Ray V. Pottorf Elementary School

2014-15 School Improvement Plan

Ray V. Pottorf Elementary School

4600 CHALLENGER BLVD, Fort Myers, FL 33966

http://rvp.leeschools.net/

School Demographics

School Type	**Title I**	**Free/Reduced Price Lunch**
Elementary	Yes	94%

Alternative/ESE Center	**Charter School**	**Minority**
No	No	85%

School Grades History

Year	**2013-14**	**2012-13**	**2011-12**	**2010-11**
Grade	D	C	C	C

School Board Approval

This plan is pending approval by the Lee 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
Focus	5	Gayle Sitter

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To ensure that all students learn.

Provide the school's vision statement

Community, staff, parents and students working in partnership to
insure all are successful learners who master the skills needed to excel.

School Environment

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

Teachers and other school-based adults build relationships with our students to ensure that all students have at least one positive adult contact daily. Teachers have conversations with students to gain insight into a student's cultural beliefs. Teachers encourage students to share their cultural traditions to promote a diverse learning environment.

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

Every person in Ray V Pottorf Elementary School (RVP) is expected to treat every person with dignity and respect. The guidelines for Positive Behavior System (PBS) are in place and monitored. Staff has reviewed these guidelines and the school-wide discipline plan.

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

RVP is a model PBS school. Teachers and students are informed of and trained on our school-wide behavior expectations to ensure the safety of all students. Incentives are offered for positive behavior and consequences are fair and consistent.

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

The guidance counselor and behavior specialist are available to collaborate with teachers and parents about students who are experiencing social and emotional challenges. Small group and individual counseling are provided by the guidance counselor. A mentor will be assigned to students as needed. For students needing them, intervention strategies will be developed and implemented through the MTSS process.

Family and Community Involvement

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

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

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

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

PIP Link
The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/183136.

Description
A PIP has been uploaded for this school or district - see the link above.

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

Local businesses partner with RVP to provide incentives for report card achievement and parent night donations. Partners supply guest readers for Read Across America Day. In addition, guest speakers from the local community, such as police officers and the fire department, provide real world experiences for our students.

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
Whitaker, Dorothy	Principal
French, Amy	Instructional Coach
German, Mia	Teacher, K-12
Altenburg, Judy	Instructional Coach
Anderson, Lori	Teacher, K-12
Bernadin, Dawn	Teacher, K-12
Costello, Sarah	Teacher, K-12
Cunningham, Jill	Teacher, ESE
Evans, Joshua	Instructional Coach
Kisner, Judy	Teacher, K-12
Kramer, Terri	Teacher, K-12
Mallia, Amanda	Teacher, K-12
Mixon, Lauren	Teacher, K-12
Williams, Christine	Teacher, K-12
Dooley, Cheryl	Assistant Principal

Duties

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

The individuals on the School Improvement Team participate in the writing of the School Improvement Plan. The Leadership Team makes all school-wide decisions regarding curriculum and instruction. The MTSS Team meets on an as needed basis to monitor progress data for students receiving interventions. The problem solving process developed by the district is used.

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

Title 1 and SAI funds are used to employ additional teachers, resource teachers, and/or support staff. Resource teachers are certified staff who provide support for targeted students in reading and math. Title 1 dollars are also used for Superstars After School Tutoring Program, professional development, parent involvement, and supplemental supplies or materials. Migrant funds are used to purchase supplies to support ELL instruction. Title II dollars are used to support Cooperative Learning Coaching throughout the year.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Juan Heredia	Parent
Yamilet Lopez	Parent
Melissa Nyack	Parent
Frankie Zulbeari	Parent
Kellie Maietta	Parent
Yolanda Cruz	Education Support Employee
Rhonda Cuthbert	Education Support Employee
Thomasina Daniels	Parent
Natasha Hodge	Education Support Employee
Crystal Peterson	Parent
James Chester	Business/Community
Chris Parker	Parent
Dwayne Blazina	Teacher
Dodie Jeter	Teacher
Cheryl Dooley	Principal
Dorothy Whittaker	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

SAC meets in the fall to review and approve the SIP before submission to the district. Mid Year and End of Year reviews are done at SAC meetings.

Development of this school improvement plan

At the fall meeting, after a presentation featuring last years progess, new targets and initiatives are discussed with the committee. The School Improvement Plan for the current school year is then approved by SAC. Progress is reviewed at mid-year and end of year.

