Roberts Elementary School

2017-18 School Improvement Plan

Roberts Elementary School

5777 PIMLICO DR, Tallahassee, FL 32309

[no web address on file]

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	No	26%

Primary Service Type (per MSID File)	**Charter School**	**2016-17 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	23%

School Grades History

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

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 Leon 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

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 Roberts Elementary School

DA Region and RED	DA Category and Turnaround Status
Northwest - [Wallace Selph](#)	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

The Roberts Elementary School family will foster a safe, nurturing environment where students reach their fullest potential and become productive, responsible students.

b. Provide the school's vision statement

Roberts Elementary School will be an engaging, safe and respectful learning environment that embraces change and produces successful learners who value diversity and are conscientious contributors to our society.

2. School Environment

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

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2210), as applicable to appropriate grade levels, including but not limited to:
* History of Holocaust
* History of Africans and African Americans
* Hispanic contributions
* Women's contributions
* Sacrifices of Veterans

Teachers participate in school, district and state trainings on different cultures and share knowledge gained with peers.

The Multicultural Committee plans events and activities throughout the year to allow students to learn about other cultures and customs.

Teachers make an effort to learn about, and connect with, each individual student. At the beginning of the school year, parents are asked to write a letter to the teacher, providing specific information such as the child's interests, fears, background, family situations, etc. Students are assigned an "All About Me" project which allows the teacher to learn about the individual child, as well as the students to learn about each other. A "positive note" postcard is sent to every student during the first month of school. Throughout the year, teachers use various forms of communication (email, phone, newsletters, daily notes, and face-to-face conferences) to develop and maintain a relationship with their students.

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

* All visitors must enter through the office and must be cleared through the Raptor system.
* Students and staff participate in regularly scheduled fire, tornado, and lock-down drills. Administrators explain in advance the purpose and procedure of each drill and provide feedback upon completion.
* Teachers, administrators and counselors have an open door policy for students to discuss concerns.
* Each teacher selects a Student of the Week based on demonstration of filling another student's

bucket. These students are recognized each Friday on the in-school morning news show.
* The administrators recognize individual and group achievements on the morning news throughout the year.
* Students are invited and encouraged to join Leadership Clubs which meet before school each morning. These clubs provide opportunities for students to help classroom teachers, assist in beautification projects, and help in the media center and with technology. These projects instill a sense of responsibility and pride in our students.
* School-wide pep rallies are held every nine weeks to recognize students who have excelled and/or received awards for achievements, both in and outside of school.
* During the 2017-18 school year, the students and staff will practice being "bucket fillers". We will focus on creating positive feelings through kind words and caring actions.

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

* There is a tiered behavior plan in place where teachers utilize time-out buddies and individual behavior plans before completing a referral.
* The behavioral intervention specialist and guidance counselors work with the administration and classrom teachers to develop individual behavior plans and monitor progress.
* Teachers implement effective strategies from Marzano's Art of Science and Teaching to promote the highest level of student engagement.
* Training is provided to all personnel on behavioral expectations, consequences and the process of behavioral referrals.

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

* A differentiated system of school counseling services is in place providing dedicated time for the core classroom guidance instruction on developing and implementing behavior standards.
* Individual and group counseling for students is available as needed.
* Selected students are provided additional support through the Mentor Program, the Reading Pals Program, and Project R.E.A.D.

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

Our attendance secretary keeps a close eye on student attendance and contacts teachers and families of students with excessive absences. All students who scores a level 1 on FSA assessments are targeted for interventions for math and reading instruction. In addition we keep specific progress monitoring data on all of these students and discuss interventions being provided monthly.

Administrators meet with all students who are identified through this system to discuss work effort, attendance, grades and progress.

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	6	6	10	6	10	0	0	0	0	0	0	0	51
One or more suspensions	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	12	14	0	0	0	0	0	0	0	26

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	0	0	0	0	0	1	0	0	0	0	0	0	0	1

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

All identified students are being provided targeted interventions for math and reading. The interventions are research based are closely monitored by our reading coach, iReady coach and administration. Students receiving tier 3 interventions receive a daily double dose of reading and math, including iReady daily.

