Red Bug Elementary School

2014-15 School Improvement Plan

Red Bug Elementary School

4000 RED BUG LAKE RD, Casselberry, FL 32707

http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0511

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	No	41%

Alternative/ESE Center	Charter School	Minority
No	No	43%

School Grades History

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

School Board Approval

This plan was approved by the Seminole County School Board on 11/18/2014.

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

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	2	Wayne Green

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The Red Bug Community is dedicated to developing citizens who are life-long learners who can be safe, respectful and responsible.

Provide the school's vision statement

We believe all students can succeed with the 4 R's: Rigor, Relevance, Routines and Relationships.

School Environment

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

Strong relationships begin with personal phone calls from our teachers to their new students each year, and are dtrengthened through our Open Houses and Curriculum Nights. Throughout the school year, multiple events are held to provide parent education and support, and to provide opportunities for students to show their progress in many ways. From the Thanksgiving Kindergarten showcase to the Spring Arts Night, our students shine.

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

We utilize a Safety Patrol to assist teachers and staff in safely guiding students to their destinations both morning and afternoons. Staff members attend the carline and bus ramp areas to ensure that the arrivals and departures of our students are safe and orderly. The office staff implements consistent procedures that ensures that students are treated with courtesy and respect, and that parents and other stakeholders follow procedures for visiting, volunteering, and requesting the early pickup of their children.

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 is a collaborative, educative, proactive, and functional process in which we develop effective interventions for inappropriate behavior, and encourage and reward appropriate behavior.Data are used to help track progress and identify areas to target for intervention. We use consistent discipline referral processes and procedures aligned with the Seminole County Code of Conduct. We utilize school-wide expectations and rules that teach students appropriate behavior. Our reward system includes the use of Red Bug Tickets that provide immediate and tangible feedback and bimonthly award ceremonies for the student in each class who has been the most Safe, Respectful or Responsible.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Our families are supported in many ways, through generous donations of necessary school supplies, food staples at the holidays, and clothing and toys from the Giving Tree. Grief support groups and divorce support groups are examples of counseling and pupil services that are provided on an as-

needed basis. This year, we will partner with Teen Trendsetters from Lake Howell High School, and will also participate in the To Be Kind endeavor. Our fifth grade students learn about self-esteem and making positive choices through our FOCUS program.

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

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?
No

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

Description

Parent Portal in Skyward (Access to student data)
Red Bug will continue to increase parent participation in school-wide events. We celebrate our dedicated PTA, our SAC, and our Dividend Volunteers, which help us support initiatives such as Super Scientists, FSA Night, Book Fair Parent Night, Love of the Arts Evening, Field trip chaperones, Skate Nights, Red Bug Dines, Room Parents, and Reading Mentors.

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

Our school encourages local businesses to support our mission by updating our partnership agreements on a yearly basis. One example of a community partnership is our lease with the Cross Point Church. We hold monthly Spirit Nights at local restaurants that benefit our partners and also our PBS reward system. Our partners are invited to participate in the annual Teach In event as well. Our school website has links to the business partner websites.

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
Watson, Chris	Principal
Ramkissoon, Kristen	Assistant Principal
Lee, Joanna	Instructional Coach
Redding, Victoria	Instructional Coach

Duties

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

The team members meet regularly to collaborate to identify student needs and interventions that support academic and behavioral success. The MTSS team meets with teachers to ensure interventions are appropriate and that the progressions from tier to tier are being done with fidelity and that the needs of individual students are being addressed. Our Team Leaders meet three Thursdays each month, and our CIT team meets once monthly to work with the leadership team members in determining processes and procedures that contribute directly to our school improvement efforts.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The school has a core Multi-Tiered System of Supports (MTSS) problem solving team, comprised of members with expertise in academic and behavioral domains. The MTSS team utilizes the continuous problem solving process to identify students who are at-risk in academics and/or behavior and determines why the problem is occurring. The MTSS team designs and implements research-based interventions and regularly monitors student progress/response to interventions. The school utilizes the online MTSS module to document all interventions, meetings, and parent involvement in the process.
Red Bug Elementary School will coordinate funds to provide additional academic tutorial and/or intervention time for students in need of remediation. These funding sources are coordinated to maximize the number of students and the amount of services available for academic interventions. In

