



## Rochelle School Of The Arts

1501 MARTIN L KING JR AVE, Lakeland, FL 33805

<http://schools.polk-fl.net/rochellearts>

### School Demographics

<b>School Type</b>	<b>Title I</b>	<b>Free/Reduced Price Lunch</b>
Combination	No	62%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>Minority</b>
No	No	66%

### School Grades History

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

### School Board Approval

This plan is pending approval by the Polk County School Board.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

# Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

## DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

## DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

## DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

## 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	<a href="#">Ella Thompson</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

Rochelle School of the Arts is committed to doing whatever it takes to provide an enriched and rigorous curriculum through the arts and academics in a challenging environment.

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

Rochelle School of the Arts will prepare all students for the future by providing a rigorous curriculum along with the active study of the visual and performing arts.

#### School Environment

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

Teachers conduct "getting to know you" activities at the beginning of the school year. Cultures are celebrated through our fine arts department in which all students participate. This year plans are underway to host a Renaissance Festival. Teachers greet students at the door each morning with a smile, good morning or a handshake. Furthermore, through PBS and school expectations, teachers contact parents for positive reasons, celebrate individual successes, praise positive choices and deliver consequences with empathy.

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

Teacher conducted bullying lessons the first weeks of school. Bullying boxes are placed in the main office, guidance office and media center where staff, students and/or parents can report incidences anonymously. Positive Behavior Support is used to foster good behavior and choices with students and staff. Our school resource officer (SRO) and school administration is visible on campus each day. Staff monitors students before school, during all transitional periods and after school to ensure a safe and orderly environment.

##### **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**

Positive Behavior Support (PBS) is the system we use to aid in positive behavioral choices. Posters of our expectations are posted in the classrooms and around the campus (school-wide, classroom, hallway, computer lab, cafeteria, media center, restrooms and all other areas of the campus). PBS can minimize if not eliminate the need for "discipline," when students are encouraged to exhibit desired behaviors through a positive, proactive environment. Based on our discipline data, minor distractions is our top area of focus. Therefore, our PBS team has developed a step by step action plan based on the district's Code of Student Conduct, for staff and administration. All expectations have been shared with staff, students and parents to make sure we are all on the same page.

##### **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 collect data from the instructional staff through weekly grade level meetings, monthly Multi-Tiered Systems of Support (MTSS) meetings, Problem Solving Team (PST) meetings, conversations with our guidance counselors, discipline data and Early Warning Systems (EWS).

### 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

Rochelle's early warning system includes the following indicators:

Attendance below 90 percent

One or more suspensions

Any student who is struggling with behavioral expectations

Any student who drops below a 2.0 grade point average (GPA), which usually includes grades of D or F

All students who scored at the non-proficiency level on statewide, standardized assessment in reading, writing, math and/or science

#### 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	6	7	8	
Attendance below 90 percent	2	7	5	4	4	2	12	10	3	49
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	15	32	33	32	24	32	168

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

Indicator	Grade Level		Total
	6		
Students exhibiting two or more indicators	1		1

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

Attendance: Students identified through our early warning system will receive rewards for coming to school.

Suspensions and behavioral concerns: Students will receive a mentor, incentives, and if necessary, will be placed on a behavior plan through the problem solving team.

GPA: Students will receive additional assistance with a para to work on skill deficiencies.

Non-proficiency: Students will receive additional support through appropriate differentiated instruction and assignments, para assistance, data chats, and progress monitoring.

### Family and Community Involvement

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

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

Yes

**PIP Link**

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

**Description**

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Rochelle School of the Arts works at building positive relationships with families to increase involvement by sending home a school newsletter, keeping our school website current, holding parent night, student led conferences, visual art shows and fine arts performances. We have spoken to parents to increase our number of volunteer hours and the number of mentors we have serving our children.

**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
Nelson, Tracy	Principal
Griffin, Carol	Assistant Principal
Cummings, Albert	Dean

**Duties**

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

Carol Griffin, Assistant Principal  
 Albert Cummings, III, Dean  
 Donna Tidwell, Resource Teacher  
 Sue Wallace, Elementary Guidance Counselor  
 Denise Willoughby, Middle School Guidance Counselor  
 Mark Neely, School Psychologist  
 Grade/Department Facilitators: Jamie Schweim-Kindergarten; Melissa Radford-First Grade; Sandy Turner-Second Grade; Shelly Luty-Third Grade; Kim Nolen-Fourth Grade; Jaton McGrath-Fifth Grade; Nada Teague-Reading; Toyaleta Speed-Language Arts; Lori White-Math; Robinson-Science; Fine Arts-Cynthia Kight and Jeremy Henry.

