

St. Lucie Public Schools

Rivers Edge Elementary School



2017-18 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 and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Elementary School PK-5	Yes	73%
Primary Service Type (per MSID File)	Charter School	2016-17 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	49%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	C	A*	D

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	12
Ambitious Instruction and Learning	12
8-Step Planning and Problem Solving Implementation	15
Goals Summary	15
Goals Detail	15
Action Plan for Improvement	18
Appendix 1: Implementation Timeline	25
Appendix 2: Professional Development and Technical Assistance Outlines	26
Professional Development Opportunities	26
Technical Assistance Items	0
Appendix 3: Budget to Support Goals	0

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Rivers Edge Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - Gayle Sitter	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

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

The administration sets 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. Also, faculty and staff received training on Dr. Dweck's work, Mindset, and the importance of efficacy and creating a single school culture. Rivers Edge is a Kids at Hope school, which supports students in planning for the future. REE has a supportive and active Parent Teacher Organization. Throughout the year, they have a plethora of events after school and on weekends. Families, community, and staff attend these events to build the bridge between home and school.

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

We have implemented a comprehensive CHAMPS discipline expectation strategy that 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. In addition, our school has partnered with a local church and Coast Guard to provide mentoring and tutoring to at risk students. Also, students have an opportunity to voluntarily attend academic and extracurricular clubs. 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.

c. 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 and CHAMPS trained school. Behavior is reinforced positively through well outlined expectations at REE. At the beginning and periodically throughout the year, with the support of the Cooperative Culture Team, we provide PBIS/CHAMPS training for all

teachers. 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

d. 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 receive multi-tiered support. Support groups are organized by the classroom teachers, guidance counselor, district personnel and the interventionist 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 designated staff trained to respond during a crisis and a disruption.

The district has several mental health partnerships with outside agencies that are utilized to provide services for students on an as-needed basis.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. 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

In addition, we also utilize early warning system indicators in UNIFY, our district test data warehouse, which also monitors district unit assessments and i-Ready diagnostic and growth monitoring results.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	13	11	10	8	12	0	0	0	0	0	0	0	0	54
One or more suspensions	3	0	3	2	8	0	0	0	0	0	0	0	0	16
Course failure in ELA or Math	0	0	2	4	9	13	0	0	0	0	0	0	0	28
Level 1 on statewide assessment	0	0	0	30	34	43	0	0	0	0	0	0	0	107
Count of retentions	1	1	3	16	14	0	0	0	0	0	0	0	0	35

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	1	0	1	16	14	0	0	0	0	0	0	0	0	32

c. 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 that analyzes early warning system data to identify students at risk and assigns researched based practices to students in need. Also, we use i-Ready profiles to identify specific academic domains for tiered support. Finally, 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 1 time 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.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

Rivers Edge has had a strong support from our parents and community business partners. In the 16-17 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
- Dad Take Your Child to School
- Student Led Conference Night
- Science Night
- Gardening Day
- Family Camp Night
- Goodies with Grandparents
- Spring Fling
- Bingo for Books
- Publix Math Night
- CSI Night
- Kids Musical

2. 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 16-17 school year we have on roster 35-40 business partners with a dollar amount value of contribution of \$25,000. The school maintains Community Connections committee which is tasked with developing business partners to support student academic goals through sponsoring incentive programs. In addition, the committee designs several programs throughout the year that enables students to give back to the community through activities like canned food drives and donations to local charities.

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Walukiewicz, Kerri	Principal
Ingersoll, Jennifer	Assistant Principal
Longar, Teresa	Other
Egan, Sarah	Instructional Coach
Foley, Sandra	Teacher, K-12
Forman, Valerie	Teacher, K-12
Ramsey, Nancy	Teacher, K-12
Price, Paula	Teacher, K-12
Girling, Deborah	Guidance Counselor
Frebertshauser, Beverly	Teacher, K-12
Doole, Gail	Teacher, K-12
Hyde, Bridgette	Teacher, K-12
Garcia, Zulay	Teacher, K-12
Redding, Eric	Teacher, K-12
Gomez, Nikki	Instructional Coach
Votino, Jennifer	Teacher, K-12

b. Duties

1. 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 SFA facilitator, math coach, interventionist, counselor, ESE department chair, and administration, meets weekly to discuss classroom walkthrough data, MTSS, and progress monitoring information.

The leadership team meets monthly 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.

Grade levels meet weekly with administration to review data and create differentiated instructional plan.

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.

SFA Facilitator: Facilitates data/curriculum meetings to support the Success for All reading program. The facilitator provides professional development through instruction, modeling, and GREATER coaching, or a SFA coaching model.

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.

2. 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 1-5 and we have departmentalized grades 4 and 5. We have an SFA facilitator on staff to support with the implementation of Success for All in grade k & 1, and coaches that support standards based instruction in ELA and Math. We have an interventionist to provide tiered academic support to all students.

