

Orange County Public Schools

# Dillard Street Elementary



2017-18 School Improvement Plan

## Dillard Street Elementary

311 N DILLARD ST, Winter Garden, FL 34787

<https://dillardstreetes.ocps.net/>

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2016-17 Title I School</b>	<b>2016-17 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 3)
Elementary School PK-5	Yes	76%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2016-17 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	68%

### School Grades History

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

*\*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 Orange 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>.

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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 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 Dillard Street Elementary

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">Gayle Sitter</a>	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

To lead our students to success with the support and involvement of families and the community

##### b. Provide the school's vision statement

To be the top producer of successful students in the nation

#### 2. School Environment

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

Grade level "Professional Learning Communities" met over the summer to review data related to student academic and behavior performance. PLCs discussed strategies that were implemented to increase their relationships with students, and action plans were developed that included specific steps to continue to improve teacher relationships with students in specific subgroups. Teachers engaged students in activities designed specifically to gather information and understanding about the students' backgrounds, interests, learning styles and cultures. The Parent Engagement Liaison position is an extension to what the school has had in previous years and provides assistance in building stronger school to home relationships.

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

Dillard Street Elementary is located in the heart of Winter Garden and serves a richly diverse student population. The schools' numerous cultures are recognized and celebrated during school-wide events that include a Multicultural Night. The character development program, Project Wisdom, will continue to provide daily messages presented by school staff during morning announcements that are intended to foster a school climate that advocates for the acceptance and respect of all people. We've also added the Child Safety Matters and will continue using The Learning Connection Mentor to reach more of our struggling students. Our physical environment presents itself as clean, inviting and conducive to learning. School-wide procedures and expectations have been shared with all students, parents and staff. Teachers and staff are expected to provide guidance and direction to ensure that all students understand what is expected of them during the school day. All areas of the school campus are monitored by staff during arrival and dismissal to ensure that safe practices and appropriate behaviors are exhibited at all times. Classroom teachers are encouraged to facilitate weekly class meetings to resolve minor behavioral issues and promote a family like classroom environment where all students are valued.

##### 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

Dillard Street has implemented Positive Behavior System (PBS) as our school wide behavior management system. The PBS program provides a positive behavior plan that includes the opportunity for students to earn Dragon Tickets. The Dragon Tickets are distributed by teachers and staff to acknowledge positive behaviors or changes in negative behaviors of students. Students can

use the Dragon Tickets to exchange for school store items and/or opportunities. All classrooms utilize the Dragon Tail, which provides a visual representation of students' behavior. The Dragon Tail follows students to special area, as well as to the cafeteria. Each team has implemented a team wide management plan to address the specific needs of the team. In addition, we have a school-wide procedures' committee that is made up of a representative from every grade level, ESE, and special areas. The committee developed specific procedures for the school that included expectations for arrival, dismissal, cafeteria, hallways, and all other common areas. Additional support is provided by our Academic Dean, Parent Liaison and Behavior Specialist.

**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**

Group and individual counseling sessions are available to our students through an in-house referral process. We also refer students and families in need of more intensive services to SedNet approved agencies. Dillard Street Elementary collaborates with SedNet by providing their counselors with opportunities to work with the teachers and students during the school day. Dillard Street Elementary also pairs students with selected mentors from within the community to help motivate and encourage students to perform both academically and behaviorally. This year, Dillard Street has partnered with Neighborhood Center for Families (NCF), where a representative will be on campus four days a week to provide services to students.

**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**

Dillard Street Elementary uses the following indicators as early warning for potential issues: 1) attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension; 2) one or more suspensions; 3) course failure in ELA and Math; 4) lack of progress in Reading and Math for Level 1 students. Level 1 on statewide assessments: Data has been released to determine where students fall in lowest 25% percentile rankings throughout the state. A MTSS process will be utilized to identify and provide interventions.

**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	7	16	17	10	20	0	0	0	0	0	0	0	83
One or more suspensions	0	1	9	2	5	8	0	0	0	0	0	0	0	25
Course failure in ELA or Math	15	18	20	12	22	22	0	0	0	0	0	0	0	109
Level 1 on statewide assessment	0	0	0	44	33	43	0	0	0	0	0	0	0	120

**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	5	3	8	17	19	26	0	0	0	0	0	0	0	78

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

The Child Study Team meets to discuss truancy with parents. Plans are designed and implemented to help parents have their students attend school more regularly and to be on time. In addition, students are monitored for any early warning signs both behaviorally and academically. The MTSS Team meets to develop and implement plans that target student deficits. The team meets regularly to review the students' academic performance. Small group, academic interventions will be provided for identified students via an intervention teacher or tutor.

Course failure in English Language Arts or Mathematics and Non-Proficient Students:  
Data meetings are conducted by the leadership team to address all of the early warning indicators of students not making adequate academic progress and to provide the necessary interventions. Intervention is provided for 45 minutes daily. Intervention is provided by our strongest teachers and with multiple instructional strategies. Teachers, leadership, and support staff meet once a week to analyze data and to discuss interventions and monitor progress. If students are not making adequate progress, then further interventions will be put in place for those students. Students that are not performing well will be provided multiple before/after school tutoring opportunities.

Level 1 on a statewide assessment:

Students who scored in the bottom quartile on the state assessment are receiving additional instructional support in either math and/or reading during the school day. Students are also offered after-school tutoring opportunities.

**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?**

Yes

**1. PFEP Link**

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/432738>.

