Round Lake Elementary School

2014-15 School Improvement Plan

Round Lake Elementary School

31333 ROUND LAKE RD, Mount Dora, FL 32757

http://lake.k12.fl.us/rle

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	No	51%

Alternative/ESE Center	Charter School	Minority
No	Yes	42%

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 Lake County School Board.

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Round Lake Charter Conversion Elementary is to inspire success and a love of learning in a safe and nurturing environment through the combined efforts of students, faculty, staff, and parents.

Provide the school's vision statement

Round Lake Elementary...where friendships begin and learning never ends.

School Environment

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

At the end of each summer, Round Lake staff members participate in two local community Back to School Bash events - one in Sorrento and one in downtown Mount Dora. Teacher volunteers set up a booth and provide supplies and treats for visiting students and their families. This gives staff members an opportunity to present a positive first impression for the school year to the community. The administrators also began the year with a gift book for each teacher, "If She Only Knew Me." As the author of the book states, "Student-Teacher relationships are everything!" Written from an at-risk child's perspective, the text encourages teachers and staff to rethink their daily interactions with students and to consider what might not be explicitly seen.

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

Round Lake is a PBS - Positive Behavior Support - model school. Teachers have been trained to work with students to teach them the behavior expectations, not just assume that they know it or know how to deal with problems effectively. The Round Lake Pledge which describes the school behavior expectations - Be Safe, Be Respectful, Be Responsible - are recited each morning on the announcements. The Assistant Principal and Instructional Dean provided a refresher for staff during preplanning this year and training for new hires, as well.
Other supports are also in place. The Instructional Dean also works with small groups of identified students to develop Successful Skills (academic and behavior mentoring). Before school, students await dismissal to class in two areas (for car and bus riders), which are supervised by staff and Shore Patrol (Safety Patrol).

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

It is the goal of PBS to prevent students from missing instructional time due to suspensions or time in the office. All staff members are trained to work with a student to identify choices and consequences through the use of an SBR (Student Behavior Report). This document allows the student to reflect on his/her choices with input from the teacher and an opportunity for parents to be part of the conversation. Certain levels of infractions (identified through the District Code of Conduct) and

repeated SBRs may result in a visit to an administrator, Tuesday School (during which behavior lessons are taught), work detail, or suspension.

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

In the past, Round Lake has offered mentoring through the MDHS ROTC program, Lake-Sumter sports, and volunteer community members. It is RLE's intention to begin this important program again, but plans have not yet been made for this school year.
When needed and allowed by parents, counseling services can be arranged through Life Streams and through Hospice.

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
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

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
Bartberger, Linda	Principal
Roman, Todd	Assistant Principal
	Dean
Chevalier, Michelle	Other
Whipple, Lee Ann	Instructional Coach
Castillo, Michelle	Other

Duties

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

Members of the MTSS leadership team provide input into the academic and anti-bullying goals and interventions described in the School Improvement Plan. The team will also work together to implement any needed changes as indicated by ongoing progress monitoring, to ensure that the aligned tiered processes are in place.
Administration: Todd Roman, Assistant Principal: Provides a clear understanding of and support for the MTSS/RtI process and its implementation to the staff. Ensures adequate professional development to support MTSS implementation. Stevie Harley, Instructional Dean.
Classroom Teachers: Provide information about core instruction, deliver most Tiers of instruction/ intervention, collaborate with fellow teachers and members of the MTSS/RtI team to implement Tier 2 and Tier 3 interventions, and collect student data.
LIteracy Coach and CRT - LeeAnn Whipple and Michelle Chevalier: Assist with school screening programs that identify children who may be considered "at risk". Meet with teachers to plan instruction and interventions in the areas of reading, math, and language arts. Assist in the design and implementation of progress monitoring, data collection and data analysis. Participate in the design and delivery of professional development, as needed.
School Guidance Counselors - Erin Porter and Carol Timmons: Meet with teachers to plan instruction and interventions for behavior. Facilitate development of intervention plans. Provide support for intervention fidelity and documentation. Schedule all meetings.
Student Services Personnel: Advise and provide expertise on all MTSS/RtI issues.
ESE Specialist - Shanon Cilio: Facilitates placement of student qualifying for ESE.

