

Rivers Edge Elementary School



2015-16 School Improvement Plan

Rivers Edge Elementary School

5600 NE SAINT JAMES DR, Port St Lucie, FL 34983

<http://www.stlucie.k12.fl.us/ree/>

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
67%

Alternative/ESE Center
No

Charter School
No

Minority
43%

School Grades History

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

School Board Approval

This plan is pending approval by the St. Lucie 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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Focus	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

At Rivers Edge Elementary, all students will be provided challenging, engaging and satisfying work, which meets their individual differences and abilities ensuring their success each and every day.

Provide the school's vision statement

Through the caring, cooperative efforts of parents, staff and community, all students at Rivers Edge Elementary will be successful. They will be challenged, engaged, and satisfied with the learning opportunities provided to them.

School Environment

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

The administration set the expectation with all classroom teachers that contact with every parent be made the first week of school encouraging positive and proactive dialogue between home and school. In addition, the feedback the school received via the SLPS Climate Survey has been analyzed and disseminated to the faculty. REE has an active Parent Teacher Organization, and they have a plethora of events after school and on weekends with high attendance throughout the year. Teachers attend these events willingly.

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

This year, we are implementing a Tier 1 Rtl B program entitled "Getting Along Together: This comprehensive curriculum supports the cooperative learning environment and strategies for conflict resolution. In addition, all classroom teachers are expected to provide anti-bullying training the first week of the school year and throughout the year. There are specific schedules for before and after school as well as during lunches and recess. REE is able to provide after-school tutoring through Title I, and we have a community partnership with Boys and Girls Club for before and after care for our students.

The campus itself is surrounded by nature and can be very calming. It is completely fenced and sits a good distance from the road. All of the district protocols for single-point of entry are followed.

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

Rivers Edge Elementary (REE) is a PBIS trained school. Behavior is reinforced positively through well outlined expectations at REE. At the beginning of each year we provide PBIS training for all teachers with the support of the Cooperative Culture Team which includes members from the district staff such as a School Psychologist and Behavior Analyst. REE adheres to the St. Lucie Public Schools (SLPS) Code of Conduct which addresses the protocols for disciplinary incidents. Our PBIS school wide expectations are:
Be respectful

Be responsible
 Be a role model

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

REE utilizes MTSS for students to offer supports in a tiered manner. Support groups are organized by the guidance counselor as well as district personnel on an as-needed basis for students. We have an active Functional Assessment Safety Team (FAST). A formalized process is in place to assist students in need of additional behavior interventions and supports. We also have designed staff trained to respond during crisis and disruptions. The district has several mental health partnerships with outside agencies that are utilized to provide services for students on an as-needed basis.

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

We use Skyward, our district's student information manager, as our early warning system. Skyward identifies the following key indicators:

- Attendance below 90% including excused and unexcused absences
- One or more suspensions in and out of school
- Course failures in mathematics and ELA
- Level 1 on state assessments
- Retention in one or more grades

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
	1	2	3	4	5	
Attendance below 90 percent	1	1	0	2	5	9
One or more suspensions	2	3	4	0	6	15
Course failure in ELA or Math	0	0	0	2	2	4
Level 1 on statewide assessment	0	0	0	2	5	7
Retention	0	2	0	3	3	8

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

Indicator	Grade Level				Total
	1	2	4	5	
Students exhibiting two or more indicators	1	2	4	7	14

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

REE has a school based MTSS core team and we use Leading for Success (LS) developed by Success for All Foundation (SFA). LS is a schoolwide management structure that ties intervention

and instructional components together and links them to student achievement. LS is designed to create a distributive leadership model throughout the school community. The LS model uses Solutions teams that focus on academics and other issues which support academics. Student attendance, schoolwide behavior, parent and family engagement, community connections/partnerships, and individual student interventions are the formal components of Schoolwide Solutions. The groups meet 2 times per month to develop a Tiered system of supports for all areas. Quarterly we have a component meeting where all committees report out on established goals and evidence of goal attainment.

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/188373>.