**2. Description**

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

**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**

Dillard Street Elementary provides multiple opportunities for parents to become involved in their child's academic progress. Parents are encouraged to attend PTA, SAC and parent/teacher meetings. The parent liaison will be responsible for developing additional strategies to build stronger school-to-home relationships that will include reaching out to local businesses to acquire support and resources. We will be hosting several curriculum and relationship building events this year: Science Gross Out Night,

Family Math Night, Literacy Night, FSA Parent Orientation, Evening with the Arts, and Multicultural Night. Parents will be invited and encouraged to attend Meet the Teacher, Open House and Report Card Conference nights. Connect Orange messages, monthly emails, grade level newsletters, Remind App, daily agendas and the Dillard Street Elementary Facebook page will be used to share information about upcoming events and student celebrations.

## 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
Thomas, Michelle	Principal
Grnya, Steve	Dean
Meunier, Rebecca	Instructional Media
Mills, Brittany	Other
Bell, Kelley	Dean
Broxton-Crawford, April	Assistant Principal
Lundberg, Elaine	Other
Fiallo, Lauren	Administrative Support
Ryan, Chad	Administrative Support

#### b. Duties

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

Be a Servant Leader: Leadership team members are charged with supporting teachers and students

- Communicate Weekly Schedules
- Observe and provide feedback
- Improve and maintain morale
- Help maintain a clean, safe and orderly environment
- Open Communication
- Identify and remove barriers
- Monitor implementation of programs
- “Market” the school in a positive manner
- Attend all leadership team and faculty meetings
- Act in a professional manner that reflects the role of a leader in the community
- Be an active participant in school activities
- Be prompt and present at all assigned supervision duties
- Performs other duties as assigned

Instructional Coaches:

To provide accountability, assessment and mentoring for teachers in an educational atmosphere which promotes student learning. Provide teacher support to ensure comprehensive instructional techniques and with resources to effectively assist students in achieving grade level objectives and goals. Support school progress monitoring programs. Job responsibilities include:

- Conducts classroom informal observations and provides feedback to all teachers every two weeks
- Mentors teachers and acts as a classroom facilitator to assess best learning practices for teachers

to use in the classroom

- Maintains the training and development program of the school so that it is consistent with the total educational philosophy of the district
- Diagnoses and analyzes scholar progress and programs for the purpose of providing appropriate instruction based on the developmental stages of scholars
- Participates in a cooperative effort with faculty and staff to plan, implement and evaluate school-wide staff development programs
- Participates in personal professional growth activities focused on the acquisition of new and improved skills and knowledge
- Participates in coach training and peer evaluation training
- Provides curriculum training to teachers
- Respond to behavior calls as necessary
- Utilizes technology and current research in technology
- Responsible for timely and accurate information they maintain as part of their job responsibilities

Math/Science resource teacher:

Objectives:

To provide school-wide support to all teachers and scholars to reach district and school goals and objectives.

- To provide curriculum support to all staff members.
- Math/Science resource teacher duties and responsibilities:
- Provide small group instruction to all scholars performing in the lowest 30% in math in grades 3-5
- Using the scientifically research based math and science programs at Dillard Street, assist staff in implementing standards with fidelity
- Provide on the job assistance to teachers in classrooms as they implement and practice new approaches
- Coordinate and monitor math intervention schedules
- Serve on the MTSS support team
- Attend all leadership team and assigned grade level team meetings
- Attend ANI / Retention Meetings as designated
- Monitor the 60 minute math block and provide support to teachers utilizing the coaching cycle
- Provide modeled lessons for effective math strategies implementation in the classrooms
- Coordinate and monitor math intervention block
- Collaborate with 3rd grade teachers in completing identified students who require Good Cause portfolios
- Responsible for all Good Cause Exemptions and submit required documentation to learning community office
- Coordinate and monitor after school and during the day tutoring programs
- Provide support to teachers and students during intervention block
- Attend ANI/Retention meetings as designated
- Participate in MTSS team meetings – Tier 1- Tier 2
- Attend and contribute to grade level PLC and data meetings
- Participate in all leadership team meetings
- Assisting FaceBook Account
- Coordinate Math Night and Science Night

Testing Coordinator/Dean

- Coordinates all standards assessments throughout all grade levels.
- Attend district meetings
- Recruit and develop mentors to participate in the mentoring program
- Dean's responsibilities for K-2
- Serve as the Partner In Education Coordinator
- Coordinator of test administration for all district and state standardized assessments

- Guidance Designee
- Coordinate Multicultural Night
- Provide support to teachers and students during the intervention block
- Provide incentives for special area teachers to promote positive morale
- Provide support to teachers and students during the intervention block
- Attend and contribute grade level PLCs and data meetings

Staffing Coordinator/CCT:

- Review all paperwork and monitor for compliance
- Work with classroom teachers to clarify and simplify the identification and placement process
- Train staff in the proper procedures for writing referrals for ESE services
- Monitor accommodations and IEP services for scholars
- Consult with parents, school and out-of-school agencies concerning scholar problems and needs
- Plans IEP, Educational Plans (Eps), Individual Family Services Plans (IFSPs), Service Plans (SPs) and Response to Intervention Tiered 3 Educational Planning Team (EPT) meetings.
- Facilitate and provide training to school staff relative to ESE procedures, least restrictive environment, PEER and other issue involving exceptional students' education. Oversee the procedures and policies of Orange County Public School's Exceptional Education Program
- Assist in the development of all IEP, IFSP, EP or SP documents
- Work with the behavior specialist to identify specific needs of scholars to prevent the loss of academic momentum and gains
- Assist in enrolling and identifying potential LEP students in all grades
- Conference with ESOL teachers/staff to review scholar progress
- Notify the assistant principal and/or principal of parent concerns
- Review all paperwork and monitor for compliance
- Work with classroom teachers to clarify and simplify the identification and placement process
- Train staff in the proper procedures for writing referrals for ESE services
- Monitor accommodations and/or modification and other IEP services for scholars
- Consult with parents, school and out-of-school agencies concerning students challenges
- 504 Coordinator
- ESY Coordinator
- MPLC Coordinator