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

* Teachers send "Positive Postcards" periodically to connect with families.
* Teachers communicate with families through newsletters, websites, Dojo, phone calls, and conferences.
* Families are provided information through listserv, the school website, and social media.
* A Curriculum Night is held in the fall and student conferences in the spring.
* Families are encouraged to attend PTO meetings and to participate in other activities and events throughout the year.
* Parents are kept informed of their child's progress through Gradebook, Accelerated Reader Home Connect, and Dojo.
* Students will lead a conference with their parents using their progress monitoring notebooks.

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

Two business partner contacts work within the community to secure funds and resources to support student achievement. These contacts schedule "share nights" with local businesses. During these events, our school receives a percentage of the profits when we purchase items from these businesses.

Companies are invited to purchase a small banner advertising their business. These banners are attached to the fence surrounding our school campus.

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
McFarland, Kim	Principal
Cowart, Katie	Teacher, K-12
Conner, Carmen	Assistant Principal
Kennett, Kim	Registrar
Blackburn, Lisa	Teacher, K-12
Wohlrab, Lindsey	Teacher, K-12
Irvin, Dania	Teacher, K-12
Lovern, Tara	Teacher, K-12
Harp, Myra	Teacher, K-12
Dobie, Brian	Teacher, K-12
Tharpe, Nedra	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 members of the MTSS Leadership Team include: principal, assistant principal, guidance counselor, ESE teachers, reading coach, classroom teachers, school psychologist, ESE staffing specialist, behavior intervention specialists, occupational therapist, speech therapist, physical therapist, language therapist, assisted technology specialist, social worker, parents, and others as needed. Each member is accountable for providing input based on their area of responsibility. Members of the MTSS Team have input into the committee writing the SIP. School-wide trends are reported to the committee for consideration as an area of focus. The use of effective strategies, materials, or techniques/programs are also recommended.

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 school MTSS Leadership team focuses on developing and maintaining a problem-solving system to ensure optimal student achievement for all students. The team meets once a week. Examples of activities during weekly meetings include reviewing student data (screening, progress monitoring).

The review of data will facilitate identification of students who are meeting/exceeding benchmarks and those who are at moderate or high risk for not achieving benchmarks. Based on evaluation of data and identification of student needs, the team will identify professional development and resources needed.Teachers, parents and administrators may refer a student to the MTSS Leadership Team for academic or behavioral concerns. The student is placed on the intervention schedule and appropriate staff and parents are invited. Strategies are developed based on the concerns so that interventions are made in a timely manner. Time is allowed for implementation of strategies and the committee reviews the progress, testing results and referrals after a reasonable period of time. Further strategies or steps are taken when needed.

National School Lunch Program - the school follows district guidelines for implementing this program to provide free or reduced-price breakfast and lunch to qualifying students from low-income families.
Title II - the school has selected a faculty member to serve as the TEC representative to ensure appropriate allocation of professional development funds.
Title III - the school's guidance counselor and assistant principal coordinate a program to meet the needs of ESOL and ELL students.
Title X - funding provided based on homeless FTE is used to supplement student needs.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Kimberly Berry	Parent
Fran Close	Parent
Kim McFarland	Principal
Erma Sever	Teacher
Dara Fish	Teacher
Debby McNamara	Parent
Karen Hickey	Parent
Jay Cherry	Business/Community
Thomas Poucher	Parent
Thomas Grigsby	Parent
Rich Heitmeyer	Business/Community
Bryan Bair	Parent
Saralynn Tucker	Education Support Employee
Shayla Lunsford	Teacher
Patty Oole	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 has a timeline in place to monitor and evaluate the School Improvement Plan. Testing and other pertinent data is provided to SAC members as soon as it becomes availalbe.