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

Rivers Edge has had a strong support from our parents and community business partners. In the 2014-15 school year we have on roster 35-40 business partners with a dollar amount value of contribution of \$25,000.

In addition, to several PTO grade performances, we have several major family events that encourages parents and families to participate with the school:

- 411 Night
- Science Night
- Gardening Day
- Family Camp Night
- Spring Fling
- Bingo for Books

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:

Name	Title
Walukiewicz, Kerri	Principal
Ingersoll, Jennifer	Assistant Principal
Santoro, Natasha	Instructional Coach
Longar, Teresa	Other
Stonecipher, Sharon	Guidance Counselor
Greenwald, Linda	Teacher, K-12
Votino, Jennifer	Teacher, K-12
Guffey, Romie	Teacher, K-12
Vazquez, Jennifer	Teacher, K-12
Egan, Sarah	Teacher, K-12
Fitzgerald, Michael	Teacher, K-12
Foley, Sandra	Teacher, K-12
Forman, Valerie	Teacher, K-12
Ramsey, Nancy	Teacher, K-12
Easom, Ashley	Teacher, K-12
Price, Paula	Teacher, K-12
Henderson, Ashle	Instructional Coach

Duties

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

The administrative team, made up of coaches, counselor, ESE department chair, and administration, meets weekly to discuss classroom walkthrough data, MTSS, and progress monitoring information. The leadership team meets bi-weekly to focus on standards based instruction. The team uses data to identify the strengths and weaknesses of the students and staff and to determine professional development needs. Administrators use the SLC Framework to give teachers feedback on instructional practices.

Principal: Provides a common vision for the school and monitors the use of data based decision making and district and school based initiatives.

Assistant Principal: Supports the vision of the school and monitors the use of data based decision making and district and school based initiatives.

Instructional Coaches: Facilitate data/curriculum meetings to support standards based instruction. The teachers will unpack the standards, design assessments, and match teaching strategies with the standards during the data/curriculum meetings. Support the mission and vision of the school and monitors the use of standards based instruction.

Grade Chairs: Active participants in leadership and data/curriculum meetings. Support the mission and vision of the school and monitors the use of data based decision making within their grade level.

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

Through the problem solving process, areas of support were identified and an action plan was developed and implemented. We have a walk to intervention block at the same time for all students in grades K-5 and we have departmentalized grades 4 and 5. We have a math coach to provide professional development to our staff and model the math routines and engagement strategies for teachers, and we have an SFA facilitator on staff to support with the implementation of Success for All.

*We have not purchased any materials with Title 1.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Deborah Girling	Education Support Employee
Kerri Walukiewicz	Principal
Veronica Carter	Teacher
Natasha Santoro	Teacher
P.J. Price	Teacher
Dawn Capraro	Parent
Kevin Singletary	Business/Community
Troy Ingersoll	Education Support Employee
Marsha Capallan	Business/Community
Beth McGee	Business/Community
Marisol Bioteau	Parent
Paola Ocon	Parent
Kim Doherty	Parent
Jennifer Vazquez	Teacher

Duties

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

Evaluation of last year's school improvement plan

The School Advisory Council is involved in the development of the School Improvement Plan. They also play a key role in revising and updating our plan throughout the year.

Development of this school improvement plan

This year, the School Advisory Council will:

- Review the SIP
- Approve the SIP
- Receive monthly updates regarding the progress of SIP
- Provide input on updates needed to the SIP plan
- Review progress monitoring data such as: Comprehensives, mini-bats, Easy CBM

Preparation of the school's annual budget and plan

The School Advisory Council reviews and approves the Title 1 budget. They also make recommendations on expenditures.

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

N/A

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

Yes

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Walukiewicz, Kerri	Principal
Carter, Veronica	Teacher, K-12
Greenwald, Linda	Teacher, K-12
McCluskey, Michelle	Teacher, K-12
Santoro, Natasha	Teacher, K-12
Vazquez, Jennifer	Teacher, K-12
Price, Paula	Instructional Media
Kelly, Patricia	Teacher, ESE
Zaragoza, Alexis	Teacher, K-12
Foley, Sandra	Teacher, K-12
Forman, Valerie	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team meets bi-monthly to develop, plan, and promote literacy activities that will increase school wide student achievement. The team will work in conjunction with the other solutions teams to determine needs of parents, students, and staff.