Preparation of the school's annual budget and plan

Proposed budget and school needs are presented and discussed at the spring SAC meeting.

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

Funds from last year has just been made available. SAC will discuss and approve any proposed expenditures. In the past funds have been used to purchase PAWS tee-shirts, AR/FCAT incentives and supplies.

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
Altenburg, Judy	Instructional Coach
Bernadin, Dawn	Teacher, K-12
Cunningham, Jill	Teacher, ESE
Mallia, Amanda	Teacher, K-12
Kisner, Judy	Teacher, K-12
Williams, Christine	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The LLT will be focusing on using STAR Early Literacy and STAR Reading data to make instructional decisions for all students. LLT members will meet with Professional Community groups to identify student needs based on data. Meetings will take place both monthly and quarterly to monitor student progress. Professional Development opportunities will be offered, based on the needs of the students and teachers as identified in data. Instructional strategies and resources aligned to the Florida Standards will be made available to staff. This goal will be to improve the performance of all students.

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

PLCs professional development is provided to facilitate effective collaboration between teachers. A daily schedule that allows for 50-minutes common planning time for all grade levels is in place. Staff will participate in a minimum of two 50-minute PLCs each week. Each PLC has established norms and commitments to ensure a professional working relationship.

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

Teachers must be HIghly Qualified to be employed in a Title I school. Certification is checked and monitored by the Personnel Department. Teachers are notified of any requirements needed to be in-field for the subjects they are teaching. They sign out of field documents and district procedures are used to monitor the completion of needed course work. The administration checks with personnel to insure new hires have met all certification requirements and are Highly Qualified.

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

The Apples program provides an experienced mentor to all 1st year and new to the district teachers.Mentors are required to complete Clinical Education training and have at least 4 years of teaching experience.Throughout the year, 1st year teachers and their mentors will meet to discuss: best practices, data analysis, and professional progress. Mentor teachers will also provide scheduled non-evaluative observations monthly to provide constructive and supportive feedback for the 1st-year teacher.

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

RVP follows the district academic plan which is aligned to Florida standards. Teachers are provided resources and materials that are aligned to the Florida Standards. PLCs use a standards-based design for planning instruction in math, reading, science, and social studies. Standards are posted in student language, in every classroom, and teachers explain and discuss the standards with the students during the instructional process.

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

Common grade-level formative and summative assessments are used to gauge mastery of the Florida standards by each student. Formative assessments are used during the instructional process. A common summative assessment will be given after an instructional sequence to determine mastery of a standard(s). The results from this assessment will also be used to determine interventions for the next instructional sequence. Intervention strategies such as scaffolding, reteaching, and enrichment are provided based on individual student need.

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: 4,500

The school day has been lengthened by 25 minutes. This schedule includes for 150 minutes for ELA instruction, 60 minutes for math, and 40-45 minutes for Intervention time.

Strategy Rationale

Increased time on task with appropriate subject area activities will lead to increased student achievement.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Whitaker, Dorothy, dottiejw@leeschools.net

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

Leadership will collect and analyze end-of-year assessment data to determine the efficacy of the extended school day.

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

Orientation meetings will be held prior to the start of the school year for Kindergarten students and their families. The families will learn about our school program and expectations. Flyers are sent to the surrounding day care facilities and building tours are scheduled as needed.
Two ESE Pre-K are housed within our building. The district guidelines for curriculum are followed. Staff assess the students and implement strategies to enable them to master their IEP objectives. The teacher works collaboratively with the Kindergarten teachers and is aware of expectations for Kindergarten success.
The district also offers a VPK program to families in the community.

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.   To consistently provide effective instruction to 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. To consistently provide effective instruction to all students. [1a]

Targets Supported [1b]

🔍 G038540

Indicator	Annual Target
AMO Reading - All Students	70.0
AMO Math - All Students	59.0
FCAT 2.0 Science Proficiency	36.0
CELLA Writing Proficiency	29.0
AMO Reading - African American	65.0
AMO Reading - ED	69.0
AMO Reading - ELL	60.0
AMO Reading - Hispanic	76.0
AMO Reading - SWD	55.0
AMO Reading - White	78.0
AMO Math - African American	55.0
AMO Math - ELL	47.0
AMO Math - ED	59.0
AMO Math - Hispanic	64.0
AMO Math - SWD	47.0
AMO Math - White	66.0
Math Gains	57.0
Math Lowest 25% Gains	58.0
ELA/Reading Gains	65.0
ELA/Reading Lowest 25% Gains	80.0

Resources Available to Support the Goal [2]

- Academic Coaches for reading, math, and science

- Teacher Leaders

- Resource Teachers

- District-adopted curricula for literacy and math to support Florida Standards and differentiated instruction.