The final data is compared to the SIP goal and the results are discussed to identify trends and to determine methods that worked and methods that may need to be changed.

b. Development of this school improvement plan

The School Advisory Council met on September 5, 2017 to discuss a plan of action and timeline for the development of the 2017-18 SIP. The Council assessed test data and developed goals for math, reading, and science. A Public Hearing was held on September 7, providing parents the opportunity to view the plan and ask questions of the School Advisory Council. SAC members voted to approve the plan on October 2, 2017.

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

The SAC discusses and votes on the expenditure of any state allocated SIP funds.

Throughout the year, the principal shares information with SAC members on the overall school budget.

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

There were no school improvement funds allocated last 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

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
McFarland, Kim	Principal
Nix, Cheryl	Teacher, ESE
Sever, Erma	Instructional Media
Montgomery, Shannon	Teacher, K-12
Conner, Carmen	Assistant Principal
Harley, Katie	Teacher, ESE
Stephens, Kristi	Teacher, K-12
Homme, Frances	Teacher, K-12
Pettway, Briana	Teacher, K-12
Gonzalez, Jennifer	Teacher, K-12
Douglas, Kathy	Teacher, K-12

b. Duties

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

Members plan school activities and events to promote literacy, including:
* Late Night Library
* Above and Beyond Reading Challenge
* Summer Reading Challenge
* Sunshine State Young Readers Award challenge
* Family reading events
* Author visits
* Book character dress up parade
* Scholastic Book Fair/classroom book orders
* Used books sales

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

* Conference and play days are provided to teams as needed.
* Teams meet with administrators once a month to assess student progress, as well as discuss any needs and concerns.
* The Sunshine Committee plans social events throughout the year. They also coordinate ways to provide care and support to faculty and staff in celebrations and sorrows.
* Team building activities are a part of faculty meetings. Snacks and door prizes are provided at meetings.
* Breakfast, lunch, snacks and special treats are provided during pre-planning week.
* Collaboration/observation days are provided for all beginning teachers or teachers with specific requests.
* Faculty and staff are provided the opportunity to participate in book studies and other professional development opportunities throughout the school year.

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

* Current employees are involved in the interview process for hiring employees.
* Support groups are provided for new teachers.
* Teacher autonomy is allowed and encouraged.
* Communication is maintained through faculty, team meetings, team leader's meetings, and weekly bulletins.
* Within the allotted school day schedule, teachers are allowed to choose the start and end times for their work day.
* Teachers may use comp time during the school day with the support of fellow colleagues.

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

The principal designates an experienced teacher to serve as a mentor to each new teacher. The pairing is primarily based on a common grade level or subject area. The mentor is given release time to observe the mentee. The mentor and mentee then meet biweekly in a professional learning community to discuss any questions or areas of concern. Time is provided for feedback coaching and planning.

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

Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading , writing, math and science curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

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

* Meetings are held on a monthly basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS) and Math Standards as well.
* The daily schedule allows for an uninterrupted 120 minute reading block.
* Instruction is aligned with the Language Arts Florida Standards for each grade level.
* Additional resources are provided to support instruction.
* Class and grade level progress is monitored during team meetings and through iReady, which is monitored by the data coach and the administration.
* Students in the bottom quartile are closely monitored for math and ELA using multiple data points. They also receive double doses of math and ??
* Instructional methods are based on the needs of students.
* ESE/ELL students are provided push-in/pull out services.

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: 4,000

We provide opportunities for students to be involved in numerous after school clubs, including:
* Robotics
* Sci Foxes
* Art Club
* Legos
* Code Club
* Girls on the Run

Strategy Rationale

Students are offered enrichment opportunities to extend their academics before and after school.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
McFarland, Kim, mcfarlandk2@leonschools.net

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

Attendance and surveys are collected from each club.

Strategy: Extended School Day

Minutes added to school year: 480

The school media center is open from 5:00 pm until 7:00 pm one evening each nine-week period. During this time, students are able to check out books, read, and take AR quizzes. This provides students an opportunity to meet AR goals.