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

The administration and the PTO work hard to build positive interactions with faculty and staff. The staff receives "Random Acts of Kindness" from PTO and administration. We have monthly gatherings at local restaurants.

During preschool week we set expectations for collaborative planning focused on the learning triangle. A staff newsletter focuses on initiatives and updates on instructional strategies and practices as well as Kudos to staff members who have gone above and beyond at Rivers Edge Elementary. The staff meets three times a week with coaches to plan collaboratively. They also meet one to two times per week to unpack standards and develop lesson plans and assessments together. Substitutes are also provided monthly to allow staff members additional planning time.

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

Rivers Edge assigns all new faculty members a mentor. Currently, we have two teachers new to the teaching profession. They have been assigned a mentor. They meet with the Assistant Principal and the district assigned support person monthly to discuss school, district, and state initiatives. They also participate in district SHINE meetings for additional professional development and support from other first year teachers. All teachers at Rivers Edge participate in side by side coaching and the GREATER coaching model designed by SFA.

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

All first year teachers are provided a mentor who is a veteran teacher in a similar grade level. The mentors assist new teachers throughout the year. We also offer monthly NEST meetings with administration and district support staff.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The school ensures core instructional programs are aligned to the state standards by teaching a standards based curriculum. Thus, the textbook is a resource not the curriculum.

Success for All - reading core

Go Math - math core

Science Fusion - science core

Also, we utilize the district's instructional focus calendar and the mini-bats to ensure instructional programs are aligned to the state. This year we will be adding iReady to our instructional program to diagnose student deficiencies and progress monitor students in grades K-5.

Instructional Strategies

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

During Success for All, students are grouped based on ability. The teachers will progress monitor using iReady in math, reading, and science to determine strengths and weakness of students and of the instruction. Teachers will use the information analyzed from the data to determine the need for small group instruction. Skills will be reinforced through out the year to ensure students have mastered grade level standards prior to the end of the school year. We also have SFA Solutions teams and the district provided "Watch List" to help identify students in need of tiered interventions.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 4,500

Students will use the iReady curriculum to support math and reading.

Strategy Rationale

Data shows students with deficiencies need additional time in identified areas of need to catch-up to their peers.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Santoro, Natasha, natasha.santoro@stlucieschools.org

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

iReady data for reading and math.

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

For our incoming kindergarten students, we provide a welcome breakfast for parents on the first day of school. Our Kindergarten students participate in KinderCamp the first day of school, so kindergarten teachers can do assessments with students. We provide curriculum nights to build parents understanding of grade level expectations. We also use standards based instruction based on the content limits which will support children in transition from one school to another and from one grade level to another.

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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.** Teachers will create common grade level standards based assessments prior to instruction, collaboratively reflect on the data, and provide feedback to all stakeholders.

- G2.** All stakeholders will work collaboratively to understand, plan, and implement highly engaging, standards-based 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. Teachers will create common grade level standards based assessments prior to instruction, collaboratively reflect on the data, and provide feedback to all stakeholders. 1a

G065937

Targets Supported 1b

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

Resources Available to Support the Goal 2

- Instructional Partners
- Coaches
- Technology

Targeted Barriers to Achieving the Goal 3

- Teachers need professional development on designing assessments.
- Teachers lack resources to design quality assessments.
- Parents need information on standards based grading.

Plan to Monitor Progress Toward G1. 8

Monitoring of standards based unit assessments.

Person Responsible

Kerri Walukiewicz

Schedule

Quarterly, from 9/11/2015 to 5/27/2016

Evidence of Completion

Grade level unit assessments, progress monitoring data, district comprehensive assessments, and Easy CBM data.