- PLCs and common planning time for collaboration on instruction and progress monitoring.

- Professional Development (Kagan training; PBS training; Standards-based instruction (UbD); DOK training)

Targeted Barriers to Achieving the Goal [3]

- Teachers' knowledge and experience with Standards-based instruction (UbD) is at the developmental stage.

- The use of research-based instructional strategies for increased student engagement and the implementation of activities to facilitate the development of independent learners.

Plan to Monitor Progress Toward G1. 8

District baseline and midyear assessments; district subject-area assessments

Person Responsible
Amy French

Schedule
Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion
Data analysis will validate student progress from baseline to midyear assessments.

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. To consistently provide effective instruction to all students. 1

🔑 G038540

G1.B1 Teachers' knowledge and experience with Standards-based instruction (UbD) is at the developmental stage. 2

🔑 B092540

G1.B1.S1 Professional Development and Coaching on Standards-Based Instruction (UbD). 4

🔑 S103462

Strategy Rationale

Research supports the teaching of standards and using backward design planning as strategies that will effectively increase student achievement.

Action Step 1 5

Pre-school professional development on standards-based instruction with backwards design for all instructional staff.

Person Responsible

Dorothy Whitaker

Schedule

On 8/6/2014

Evidence of Completion

Backwards Design Template completed for each grade level.

Action Step 2 `5`

Monitor PLC progress on developing and implementing a process that uses a collaborative effort to identify instructional strategies and activities for teaching Florida Standards.

Person Responsible

Dorothy Whitaker

Schedule

Weekly, from 9/2/2014 to 6/5/2015

Evidence of Completion

PLC agendas and minutes; UbD documents; Observations

Action Step 3 `5`

A coach will be assigned to each grade level to support the development of the UbD process.

Person Responsible

Amy French

Schedule

Weekly, from 9/2/2014 to 6/5/2015

Evidence of Completion

Coaching Calendars and PLC minutes

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

Backwards Design Template will be completed for each Essential Standards.

Person Responsible

Dorothy Whitaker

Schedule

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

Evidence of Completion

Completed Backwards Design Template

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

Administration will verify implementation during walk-throughs and lesson plan review.

Person Responsible

Dorothy Whitaker

Schedule

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

Evidence of Completion

Completed lesson plans with standards, and common boards updated and relevant to instruction.

G1.B1.S2 Provide teachers with the resources needed to teach ELA Florida Standards and to create summative assessments to mirror the Florida State Assessments. `4`

S104542

Strategy Rationale

Research supports using end assessment as a basis for developing instruction.

Action Step 1 `5`

Reproduce and distribute Florida Standards Assessment Specifications and Sample Test Items for each grade level for use during collaborative planning.

Person Responsible

Dorothy Whitaker

Schedule

Evidence of Completion

FSA Specifications and Sample Test binders.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 `6`

Created assessment items will contain the language and format found on the Language Arts FSA.

Person Responsible

Dorothy Whitaker

Schedule

Quarterly, from 9/15/2014 to 5/15/2015

Evidence of Completion

Created summative assessments for each grade level.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Teachers will utilize the FSA Test Specifications and Sample Items when developing summative assessments.

Person Responsible

Dorothy Whitaker

Schedule

Quarterly, from 9/15/2014 to 5/15/2015

Evidence of Completion

Completed assessments contain items similar in language and format to the FSA test items.

G1.B1.S3 Develop a Master Schedule that allows daily for 150 ELA minutes and 30-45 minutes of Intervention. `4`

🔑 S104565

Strategy Rationale

Teachers who work collaboratively to monitor progress and plan instruction positively increase student achievement.

Action Step 1 `5`

A Master Schedule that reflects for 150 ELA minutes, and 30-45 minutes of Intervention.

Person Responsible

Dwayne Blazina

Schedule

Evidence of Completion

Completed master schedule

Plan to Monitor Fidelity of Implementation of G1.B1.S3 `6`

Grade levels will determine designated dates for collaboration.