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

Administration and guidance use FCAT STAR, Skyward, Literacy First, STAR Reading and Math, FIDO, CELLA scores, School Score Report, FAIR and MTSS STAR to determine strengths and weaknesses closing the achievement gap between subgroups regarding school-wide core effectiveness. Our problem-solving team consists of counselors, CRT, Literacy Coach, Administration, parents, and as needed, school psychologist, social worker, SLP and ESE members. Based on FCAT reports, Round Lake has implemented a school-wide reading intervention (FINS) as focused instruction tailored to groups of students with similar academic needs.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Linda Bartberger	Principal
Chuck Babbino	Business/Community
Amy Moler	Parent
Diane Waring	Parent
Sean Kruger	Parent
Don Hyland	Parent
Jennifer Barber	Parent
Denisse Ennis	Teacher
Maria Mancilla	Education Support Employee
Iris Pieterson	Teacher
Michelle Chevalier	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

At the first meeting of each school year, the FCAT results for our school are presented to the SAC. Successes are recognized, areas of concern are identified, and the results are compared to the goals of last year's SIP. School personnel share their vision for addressing curricular and behavioral needs and input from SAC members is shared.

Development of this school improvement plan

School personnel share their vision for addressing curricular and behavioral needs based on a needs analysis. Members of the SAC analyze the test data and review school initiatives to write school goals for the current year. After the SIP is crafted, the SAC reviews the plan to make any necessary adjustments and to approve its contents.

Preparation of the school's annual budget and plan

The principal and the budget committee prepare the annual budget.

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

Currently, there are no SAC funds provided by the State. However, as a charter conversion school, we are able to place some funds in an SAC account in order to help fund certain projects, including: Writing Camp, after school tutoring, and FCAT snacks.

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
Whipple, Lee Ann	Instructional Coach
Chevalier, Michelle	Other
Dean, Nicole	Teacher, K-12
Chappell, Lorrie	Teacher, K-12
Duke, Brooke	Teacher, K-12
Raczkowski, Amy	Teacher, K-12
Sommer, Gretchen	Teacher, K-12
Matulia, Betsy	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Implementation of Common Core State Standards; book study; Implementation of ELA blueprints

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

Grade levels have a daily common planning time of about 45 minutes. At least two of these days are collaborative planning sessions with the Literacy Coach and CRT. Teachers also have two Wednesday afternoons a month dedicated to collaborative planning. One Wednesday a month is set aside for Snack 'N Yak, during which grade levels take turns providing snacks and teachers have some time to connect.

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

After posting a job opening online with the District, we utilize a team interview approach by the grade level in which the opening exists. (Responsible parties: Principal, Assistant Principal, Grade Chairs, Team Members)
After hiring, new teachers are partnered with an on-campus veteran mentor. (Responsible parties: Administrator, Team Leader)

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

When a new teacher is hired, he/she is partnered with the Team Leader for his/her grade level (or other teacher leader, if the position lends itself). These teachers schedule regular meetings together and may also have impromptu meetings to help the new teacher become acquainted with our school, with requirements/initiatives, and to provide support.

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

Round Lake is utilizing the district-provided blueprints to guide planning for instruction. These blueprints were created by trained staff to address the Florida Standards for ELA and Math. After receiving the initial training this summer, grade level representatives met with the Literacy Coach and CRT to begin understanding and using the documents. Team leaders then met with their grade levels to start the process of planning for instruction. Through weekly collaborative planning meetings, teams will work with the assistance of the Literacy Coach and CRT to be sure lessons, assessments, and materials are aligned the standards.

Instructional Strategies

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

During the first weeks of school, teachers assess students' abilities in reading (and math) using a variety of assessments, e.g. Literacy First PAST, phonics, and fluency assessments, STAR Reading, SRI. This data is then used to group students for intervention and enrichment during our 30 minute FINS classes, which meet four days a week. Assessments are administered periodically and students are regrouped up to three times a year, depending on their identified area(s) of need or enrichment. Teachers are also able to differentiate instruction within the reading block through flexible reading groups and centers and through math small groups.

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: 3,000

We will offer Tutoring for Homeless Students if/when funding is provided through Title Services. We offer FCAT Tutoring for 3rd, 4th, and 5th graders two days a week for 1 hour each day from January to April.

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

Data has not been officially collected for these strategies in the past. Teachers do progress monitor their students and have them track the results.

Strategy: Extended School Day

Minutes added to school year: 1,000

STEM Club to prepare select groups of 3rd-5th graders for the District STEM Competition in February. Some groups continue to meet after the competition, as well.

Strategy Rationale

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

Our teams all placed in the top 9 of District schools last year. No data is officially gathered for these clubs.

Strategy: Extended School Day

Minutes added to school year:

School-wide MAX meetings and collaborative planning sessions for training and data discussions with teachers and leadership team.

Strategy Rationale

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

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

Comparisons of data throughout the year (and year to year) - including FCAT data, benchmark testing, Literacy First assessments, student work samples.