G2. All stakeholders will work collaboratively to understand, plan, and implement highly engaging, standards-based instruction. 1a

G063217

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	90.0
Math Gains	90.0
ELA/Reading Gains	90.0
FSA - English Language Arts - Proficiency Rate	90.0
ELA/Reading Lowest 25% Gains	90.0
FSA - Mathematics - Proficiency Rate	90.0

Resources Available to Support the Goal 2

- Math Coach
- Success for All Facilitator (who supports Literacy.)
- Success for All professional development provided by SFA.
- Parental support at the home for assistance with homework.
- Writing consultant will support the new writing standards.
- Thinking Maps professional development for content literacy.
-

Targeted Barriers to Achieving the Goal 3

- Teachers need support understanding and implementing the new Florida Standards.
- Teachers lack understanding of the collaborative planning structure and process.

Plan to Monitor Progress Toward G2. 8

We will monitor proficiency utilizing the district's Comprehensive Benchmark Assessments and K-2 end-of-year assessment. We will also monitor Easy CBM data.

Person Responsible

Kerri Walukiewicz

Schedule

Triannually, from 8/17/2015 to 5/27/2016

Evidence of Completion

District monitoring through the Benchmark showing gains from 2013-2014. The goal is to have a 23% gain on both Comprehensive Tests indicating the goals will be achieved on the Florida State Assessments. K-2 will have 80% proficiency on end-of-year 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. Teachers will create common grade level standards based assessments prior to instruction, collaboratively reflect on the data, and provide feedback to all stakeholders. **1**

 G065937

G1.B1 Teachers need professional development on designing assessments. **2**

 B170550

G1.B1.S1 Teachers will attend professional development and ongoing coaching with the instructional partners on designing standards based assessments. **4**

 S182030

Strategy Rationale

This professional development/coaching will help all team members understand how to design standards based assessments.

Action Step 1 **5**

Teachers will attend professional development with instructional partners to design standards-based assessments. Teachers will work with partners weekly to ensure transfer from professional development to teacher designing standards based assessments for classroom and student use. In addition, this professional development will be delivered in the context of the teacher's subject area, either Math or English/Language Arts. Teachers will receive ongoing feedback and coaching regarding the standards based assessments from the instructional partners as well as from two school-based instructional coaches.

Person Responsible

Jennifer Ingersoll

Schedule

Weekly, from 9/11/2015 to 5/27/2016

Evidence of Completion

Sign-in sheets and grade level, standards based assessments

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

Monitoring will occur through collection of data on unit assessments forms, informal observations, lesson plan review, and team reflections

Person Responsible

Kerri Walukiewicz

Schedule

Weekly, from 9/11/2015 to 5/27/2016

Evidence of Completion

Unit assessment forms, informal observations, lesson plan review, and team reflections

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

Collection of grade level standards based assessments

Person Responsible

Kerri Walukiewicz

Schedule

Weekly, from 9/11/2015 to 5/27/2016

Evidence of Completion

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

To monitor for effectiveness performance data focusing on transfer from PD to teachers designing standards based assessments will be collected and analyzed, and the professional development plan will be monitored and adjusted as needed.

Person Responsible

Kerri Walukiewicz

Schedule

Quarterly, from 9/11/2015 to 5/27/2016

Evidence of Completion

Grade level standards based assessments.

G1.B2 Teachers lack resources to design quality assessments. 2

 B170549

G1.B2.S1 Teachers need additional time to deepen knowledge of standards based instruction to design grade level standards based assessments. 4

 S182032

Strategy Rationale

If teachers have additional time, for collaborative planning, they will be able to unpack the standards, increase their knowledge of content limits, and they will be able to design assessments that match the grade level standards.

Action Step 1 5

Collaborative planning two times per week utilizing steps from the learning triangle starting with Step 1 (What are we teaching/unpack standards and content limits) leading to step two (What will we accept or expect as quality student work/standards based assessments) to design assessments.

Person Responsible

Kerri Walukiewicz

Schedule

Weekly, from 9/11/2015 to 5/27/2016

Evidence of Completion

Standards Based Assessments, Sign-in sheets, agendas

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

Monitoring will occur through collection of data on unit assessment reporting forms, lesson plan review, and team reflections.