addition, the school district coordinates IDEA funds to provide our school additional paraprofessionals that facilitate small group instruction during the school day. We also coordinate with the Director of ESOL for the use of Title III funds for Summer Learning Camp opportunities for our students of other languages.The coordination and integration of these funds and services ensure students are provided the time and support needed to master the standards and improve academic achievement.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Beth Johnson	Parent
Jennifer Miller	Teacher
Katrina Hopkins	Teacher
Lynn Gainer	Teacher
Brenda Williams	Education Support Employee
Melissa Zamudio	Parent
Kelly D'Agostino	Parent
Kari Van Gool	Parent
Christopher Ferguson	Parent
Aweina Amour	Parent
Edith Hardesty	Parent
Duchess Gay	Parent
Kimberly Raines	Parent
Lesline Stone	Parent
Christine Watson	Principal

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 goal for all students in grades 3-5 to score at or above Achievement Level 3 in Reading was met. The goals for Annual Measurable Objectives in Reading for students who are African American, Hispanic, White, ELL, and economically disadvantaged students were met.
The goals for Annual Measurable Objectives in Reading for students who are Asian or SWD were not met.
The goal for students making learning gains in Reading was met, however the goal for students in the lowest quartile making learning gains in Reading was not met.
The goal for 73% of fourth grade students scoring at or above a 3.5 in Writing was not met.
The goal for 75% of all students in grades 3-5 to score at or above Achievement Level 3 in Mathematics was met.
The goals for Annual Measurable Objectives in Mathematics for students who are African American, Hispanic, White, ELL, or Economically Disavantaged were met.
The goals for Annual Measurable Objectives in Mathematics for students who were Asian or SWD were not met.

The goal for students making learning gains in Mathematics was met, however the goal for students in the lowest quartile making learning gains in Mathematics was not met.
The goal for students in grade 5 to score at Achievement Level 3 in Science was not met, however the goal for students scoring at a Level 4 or higher was met.

Development of this school improvement plan

The Red Bug SAC analyzed the goals of the SIP and the student scores of the 2013-2014 FCAT. Our primary goal in this year's plan is to improve our relative standing within the state in student scores in ELA and Mathematics on the 2014-2015 FSA. Two additional areas deserving attention include increasing the proficiency levels of our SWD and also the writing proficiency of all students K-5.

Preparation of the school's annual budget and plan

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

SAC has voted to use funds to support materials for classroom instruction in the 2014-2015 school year. Any left over funds can be put into the school budget into school funds/project zero used for instructional resources.

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**
Lee, Joanna	Instructional Coach
Redding, Victoria	Instructional Coach
Ramkissoon, Kristen	Assistant Principal
Watson, Chris	Principal

Duties

Describe how the LLT promotes literacy within the school

The team analyzes data that informs our instruction and provides collaborative efforts to accomplish our school improvement goals.

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

Red Bug instructional teams have common planning time daily. PLCs are scheduled at least once weekly with administration, and regularly with instructional coaches and SCPS District staff. Thoughtful mentoring and support of teachers who are new to the profession or new to Red Bug is common to our work.

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

Seminole County Public Schools is always looking for highly qualified, certified teachers to teach our students. The method of recruitment is defined based on the need. Seminole County Public Schools reputation of being an "A" school district brings to us thousands of highly qualified applicants. One of our recruitment strategies is to partner with state and private colleges and universities. We welcome university and college interns and field study students to our district not only from the state of Florida university system but also out of state. Annually our district participates in university job fairs and minority and veteran job fairs. For our Dual Language Program, we have conducted an international search to select teachers from Spain who have bi-lingual experience. The district supports all teachers but especially new teachers with mentoring programs.

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

Our school has a school-wide mentor who works with administration to coordinate all mentoring activities on our campus. This school-wide mentor was trained by our county's new teacher facilitator and given materials and agendas to support the new teachers during this calendar year. Before school began, our new teachers spent a day with our school-wide mentor and were given a campus tour and oriented to important procedures and policies that will affect them as they begin the school year. Once school begins, these new teachers meet regularly with the mentor(s) who best fits their needs and follow an agenda of recommended topics that are appropriate for each teacher's given situation. Whether the new teacher is working with a school-wide mentor, peer teacher, or alternative certification mentor, he or she is working with an individual who has been trained by our county to support the teacher's various needs. Each of these mentor roles are fine-tuned each year based on the feedback from our new teachers the year before.

