTSS process professional development overview to all instructional staff.

PD Opportunity 1

Provide the MTSS process overview in their grade level teams.

Facilitator

Leslie O'Dell-CRT and math intervention teacher

Participants

All instructional staff members

Schedule

On 10/9/2014

Budget Rollup

Summary	
Description	Total
Goal 2: Increase student achievement by implementing and consistently monitoring the MTSS process school wide.	123,500
Grand Total	123,500

Goal 2: Increase student achievement by implementing and consistently monitoring the MTSS process school wide.		
Description	Source	Total
B2.S1.A1 - I-Ready consultant	Title I Part A	2,500
B2.S1.A1 - SMART Light-Raise-supports I-Ready	Title I Part A	105,000
B2.S1.A1 - I-Ready program	Title I Part A	16,000
Total Goal 2		123,500