**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**

Our school's greatest resource is our personnel and staff; as an administrative team we strive to develop the optimal instructional teams. This may be accomplished through professional development or it may require realigning grade levels. Grade level and vertical teams meet weekly with administration and our school resource teacher for professional development. These professional development trainings have included MTSS, classroom management, curriculum and differentiated instruction strategies.

**School Advisory Council (SAC)**

**Membership**

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

Name	Stakeholder Group
Tracy Nelson	Principal
Cynthia Kight	Teacher
Theresa Laurretta	Business/Community
Brenda Paul	Business/Community
Toyaleta Speed	Teacher
Kathie Gallucci	Parent
Terrel Wiggins	Parent
Pal Powell	Parent
Theresa Barnes	Parent
Candy Wagner	Parent
Lynne Velso	Parent
Demeteria Patterson	Parent
Carol Griffin	Education Support Employee

**Duties**

**Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

*Evaluation of last year's school improvement plan*

The SAC committee determined that our student achievement goals were not met.

*Development of this school improvement plan*

The SAC committee will again be able to help with on-going feedback and support as we work through this living document.

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

The SAC committee assisted in determining and prioritizing the schools overall needs and how best to use available funds to address these needs to move the school forward.

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

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

No

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

**Literacy Leadership Team (LLT)**

**Membership**

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

Name	Title
Nelson, Tracy	Principal
Griffin, Carol	Assistant Principal
Tidwell, Donna	Instructional Coach

**Duties**

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

Literacy is promoted throughout the school through AR participation in all grade levels, ensuring the teachers have common planning periods, monitoring student progress through PST team meetings and ensuring that teachers are implementing appropriate MTSS procedures in their classrooms.

**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**

All elementary teachers have common planning periods. Middle school's common planning is by department. The school is scheduled to have half day planning sessions for vertical planning and collaboration. During the vertical planning sessions, teacher will discuss the Florida Assessment Standards with the teachers at adjacent grade levels. The school administrators, dean and resource teacher will monitor all planning sessions throughout the school year.

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

Recruit: We utilized our current staff, word of math, interview interns at Southeastern University  
 Develop: Each teacher new to Rochelle receives guidance from the grade/department facilitator as far as operational and instructional expectations, policies and procedures and everyday questions.  
 Retain: Support teachers in their development as a team member and instructional colleague, make them a part of the decision making procedure, reward and acknowledge their accomplishments

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

Teachers are chosen as mentors based on their experience, skills in instructional planning and delivery, understanding of the standards and best practices, classroom management strategies, communication skills

**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***

By unpacking the Florida Standards and collaborating with adjacent grade levels, we ensure that the instruction provided is understood and delivered appropriately to children.

### 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 school uses FAIR, STAR, on-going assessments to determine areas of strengths and deficiencies for each student. Teachers provided differentiated instruction to meet the individual needs of each child. Students who continue to struggle are brought before the MTSS committee and offered additional support to minimize or eliminate those deficiencies.

#### ***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: 3,750**

Academic teachers provide after school tutoring in core classes as well as Fine Arts teachers provide enrichment in respective disciplines.

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

Students are able to get additional instruction in small groups or one on one to focus on areas of interest or need.

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

- Core Academic Instruction
- Enrichment

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

Griffin, Carol, carol.griffin@polk-fl.net

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

Teachers keep track of students that attend tutoring sessions and track their progress in their respective course.

## 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***

Rochelle promotes vertical collaboration between teachers to ensure that subject areas are developing lessons using anchor standards. These lessons should incorporate similar standards from previous grade levels to build on the students prior knowledge. Rochelle encourages students to strive for advanced classes and course work.

### **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***

Rochelle has partnered with a variety of organizations and corporations to ensure that students are provided a well rounded curriculum. These partnerships include Polk Museum of Art, Girls Inc., Publix, and the Greater Lakeland District of Church of God in Christ.

***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***

Rochelle provides an iTV production course for students that are interested in learning about TV production. This course develops students technical skills in the areas of video recording, editing and broadcasting. Students also develop their research and powerpoint presentaion skills throughout this course.

***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***

Rochelle strives to offer all applicable advanced level courses, such as high school courses in Algebra and Geometry.