Person Responsible

Kerri Walukiewicz

Schedule

Weekly, from 9/11/2015 to 5/27/2016

Evidence of Completion

Standards Based Assessment, agenda, sign-in sheets

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

Coaches and instructional partners will provide teachers feedback on the grade level assessments.

Person Responsible

Kerri Walukiewicz


Schedule

Weekly, from 9/11/2015 to 5/27/2016

Evidence of Completion

Assessment revisions

G1.B3 Parents need information on standards based grading. 2

 B170551

G1.B3.S1 Parents will receive information on grading practices. 4

 S182035

Strategy Rationale

This information will help parents understand the criteria needed to earn an A, B, C, D, or F.

Action Step 1 5

Parent Information Night

Person Responsible

Kerri Walukiewicz

Schedule

Semiannually, from 9/11/2015 to 5/27/2016

Evidence of Completion

Sign-in sheets

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

Parent/Family Solutions Committee will assist staff in designing and scheduling semi-annual Parent Information Nights focusing on standards based grading and criteria used to earn student grades on a A, B, C, D, F scale. Solutions committee will also provide support in development of Parent Feedback forms to survey whether parents better understand correlation between grades and assessments. Feedback from the first Parent Information Night will be used to make adjustments for the second Parent Information Night if necessary.

Person Responsible

Jennifer Ingersoll

Schedule

Semiannually, from 9/11/2015 to 5/27/2016

Evidence of Completion

Parents will indicate they understand the correlation between grades and assessments.

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

Parent Feedback

Person Responsible

Jennifer Ingersoll

Schedule

Semiannually, from 9/11/2015 to 5/27/2016

Evidence of Completion

Feedback will indicate understanding of standards based grading.

G2. All stakeholders will work collaboratively to understand, plan, and implement highly engaging, standards-based instruction. 1

G063217

G2.B1 Teachers need support understanding and implementing the new Florida Standards. 2

B162648

G2.B1.S1 Professional development on unpacking of standards, lesson development, and designing common formatives. 4

S174056

Strategy Rationale

Teachers will be able to plan and implement standards based instruction as well as monitor the effectiveness of the lessons using common formatives.

Action Step 1 5

We will follow the instructional focus calendar developed by the school district.

Person Responsible

Kerri Walukiewicz

Schedule

Daily, from 8/17/2015 to 5/27/2016

Evidence of Completion

Lesson plans, pacing guides, district assessments, and classroom walk-throughs

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

Monitor lesson plans and classroom walkthroughs

Person Responsible

Kerri Walukiewicz

Schedule

Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Lesson plans, mini-bats, comprehensives, Easy CBM data

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

Weekly lesson plan checks

Person Responsible

Kerri Walukiewicz


Schedule

Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Lesson plans, CWTs

G2.B1.S2 In order to meet differentiation needs, teachers will provide small group instruction. 4

 S174057

Strategy Rationale

Small group instruction allows teachers to target the specific needs of individual students.

Action Step 1 5

Teachers will participate in professional development.

Person Responsible

Kerri Walukiewicz

Schedule

Monthly, from 10/1/2014 to 6/3/2015

Evidence of Completion

Classroom walkthroughs increased student performance.

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

Modeling and coaching from math and SFA coach

Person Responsible

Kerri Walukiewicz

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Increased progress monitoring scores.

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

Coaching

Person Responsible

Kerri Walukiewicz

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

The teachers will use SGI fluidly within a lesson.

G2.B1.S3 Teachers will receive professional development on reciprocal teaching strategies for all content areas. 4

 S174058

Strategy Rationale

Reciprocal teaching is a researched based, high yield strategy that allows students to learn cooperatively.

Action Step 1 5

The teachers will be provided with professional development.

Person Responsible

Kerri Walukiewicz

Schedule

Monthly, from 6/3/2015 to 6/3/2015

Evidence of Completion

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

Classroom walk throughs will help us identify if reciprocal teaching is being used in content areas.