Person Responsible

Dorothy Whitaker

Schedule

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

Evidence of Completion

PLC agendas and work products

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 `7`

Lesson plans and walk-throughs will reflect standards-based instruction.

Person Responsible

Dorothy Whitaker

Schedule

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

Evidence of Completion

Lesson plans and walkthrough

G1.B1.S4 To develop and implement a computer program (PLC Dashboard) that will facilitate the UbD planning process needed for creating instruction based on the standards. `4`

S104566

Strategy Rationale

Clustering of standards and resources will facilitate the use of backward design planning.

Action Step 1 `5`

To adapt existing sharepoint Data Dashboard to RVP's sharepoint.

Person Responsible

Dorothy Whitaker

Schedule

On 10/15/2014

Evidence of Completion

The availability of the completed Data Dashboard

Plan to Monitor Fidelity of Implementation of G1.B1.S4 `6`

Teacher survey to determine usefulness of the Data Dashboard.

Person Responsible

Amy French

Schedule

On 2/4/2015

Evidence of Completion

Results from the teacher survey.

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 `7`

Teachers will utilize the Data Dashboard during collaborative planning sessions.

Person Responsible

Amy French

Schedule

Quarterly, from 10/15/2014 to 1/30/2015

Evidence of Completion

Results of teacher survey.

G1.B2 The use of research-based instructional strategies for increased student engagement and the implementation of activities to facilitate the development of independent learners. 2

🔑 B093418

G1.B2.S1 To utilize Kagan Cooperative Learning structures during the instructional process to increase student engagement. 4

🔑 S104464

Strategy Rationale

Kagan increases academic achievement, improves ethnic relations, enhances self-esteem, creates a more harmonious classroom climate, reduces discipline problems, and develops students' social skills and character virtues.

Action Step 1 5

Teachers will use Kagan Cooperative Learning Structures on a daily basis.

Person Responsible

Dwayne Blazina

Schedule

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

Evidence of Completion

Lesson plans and walkthroughs

Action Step 2 5

Instructional staff will receive quarterly in-house Kagan coaching to increase the use of Kagan structures.

Person Responsible

Dwayne Blazina

Schedule

Quarterly, from 9/2/2014 to 6/5/2015

Evidence of Completion

Coaching Log

Action Step 3 `5`

In-house coaches will provide ongoing professional development around selected Kagan structures.

Person Responsible

Dwayne Blazina

Schedule

Quarterly, from 9/2/2014 to 6/5/2015

Evidence of Completion

Coaching Log

Action Step 4 `5`

Kagan Inc. representative to provide coaching at the end of the first semester on Kagan structures for all instructional staff.

Person Responsible

Dorothy Whitaker

Schedule

Evidence of Completion

Kagan Feedback Form

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

Administrative Walkthroughs and Lesson Plan reviews

Person Responsible

Dorothy Whitaker

Schedule

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

Evidence of Completion

Lesson plans and completed walkthrough data

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

Quarterly Kagan Coaching

Person Responsible

Dwayne Blazina

Schedule

Quarterly, from 10/1/2014 to 5/15/2015

Evidence of Completion

Coaching Feedback Forms

G1.B2.S2 Provide professional development and coaching on instructional strategies to promote critical thinking skills. `4`

🔑 S104583

Strategy Rationale

To enable teachers to select or identify instructional materials of high rigor.

Action Step 1 `5`

Provide professional development on Depths of Knowledge (DOK) Levels.

Person Responsible

Amy French

Schedule

On 11/19/2014

Evidence of Completion

In-service attendance sheet

Action Step 2 `5`

Coaching and modeling on Critical Thinking Skills

Person Responsible

Amy French

Schedule

Monthly, from 10/1/2014 to 6/5/2015

Evidence of Completion

Coaching Logs

Plan to Monitor Fidelity of Implementation of G1.B2.S2 `6`

Implementation will be monitored by a review of Backwards Design Templates, Lesson Plans, and Classroom Walkthrough Data.

Person Responsible

Dorothy Whitaker

Schedule

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

Evidence of Completion

Lesson Plans and Backwards Design Templates

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 `7`

Activities developed and used by teachers will document all the levels of Webb's DOK.