MTSS coordinator/Dean:

- Coordinate MTSS process within the school.
- Supports teachers in collecting and analyzing data for tiered students
- Responsible for facilitating MTSS meetings
- Develops and administers disciplinary procedures in accordance with district policies and state laws; receives referrals and confers with students, parents, teachers, community agencies, and law enforcement
- Serve on discipline or expulsion panels as assigned
- Supervises students on campus before and after school; monitors students during lunch, recess, transition periods and other activities.
- Assist in the development, implementation and evaluation of intervention programs that address the needs of at-risk students.
- Monitors and organizes attendance functions
- Work with the administration and staff to provide a safe learning environment for all students
- Provide an updated discipline response spreadsheet each Friday to all leadership team members
- Assist with the implementation of the school-wide behavior plan
- Assist the classroom teachers with issues and concerns related to discipline
- Attend and contribute grade level PLCs and data meetings
- Oversee MTSS academic process

#### Behavior Specialist:

- Collaborate with administration to coordinate behavioral and safety needs of ESE students or tiered 3 students.
- Schedule, plan and implement social skills groups for ESE students and tiered 3 students per IEP and/or EPT meeting notes and service page.
- Develop drafts of Social/Emotional goal page and coordinate monitoring and follow-up of ESE students whose IEP's assign them 100% of the time to mainstream.
- Responsible for development and monitoring of FBA/BIP for student's IEP.
- Assist ASD/IND teachers with data collection, classroom management, behavioral intervention, etc.
- Plan and consult with staffing specialist and administration
- Consult with parents, school and out-of-school agencies concerning scholar challenges.
- Help intervention team develop a BASP when determining if a student needs ESE services.
- Observe students in classroom settings, collect and interpret data.
- Respond to crisis calls that involve ESE students and tiered 3 students.
- Provide an updated discipline response spreadsheet each Friday to all leadership team members
- Attend IEP and MTSS meetings. Monitor MTSS B.
- Follow the procedures, policies of Orange County Public School discipline codes.
- Provide teachers support utilizing the classroom behavior incentive program.
- Assist with the implementation of the school-wide behavior plan
- Work in collaboration with the, parent resource teacher, classroom teachers and other involved administrators in making home visits.
- Attend and contribute grade level PLCs and data meetings
- Provide support to teachers and scholars during the intervention block

#### Media Specialist:

- Plan and implement lessons plans for research projects
- Collaborate with team leaders to coordinate lessons plans
- Work with Parent Resource Teacher to recruit and coordinate volunteers
- Provide materials and information requested by teachers and staff
- Plan book fairs twice each year. One each semester.
- Decorate the Media Center to reflect a positive reading environment
- Textbook Coordinator – Order and inventory textbook materials for grades K-5
- Work with Administrative staff to implement and oversee school activities and enforce policies. Oversee the procedures, policies and processing of materials in the Media Center
- Supervise the use of the Destiny system and update student data on a regular basis
- Manage the Accelerated Reader program, (implementation, training of faculty, and incentives for scholars)
- Run data reports for Accelerated Reader
- Work with technology coordinator to provide necessary computer training for faculty and staff
- Assist faculty and students in the use of computers and equipment in the Media Center
- Broadcast morning announcements over TV
- Track appropriate internet sources for students use and train them in their use.
- Information Specialist – Supply requested information via, books, Internet sources, periodicals, videotapes, CD's, and any other source of media necessary to provide adequate information to faculty, staff and scholars
- Assist in providing enrichment to students performing above grade level
- Provide incentives for students and staff to promote positive morale
- Print certificates for Honor Roll, Perfect Attendance, etc
- Battle of Books

The Leadership Team, as a PLC, meets regularly to plan, share data, share effective strategies, collaboratively address challenges, and celebrate. The Leadership Team embraces the school, district mission, and vision and strives to implement those values daily. The Leadership Team works collaboratively to ensure that curriculum and instruction are aligned with the Florida Standards and

delivered to meet the student's needs. The principal is responsible for the entire oversight of the school.

**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**

The MTSS Leadership Team understands MTSS as a practice of providing high quality instruction and interventions matched to student needs, monitoring progress frequently to make decisions about changes in instructions or goals, and applying child response data to important educational decisions. The MTSS Leadership Team will focus efforts around the development and maintenance of a problem-solving system to bring out the best in our school's teachers and students to meet our SIP goals.

A member of the school based MTSS Leadership Team is assigned as a "coach" for each grade level. MTSS coaches train new teachers at each grade level regarding the core principles, phases of implementation of MTSS, and the problem solving steps.

Step 1: Teachers progress monitor students with grade level assessments. When there is minimal progress or regression, the teacher inputs the information on the MTSS meeting request and emails the form to the MTSS Coach. Progress is monitored through a series of data points, going through Tier I and II interventions and perhaps beginning Tier III. Coaches keep a database of the students they track throughout the year.

Step 2: After the teacher and MTSS team meet and monitor progress and determines minimal progress or regression, the progress monitoring data and routing form are sent to the school psychologist for review and further recommendations. The classroom teacher will make a copy of the progress monitoring documents established for each grade level and bring to the meeting. At this point the school psychologist will schedule an informal meeting with the MTSS coach and the classroom teacher to get to know the student if she feels it is necessary. The form will be returned to the coach with the progress monitoring data for further action with the teacher or sent on to the staffing coordinator to schedule a "Consent Meeting".

Step 3: If a consent meeting is needed, the staffing coordinator will schedule the meeting and return the ESE request form to the school psychologist to keep for her records. The classroom teacher continues to progress monitor students for accurate data at the staffing if that comes about.