Person Responsible

Kerri Walukiewicz

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Lesson plans, CBC boards, common assessments

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

Administration and coaches will observe and provide feedback to teachers

Person Responsible

Kerri Walukiewicz

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Progress monitoring, CWT data

G2.B2 Teachers lack understanding of the collaborative planning structure and process. 2

 B162650

G2.B2.S1 Administration will provide professional development on collaborative planning to develop and implement a structured weekly planning cycle for delivery of standards based instruction. 4

 S174060

Strategy Rationale

Strengthen the effectiveness of lesson delivery throughout the grade level.

Action Step 1 5

Develop expectations and a protocol for collaborative planning.

Person Responsible

Kerri Walukiewicz

Schedule

On 10/24/2014

Evidence of Completion

We have norms, protocol, sign-in sheets, and an agenda for weekly collaborative planning.

Action Step 2 5

Provide professional development on collaborative planning structure and process.

Person Responsible

Jennifer Ingersoll

Schedule

On 10/29/2014

Evidence of Completion

Team norms, team roles, non-negotiables, expectations, sign-in sheet,

Action Step 3 5

Develop monthly collaborative planning calendar

Person Responsible

Natasha Santoro

Schedule

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

Evidence of Completion

Monthly calendar, agenda, and sign-in sheets.

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

Walkthrough data

Person Responsible

Kerri Walukiewicz

Schedule

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

Evidence of Completion

Data charts showing compiled data for each of the DA visits and Bloomboard data.

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

Standards based formative and summative assessments.

Person Responsible

Andrew McIntosh

Schedule

Weekly, from 9/15/2014 to 6/5/2015

Evidence of Completion

Classworks, classroom summatives and formatives.

Appendix 1: Implementation Timeline

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

St. Lucie - 0381 - Rivers Edge Elementary School - 2015-16 SIP
Rivers Edge Elementary School