## 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.** 85% of Rochelle students will end the school year without any disciplinary referrals.
- G2.** Rochelle strives to have 90% of the teachers to deliver lessons that are centered around high quality of Florida core standards based instruction to increase student engagement.

## 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. 85% of Rochelle students will end the school year without any disciplinary referrals.** 1a

G051086

**Targets Supported** 1b

Indicator	Annual Target
2+ Behavior Referrals	10.0
One or More Suspensions	5.0

**Resources Available to Support the Goal** 2

- Administration team
- Professional Development
- Positive Behavior System

**Targeted Barriers to Achieving the Goal** 3

- Culture of school

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

Administration will pull monthly reports tracking the students will referrals, suspensions and excessive tardies. Administration will document behavior of students during transitional periods, lunch and before and after school. Teachers will be surveyed to determine their opinion on the overall direction of the student body.

**Person Responsible**

Albert Cummings

**Schedule**

Monthly, from 10/6/2014 to 5/29/2015

**Evidence of Completion**

Administration will pull monthly reports tracking the students will referrals, suspensions and excessive tardies. Administration will document behavior of students during transitional periods, lunch and before and after school. Teachers will be surveyed to determine their opinion on the overall direction of the student body.



**G2.** Rochelle strives to have 90% of the teachers to deliver lessons that are centered around high quality of Florida core standards based instruction to increase student engagement. 1a

G050830

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	71.0
AMO Reading - All Students	75.0
FAA Science Proficiency	75.0
FAA Writing Proficiency	75.0

**Resources Available to Support the Goal** 2

- Leadership team
- School resource teacher
- professional development training
- PBS committee
- MTSS

**Targeted Barriers to Achieving the Goal** 3

- Teacher pedagogy

**Plan to Monitor Progress Toward G2.** 8

Student data on standardized assessments and in class assessments will be analyzed to track the growth of students through the year. Teachers, the resource teacher and administration will discuss the findings and reevaluate the process and procedures as needed. Spreadsheets will be developed to compile the data for the year to track the growth of our lower level students on a monthly basis.

**Person Responsible**

Donna Tidwell

**Schedule**

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

**Evidence of Completion**

Student data on standardized assessments and in class assessments will be analyzed to track the growth of students through the year. Teachers, the resource teacher and administration will discuss the findings and reevaluate the process and procedures as needed. Spreadsheets will be developed to compile the data for the year to track the growth of our lower level students on a monthly basis. Trends will be determined and addressed with additional remediation or accelerated lessons for students respectively.

## 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.** 85% of Rochelle students will end the school year without any disciplinary referrals. **1**

 G051086

**G1.B1** Culture of school **2**

 B128397

**G1.B1.S1** Previous administrative teams have been inconsistent with enforcing the rules and procedures of the school and district. We will holding PD sessions on classroom management and have school expectations posted in all classrooms. Administration is working with the staff to present a united front regarding enforcing school rules and discipline. **4**

 S140505

### Strategy Rationale

Behavior issues interfere with the learning process of all students as well as creating potential safety hazards.

### Action Step 1 **5**

Administration will hold PD sessions focused on classroom management.

#### Person Responsible

Tracy Nelson

#### Schedule

Quarterly, from 10/27/2014 to 5/29/2015

#### Evidence of Completion

Adminstration will look for effective implementation of school policies and procedures during regular teacher observations. Administration will monitor student behavior during transitional periods, lunch and before and after school.

**Action Step 2** 5

We have developed a positive behavior system to recognize students that are constantly being productive citizens of the school.

**Person Responsible**

Albert Cummings

**Schedule**

Monthly, from 8/18/2014 to 5/29/2015

***Evidence of Completion***

Administration will track the impact that PBS has on the amount of discipline issues on campus on a monthly basis. Administration will survey staff monthly to gauge the impact of PBS in their classroom.

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

Administration will record teachers that need additional training in enforcing school policies and procedures. These teachers will attend additional training and will be able to observe teachers with good classroom management.

**Person Responsible**

Carol Griffin

**Schedule**

Weekly, from 9/1/2014 to 5/29/2015

***Evidence of Completion***

Administration will look for teacher interaction with students when they are not adhering to school expectations. Teachers should be able to provide documentation of steps taken to correct step behavior.

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

Administration will look for effective classroom management during classroom observations. Teachers that need additional training will be allowed to observe teachers with effective classroom management during their planning period.

**Person Responsible**

Tracy Nelson

**Schedule**

Weekly, from 10/6/2014 to 5/29/2015

***Evidence of Completion***

Teachers should be able to provide documentation of steps taken to correct inappropriate behavior.