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

We have 2 full day and 2 half day VPK programs on site. These students are taught by certified teachers and are assessed on readiness skills throughout the school year.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

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

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

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

1 = Problem Solving Step   🔍 S123456 = Quick Key

Strategic Goals Summary

G1.   Round Lake Elementary will continue to increase the gains made in Reading by students in the lowest quartile.

G2.   Round Lake Elementary will increase the science proficiency of all students.

G3.   Round Lake Elementary will increase the writing proficiency of all students.

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. Round Lake Elementary will continue to increase the gains made in Reading by students in the lowest quartile. 1a

🔑 G045087

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	75.0

Resources Available to Support the Goal 2

- District blueprints; McGraw-Hill reading series; weekly collaborative planning with Literacy Coach and CRT; Litercay First materials; Corrective Reading; Read Naturally; FINS intervention time; iStation; Connected; BookFlix; Book of the Month (with monthly reading strategy focus); Scholastic News and National Geographic; Kagan student engagement structures

Targeted Barriers to Achieving the Goal 3

- lack of reading stamina and vocabulary knowledge in context

Plan to Monitor Progress Toward G1. 8

Rennaisance reports will be used for data collection regarding STAR score, growth reports and teacher reports for reading goals

Person Responsible

Lee Ann Whipple

Schedule

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

Evidence of Completion

Growth reports, STAR score, Quiz reports, motivational posters from the classrooms

G2. Round Lake Elementary will increase the science proficiency of all students. `1a`

🔍 G044998

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	51.0

Resources Available to Support the Goal `2`

- Pearson Science school-wide with online access; weekly STEM Clubs (2nd-5th); quarterly STEM projects for each grade level; Science Wednesdays in first grade, including in-house field trips; STEM leaders at each grade level (also participate in a monthly STEM PLC); Science Dailies and Science Boot Camp (5th grade); Science Fair training

Targeted Barriers to Achieving the Goal `3`

- Time in the regular school day to address standards for all subject areas, including Science

Plan to Monitor Progress Toward G2. `8`

Science benchmark assessments and FCAT 2.0/EOCs

Person Responsible

Michelle Chevalier

Schedule

Semiannually, from 10/1/2014 to 5/29/2015

Evidence of Completion

Science FCAT 2.0 results for 5th grade and Science FIA results for K-4

G3. Round Lake Elementary will increase the writing proficiency of all students. `1a`

Targets Supported `1b`

G044940

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	78.0
FSA - Mathematics - Proficiency Rate	71.0

Resources Available to Support the Goal `2`

- RLE Writing Plan; FSA and FIA rubrics and test specifications; content-area writing across all grade levels; group collaborative planning with an ELA or Math focus; McGraw Hill Reading Wonders/Weekly Assessments; Book of the Month Unit Studies; DBQ (4th and 5th grade); monthly MAX meetings for communication of high expectations and data chats; writing scoring training; Writing Camp (for 4th, and possibly 3rd, grade)

Targeted Barriers to Achieving the Goal `3`

- Teacher confidence in ability to teach writing.

Plan to Monitor Progress Toward G3. `8`

District benchmark testing (2 times per year, grades 3-5) and FSA

Person Responsible

Michelle Chevalier

Schedule

Semiannually, from 10/1/2014 to 4/30/2015

Evidence of Completion

student test results

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. Round Lake Elementary will continue to increase the gains made in Reading by students in the lowest quartile. `1`

🔑 G045087

G1.B2 lack of reading stamina and vocabulary knowledge in context `2`

🔑 B111276

G1.B2.S2 Acccelerated Reader Program `4`

🔑 S122772

Strategy Rationale

Students will raise their reading stamina through setting reading goals that are challenging and reading AR books and taking comprehension quizzes. The goal is that students will continue to raise their ZPD and build raise their reading ability.

Action Step 1 `5`

Students will take a baseline STAR test, set AR goals with their teacher based on the ZPD, goals will be monitored through classroom methods and quarterly by the Literacy Coach. Growth reports will be discussed in team meetings periodically to assist students in successfully meeting their goals and raising their levels.

Person Responsible

Lee Ann Whipple

Schedule

Quarterly, from 10/15/2014 to 5/29/2015

Evidence of Completion

STAR Reports, Growth Reports, AR Goal completion reports

Plan to Monitor Fidelity of Implementation of G1.B2.S2 [6]

Teachers will regularly monitor reading goals, growth from STAR and acceptable scores on quizzes

Person Responsible

Lee Ann Whipple

Schedule

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

Evidence of Completion

Rennaisance Learning reports

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 [7]

Motivation for students to meet and exceed reading goals, prizes, end of year party

Person Responsible

Lee Ann Whipple

Schedule

On 5/29/2015

Evidence of Completion

Rennaisance reports will be used for data to determine growth, reading goals andrr then teachers can make individual motivational posters in their classrooms to track progress. Prizes and party will be planned at end of year.