Strategy Rationale

Students benefit from additional time beyond the school day to read and take AR quizzes. Accelerated Reader is not available for home use.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
McFarland, Kim, mcfarlandk2@leonschools.net

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

Data from AR reports will show that reading goals were met.

Strategy: Extended School Day

Minutes added to school year: 1,600

Selected students in grades K-3 will participate in a Reading Pals program beginning in October. This program matches 25 students with mentors. The pairs will read with each other twice a week for one hour.

Strategy Rationale

Our progress monitoring data shows the need for additional help and support in reading.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
McFarland, Kim, mcfarlandk2@leonschools.net

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

Data from Accelerated Reader will demonstrate an increase in the number of books read and tests passed.

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

1.The PK program closely matches that of the beginning of the county's adopted kindergarten curriculum.
2. Progress monitoring, AIMS Web testing, and VPK assessments monitor growth and readiness for success in kindergarten.
3. Sharing a playground with K and being right next to K classrooms allow PK children to become familiar with their future environment and expectations.
4. PK teachers meet with parents at the end of the year to discuss potential concerns regarding kindergarten success and skills to practice over the summer in order to increase school readiness.
5. End of the year IEP meetings for ESE children (with parents, an ESE K teacher, regular K teacher, therapists, and the current PK teacher) create appropriate academic, social/emotional, independent functioning and communication goals to increase success in K.
6. Regular K teachers and the ESE K teacher observe the PK classrooms near the end of the school year to observe learning strengths, ability to attend to and participate in large and small group activities, and discuss strengths/concerns. This allows the current teacher to help make the most appropriate placement with a K teacher who matches each child's needs.
7. There is an orientation during school hours for parents and children to meet K teachers, visit K classrooms, and tour the campus to familiarize future families with the environment and expectations.
8. PK students participate in all activities and events of the school...fire drills, music programs, morning announcements, school-wide activities (Boosterthon, Fall Festival, Silent Auction, PTO, book

character dress up, etc.)

9. Articulation meetings are held with feeder middle schools to prepare students for transition.

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

[1] = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   78% of all matched 5th grade students will meet science proficiency by scoring a level 3 or above on the 2017 FCAT.

G2.   81% of our students will score a level 3 or above in math on the 2017 FSA.

G3.   85% of our students will score a level 3 or above in reading on the 2017 FSA.

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. 78% of all matched 5th grade students will meet science proficiency by scoring a level 3 or above on the 2017 FCAT. `1a`

🔍 G092533

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	76.0

Targeted Barriers to Achieving the Goal `3`

- The FCAT Science Assessment assesses standards that are taught in 3rd, 4th and 5th grade.

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

- Science Fusion

- Community resources

- GEMS

- Science Olympiad

- Science Family Night

- Evans Scott Daily Science Review

Plan to Monitor Progress Toward G1. `8`

District and teacher assessments

Person Responsible
Kim McFarland

Schedule
Quarterly, from 8/14/2017 to 5/31/2018

Evidence of Completion
District and teacher assessments

G2. 81% of our students will score a level 3 or above in math on the 2017 FSA. 1a

🔑 G092534

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	

Targeted Barriers to Achieving the Goal 3

- Meeting the needs of struggling math students

Resources Available to Help Reduce or Eliminate the Barriers 2

- SuccessMaker

- Touch Math

- Numberworlds

- Saxon Math

- GoMath

- XtraMath.com

- Connecting Math

- Think Central

- Tier 2 & Tier 3 intervention classes

Plan to Monitor Progress Toward G2. 8

ThinkCentral, GoMath, iReady and REady Assessments

Person Responsible

Kim McFarland

Schedule

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

Evidence of Completion

ThinkCentral, GoMath, Ready and iReady Math data.