Person Responsible

Dorothy Whitaker

Schedule

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

Evidence of Completion

Lesson plans, Backwards Design Templates, and Walkthrough Data

G1.B2.S3 Scheduled Intervention time to provide instruction that meets the needs of all students. 4

S125918

Strategy Rationale

Additional instructional time for those who need it will increase student mastery level of the standards.

Action Step 1 5

Students are ability grouped based on common grade level assessments. Students will receive remediation or enrichment based on their mastery of the tested standard.

Person Responsible

Dorothy Whitaker

Schedule

Daily, from 9/2/2014 to 6/5/2015

Evidence of Completion

Common grade level assessments

Plan to Monitor Fidelity of Implementation of G1.B2.S3 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 7

Monthly PLC data meetings with TIF teachers, coaches, and/or administration to review data reports from Performance Matters on district subject-area assessments or grade-level assessments.

Person Responsible

Dorothy Whitaker

Schedule

Monthly, from 9/2/2014 to 6/5/2015

Evidence of Completion

Data reports and PLC minutes

G1.B2.S4 The allocation of resource personnel for additional support during Intervention time. [4]

🔑 S125962

Strategy Rationale

Small group support provided by highly qualified instructional staff increases student achievement.

Action Step 1 [5]

Coaches, Teacher Leaders, resource personnel, and instructional support personnel will be assigned to work with students during Literacy instruction and Intervention time.

Person Responsible

Dorothy Whitaker

Schedule

Daily, from 9/2/2014 to 6/5/2015

Evidence of Completion

Schedules for coaches, Teacher Leaders, resource personnel, and instructional support personnel.

Plan to Monitor Fidelity of Implementation of G1.B2.S4 [6]

Administration will review assignments to ensure effective use of personnel.

Person Responsible

Dorothy Whitaker

Schedule

Daily, from 9/2/2014 to 6/5/2015

Evidence of Completion

Daily schedules for coaches, Teacher Leaders, resource personnel, and instructional support personnel. Data reports to ensure personnel allocation is meeting highest needs.

Plan to Monitor Effectiveness of Implementation of G1.B2.S4 `7`

Data collection on mastery of Essential Standards will be reviewed at grade level PLCs.

Person Responsible

Dorothy Whitaker

Schedule

Monthly, from 9/2/2014 to 6/5/2015

Evidence of Completion

Data collected at grade level PLCS to reviewed to determined effectiveness of resource personnel and grade level needs. Changes in staff assignment will be made as needed.

G1.B2.S5 Provide teachers with opportunities to engage in the coaching cycle. `4`

🔍 S126006

Strategy Rationale

Job-embedded coaching results in improved instructional practices.

Action Step 1 `5`

Develop a Coaching Model

Person Responsible

Dorothy Whitaker

Schedule

Evidence of Completion

Coaching Model flow-chart

Action Step 2 `5`

Develop a Coaching Focus Calendar based on identified areas of need.

Person Responsible

Dorothy Whitaker

Schedule

Evidence of Completion

Coaching Focus Calendar

Action Step 3 `5`

All instructional staff will participate in each of the coaching cycles.

Person Responsible

Judy Altenburg

Schedule

Every 6 Weeks, from 10/1/2014 to 6/5/2015

Evidence of Completion

Coaching Logs, surveys, and Coaching Recording Sheets.