Step 4: All MTSS worksheets will be turned in with the Blue and Pink cards (used for tracking student progress) to be turned over to the next year's teacher or placed in student's cum if a child transfers.

The Federal monies available are planned as follows:

- Title I dollars support the Academic Tutoring Services for student that require additional support in the areas of ELA and math and science.
- Title I dollars support the costs of Highly Qualified teachers; the costs of content area coaches; parental outreach and involvement activities; and the purchase of supplemental materials and supplies to enhance student achievement.
- IDEA Stimulus Funds are used to support a Behavior Specialist and a Program Assistant.

## 2. School Advisory Council (SAC)

**a. Membership**

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

Name	Stakeholder Group
Lisa Sumal	Parent
Anglea Farley	Teacher
Chad Ryan	Teacher
Lisa Tewari	Education Support Employee
Gloria Hurtado	Teacher
Theodore Yackera	Business/Community
James Adkins	Business/Community
Sunildatt Tewari	Business/Community
Ivan Bermudez	Parent
Sebastian Tewari	Business/Community
Michelle Thomas	Principal

**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 SAC team met on a regular basis to review and revise the 2017-2018 School Improvement Plan.

The SAC team met on a regular basis to discuss concerns and make recommendations for the 2017-2018 school improvement plan. The SAC discussed goals, barriers and strategies that align to the district's initiatives. New goals were updated.

*b. Development of this school improvement plan*

The general purpose of the SAC is to assist in the preparation and evaluation of the School Improvement Plan, assist in the planning and preparation of the school's annual budget and develop among the total school community the consensus necessary to implement the plan successfully. Specifically this includes the following:

- a. To take primary responsibility for developing the vision and goals both short and long term.
- b. To oversee the implementation of the needs assessment surveys.
- c. To oversee the development of the operational processes needed to reach the goals and to meet standards.
- d. To develop an action plan and progress indicators for each goal.
- e. To seek input from all other groups, committees, and individuals as needed.
- f. To perform activities which are required by the DOE pursuant to the Florida Educational Accountability Act of 1991.
- g. To promote the goals of the Orange County School Board.

*c. Preparation of the school's annual budget and plan*

The SAC team meets on a monthly basis to discuss the use of budget funds to meet the school improvement goals.

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

Last year's allocated funds were rolled over and are going to be used for the 2017-2018 school year.

**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*

The SAC meeting time has been changed to meet the needs of our parents. We have offered food and childcare at the meetings to increase participation. We have a designated translator at all of our SAC meetings. We will continue to monitor SAC involvement to meet the 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
Thomas, Michelle	Principal
Meunier, Rebecca	Instructional Media
Mills, Brittany	Instructional Coach
Lundberg, Elaine	Other
Bell, Kelley	Other
Broxton-Crawford, April	Assistant Principal
Ryan, Chad	Administrative Support

**b. Duties**

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

The Literacy Leadership Team's main focus is to create and support a strong culture of literacy at Dillard Street Elementary by providing continuous instructional support and guidance for reading instruction across grade levels. Our goal is to mirror the Learning and Literacy Support Plan of our school district. The major initiative of the LLT, as stated in OCPS's Literacy Support Plan, is to provide support so that all teachers "choose appropriate, content specific complex texts and assign standards-aligned tasks; model close reading strategies and tools; observe peers; reflect and modify instructional practice based on student evidence and professional learning."

To increase the number of students meeting or exceeding grade level expectations on the Florida Standards Assessment, to implement the Florida Standards, to implement and monitor i-Ready Program, and to implement and monitor strategies - like the use of Accelerated Reader to promote independent reading.

Dillard Street Elementary promotes reading by assisting teachers in their efforts to:

- Align all instruction with the Florida Standards - LAFS, MAFS, Next Generation Sunshine State Standards (NGSSS)
- Commonly plan to promote collaboration and build capacity
- Monitor data weekly and adjust instruction appropriately
- Increase explicit instruction of foundational skills K-2
- Increase vocabulary instruction
- Promote independent reading and provide meaningful homework and activities
- Intervene and remediate continuously and consistently

-Build capacity with parents and students by offering a "Literacy Night" where students and parents participate in reading activities to promote literacy. We also offer after school tutoring, Saturday enrichment, and work with our wrap around child care provider, ASP, to assist students with their homework in regards to reading.

The LLT works hand in hand with the teachers to ensure rigorous instruction is taking place in all classrooms.

## 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

Common planning time is provided for all grade level and special area teams daily. Teachers meet with the math coach each Monday and the ELA coach each Tuesday, to review lessons, deconstruct standards, look at common mini-measurements of learning, and plan upcoming lessons using the appropriate Marzano elements. Teams have set norms to work together effectively and will work toward SMART goals. Teachers use data to drive instruction and adjust programs accordingly.

In addition, professional development and structures have been established for teams to operate (monthly) as a Professional Learning Community. Teams meet to analyze data and to monitor success of SIP goals. Within the PLCs, data is analyzed and a plan is developed for re-teaching, intervention and enrichment groups.

An administrator or leadership team member attends all grade level PLC meetings to provide support. The PLCs plan and implement rigorous lessons while progress monitoring the use of formative assessments created by each team to measure student achievement. Regularly scheduled staff meetings serve as vertical PLCs by providing opportunities for inter-grade level sharing of ideas, strategies and data.

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

Dillard Street Elementary School's administrators are responsible for the recruitment of highly qualified teachers. Working together with Orange County Public School's employment services, the principal and assistant principal ensure that candidates are highly-qualified and ready to begin their service at Dillard Street. The administration continually works alongside support staff and instructional coaches to increase the knowledge and skills of all instructional personnel by providing ongoing professional development and coaching.