*We have purchased SFA consumables, personnel and technology.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Kerri Walukiewicz	Principal
P.J. Price	Teacher
Troy Ingersoll	Business/Community
Beth McGee	Business/Community
Les Rock	Business/Community
Tiffany Nixon	Business/Community
Marie Matteo	Parent
Michelle Ceville	Parent
Nikki Gomez	Teacher

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

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

b. Development of this school improvement plan

This year, the School Advisory Council will:

- Review and approve the SIP
- Review and approve the PFEP
- Receive monthly updates regarding the progress of SIP and PFEP
- Provide input on updates needed to the SIP and PFEP
- Review progress monitoring data such as: I-Ready, Unit assessments, SRI, ACCESS 2.0 and SFA

c. 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.

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

N/A

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Walukiewicz, Kerri	Principal
Zaragoza, Alexis	Teacher, K-12
Foley, Sandra	Teacher, K-12
Brown, Terri	Teacher, K-12
Egan, Sarah	Instructional Coach
Fitzgerald, Michael	Teacher, K-12
Alexander, Nalini	Teacher, K-12
Jaramillo, Elena	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

The Literacy Leadership Team meets 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.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

The administration and the PTO work to build positive interactions with faculty and staff. The staff receives "Random Acts of Kindness" from PTO and administration. In addition, Oscar and Company, our staff care committee, arranges support for family crisis, after school get-togethers, and staff celebrations. 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 meet multiple times each week with the leadership team to review data and plan for differentiated instruction. Teachers also meet two times per week to develop lesson plans and assessments together. Each grade has a designated subject area facilitator who is responsible for ensuring that all teachers have a shared understanding of the IFC, unit resources, and guiding the team in developing standards based lesson plans

2. 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 3 teacher new to the teaching profession. They have been assigned a mentor. They meet with Administration 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 receive differentiated coaching support for ELA and math from our instructional support staff.

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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 (K-1)

READY and Journey's - reading core (2-5)

Go Math - math core

Science Fusion - science core

Also, we utilize the district's instructional focus calendar, integrated literacy unit, text sets, and the unit assessments to ensure instructional programs are aligned to the state. We will be using iReady to support our instructional program, diagnose student deficiencies, and progress monitor students in grades K-5.

b. Instructional Strategies

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

The teachers will progress monitor using a variety of assessments in math, reading, and science to determine strengths and weaknesses of students. Teachers will use the information analyzed from the unit assessment and Otterly Writes data to determine the need for small group/differentiated 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. Our in-house early release Wednesdays will enable staff members to provide additional differentiated small group instruction We also have SFA Solutions teams and the district provided "Watch List" to help identify students in need of tiered interventions.

2. 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 Year

Minutes added to school year: 7,200

Students will use the iReady and READY 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

Egan, Sarah, sarah.egan@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.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

1. 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 orientation for parents prior to the first day of school. Our Kindergarten students participate in KinderCamp the first day of school, so kindergarten teachers can assess individual student's skill levels. For all grade levels, we provide curriculum nights to build parents understanding of grade level expectations. We also use the district scope and sequence to provide standards based instruction, which will support children in transition from one school to another and from one grade level to another.

b. College and Career Readiness

- 1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**
- 2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs**
- 3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement**
- 4. 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**

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we use data to drive instruction, then there will be an increase in individual ownership and overall student achievement across all content areas.

- G2.** If teachers work collaboratively to implement highly engaging, standards based instruction, then all students will leave their grade level meeting, or exceeding, minimal grade level expectations.

Strategic Goals Detail

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

G1. If we use data to drive instruction, then there will be an increase in individual ownership and overall student achievement across all content areas. 1a

G096268

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	68.0
FSA ELA Achievement	64.0

Targeted Barriers to Achieving the Goal 3

- Teachers need to deepen their understanding of progress monitoring of data in order to effectively plan differentiated instruction to meet individual students' educational needs.

Resources Available to Help Reduce or Eliminate the Barriers 2

- SFA Facilitator

Plan to Monitor Progress Toward G1. 8

We will be monitoring the progress using unit assessments forms and student data notebooks, informal observations, and lesson plan review.