G2. Round Lake Elementary will increase the science proficiency of all students. `1`

G2.B1 Time in the regular school day to address standards for all subject areas, including Science `2`

G2.B1.S1 More deliberate emphasis on time for Science in all classrooms. `4`

Strategy Rationale

With EOCs in Science for all elementary grades, in addition to FCAT 2.0 for 5th grade, teachers will have to make more time Science instruction.

Action Step 1 `5`

Administrators will verify that Science is written into the regular classroom schedule at each grade level.

Person Responsible

Linda Bartberger

Schedule

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

Evidence of Completion

Classroom walk-throughs and lesson plans

Action Step 2 `5`

Teachers will collaborate to create Science lessons which address the State Standards, with an emphasis on vocabulary.

Person Responsible

Michelle Chevalier

Schedule

Monthly, from 9/18/2014 to 5/28/2015

Evidence of Completion

Collaborative planning notes

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

Administrators' review of lesson plans and classroom observations; discussions at team leader meetings

Person Responsible

Linda Bartberger

Schedule

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

Evidence of Completion

Team Leader meeting and Administrative Team meeting notes

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

Data chats/MAX meetings; review of student work

Person Responsible

Michelle Chevalier

Schedule

Monthly, from 9/24/2014 to 5/27/2015

Evidence of Completion

MAX meeting notes; Team Leader discussions

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

District Benchmark Assessments (two times/year, grades 3-5)

Person Responsible

Michelle Chevalier

Schedule

Semiannually, from 10/1/2014 to 2/27/2015

Evidence of Completion

Student (and class) results on the benchmark tests

G3. Round Lake Elementary will increase the writing proficiency of all students. 1

G044940

G3.B4 Teacher confidence in ability to teach writing. 2

B110849

G3.B4.S1 Weekly collaborative planning with the Literacy Coach and CRT to plan writing goals and instruction, create rubrics, and share student work (across content areas). 4

S122350

Strategy Rationale

This would provide embedded time to work with writing, address concerns, and share strategies for instruction. The weekly support will work to build greater understanding and self-confidence.

Action Step 1 5

The Literacy Coach and CRT will meet weekly with collaborative grade level groups to plan instruction.

Person Responsible

Michelle Chevalier

Schedule

Weekly, from 9/18/2014 to 5/21/2015

Evidence of Completion

Sign-in sheets

Plan to Monitor Fidelity of Implementation of G3.B4.S1 6

Monthly Team Leader and Administrative Team meetings will address the progress and/or next steps for each group.

Person Responsible

Michelle Chevalier

Schedule

Monthly, from 9/24/2014 to 5/27/2015

Evidence of Completion

monthly Team Leader/ Administrative Team notes

Plan to Monitor Effectiveness of Implementation of G3.B4.S1 `7`

Data chats/MAX meetings; review of student work

Person Responsible

Michelle Chevalier

Schedule

Monthly, from 9/24/2014 to 5/27/2015

Evidence of Completion

MAX meeting notes; notes from scoring/planning sessions

Plan to Monitor Effectiveness of Implementation of G3.B4.S1 `7`

District Benchmark testing (2 times per year, grades 3-5)