We also provide opportunities for our experienced and model teachers to share their expertise through professional development called EXPERT series. This model of professional development allows teachers to share what is working in our classrooms, with our students. Teachers feel empowered and supported with this model, thus, helping our school both develop and retain our teachers.

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

All teachers new to Dillard Street Elementary will be assigned a mentor. The mentor's role is to support and share their experiences with the new teacher. New teachers will be provided with opportunities to observe effective veteran teachers in their classrooms.

All teachers are provided a "Buddy Teacher"; intermediate and primary teachers are buddied up with one

another based on their strengths and areas of improvement. Example: classroom conditions such as classroom management, engagement, etc.

In addition, Dillard Street Elementary continually strives to provide a strong level of support for teachers new to the school and to the teaching profession. The level of support given to specific teachers correlates to the level of their experience and identified needs. Mentees meet with mentors on a weekly basis, as well as once a month with the instructional coaches to review curriculum, programs, policies, and professional growth. Pairings are done based on experience and level of knowledge with the grade level and subject area of the mentor and mentee. Monitoring activities include i-Observation, CWTs trends and feedback, deliberate practice coaching, co-teaching, modeling and peer observation reflection logs.

## 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 district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the standards-based resources during daily instruction.

#### 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 MTSS leadership team and administrators will meet on a regular basis to analyze grade level and individual student data, documenting data based instructional decisions using MTSS Tier I meeting notes. Through this process, plans will be developed to provide differentiated instruction, intervention and enrichment support to students. In addition, with the support of leadership, each grade level will meet to analyze the progress of students receiving Tier II interventions through Fontas and Pinnell (K-3) Voyager (4th & 5th) or i-Ready toolkit. This will be documented using the MTSS Tier II meeting notes and the team will be empowered to adjust the groups based on the data as is developmentally appropriate for the progress of each individual child. Grade level teams have assumed the responsibility of the achievement of all students, not just their own homeroom students. They divide students into ability grouped intervention classes, on grade level support, or enrichment for 45 minutes a day. In addition, each grade level also has a leadership team member that teaches one of the intervention groups, in order to ensure that instructional groups remain small. During intervention, our most struggling groups of students focus on the Fontas and Pinnell (K-3) Voyager (4th & 5th) comprehensive program, while students that are near grade level focus on the i-Ready Toolbox for standards based instruction. Students that are on or above grade level receive enrichment instruction during this block. These groups are fluid and can be adjusted based on the progress of the students in the group as determined in Tier II meeting discussions. Students whose data indicate that they are still struggling to make progress even after receiving appropriate Tier II interventions will also receive Tier III interventions, provided by a teacher certified in exceptional education. Once a student begins to receive Tier III interventions, individual data will be tracked and graphed to determine whether or not the student should be considered for evaluation for exceptional student education. Tier III interventions will be skill based, focusing on closing the students' unique

gaps in learning in order to support the student in being successful with grade level content provided in Tier II and Tier I. Parents or guardians of all students receiving Tier III interventions will be invited to all Tier III meetings in which instructional decisions and recommendations related to educational evaluations are made. Saturday school is provided for our bubble and enrichment students based on i-Ready and FSA scores. Students will have the opportunity to get instruction in Reading, Math, Science, Writing, conversational Spanish, and Drama while participating in our Saturday school.

**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:** After School Program

**Minutes added to school year:** 4,500

After school tutoring is provided for students in Tier II and Tier III and/or who were performing below grade level based on 2016-2017 final assessments. The tutoring provides intervention on targeted skills to strengthen the foundational reading and math skills of students. School based assessments and mini assessments are used to determine individual needs of students. Students are monitored through a baseline and final assessment to determine if they have mastered the targeted skills required for grade level mastery.

**Strategy Rationale**

Student data revealed that student reading is below proficiency. Therefore, these students have been invited to after school tutoring program.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Mills, Brittany, brittany.mills@ocps.net

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

Students are monitored through a baseline and final assessment to determine if they have mastered the targeted skill required for grade level mastery. Data is collected by the math/science instructional coach and used to assess the effectiveness of the program and the continued needs of each student. After school students will be accessing i-Ready and teachers will progress monitor throughout the school year.

**Strategy: Weekend Program**

**Minutes added to school year: 2,880**

Saturday school is provided for our bubble and enrichment students based on i-Ready and FSA scores. Students will have the opportunity to receive instruction in Reading, Math, Science, Writing, conversational Spanish, and Drama while participating in our Saturday school.

**Strategy Rationale**

Students data indicate the need for enrichment activities beyond the school day.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Mills, Brittany, brittany.mills@ocps.net

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

Students are monitored through a baseline and final assessment to determine if they have mastered the targeted skill required for grade level mastery. Data is collected by the math/science instructional coach and used to assess the effectiveness of the program and the continued needs of each student.

**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**

Dillard Street Elementary offers a full day Pre-K Varying Exceptionalities program and full day VPK program. In order to prepare these students to enter and be successful in Kindergarten, they participate in the following activities daily: Eating breakfast and lunch in the cafeteria, watching morning announcements, walking "in lines" in the hallway, participating in "circle time" lessons to learn basics of literacy and mathematics, participating in learning centers, learning social skills, learning to follow simple school rules, and participating in student celebrations. Pre-K teachers use "Read it Again!" Pre-K as their reading curriculum and Incredible Years in their social skills curriculum.

**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**

Dillard Street Elementary will continue to encourage parent volunteers and community members to visit classrooms and present information on their individual careers and the paths they took to achieve their goals. In addition, we will be hosting another Teach-In event at Dillard Street Elementary in November. During this day long program, community members will be providing

classroom presentations about their professional careers. Students will have opportunities to engage in dialogue and ask questions.