**G2.** Rochelle strives to have 90% of the teachers to deliver lessons that are centered around high quality of Florida core standards based instruction to increase student engagement. 1

G050830

**G2.B3** Teacher pedagogy 2

B127447

**G2.B3.S1** Often times teachers deliver instruction in the fashion that they were taught it or in a way that is easiest to prepare for or teach in class. All students don't learn using the same medium. Through PD sessions and effective instructional modeling sessions, we will train the staff in a variety of effective instructional delivery systems. These systems will include collaborative learning, differentiated instruction and hands on lessons. Teachers will also be trained in utilizing data to determine students' strengths and weaknesses. 4

S139910

### Strategy Rationale

When teachers are well versed in ways to effectively communicate with students; the lessons are more likely to be received by the students.

### Action Step 1 5

Teachers will be participate in Professional development sessions during their planning periods.

#### Person Responsible

Donna Tidwell

#### Schedule

Biweekly, from 8/26/2014 to 5/29/2015

#### Evidence of Completion

Our resource teacher will track student data to determine the effectiveness of the training. Administration will look for implementation of new strategies during their regular teacher observations.

**Action Step 2** 5

Teachers will be participate in technology seminars during their planning periods and after school.

**Person Responsible**

Carol Griffin

**Schedule**

Monthly, from 10/20/2014 to 5/29/2015

***Evidence of Completion***

The school network manager will track the participation of staff in available technology seminars. Surveys will be sent to all staff on a monthly basis to determine additional areas of opportunity.

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

Adminstration will look for implementation of new strategies during teacher observations and walk throughs.

**Person Responsible**

Carol Griffin

**Schedule**

Daily, from 10/13/2014 to 6/1/2015

***Evidence of Completion***

Administration will document the implementation of new strategies and will provide feedback to teachers.

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

Student data on standardized assessments and in class assessments will be analyzed to track the growth of students through the year. Teachers, the resource teacher and administration will discuss the findings and reevaluate the process and procedures as needed. Areas that need additional attention will be covered during upcoming PD sessions.

**Person Responsible**

Donna Tidwell

**Schedule**

Biweekly, from 9/1/2014 to 6/1/2015

**Evidence of Completion**

Student data on standardized assessments and in class assessments will be analyzed to track the growth of students through the year. Teachers, the resource teacher and administration will discuss the findings and reevaluate the process and procedures as needed. Spreadsheets will be developed to compile the data for the year to track the growth of our lower level students on a monthly basis.