Person Responsible

Michelle Chevalier

Schedule

Semiannually, from 10/1/2014 to 2/25/2015

Evidence of Completion

Student scores (class scores) on district-created benchmark assessments

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
G3.B4.S1.A1	The Literacy Coach and CRT will meet weekly with collaborative grade level groups to plan instruction.	Chevalier, Michelle	9/18/2014	Sign-in sheets	5/21/2015 weekly
G2.B1.S1.A1	Administrators will verify that Science is written into the regular classroom schedule at each grade level.	Bartberger, Linda	9/15/2014	Classroom walk-throughs and lesson plans	5/29/2015 monthly
G1.B2.S2.A1	Students will take a baseline STAR test, set AR goals with their teacher based on the ZPD, goals will be monitored through classroom methods and quarterly by the Literacy Coach. Growth reports will be discussed in team meetings periodically to assist students in successfully meeting their goals and raising their levels.	Whipple, Lee Ann	10/15/2014	STAR Reports, Growth Reports, AR Goal completion reports	5/29/2015 quarterly
G2.B1.S1.A2	Teachers will collaborate to create Science lessons which address the	Chevalier, Michelle	9/18/2014	Collaborative planning notes	5/28/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	State Standards, with an emphasis on vocabulary.				
G1.MA1	Rennaisance reports will be used for data collection regarding STAR score, growth reports and teacher reports for reading goals	Whipple, Lee Ann	9/29/2014	Growth reports, STAR score, Quiz reports, motivational posters from the classrooms	5/29/2015 monthly
G1.B2.S2.MA1	Motivation for students to meet and exceed reading goals, prizes, end of year party	Whipple, Lee Ann	9/29/2014	Rennaisance reports will be used for data to determine growth, reading goals andrr then teachers can make individual motivational posters in their classrooms to track progress. Prizes and party will be planned at end of year.	5/29/2015 one-time
G1.B2.S2.MA1	Teachers will regularly monitor reading goals, growth from STAR and acceptable scores on quizzes	Whipple, Lee Ann	9/29/2014	Rennaisance Learning reports	5/29/2015 monthly
G2.MA1	Science benchmark assessments and FCAT 2.0/EOCs	Chevalier, Michelle	10/1/2014	Science FCAT 2.0 results for 5th grade and Science FIA results for K-4	5/29/2015 semiannually
G2.B1.S1.MA1	Data chats/MAX meetings; review of student work	Chevalier, Michelle	9/24/2014	MAX meeting notes; Team Leader discussions	5/27/2015 monthly
G2.B1.S1.MA3	District Benchmark Assessments (two times/year, grades 3-5)	Chevalier, Michelle	10/1/2014	Student (and class) results on the benchmark tests	2/27/2015 semiannually
G2.B1.S1.MA1	Administrators' review of lesson plans and classroom observations; discussions at team leader meetings	Bartberger, Linda	9/15/2014	Team Leader meeting and Administrative Team meeting notes	5/29/2015 monthly
G3.MA1	District benchmark testing (2 times per year, grades 3-5) and FSA	Chevalier, Michelle	10/1/2014	student test results	4/30/2015 semiannually
G3.B4.S1.MA1	Data chats/MAX meetings; review of student work	Chevalier, Michelle	9/24/2014	MAX meeting notes; notes from scoring/ planning sessions	5/27/2015 monthly
G3.B4.S1.MA3	District Benchmark testing (2 times per year, grades 3-5)	Chevalier, Michelle	10/1/2014	Student scores (class scores) on district-created benchmark assessments	2/25/2015 semiannually
G3.B4.S1.MA1	Monthly Team Leader and Administrative Team meetings will address the progress and/or next steps for each group.	Chevalier, Michelle	9/24/2014	monthly Team Leader/ Administrative Team notes	5/27/2015 monthly

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 Opportuntities

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

G3. Round Lake Elementary will increase the writing proficiency of all students.

G3.B4 Teacher confidence in ability to teach writing.

G3.B4.S1 Weekly collaborative planning with the Literacy Coach and CRT to plan writing goals and instruction, create rubrics, and share student work (across content areas).

PD Opportunity 1

The Literacy Coach and CRT will meet weekly with collaborative grade level groups to plan instruction.

Facilitator

Lee Ann Whipple and Michelle Chevalier

Participants

Grade Levels

Schedule

Weekly, from 9/18/2014 to 5/21/2015

Technical Assistance Items

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

G1. Round Lake Elementary will continue to increase the gains made in Reading by students in the lowest quartile.

G1.B2 lack of reading stamina and vocabulary knowledge in context

G1.B2.S2 Acccelerated Reader Program

PD Opportunity 1

Students will take a baseline STAR test, set AR goals with their teacher based on the ZPD, goals will be monitored through classroom methods and quarterly by the Literacy Coach. Growth reports will be discussed in team meetings periodically to assist students in successfully meeting their goals and raising their levels.

Facilitator

Lee Ann Whipple

Participants

Teachers

Schedule

Quarterly, from 10/15/2014 to 5/29/2015

G2. Round Lake Elementary will increase the science proficiency of all students.

G2.B1 Time in the regular school day to address standards for all subject areas, including Science

G2.B1.S1 More deliberate emphasis on time for Science in all classrooms.

PD Opportunity 1

Administrators will verify that Science is written into the regular classroom schedule at each grade level.

Facilitator

Linda Bartberger, Todd Roman

Participants

All teachers

Schedule

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

PD Opportunity 2

Teachers will collaborate to create Science lessons which address the State Standards, with an emphasis on vocabulary.

Facilitator

Team Leaders, CRT

Participants

Teachers

Schedule

Monthly, from 9/18/2014 to 5/28/2015