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

We follow the SCPS Instructional Plans in Reading, Writing, and mathematics to ensure that we are aligned to Florida's 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

We offer intervention during our Reading CLub iii block. Selected students receive tutoring during the school day provided by a part-time teacher, and others are served by a fulltime support facilitator. We offer PRIMES in the 4th and 5th grades, and a Talent Development program. Our school serves SWD in a variety of ways, including a primary and intermediate EBD Resource room. We have a fulltime gifted teacher and a fulltime ELL teacher.

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: 2,000

Tutorial; 25 minutes before or after (parents pick for students can choose which serves them best)

Strategy Rationale

We offer math fluency activities to assist students in basic math fact acquisition which is likely to increase our students' proficiency and learning gains in mathematics.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Lee, Joanna, joanna_lee@scps.k12.fl.us
Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

The xtramath.org software offers reports on the progress the students are making in math fact fluency.

Strategy: Weekend Program

Minutes added to school year: 240

Writing Boot Camp to review and extend 6 Traits strategies

Strategy Rationale

Strategy Purpose(s)
""

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

Monitoring of writing samples and District prompts

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

Red Bug has a Blended Model Pre-K and VPK VE program this year. Students in the Voluntary Pre-K (VPK) Program visit the kindergarten classrooms at the end of the school year to learn about what to expect in kindergarten. During the summer, students entering kindergarten in selected Title I Schools can attend Kinder Camp to help prepare them for success in kindergarten. Schools offer an Open House before school starts and kindergarten teachers are available for individual conferences.

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

Our guidance department works with students on middle school magnet programs and decision-making for their future. We provide FOCUS education for our fifth grade students through the Seminole County Sheriff's Office.

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

Our school provides students with fourth and fifth grade Primes in an attempt to prepare our students for STEM and provide opportunities for advancement where able. We are active participants in the Lake Howell Cluster to ensure vertical articulation.

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

Our students have the opportunity to partcipate in Odyssey of the Mind and in after school enrichment classes with an emphasis on STEM principles.

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.   Student proficiency in Mathematics on the 2014-2105 FSA will increase in relative ranking within the state from 87% to 90% due to the repeated review of data and the implementation of intervention strategies and differentiated instruction.

G2.   Student proficiency in ELA on the 2014-2015 FSA will increase in relative ranking within the state from 86% to 90% due to the repeated review of data and the implementation of intervention strategies and differentiated instruction.

Strategic Goals Detail

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

G1. Student proficiency in Mathematics on the 2014-2105 FSA will increase in relative ranking within the state from 87% to 90% due to the repeated review of data and the implementation of intervention strategies and differentiated instruction. 1a

G048921

Targets Supported 1b

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	90.0

Resources Available to Support the Goal 2

- Fact Fluency software; Tutorial teacher assigned to target group of students; Math Instructional Coach; 2 Computer labs with ThinkCentral resources; flash cards and manipulatives for hands-on practice.

Targeted Barriers to Achieving the Goal 3

- Lack of awareness of the FSA test specifications and its relationship to Florida's New Mathematics Standards

- Lack of knowledge of ways in which to differnetiate instruction in mathematics

- Lack of knowledge of use of computer-based problem-solving strategies

Plan to Monitor Progress Toward G1. 8

Discovery Education progress monitoring tools

Person Responsible

Joanna Lee

Schedule

Every 6 Weeks, from 8/18/2014 to 5/22/2015

Evidence of Completion

Discover Education reports, scores from individualized probes and classroom assessments

G2. Student proficiency in ELA on the 2014-2015 FSA will increase in relative ranking within the state from 86% to 90% due to the repeated review of data and the implementation of intervention strategies and differentiated instruction. `1a`

Targets Supported `1b`

G048473

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	90.0

Resources Available to Support the Goal `2`

- Department of Teaching and Learning resources

- Literacy Leadership Team will provide data for teachers and assist with the creation of data boards to visually assess student reading progress, with special attention to the lowest 25% and what interventions are in place for them.

- Professional Development opportunities to enhance reading and writing strategies

- Weekly time for Professional Learning Communities

- Administrative support (walk-throughs, PLC discussions, etc.)

Targeted Barriers to Achieving the Goal `3`

- Lack of knowledge in differentiated instruction, inter-rater reliability and strategies for intervention

Plan to Monitor Progress Toward G2. `8`

Increased proficiency in reading and writing

Person Responsible
Chris Watson

Schedule
Biweekly, from 8/18/2014 to 5/22/2015

Evidence of Completion
Data growth reports and monitoring of progress monitoring assessments in classes.