Plan to Monitor Fidelity of Implementation of G1.B2.S5 `6`

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G1.B2.S5 `7`

Person Responsible

Schedule

Evidence of Completion

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S4.A1	To adapt existing sharepoint Data Dashboard to RVP's sharepoint.	Whitaker, Dorothy	10/1/2014	The availability of the completed Data Dashboard	10/15/2014 one-time
G1.B2.S1.A1	Teachers will use Kagan Cooperative Learning Structures on a daily basis.	Blazina, Dwayne	8/18/2014	Lesson plans and walkthroughs	6/5/2015 daily
G1.B1.S1.A1	Pre-school professional development on standards-based instruction with backwards design for all instructional staff.	Whitaker, Dorothy	8/4/2014	Backwards Design Template completed for each grade level.	8/6/2014 one-time
G1.B1.S2.A1	Reproduce and distribute Florida Standards Assessment Specifications and Sample Test Items for each grade level for use during collaborative planning.	Whitaker, Dorothy	8/4/2014	FSA Specifications and Sample Test binders.	one-time
G1.B1.S3.A1	A Master Schedule that reflects for 150 ELA minutes, and 30-45 minutes of Intervention.	Blazina, Dwayne	8/18/2014	Completed master schedule	one-time
G1.B2.S2.A1	Provide professional development on Depths of Knowledge (DOK) Levels.	French, Amy	11/19/2014	In-service attendance sheet	11/19/2014 one-time
G1.B2.S3.A1	Students are ability grouped based on common grade level assessments. Students will receive remediation or enrichment based on their mastery of the tested standard.	Whitaker, Dorothy	9/2/2014	Common grade level assessments	6/5/2015 daily
G1.B2.S4.A1	Coaches, Teacher Leaders, resource personnel, and instructional support personnel will be assigned to work with students during Literacy instruction and Intervention time.	Whitaker, Dorothy	9/2/2014	Schedules for coaches, Teacher Leaders, resource personnel, and instructional support personnel.	6/5/2015 daily
G1.B2.S5.A1	Develop a Coaching Model	Whitaker, Dorothy	9/29/2014	Coaching Model flow-chart	one-time
G1.B1.S1.A2	Monitor PLC progress on developing and implementing a process that uses a collaborative effort to identify instructional strategies and activities for teaching Florida Standards.	Whitaker, Dorothy	9/2/2014	PLC agendas and minutes; UbD documents; Observations	6/5/2015 weekly
G1.B2.S1.A2	Instructional staff will receive quarterly in-house Kagan coaching to increase the use of Kagan structures.	Blazina, Dwayne	9/2/2014	Coaching Log	6/5/2015 quarterly
G1.B2.S5.A2	Develop a Coaching Focus Calendar based on identified areas of need.	Whitaker, Dorothy	10/1/2014	Coaching Focus Calendar	one-time
G1.B2.S2.A2	Coaching and modeling on Critical Thinking Skills	French, Amy	10/1/2014	Coaching Logs	6/5/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A3	A coach will be assigned to each grade level to support the development of the UbD process.	French, Amy	9/2/2014	Coaching Calendars and PLC minutes	6/5/2015 weekly
G1.B2.S1.A3	In-house coaches will provide ongoing professional development around selected Kagan structures.	Blazina, Dwayne	9/2/2014	Coaching Log	6/5/2015 quarterly
G1.B2.S5.A3	All instructional staff will participate in each of the coaching cycles.	Altenburg, Judy	10/1/2014	Coaching Logs, surveys, and Coaching Recording Sheets.	6/5/2015 every-6-weeks
G1.B2.S1.A4	Kagan Inc. representative to provide coaching at the end of the first semester on Kagan structures for all instructional staff.	Whitaker, Dorothy	2/3/2015	Kagan Feedback Form	one-time
G1.MA1	District baseline and midyear assessments; district subject-area assessments	French, Amy	8/18/2014	Data analysis will validate student progress from baseline to midyear assessments.	6/5/2015 monthly
G1.B1.S1.MA1	Administration will verify implementation during walk-throughs and lesson plan review.	Whitaker, Dorothy	8/18/2014	Completed lesson plans with standards, and common boards updated and relevant to instruction.	6/5/2015 weekly
G1.B1.S1.MA1	Backwards Design Template will be completed for each Essential Standards.	Whitaker, Dorothy	8/18/2014	Completed Backwards Design Template	6/5/2015 quarterly
G1.B2.S1.MA1	Quarterly Kagan Coaching	Blazina, Dwayne	10/1/2014	Coaching Feedback Forms	5/15/2015 quarterly
G1.B2.S1.MA1	Administrative Walkthroughs and Lesson Plan reviews	Whitaker, Dorothy	8/18/2014	Lesson plans and completed walkthrough data	6/5/2015 monthly
G1.B1.S2.MA1	Teachers will utilize the FSA Test Specifications and Sample Items when developing summative assessments.	Whitaker, Dorothy	9/15/2014	Completed assessments contain items similar in language and format to the FSA test items.	5/15/2015 quarterly
G1.B1.S2.MA1	Created assessment items will contain the language and format found on the Language Arts FSA.	Whitaker, Dorothy	9/15/2014	Created summative assessments for each grade level.	5/15/2015 quarterly
G1.B2.S2.MA1	Activities developed and used by teachers will document all the levels of Webb's DOK.	Whitaker, Dorothy	12/1/2014	Lesson plans, Backwards Design Templates, and Walkthrough Data	6/5/2015 monthly
G1.B2.S2.MA1	Implementation will be monitored by a review of Backwards Design Templates, Lesson Plans, and Classroom Walkthrough Data.	Whitaker, Dorothy	12/1/2014	Lesson Plans and Backwards Design Templates	6/5/2015 monthly
G1.B1.S3.MA1	Lesson plans and walk-throughs will reflect standards-based instruction.	Whitaker, Dorothy	8/18/2014	Lesson plans and walkthrough	6/5/2015 daily
G1.B1.S3.MA1	Grade levels will determine designated dates for collaboration.	Whitaker, Dorothy	8/18/2014	PLC agendas and work products	6/5/2015 weekly
G1.B2.S3.MA1	Monthly PLC data meetings with TIF teachers, coaches, and/or administration to review data reports from Performance Matters on district subject-area assessments or grade-level assessments.	Whitaker, Dorothy	9/2/2014	Data reports and PLC minutes	6/5/2015 monthly
G1.B2.S3.MA1	[no content entered]			one-time	
G1.B1.S4.MA1	Teachers will utilize the Data Dashboard during collaborative planning sessions.	French, Amy	10/15/2014	Results of teacher survey.	1/30/2015 quarterly
G1.B1.S4.MA1	Teacher survey to determine usefulness of the Data Dashboard.	French, Amy	1/30/2015	Results from the teacher survey.	2/4/2015 one-time
G1.B2.S4.MA1	Data collection on mastery of Essential Standards will be reviewed at grade level PLCs.	Whitaker, Dorothy	9/2/2014	Data collected at grade level PLCS to reviewed to determined effectiveness of resource personnel and grade level needs. Changes in staff assignment will be made as needed.	6/5/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S4.MA1	Administration will review assignments to ensure effective use of personnel.	Whitaker, Dorothy	9/2/2014	Daily schedules for coaches, Teacher Leaders, resource personnel, and instructional support personnel. Data reports to ensure personnel allocation is meeting highest needs.	6/5/2015 daily
G1.B2.S5.MA1	[no content entered]			one-time	
G1.B2.S5.MA1	[no content entered]			one-time	