Person Responsible

Kerri Walukiewicz

Schedule

Weekly, from 8/29/2016 to 5/29/2017

Evidence of Completion

unit assessments forms, student data notebooks, and lesson plan review

G2. If teachers work collaboratively to implement highly engaging, standards based instruction, then all students will leave their grade level meeting, or exceeding, minimal grade level expectations. 1a

G096269

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	58.0
Math Gains	62.0
ELA/Reading Gains	53.0
FSA ELA Achievement	62.0
ELA/Reading Lowest 25% Gains	65.0
FSA Mathematics Achievement	69.0
Statewide Science Assessment Achievement	67.0

Targeted Barriers to Achieving the Goal 3

- Teachers lack expertise in planning instructional strategies to differentiate instruction for all learners.
- Teachers need additional support to understand the depth of Florida Standards and creating standards based lesson plans.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Success for All professional development provided by SFA.
- Thinking Maps
- FLDRS
- Mindset by Carol Dweck
- District and SFA provided Instructional Routines
- Kagan Elementary Math
- I-Ready online differentiated instruction
- District and school based coaches and a school based interventionist
- READY reading, writing, and math curriculum

Plan to Monitor Progress Toward G2. 8

We will monitor proficiency utilizing the district unit assessments, SFA assessments and I-Ready data.

Person Responsible

Kerri Walukiewicz

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

increased proficiency on district unit assessments, SFA assessments and I-Ready

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. If we use data to drive instruction, then there will be an increase in individual ownership and overall student achievement across all content areas. **1**

 G096268

G1.B1 Teachers need to deepen their understanding of progress monitoring of data in order to effectively plan differentiated instruction to meet individual students' educational needs. **2**

 B259051

G1.B1.S1 Teachers will receive ongoing data analysis support from school and district based coaches and administration. **4**

 S274323

Strategy Rationale

Coaches can use their expertise to engage teachers in rigorous analysis of data.

Action Step 1 **5**

Teachers will receive PD from coaches on research based instructional strategies

Person Responsible

Sarah Egan

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Sign-in sheet, Agenda

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

Classroom implementation

Person Responsible

Kerri Walukiewicz

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

lesson plans, classroom walk-through

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

Students will demonstrate increased student achievement.

Person Responsible

Kerri Walukiewicz

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

district unit assessment, SFA assessments, and I-Ready data

G2. If teachers work collaboratively to implement highly engaging, standards based instruction, then all students will leave their grade level meeting, or exceeding, minimal grade level expectations. 1

G096269

G2.B1 Teachers lack expertise in planning instructional strategies to differentiate instruction for all learners.

2

B259052

G2.B1.S1 Teachers will receive professional development on engaging, instructional strategies. 4

S274324

Strategy Rationale

If teachers utilize engaging instructional strategies, then students will demonstrate academic growth.

Action Step 1 5

Teachers will receive PD on engaging instructional math strategies

Person Responsible

Kerri Walukiewicz

Schedule

On 10/27/2017

Evidence of Completion

Sign-in sheet, agenda

Action Step 2 5

Teachers will receive PD from coaches on research based instructional strategies

Person Responsible

Sarah Egan

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Sign-in sheet, Agenda

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

Classroom implementation

Person Responsible

Jennifer Ingersoll

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

lesson plans and classroom walk-through

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

Students will demonstrate increased student achievement.

Person Responsible

Jennifer Ingersoll

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

district unit assessment, SFA assessments. and I-Ready data

G2.B1.S2 Teachers will receive ongoing support from coaches with in-depth understanding of standards, lesson planning, differentiated instruction and centers. 4

S274325

Strategy Rationale

If teachers receive ongoing feedback, they will increase their professional compactly in supporting the needs of all learners.

Action Step 1 5

Teachers will receive PD from coaches on research based instructional strategies [copy]

Person Responsible

Sarah Egan

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Sign-in sheet, Agenda

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

Classroom implementation

Person Responsible

Jennifer Ingersoll

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

lesson plans, classroom walk-through

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

Students will demonstrate increased students achievement.

Person Responsible

Jennifer Ingersoll

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

district unit assessments, SFA assessments, and I-Ready data

G2.B2 Teachers need additional support to understand the depth of Florida Standards and creating standards based lesson plans. 2

 B259053

G2.B2.S1 Teachers will receive ongoing support from coaches with in-depth understanding of standards, lesson planning, differentiated instruction and centers. 4

 S274326

Strategy Rationale

If teachers receive ongoing feedback, they will increase their professional compactly in supporting the needs of all learners.

Action Step 1 5

Teachers will receive PD from coaches on research based instructional strategies

Person Responsible

Sarah Egan

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Sign-in sheet, Agenda

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

Classroom implementation

Person Responsible

Jennifer Ingersoll

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

lesson plans, classroom walk-through

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

Students will demonstrate increased students achievement.