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. Student proficiency in Mathematics on the 2014-2105 FSA will increase in relative ranking within the state from 87% to 90% due to the repeated review of data and the implementation of intervention strategies and differentiated instruction. `1`

🔑 G048921

G1.B1 Lack of awareness of the FSA test specifications and its relationship to Florida's New Mathematics Standards `2`

🔑 B122166

G1.B1.S1 PLCs that assist our teachers in unpacking the standards `4`

🔑 S134167

Strategy Rationale

Knowledge of the standards will enhance teachers' ability to plan appropriate lessons.

Action Step 1 `5`

PLCs will be held to unpack Florida's Mathematics Standards.

Person Responsible

Kristen Ramkissoon

Schedule

Monthly, from 8/18/2014 to 5/22/2015

Evidence of Completion

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

PLCs and PDs will be regularly scheduled.

Person Responsible

Joanna Lee

Schedule

Every 6 Weeks, from 8/18/2014 to 5/22/2015

Evidence of Completion

Agendas and/or minutes from PLCs and PDs

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

Student proficiency in mathematics will increase.

Person Responsible

Chris Watson

Schedule

Monthly, from 8/18/2014 to 5/22/2015

Evidence of Completion

Progress monitoring data will be reviewed.

G1.B2 Lack of knowledge of ways in which to differnetiate instruction in mathematics 2

B122167

G1.B2.S1 PDs that assist teachers in designing appropriate math centers 4

S134177

Strategy Rationale

Effective math center instruction will increase the likelihood that differentiation is taking place in math lessons.

Action Step 1 5

Teachers will increase their awareness of effective math center instruction strategies in PLCs or PD.

Person Responsible

Joanna Lee

Schedule

Monthly, from 10/6/2014 to 5/22/2015

Evidence of Completion

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

PLCs and PDs will be scheduled.

Person Responsible

Kristen Ramkissoon

Schedule

Monthly, from 10/6/2014 to 5/22/2015

Evidence of Completion

PLC agendas and.or minutes, learning logs,

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

Increase in math proficiency

Person Responsible

Chris Watson

Schedule

Monthly, from 10/6/2014 to 5/22/2015

Evidence of Completion

Review of progress monitoring data

G1.B3 Lack of knowledge of use of computer-based problem-solving strategies `2`

🔑 B122168

G1.B3.S1 Regular and intentional use of computer-based applications in classroom instruction and in computer labs. `4`

🔑 S134186

Strategy Rationale

Familiarity with the use of the computer to solve problems will increase the likelihood that students will be successful on the FSA.

Action Step 1 `5`

Teachers will regularly utilize computer-based applications in mathematics instruction.

Person Responsible

Joanna Lee

Schedule

Weekly, from 10/6/2014 to 5/22/2015

Evidence of Completion

Lesson plan review; classroom walkthroughs, observations

Plan to Monitor Fidelity of Implementation of G1.B3.S1 `6`

Lesson plan review, classroom walkthroughs, observations

Person Responsible

Chris Watson

Schedule

Biweekly, from 10/6/2014 to 5/22/2015

Evidence of Completion

Lesson plans; walkthrough feedback; observation feedback

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 `7`

Direct observation of classrooms

Person Responsible

Chris Watson

Schedule

On 5/22/2015

Evidence of Completion

Walkthrough and observation feedback

G2. Student proficiency in ELA on the 2014-2015 FSA will increase in relative ranking within the state from 86% to 90% due to the repeated review of data and the implementation of intervention strategies and differentiated instruction. 1

G048473

G2.B1 Lack of knowledge in differentiated instruction, inter-rater reliability and strategies for intervention 2

B120884

G2.B1.S1 Implement meaningful and purposeful PLCs and PDs with focus on data analysis and instructional strategies. 4

S132789

Strategy Rationale

Timely analysis of pertinent data leads to increased differentiation of lesson planning.

Action Step 1 5

Professional Learning Communities scheduled no less than once a week with administration and instructional support teachers to review data and/or present instructional strategies.

Person Responsible

Kristen Ramkissoon

Schedule

Weekly, from 8/18/2014 to 5/22/2015

Evidence of Completion

PLC agendas and evidences, Learning Logs, PD points, etc.

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

Review data and student growth in reading and writing.

Person Responsible

Victoria Redding

Schedule

Weekly, from 8/18/2014 to 5/22/2015

Evidence of Completion

Agendas from PLCs, grade-level data boards, data tracking sheets, and student data notebooks

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

Student academic growth in reading and writing will be reviewed on data tracking sheets and individual student completed data notebooks.