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	We will follow the instructional focus calendar developed by the school district.	Walukiewicz, Kerri	8/17/2015	Lesson plans, pacing guides, district assessments, and classroom walk-throughs	5/27/2016 daily
G2.B1.S2.A1	Teachers will participate in professional development.	Walukiewicz, Kerri	10/1/2014	Classroom walkthroughs increased student performance.	6/3/2015 monthly
G2.B1.S3.A1	The teachers will be provided with professional development.	Walukiewicz, Kerri	6/3/2015		6/3/2015 monthly
G2.B2.S1.A1	Develop expectations and a protocol for collaborative planning.	Walukiewicz, Kerri	10/2/2014	We have norms, protocol, sign-in sheets, and an agenda for weekly collaborative planning.	10/24/2014 one-time
G1.B1.S1.A1	Teachers will attend professional development with instructional partners to design standards-based assessments. Teachers will work with partners weekly to ensure transfer from professional development to teacher designing standards based assessments for classroom and student use. In addition, this professional development will be delivered in the context of the teacher's subject area, either Math or English/Language Arts. Teachers will receive ongoing feedback and coaching regarding the standards based assessments from the instructional partners as well as from two school-based instructional coaches.	Ingersoll, Jennifer	9/11/2015	Sign-in sheets and grade level, standards based assessments	5/27/2016 weekly
G1.B2.S1.A1	Collaborative planning two times per week utilizing steps from the learning triangle starting with Step 1 (What are we teaching/unpack standards and content limits) leading to step two (What will we accept or expect as quality student work/standards based assessments) to design assessments.	Walukiewicz, Kerri	9/11/2015	Standards Based Assessments, Sign-in sheets, agendas	5/27/2016 weekly
G1.B3.S1.A1	Parent Information Night	Walukiewicz, Kerri	9/11/2015	Sign-in sheets	5/27/2016 semiannually
G2.B2.S1.A2	Provide professional development on collaborative planning structure and process.	Ingersoll, Jennifer	10/29/2014	Team norms, team roles, non-negotiables, expectations, sign-in sheet,	10/29/2014 one-time
G2.B2.S1.A3	Develop monthly collaborative planning calendar	Santoro, Natasha	10/29/2014	Monthly calendar, agenda, and sign-in sheets.	5/1/2015 monthly
G1.MA1	Monitoring of standards based unit assessments.	Walukiewicz, Kerri	9/11/2015	Grade level unit assessments, progress monitoring data, district comprehensive assessments, and Easy CBM data.	5/27/2016 quarterly
G1.B1.S1.MA1	To monitor for effectiveness performance data focusing on transfer from PD to teachers designing standards based assessments will be collected and analyzed, and the professional development plan will be monitored and adjusted as needed.	Walukiewicz, Kerri	9/11/2015	Grade level standards based assessments.	5/27/2016 quarterly
G1.B1.S1.MA1	Monitoring will occur through collection of data on unit assessments forms, informal observations, lesson plan review, and team reflections	Walukiewicz, Kerri	9/11/2015	Unit assessment forms, informal observations, lesson plan review, and team reflections	5/27/2016 weekly
G1.B1.S1.MA2	Collection of grade level standards based assessments	Walukiewicz, Kerri	9/11/2015		5/27/2016 weekly
G1.B2.S1.MA1	Coaches and instructional partners will provide teachers feedback on the grade level assessments.	Walukiewicz, Kerri	9/11/2015	Assessment revisions	5/27/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.MA1	Monitoring will occur through collection of data on unit assessment reporting forms, lesson plan review, and team reflections.	Walukiewicz, Kerri	9/11/2015	Standards Based Assessment, agenda, sign-in sheets	5/27/2016 weekly
G1.B3.S1.MA1	Parent Feedback	Ingersoll, Jennifer	9/11/2015	Feedback will indicate understanding of standards based grading.	5/27/2016 semiannually
G1.B3.S1.MA1	Parent/Family Solutions Committee will assist staff in designing and scheduling semi-annual Parent Information Nights focusing on standards based grading and criteria used to earn student grades on a A, B, C, D, F scale. Solutions committee will also provide support in development of Parent Feedback forms to survey whether parents better understand correlation between grades and assessments. Feedback from the first Parent Information Night will be used to make adjustments for the second Parent Information Night if necessary.	Ingersoll, Jennifer	9/11/2015	Parents will indicate they understand the correlation between grades and assessments.	5/27/2016 semiannually
G2.MA1	We will monitor proficiency utilizing the district's Comprehensive Benchmark Assessments and K-2 end-of-year assessment. We will also monitor Easy CBM data.	Walukiewicz, Kerri	8/17/2015	District monitoring through the Benchmark showing gains from 2013-2014. The goal is to have a 23% gain on both Comprehensive Tests indicating the goals will be achieved on the Florida State Assessments. K-2 will have 80% proficiency on end-of-year assessments.	5/27/2016 triannually
G2.B1.S1.MA1	Weekly lesson plan checks	Walukiewicz, Kerri	8/17/2015	Lesson plans, CWTs	5/27/2016 weekly
G2.B1.S1.MA1	Monitor lesson plans and classroom walkthroughs	Walukiewicz, Kerri	8/17/2015	Lesson plans, mini-bats, comprehensives, Easy CBM data	5/27/2016 weekly
G2.B2.S1.MA1	Standards based formative and summative assessments.	McIntosh, Andrew	9/15/2014	Classworks, classroom summatives and formatives.	6/5/2015 weekly
G2.B2.S1.MA1	Walkthrough data	Walukiewicz, Kerri	9/15/2014	Data charts showing compiled data for each of the DA visits and Bloomboard data.	5/29/2015 weekly
G2.B1.S2.MA1	Coaching	Walukiewicz, Kerri	8/18/2014	The teachers will use SGI fluidly within a lesson.	6/3/2015 weekly
G2.B1.S2.MA1	Modeling and coaching from math and SFA coach	Walukiewicz, Kerri	8/18/2014	Increased progress monitoring scores.	6/3/2015 monthly
G2.B1.S3.MA1	Administration and coaches will observe and provide feedback to teachers	Walukiewicz, Kerri	8/18/2014	Progress monitoring, CWT data	6/3/2015 weekly
G2.B1.S3.MA1	Classroom walk throughs will help us identify if reciprocal teaching is being used in content areas.	Walukiewicz, Kerri	8/18/2014	Lesson plans, CBC boards, common assessments	6/3/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Teachers will create common grade level standards based assessments prior to instruction, collaboratively reflect on the data, and provide feedback to all stakeholders.