Person Responsible

Jennifer Ingersoll

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

district unit assessments, SFA assessments, and I-Ready data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1 M395679	We will be monitoring the progress using unit assessments forms and student data notebooks,...	Walukiewicz, Kerri	8/29/2016	unit assessments forms, student data notebooks, and lesson plan review	5/29/2017 weekly
G2.B1.S1.A1 A368206	Teachers will receive PD on engaging instructional math strategies	Walukiewicz, Kerri	10/27/2017	Sign-in sheet, agenda	10/27/2017 one-time
G1.B1.S1.MA1 M395677	Students will demonstrate increased student achievement.	Walukiewicz, Kerri	8/14/2017	district unit assessment, SFA assessments, and I-Ready data	6/1/2018 weekly
G1.B1.S1.MA1 M395678	Classroom implementation	Walukiewicz, Kerri	8/14/2017	lesson plans, classroom walk-through	6/1/2018 weekly
G1.B1.S1.A1 A368205	Teachers will receive PD from coaches on research based instructional strategies	Egan, Sarah	8/14/2017	Sign-in sheet, Agenda	6/1/2018 biweekly
G2.B1.S1.MA1 M395680	Students will demonstrate increased student achievement.	Ingersoll, Jennifer	8/14/2017	district unit assessment, SFA assessments. and I-Ready data	6/1/2018 weekly
G2.B1.S1.MA1 M395681	Classroom implementation	Ingersoll, Jennifer	8/14/2017	lesson plans and classroom walk-through	6/1/2018 weekly
G2.MA1 M395686	We will monitor proficiency utilizing the district unit assessments, SFA assessments and I-Ready...	Walukiewicz, Kerri	8/14/2017	increased proficiency on district unit assessments, SFA assessments and I-Ready	6/1/2018 weekly
G2.B1.S1.A2 A368207	Teachers will receive PD from coaches on research based instructional strategies	Egan, Sarah	8/14/2017	Sign-in sheet, Agenda	6/1/2018 biweekly
G2.B2.S1.MA1 M395684	Students will demonstrate increased students achievement.	Ingersoll, Jennifer	8/14/2017	district unit assessments, SFA assessments, and I-Ready data	6/1/2018 weekly
G2.B2.S1.MA1 M395685	Classroom implementation	Ingersoll, Jennifer	8/14/2017	lesson plans, classroom walk-through	6/1/2018 biweekly
G2.B2.S1.A1 A368209	Teachers will receive PD from coaches on research based instructional strategies	Egan, Sarah	8/14/2017	Sign-in sheet, Agenda	6/1/2018 biweekly
G2.B1.S2.MA1 M395682	Students will demonstrate increased students achievement.	Ingersoll, Jennifer	8/14/2017	district unit assessments, SFA assessments, and I-Ready data	6/1/2018 weekly
G2.B1.S2.MA1 M395683	Classroom implementation	Ingersoll, Jennifer	8/14/2017	lesson plans, classroom walk-through	6/1/2018 biweekly
G2.B1.S2.A1 A368208	Teachers will receive PD from coaches on research based instructional strategies [copy]	Egan, Sarah	8/14/2017	Sign-in sheet, Agenda	6/1/2018 biweekly

V. Professional Development Opportunities

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

G1. If we use data to drive instruction, then there will be an increase in individual ownership and overall student achievement across all content areas.

G1.B1 Teachers need to deepen their understanding of progress monitoring of data in order to effectively plan differentiated instruction to meet individual students' educational needs.

G1.B1.S1 Teachers will receive ongoing data analysis support from school and district based coaches and administration.

PD Opportunity 1

Teachers will receive PD from coaches on research based instructional strategies

Facilitator

Sarah Egan, Elizabeth Gomez, and Valerie Forman

Participants

K-5 teachers and support staff

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

G2. If teachers work collaboratively to implement highly engaging, standards based instruction, then all students will leave their grade level meeting, or exceeding, minimal grade level expectations.

G2.B1 Teachers lack expertise in planning instructional strategies to differentiate instruction for all learners.

G2.B1.S1 Teachers will receive professional development on engaging, instructional strategies.

PD Opportunity 1

Teachers will receive PD on engaging instructional math strategies

Facilitator

Kagan Elementary Math

Participants

K-5 teachers and instructional support staff

Schedule

On 10/27/2017

PD Opportunity 2

Teachers will receive PD from coaches on research based instructional strategies

Facilitator

Sarah Egan, Elizabeth Gomez, and Valerie Forman

Participants

K-5 teachers and support staff

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

G2.B1.S2 Teachers will receive ongoing support from coaches with in-depth understanding of standards, lesson planning, differentiated instruction and centers.

PD Opportunity 1

Teachers will receive PD from coaches on research based instructional strategies [copy]

Facilitator

Sarah Egan, Elizabeth Gomez, and Valerie Forman

Participants

K-5 teachers and support staff

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

G2.B2 Teachers need additional support to understand the depth of Florida Standards and creating standards based lesson plans.

G2.B2.S1 Teachers will receive ongoing support from coaches with in-depth understanding of standards, lesson planning, differentiated instruction and centers.

PD Opportunity 1

Teachers will receive PD from coaches on research based instructional strategies

Facilitator

Sarah Egan, Elizabeth Gomez, and Valerie Forman

Participants

K-5 teachers and support staff

Schedule

Biweekly, from 8/14/2017 to 6/1/2018