Person Responsible

Kristen Ramkissoon

Schedule

Every 6 Weeks, from 8/18/2014 to 5/22/2015

Evidence of Completion

Agendas and/or minutes from PLCs, grade-level data tracking sheets, student data notebooks and MTSS agendas and/or minutes

G2.B1.S2 Implement grade level iii and writing centers daily, with fidelity, and differentiate instruction to meet the students at their level and support their needs for academic growth. `4`

🔍 S132790

Strategy Rationale

Individualizing instructional strategies increases student proficiency.

Action Step 1 `5`

Specific differentiated instruction, inter-rater reliability and strategies for intervention in reading and writing centers daily.

Person Responsible

Kristen Ramkissoon

Schedule

Biweekly, from 8/18/2014 to 5/22/2015

Evidence of Completion

Lesson plans, walk-through data, feedback and instructional observations

Plan to Monitor Fidelity of Implementation of G2.B1.S2 `6`

Review of growth data and instructional strategies within iii and reading and writing centers that support student needs.

Person Responsible

Chris Watson

Schedule

Monthly, from 8/18/2014 to 5/22/2015

Evidence of Completion

PLC agendas, data reports and student data notebooks

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 `7`

Review of growth data and instructional strategies within iii and reading and writing centers that support student needs.

Person Responsible

Chris Watson

Schedule

Monthly, from 8/18/2014 to 5/22/2015

Evidence of Completion

PLC agendas, data reports and student data notebooks

G2.B1.S3 Assist teachers in understanding and using the Reading Street core and the SCPS Writing Instructional Plan with fidelity. 4

🔑 S132792

Strategy Rationale

Pacing and completion of lessons will enhance the acqusition of Florida's New ELA Standards.

Action Step 1 5

Inter-rater reliability in grading writing prompts and extended responses

Person Responsible

Chris Watson

Schedule

Every 6 Weeks, from 8/18/2014 to 5/22/2015

Evidence of Completion

Learning logs and PD points given.

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Review of writing prompt data

Person Responsible

Chris Watson

Schedule

Monthly, from 10/1/2014 to 5/22/2015

Evidence of Completion

PLC data review agenda and discussion notes

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 `7`

Inter-rater reliability in grading writing prompts and giving feedback to students