**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.B3.S1.A1	Teachers will be participate in Professional development sessions during their planning periods.	Tidwell, Donna	8/26/2014	Our resource teacher will track student data to determine the effectiveness of the training. Administration will look for implementation of new strategies during their regular teacher observations.	5/29/2015 biweekly
G1.B1.S1.A1	Administration will hold PD sessions focused on classroom management.	Nelson, Tracy	10/27/2014	Administration will look for effective implementation of school policies and procedures during regular teacher observations. Administration will monitor student behavior during transitional periods, lunch and before and after school.	5/29/2015 quarterly
G2.B3.S1.A2	Teachers will be participate in technology seminars during their planning periods and after school.	Griffin, Carol	10/20/2014	The school network manager will track the participation of staff in available technology seminars. Surveys will be sent to all staff on a monthly basis to determine additional areas of opportunity.	5/29/2015 monthly
G1.B1.S1.A2	We have developed a positive behavior system to recognize students that are constantly being productive citizens of the school.	Cummings, Albert	8/18/2014	Administration will track the impact that PBS has on the amount of discipline issues on campus on a monthly basis. Administration will survey staff monthly to gage the impact of PBS in their classroom.	5/29/2015 monthly
G1.MA1	Administration will pull monthly reports tracking the students will referrals, suspensions and excessive tardies. Administration will document behavior of students during transitional periods,	Cummings, Albert	10/6/2014	Administration will pull monthly reports tracking the students will referrals, suspensions and excessive tardies. Administration will document behavior of students during transitional periods,	5/29/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	lunch and before and after school. Teachers will be surveyed to determine their opinion on the overall direction of the student body.			lunch and before and after school. Teachers will be surveyed to determine their opinion on the overall direction of the student body.	
G1.B1.S1.MA1	Administration will look for effective classroom management during classroom observations. Teachers that need additional training will be allowed to observe teachers with effective classroom management during their planning period.	Nelson, Tracy	10/6/2014	Teachers should be able to provide documentation of steps taken to correct inappropriate behavior.	5/29/2015 weekly
G1.B1.S1.MA1	Administration will record teachers that need additional training in enforcing school policies and procedures. These teachers will attend additional training and will be able to observe teachers with good classroom management.	Griffin, Carol	9/1/2014	Administration will look for teacher interaction with students when they are not adhering to school expectations. Teachers should be able to provide documentation of steps taken to correct step behavior.	5/29/2015 weekly
G2.MA1	Student data on standardized assessments and in class assessments will be analyzed to track the growth of students through the year. Teachers, the resource teacher and administration will discuss the findings and reevaluate the process and procedures as needed. Spreadsheets will be developed to compile the data for the year to track the growth of our lower level students on a monthly basis.	Tidwell, Donna	9/15/2014	Student data on standardized assessments and in class assessments will be analyzed to track the growth of students through the year. Teachers, the resource teacher and administration will discuss the findings and reevaluate the process and procedures as needed. Spreadsheets will be developed to compile the data for the year to track the growth of our lower level students on a monthly basis. Trends will be determined and addressed with additional remediation or excellerated lessons for students respectively.	5/29/2015 monthly
G2.B3.S1.MA1	Student data on standardized assessments and in class assessments will be analyzed to track the growth of students through the year. Teachers, the resource teacher and administration will discuss the findings and reevaluate the process and procedures as needed. Areas that need additional attention will be covered during upcoming PD sessions.	Tidwell, Donna	9/1/2014	Student data on standardized assessments and in class assessments will be analyzed to track the growth of students through the year. Teachers, the resource teacher and administration will discuss the findings and reevaluate the process and procedures as needed. Spreadsheets will be developed to compile the data for the year to track the growth of our lower level students on a monthly basis.	6/1/2015 biweekly
G2.B3.S1.MA1	Administration will look for implementation of new strategies during teacher observations and walk throughs.	Griffin, Carol	10/13/2014	Administration will document the implementation of new strategies and will provide feedback to teachers.	6/1/2015 daily

## 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.** 85% of Rochelle students will end the school year without any disciplinary referrals.

### **G1.B1** Culture of school

**G1.B1.S1** Previous administrative teams have been inconsistent with enforcing the rules and procedures of the school and district. We will holding PD sessions on classroom management and have school expectations posted in all classrooms. Administration is working with the staff to present a united front regarding enforcing school rules and discipline.

#### **PD Opportunity 1**

Administration will hold PD sessions focused on classroom management.

##### **Facilitator**

Administration

##### **Participants**

All staff

##### **Schedule**

Quarterly, from 10/27/2014 to 5/29/2015

**G2.** Rochelle strives to have 90% of the teachers to deliver lessons that are centered around high quality of Florida core standards based instruction to increase student engagement.

**G2.B3** Teacher pedagogy

**G2.B3.S1** Often times teachers deliver instruction in the fashion that they were taught it or in a way that is easiest to prepare for or teach in class. All students don't learn using the same medium. Through PD sessions and effective instructional modeling sessions, we will train the staff in a variety of effective instructional delivery systems. These systems will include collaborative learning, differentiated instruction and hands on lessons. Teachers will also be trained in utilizing data to determine students' strengths and weaknesses.

**PD Opportunity 1**

Teachers will be participate in Professional development sessions during their planning periods.

**Facilitator**

Donna Tidewell and administration

**Participants**

All teachers

**Schedule**

Biweekly, from 8/26/2014 to 5/29/2015

## Technical Assistance Items

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

**G2.** Rochelle strives to have 90% of the teachers to deliver lessons that are centered around high quality of Florida core standards based instruction to increase student engagement.

### **G2.B3** Teacher pedagogy

**G2.B3.S1** Often times teachers deliver instruction in the fashion that they were taught it or in a way that is easiest to prepare for or teach in class. All students don't learn using the same medium. Through PD sessions and effective instructional modeling sessions, we will train the staff in a variety of effective instructional delivery systems. These systems will include collaborative learning, differentiated instruction and hands on lessons. Teachers will also be trained in utilizing data to determine students' strengths and weaknesses.

#### **PD Opportunity 1**

Teachers will be participate in technology seminars during their planning periods and after school.

##### **Facilitator**

Marie Sheffield and school technology coaches

##### **Participants**

All staff

##### **Schedule**

Monthly, from 10/20/2014 to 5/29/2015

## Budget Rollup

### Summary

Description	Total
Grand Total	0