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

Lessons and instructional practices will feature non-fictional text aimed at exposing students to information about the global economy, advancements in technology, science and math thus preparing them for possible careers in a technical field. In addition, students in grades 3, 4, and 5 will participate in a web based program designed to give them an opportunity to earn certification in digital skills (word, presentations and spreadsheets).

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

Through the implementation of Florida Standards, more emphasis will be placed on creating rigorous lesson that require students to make cross curriculum connections while applying their newly acquired knowledge and skills. Lessons and activities will be infused with STEM concepts to promote and inspire students to dream of future careers in the technical and science fields.

**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**

Lessons and instructional practices will feature non-fictional text aimed at exposing students to information about the global economy, advancements in technology, science and math thus preparing them for high school.

## 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

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Teachers will effectively use the collaborative planning process to design rigorous lessons and formative assessments in order to increase teacher proficiency and student achievement.
  
- G2.** Teachers will improve the use of data-based decision making to plan and deliver rigorous lessons utilizing the Instructional Framework.

## 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.** Teachers will effectively use the collaborative planning process to design rigorous lessons and formative assessments in order to increase teacher proficiency and student achievement. 1a

G098206

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Gains	60.0
ELA/Reading Lowest 25% Gains	52.0
FCAT 2.0 Science Proficiency	55.0
FSA ELA Achievement	57.0
Math Gains	60.0
FSA Mathematics Achievement	65.0
Math Lowest 25% Gains	51.0

**Targeted Barriers to Achieving the Goal** 3

- There is a perception gap between rigor of the standard and teacher implementation of rigorous standards based instruction.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Instructional Management System (IMS)
- Instructional Focus Calendars
- Florida Standards Item Specification
- Core reading, math and science programs
- i-Ready
- Performance Matters
- Instructional coaches
- Ability intervention groups in math and reading
- Passport Voyager
- Imagin Learning
- Behavioral coach
- Tutoring opportunities
- District PLC

**Plan to Monitor Progress Toward G1. 8**

The leadership team will conduct regular lesson plan checks, and CWTs that will verify the lessons taught consistently match the district's scope and sequence and demonstrate rigor of the standard.

**Person Responsible**

Michelle Thomas

**Schedule**

Biweekly, from 9/4/2017 to 5/31/2018

**Evidence of Completion**

Lesson plan check off sheets, CWT trends, i-Observation data and feedback to teachers, formative and summative assessment data will be monitored.

**G2. Teachers will improve the use of data-based decision making to plan and deliver rigorous lessons utilizing the Instructional Framework. 1a**

G098207

**Targets Supported 1b**

Indicator	Annual Target
FSA ELA Achievement	57.0
ELA/Reading Gains	60.0
ELA/Reading Lowest 25% Gains	52.0
FSA Mathematics Achievement	65.0
Math Gains	60.0
Math Lowest 25% Gains	51.0
FCAT 2.0 Science Proficiency	55.0

**Targeted Barriers to Achieving the Goal 3**

- Teachers are overwhelmed with the amount of data and the types reports provided to guide specific instruction to accommodate all students.

**Resources Available to Help Reduce or Eliminate the Barriers 2**

- District test item bank
- i-Ready Diagnostics and the tool box
- IMS
- Voyager Passport
- Ability grouped intervention groups in ELA and math
- Instructional coaches
- Professional development
- EDW
- Fontas and Pinnell
- Tutoring opportunities
- Sadlier

**Plan to Monitor Progress Toward G2. 8**

i-Ready, formative and summative assessments will be reviewed and analyzed to monitor progress towards the goal.

**Person Responsible**

Michelle Thomas

**Schedule**

Monthly, from 10/11/2017 to 5/31/2018

**Evidence of Completion**

i-Ready, formative and summative assessment data

## 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

 = Problem Solving Step     S123456 = Quick Key

**G1.** Teachers will effectively use the collaborative planning process to design rigorous lessons and formative assessments in order to increase teacher proficiency and student achievement. **1**

 G098206

**G1.B1** There is a perception gap between rigor of the standard and teacher implementation of rigorous standards based instruction. **2**

 B264186

**G1.B1.S2** The leadership team has strategically scheduled common planning days to support the alignment. Coaches are facilitating the common planning to ensure accountability and activities and formative assessments align to the standards. Through the implementation of District PLCs, our DPLC leads will facilitate vertical planning. **4**

 S279840

### **Strategy Rationale**

The need for specific time to meet weekly with grade level teams.

### **Action Step 1** **5**

The leadership team has created the master schedule to incorporate specific common planning days for math and ELA.

#### **Person Responsible**

Michelle Thomas

#### **Schedule**

On 5/31/2018

#### **Evidence of Completion**

The master schedule that identifies common planning days and times.

### **Action Step 2** **5**

PD on the Marzano elements to fully target the standards. PD will support planning and delivering rigorous standards based lessons/activities during whole group, small group and rotations.

#### **Person Responsible**

Elaine Lundberg

#### **Schedule**

Semiannually, from 8/14/2017 to 5/31/2018

#### **Evidence of Completion**

Agenda, PD PP, sign in sheet and lesson plans

### Action Step 3 5

The instructional coaches are facilitating the common planning times to ensure accountability and provide teachers support on the Marzano elements.

**Person Responsible**

Elaine Lundberg

**Schedule**

Weekly, from 8/14/2017 to 5/31/2018

***Evidence of Completion***

Agenda, common planning meeting notes and lesson plans

### Action Step 4 5

The DPLC members will facilitate quarterly vertical alignment meetings.

**Person Responsible**

Elaine Lundberg

**Schedule**

Quarterly, from 11/8/2017 to 5/23/2018

***Evidence of Completion***

sign in sheets, agenda, DPLC homework and notes

### Action Step 5 5

The leadership team will conduct i-Observations and provide teachers feedback as it relates to the Marzano framework and standards based instruction using the CWT tool and analyze trends across grade levels.