Person Responsible

Chris Watson

Schedule

Biweekly, from 9/8/2014 to 5/22/2015

Evidence of Completion

PLC agendas and discussion 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.B1.S1.A1	Professional Learning Communities scheduled no less than once a week with administration and instructional support teachers to review data and/or present instructional strategies.	Ramkissoon, Kristen	8/18/2014	PLC agendas and evidences, Learning Logs, PD points, etc.	5/22/2015 weekly
G2.B1.S2.A1	Specific differentiated instruction, inter-rater reliability and strategies for intervention in reading and writing centers daily.	Ramkissoon, Kristen	8/18/2014	Lesson plans, walk-through data, feedback and instructional observations	5/22/2015 biweekly
G2.B1.S3.A1	Inter-rater reliability in grading writing prompts and extended responses	Watson, Chris	8/18/2014	Learning logs and PD points given.	5/22/2015 every-6-weeks
G1.B1.S1.A1	PLCs will be held to unpack Florida's Mathematics Standards.	Ramkissoon, Kristen	8/18/2014		5/22/2015 monthly
G1.B2.S1.A1	Teachers will increase their awareness of effective math center instruction strategies in PLCs or PD.	Lee, Joanna	10/6/2014		5/22/2015 monthly
G1.B3.S1.A1	Teachers will regularly utilize computer-based applications in mathematics instruction.	Lee, Joanna	10/6/2014	Lesson plan review; classroom walkthroughs, observations	5/22/2015 weekly
G1.MA1	Discovery Education progress monitoring tools	Lee, Joanna	8/18/2014	Discover Education reports, scores from individualized probes and classroom assessments	5/22/2015 every-6-weeks
G1.B1.S1.MA1	Student proficiency in mathematics will increase.	Watson, Chris	8/18/2014	Progress monitoring data will be reviewed.	5/22/2015 monthly
G1.B1.S1.MA1	PLCs and PDs will be regularly scheduled.	Lee, Joanna	8/18/2014	Agendas and/or minutes from PLCs and PDs	5/22/2015 every-6-weeks
G1.B2.S1.MA1	Increase in math proficiency	Watson, Chris	10/6/2014	Review of progress monitoring data	5/22/2015 monthly
G1.B2.S1.MA1	PLCs and PDs will be scheduled.	Ramkissoon, Kristen	10/6/2014	PLC agendas and.or minutes, learning logs,	5/22/2015 monthly
G1.B3.S1.MA1	Direct observation of classrooms	Watson, Chris	10/6/2014	Walkthrough and observation feedback	5/22/2015 one-time
G1.B3.S1.MA1	Lesson plan review, classroom walkthroughs, observations	Watson, Chris	10/6/2014	Lesson plans; walkthrough feedback; observation feedback	5/22/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.MA1	Increased proficiency in reading and writing	Watson, Chris	8/18/2014	Data growth reports and monitoring of progress monitoring assessments in classes.	5/22/2015 biweekly
G2.B1.S1.MA1	Student academic growth in reading and writing will be reviewed on data tracking sheets and individual student completed data notebooks.	Ramkissoon, Kristen	8/18/2014	Agendas and/or minutes from PLCs, grade-level data tracking sheets, student data notebooks and MTSS agendas and/or minutes	5/22/2015 every-6-weeks
G2.B1.S1.MA1	Review data and student growth in reading and writing.	Redding, Victoria	8/18/2014	Agendas from PLCs, grade-level data boards, data tracking sheets, and student data notebooks	5/22/2015 weekly
G2.B1.S2.MA1	Review of growth data and instructional strategies within iii and reading and writing centers that support student needs.	Watson, Chris	8/18/2014	PLC agendas, data reports and student data notebooks	5/22/2015 monthly
G2.B1.S2.MA1	Review of growth data and instructional strategies within iii and reading and writing centers that support student needs.	Watson, Chris	8/18/2014	PLC agendas, data reports and student data notebooks	5/22/2015 monthly
G2.B1.S3.MA1	Inter-rater reliability in grading writing prompts and giving feedback to students	Watson, Chris	9/8/2014	PLC agendas and discussion notes	5/22/2015 biweekly
G2.B1.S3.MA1	Review of writing prompt data	Watson, Chris	10/1/2014	PLC data review agenda and discussion notes	5/22/2015 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.

G1. Student proficiency in Mathematics on the 2014-2105 FSA will increase in relative ranking within the state from 87% to 90% due to the repeated review of data and the implementation of intervention strategies and differentiated instruction.

G1.B1 Lack of awareness of the FSA test specifications and its relationship to Florida's New Mathematics Standards

G1.B1.S1 PLCs that assist our teachers in unpacking the standards

PD Opportunity 1

PLCs will be held to unpack Florida's Mathematics Standards.

Facilitator

Administration, Instructional Coach, SCPS District staff

Participants

Instructional Staff

Schedule

Monthly, from 8/18/2014 to 5/22/2015

G1.B2 Lack of knowledge of ways in which to differnetiate instruction in mathematics

G1.B2.S1 PDs that assist teachers in designing appropriate math centers

PD Opportunity 1

Teachers will increase their awareness of effective math center instruction strategies in PLCs or PD.

Facilitator

Administration, Instructional Coach, SCPS District staff

Participants

Instructional staff

Schedule

Monthly, from 10/6/2014 to 5/22/2015

G2. Student proficiency in ELA on the 2014-2015 FSA will increase in relative ranking within the state from 86% to 90% due to the repeated review of data and the implementation of intervention strategies and differentiated instruction.

G2.B1 Lack of knowledge in differentiated instruction, inter-rater reliability and strategies for intervention

G2.B1.S1 Implement meaningful and purposeful PLCs and PDs with focus on data analysis and instructional strategies.

PD Opportunity 1

Professional Learning Communities scheduled no less than once a week with administration and instructional support teachers to review data and/or present instructional strategies.

Facilitator

Administration; Instructional Coaches; SCPS District Personnel

Participants

Instructional personnel

Schedule

Weekly, from 8/18/2014 to 5/22/2015

G2.B1.S3 Assist teachers in understanding and using the Reading Street core and the SCPS Writing Instructional Plan with fidelity.

PD Opportunity 1

Inter-rater reliability in grading writing prompts and extended responses

Facilitator

Administration, School Writing Cadre representatives, SCPS District staff

Participants

Intermediate teachers

Schedule

Every 6 Weeks, from 8/18/2014 to 5/22/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	**Total**
Grand Total	**0**