G1.B1 Teachers need professional development on designing assessments.

G1.B1.S1 Teachers will attend professional development and ongoing coaching with the instructional partners on designing standards based assessments.

PD Opportunity 1

Teachers will attend professional development with instructional partners to design standards-based assessments. Teachers will work with partners weekly to ensure transfer from professional development to teacher designing standards based assessments for classroom and student use. In addition, this professional development will be delivered in the context of the teacher's subject area, either Math or English/Language Arts. Teachers will receive ongoing feedback and coaching regarding the standards based assessments from the instructional partners as well as from two school-based instructional coaches.

Facilitator

Chris Worley

Participants

All teachers K-5

Schedule

Weekly, from 9/11/2015 to 5/27/2016

G1.B2 Teachers lack resources to design quality assessments.

G1.B2.S1 Teachers need additional time to deepen knowledge of standards based instruction to design grade level standards based assessments.

PD Opportunity 1

Collaborative planning two times per week utilizing steps from the learning triangle starting with Step 1 (What are we teaching/unpack standards and content limits) leading to step two (What will we accept or expect as quality student work/standards based assessments) to design assessments.

Facilitator

Instructional partners/Coaches

Participants

All teachers grades K-5.

Schedule

Weekly, from 9/11/2015 to 5/27/2016

G1.B3 Parents need information on standards based grading.

G1.B3.S1 Parents will receive information on grading practices.

PD Opportunity 1

Parent Information Night

Facilitator

Jennifer Ingersoll

Participants

All parents grades 3-5.

Schedule

Semiannually, from 9/11/2015 to 5/27/2016

G2. All stakeholders will work collaboratively to understand, plan, and implement highly engaging, standards-based instruction.

G2.B1 Teachers need support understanding and implementing the new Florida Standards.

G2.B1.S1 Professional development on unpacking of standards, lesson development, and designing common formatives.

PD Opportunity 1

We will follow the instructional focus calendar developed by the school district.

Facilitator

Jennifer Ingersoll and Natasha Santoro, District Curriculum Specialists and Professional Developers

Participants

Teachers in grades K-5

Schedule

Daily, from 8/17/2015 to 5/27/2016

G2.B1.S2 In order to meet differentiation needs, teachers will provide small group instruction.

PD Opportunity 1

Teachers will participate in professional development.

Facilitator

Elizabeth Pruitt

Participants

All Instructional Staff

Schedule

Monthly, from 10/1/2014 to 6/3/2015

G2.B1.S3 Teachers will receive professional development on reciprocal teaching strategies for all content areas.

PD Opportunity 1

The teachers will be provided with professional development.

Facilitator

Participants

Schedule

Monthly, from 6/3/2015 to 6/3/2015

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Teachers will attend professional development with instructional partners to design standards-based assessments. Teachers will work with partners weekly to ensure transfer from professional development to teacher designing standards based assessments for classroom and student use. In addition, this professional development will be delivered in the context of the teacher's subject area, either Math or English/Language Arts. Teachers will receive ongoing feedback and coaching regarding the standards based assessments from the instructional partners as well as from two school-based instructional coaches.	\$0.00
2	G1.B2.S1.A1	Collaborative planning two times per week utilizing steps from the learning triangle starting with Step 1 (What are we teaching/unpack standards and content limits) leading to step two (What will we accept or expect as quality student work/standards based assessments) to design assessments.	\$0.00
3	G1.B3.S1.A1	Parent Information Night	\$0.00
4	G2.B1.S1.A1	We will follow the instructional focus calendar developed by the school district.	\$0.00
5	G2.B1.S2.A1	Teachers will participate in professional development.	\$0.00
6	G2.B1.S3.A1	The teachers will be provided with professional development.	\$0.00
7	G2.B2.S1.A1	Develop expectations and a protocol for collaborative planning.	\$0.00
8	G2.B2.S1.A2	Provide professional development on collaborative planning structure and process.	\$0.00
9	G2.B2.S1.A3	Develop monthly collaborative planning calendar	\$0.00
Total:			\$0.00