**Person Responsible**

Michelle Thomas

**Schedule**

Weekly, from 8/14/2017 to 5/31/2018

***Evidence of Completion***

i-Observation data and feedback to teachers. lesson plan reviews and leadership meeting notes

**Action Step 6** 5

The instructional coaches will provide side-by-side differentiated support and modeling for teachers.

**Person Responsible**

Elaine Lundberg

**Schedule**

Weekly, from 9/4/2017 to 5/31/2018

**Evidence of Completion**

i-Observation feedback and coaching logs

**Action Step 7** 5

Provide teachers with opportunities to participate in peer observations and reflect on instructional practices and follow-up with coaching support.

**Person Responsible**

Michelle Thomas

**Schedule**

Quarterly, from 9/18/2017 to 5/31/2018

**Evidence of Completion**

Peer observation schedules and peer reflection logs

**Action Step 8** 5

The administrative team will implement monthly monitoring plan that includes leadership team classroom observations to collaborate, calibrate and quantify.

**Person Responsible**

Michelle Thomas

**Schedule**

Monthly, from 9/18/2017 to 5/31/2018

**Evidence of Completion**

i-Observation data and feedback to teachers, lesson plan reviews and monitoring plans

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

The administrative team will monitor lesson plans for best practices and standards based lessons while focusing on walk throughs data, PLC notes and peer observation feedback forms.

**Person Responsible**

Michelle Thomas

**Schedule**

Weekly, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

i-Observation data and feedback to teachers, CWT feedback tool, lesson plans, PLC meeting notes, peer observation and reflection logs

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

The administrative team will analyze Performance Matters data, i-Ready data, i-Observation data and feedback to teachers, lesson plans and peer observation reflection logs.

**Person Responsible**

Michelle Thomas

**Schedule**

Monthly, from 9/25/2017 to 5/31/2018

**Evidence of Completion**

Performance Matters data, i-Ready data, i-Observation data and specific feedback to teachers and PLC meeting notes

**G2.** Teachers will improve the use of data-based decision making to plan and deliver rigorous lessons utilizing the Instructional Framework. 1

G098207

**G2.B2** Teachers are overwhelmed with the amount of data and the types reports provided to guide specific instruction to accommodate all students. 2

B264190

**G2.B2.S2** Coaches participating in weekly PLCs to guide the teachers through specific sources data in all tiers. 4

S279847

### Strategy Rationale

The coaches are available to clear up any misconceptions.

### Action Step 1 5

The master schedule was created to incorporate weekly PLC.

#### Person Responsible

Michelle Thomas

#### Schedule

On 5/31/2018

#### Evidence of Completion

Master schedule

### Action Step 2 5

The instructional coaches, AP and Principal will facilitate weekly data based PLCs to support teachers with analyzing multiple sources of data.

#### Person Responsible

Michelle Thomas

#### Schedule

Weekly, from 9/11/2017 to 5/31/2018

#### Evidence of Completion

PLC meeting notes

**Action Step 3** 5

The leadership team will conduct i-Observations/CWTs and provide teachers feedback in the intervention blocks and core classes.

**Person Responsible**

Michelle Thomas

**Schedule**

Weekly, from 9/4/2017 to 5/31/2018

**Evidence of Completion**

i-Observation data, CWTs trends, and feedback to teachers

**Action Step 4** 5

The instructional coaches will model differentiated instruction for those specific struggling teachers.

**Person Responsible**

Elaine Lundberg

**Schedule**

Weekly, from 9/11/2017 to 5/31/2018

**Evidence of Completion**

Coach's logs, CWTs trend data

**Plan to Monitor Fidelity of Implementation of G2.B2.S2** 6

The leadership team will conduct i-observations/CWTs to ensure effective delivery of differentiated instruction based on multiple sources of data.

**Person Responsible**

Michelle Thomas

**Schedule**

Weekly, from 9/11/2017 to 5/31/2018

**Evidence of Completion**

i-Observation data, CWTs trends

**Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7**

Quarterly one on one discussions with teachers regarding each child's progression in reading and math and revision of student plans as needed based on the most recent student performance data.