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G1. To consistently provide effective instruction to all students.

G1.B1 Teachers' knowledge and experience with Standards-based instruction (UbD) is at the developmental stage.

G1.B1.S1 Professional Development and Coaching on Standards-Based Instruction (UbD).

PD Opportunity 1

Pre-school professional development on standards-based instruction with backwards design for all instructional staff.

Facilitator

Mia German, Mandy Mallia, Elaine Valles, Caitlyn Costello

Participants

Instructional Staff

Schedule

On 8/6/2014

G1.B1.S2 Provide teachers with the resources needed to teach ELA Florida Standards and to create summative assessments to mirror the Florida State Assessments.

PD Opportunity 1

Reproduce and distribute Florida Standards Assessment Specifications and Sample Test Items for each grade level for use during collaborative planning.

Facilitator

Dorothy Whitaker

Participants

Instructional Staff

Schedule

G1.B1.S4 To develop and implement a computer program (PLC Dashboard) that will facilitate the UbD planning process needed for creating instruction based on the standards.

PD Opportunity 1

To adapt existing sharepoint Data Dashboard to RVP's sharepoint.

Facilitator

Melissa Roberson

Participants

Instructional staff

Schedule

On 10/15/2014

G1.B2 The use of research-based instructional strategies for increased student engagement and the implementation of activities to facilitate the development of independent learners.

G1.B2.S1 To utilize Kagan Cooperative Learning structures during the instructional process to increase student engagement.

PD Opportunity 1

Teachers will use Kagan Cooperative Learning Structures on a daily basis.

Facilitator

Dwayne Blazina

Participants

Classroom Teachers

Schedule

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

PD Opportunity 2

Kagan Inc. representative to provide coaching at the end of the first semester on Kagan structures for all instructional staff.

Facilitator

Kagan Consultant

Participants

Instructional Staff

Schedule

Budget Rollup

Summary	
Description	**Total**
Goal 1: To consistently provide effective instruction to all students.	5,484
Grand Total	**5,484**

Goal 1: To consistently provide effective instruction to all students.		
Description	**Source**	**Total**
B2.S1.A1 - Used to cover cost of substitutes for Kagan Coaches.	Title II	2,000
B2.S1.A4 - Kagan Consultant fee	Title II	3,484
Total Goal 1		**5,484**