**Person Responsible**

Michelle Thomas

**Schedule**

Quarterly, from 11/15/2017 to 4/18/2018

***Evidence of Completion***

Administrator notes and summative and formative 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
<b>2018</b>					
G2.B2.S2.MA1 M408242	Quarterly one on one discussions with teachers regarding each child's progression in reading and...	Thomas, Michelle	11/15/2017	Administrator notes and summative and formative data	4/18/2018 quarterly
G1.B1.S2.A4 A377165	The DPLC members will facilitate quarterly vertical alignment meetings.	Lundberg, Elaine	11/8/2017	sign in sheets, agenda, DPLC homework and notes	5/23/2018 quarterly
G1.B1.S2.A6 A377167	The instructional coaches will provide side-by-side differentiated support and modeling for...	Lundberg, Elaine	9/4/2017	i-Observation feedback and coaching logs	5/31/2018 weekly
G1.B1.S2.MA1 M408230	The administrative team will monitor lesson plans for best practices and standards based lessons...	Thomas, Michelle	8/14/2017	i-Observation data and feedback to teachers, CWT feedback tool, lesson plans, PLC meeting notes, peer observation and reflection logs	5/31/2018 weekly
G1.B1.S2.A1 A377162	The leadership team has created the master schedule to incorporate specific common planning days...	Thomas, Michelle	8/14/2017	The master schedule that identifies common planning days and times.	5/31/2018 one-time
G1.B1.S2.A2 A377163	PD on the Marzano elements to fully target the standards. PD will support planning and delivering...	Lundberg, Elaine	8/14/2017	Agenda, PD PP, sign in sheet and lesson plans	5/31/2018 semiannually
G1.B1.S2.A3 A377164	The instructional coaches are facilitating the common planning times to ensure accountability and...	Lundberg, Elaine	8/14/2017	Agenda, common planning meeting notes and lesson plans	5/31/2018 weekly
G1.MA1 M408233	The leadership team will conduct regular lesson plan checks, and CWTs that will verify the lessons...	Thomas, Michelle	9/4/2017	Lesson plan check off sheets, CWT trends, i-Observation data and feedback to teachers, formative and summative assessment data will be monitored.	5/31/2018 biweekly
G1.B1.S2.A5 A377166	The leadership team will conduct i-Observations and provide teachers feedback as it relates to the...	Thomas, Michelle	8/14/2017	i-Observation data and feedback to teachers. lesson plan reviews and leadership meeting notes	5/31/2018 weekly
G1.B1.S2.MA1 M408229	The administrative team will analyze Performance Matters data, i-Ready data, i-Observation data and...	Thomas, Michelle	9/25/2017	Performance Matters data, i-Ready data, i-Observation data and specific feedback to teachers and PLC meeting notes	5/31/2018 monthly
G1.B1.S2.A7 A377168	Provide teachers with opportunities to participate in peer observations and reflect on...	Thomas, Michelle	9/18/2017	Peer observation schedules and peer reflection logs	5/31/2018 quarterly
G1.B1.S2.A8 A377169	The administrative team will implement monthly monitoring plan that includes leadership team...	Thomas, Michelle	9/18/2017	i-Observation data and feedback to teachers, lesson plan reviews and monitoring plans	5/31/2018 monthly
G2.MA1 M408244	i-Ready, formative and summative assessments will be reviewed and analyzed to monitor progress...	Thomas, Michelle	10/11/2017	i-Ready, formative and summative assessment data	5/31/2018 monthly
G2.B2.S2.MA1 M408243	The leadership team will conduct i-observations/CWTs to ensure effective delivery of differentiated...	Thomas, Michelle	9/11/2017	i-Observation data, CWTs trends	5/31/2018 weekly
G2.B2.S2.A1 A377188	The master schedule was created to incorporate weekly PLC.	Thomas, Michelle	8/14/2017	Master schedule	5/31/2018 one-time
G2.B2.S2.A2 A377189	The instructional coaches, AP and Principal will facilitate weekly data based PLCs to support...	Thomas, Michelle	9/11/2017	PLC meeting notes	5/31/2018 weekly
G2.B2.S2.A3 A377190	The leadership team will conduct i-Observations/CWTs and provide teachers feedback in the...	Thomas, Michelle	9/4/2017	i-Observation data, CWTs trends, and feedback to teachers	5/31/2018 weekly
G2.B2.S2.A4 A377191	The instructional coaches will model differentiated instruction for those specific struggling...	Lundberg, Elaine	9/11/2017	Coach's logs, CWTs trend data	5/31/2018 weekly

## V. Professional Development Opportunities

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

**G1.** Teachers will effectively use the collaborative planning process to design rigorous lessons and formative assessments in order to increase teacher proficiency and student achievement.

**G1.B1** There is a perception gap between rigor of the standard and teacher implementation of rigorous standards based instruction.

**G1.B1.S2** The leadership team has strategically scheduled common planning days to support the alignment. Coaches are facilitating the common planning to ensure accountability and activities and formative assessments align to the standards. Through the implementation of District PLCs, our DPLC leads will facilitate vertical planning.

### **PD Opportunity 1**

PD on the Marzano elements to fully target the standards. PD will support planning and delivering rigorous standards based lessons/activities during whole group, small group and rotations.

#### **Facilitator**

CRT and instructional coaches and administrators

#### **Participants**

All instructional staff

#### **Schedule**

Semiannually, from 8/14/2017 to 5/31/2018

## VI. Technical Assistance Items

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

## VII. Budget

1	G1.B1.S2.A1	The leadership team has created the master schedule to incorporate specific common planning days for math and ELA.	\$0.00
2	G1.B1.S2.A2	PD on the Marzano elements to fully target the standards. PD will support planning and delivering rigorous standards based lessons/activities during whole group, small group and rotations.	\$0.00
3	G1.B1.S2.A3	The instructional coaches are facilitating the common planning times to ensure accountability and provide teachers support on the Marzano elements.	\$0.00
4	G1.B1.S2.A4	The DPLC members will facilitate quarterly vertical alignment meetings.	\$0.00
5	G1.B1.S2.A5	The leadership team will conduct i-Observations and provide teachers feedback as it relates to the Marzano framework and standards based instruction using the CWT tool and analyze trends across grade levels.	\$0.00
6	G1.B1.S2.A6	The instructional coaches will provide side-by-side differentiated support and modeling for teachers.	\$0.00
7	G1.B1.S2.A7	Provide teachers with opportunities to participate in peer observations and reflect on instructional practices and follow-up with coaching support.	\$0.00
8	G1.B1.S2.A8	The administrative team will implement monthly monitoring plan that includes leadership team classroom observations to collaborate, calibrate and quantify.	\$0.00
9	G2.B2.S2.A1	The master schedule was created to incorporate weekly PLC.	\$0.00
10	G2.B2.S2.A2	The instructional coaches, AP and Principal will facilitate weekly data based PLCs to support teachers with analyzing multiple sources of data.	\$0.00
11	G2.B2.S2.A3	The leadership team will conduct i-Observations/CWTs and provide teachers feedback in the intervention blocks and core classes.	\$0.00
12	G2.B2.S2.A4	The instructional coaches will model differentiated instruction for those specific struggling teachers.	\$0.00
<b>Total:</b>			<b>\$0.00</b>