G3. 85% of our students will score a level 3 or above in reading on the 2017 FSA. 1a

🔑 G092535

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	

Targeted Barriers to Achieving the Goal 3

- Meeting the needs of struggling readers

Resources Available to Help Reduce or Eliminate the Barriers 2

- Wonders Program, with intervention support

- AR/STAR

- Reading Pals

- AIMS Web

- Lexia

- Reading Buddies

- Waterford

- Read Naturally

- Tier 2 & Tier 3 intervention classes

- IRead & IReady

Plan to Monitor Progress Toward G3. 8

STAR/AR, Wonders assessments, iReady, Ready Assessments

Person Responsible
Kim McFarland

Schedule
Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion
STAR/AR, Wonders assessments, iReady, Ready Assessments

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. 78% of all matched 5th grade students will meet science proficiency by scoring a level 3 or above on the 2017 FCAT. 1

🔑 G092533

G1.B1 The FCAT Science Assessment assesses standards that are taught in 3rd, 4th and 5th grade. 2

🔑 B248025

G1.B1.S1 Media Specialist and media para-professionals will provide instruction on 3rd and 4th grade science standards through P.O.D. and intervention materials. 4

🔑 S261333

Strategy Rationale

Based on FCAT data, students receiving Tier 3 interventions are not scoring level 3 and above.

Action Step 1 5

Media Specialist and media para-professional will provide instruction on 3rd and 4th grade science standards based on specific item specs from FCAT Science material.

Person Responsible

Kim McFarland

Schedule

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

Evidence of Completion

Assessments will show evidence of understanding of science standards from previous grades.

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

Assessment data will be analyzed to determine the progress and/or the need for additional support

Person Responsible

Kim McFarland

Schedule

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

Evidence of Completion

Data will indicate the progress of students.

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

Teachers will monitor assessment instruments to determine student progress.

Person Responsible

Kim McFarland

Schedule

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

Evidence of Completion

Data will show evidence that students have an understanding of 3rd and 4th grade science standards.

G2. 81% of our students will score a level 3 or above in math on the 2017 FSA. 1

🔑 G092534

G2.B1 Meeting the needs of struggling math students 2

🔑 B248026

G2.B1.S1 Provide Tier 2 and Tier 3 interventions as needed 4

🔑 S261334

Strategy Rationale

Struggling math students, based on beginning of the year assessments, need additional support and instruction

Action Step 1 5

We are going to progress monitor struggling math students using GoMath chapter assessments, Ready Math Assessments and iReady diagnostic reports.

Person Responsible

Kim McFarland

Schedule

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

Evidence of Completion

GoMath chapter assessments

Action Step 2 5

We are going to reteach and reassess students who score below 70% on their initial assessments. This will take place daily during small group instruction.

Person Responsible

Kim McFarland

Schedule

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

Evidence of Completion

Reassessment scores

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

GoMath data will be analyzed to determine the progress and/or the need for additional support for struggling math students.

Person Responsible

Kim McFarland

Schedule

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

Evidence of Completion

GoMath assessment data

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

Data will be reviewed and analyzed at monthy team meetings with administration

Person Responsible

Kim McFarland

Schedule

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

Evidence of Completion

Data will indicate the progress of struggling math students

G3. 85% of our students will score a level 3 or above in reading on the 2017 FSA. [1]

🔑 G092535

G3.B1 Meeting the needs of struggling readers [2]

🔑 B248027

G3.B1.S1 Provide Tier 2 and Tier 3 interventions as needed [4]

🔑 S261335

Strategy Rationale

Struggling readers need additional support and instruction

Action Step 1 [5]

We are going to progress monitor struggling readers weekly using iReady, Ready and Wonders Assessments.

Person Responsible

Lisa Crowe

Schedule

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

Evidence of Completion

AIMSWeb data, Ready, iReady and Wonders Assessments

Plan to Monitor Fidelity of Implementation of G3.B1.S1 [6]

AIMSWeb data will be analyzed to determine the progress and/or additional need for support of struggling readers.

Person Responsible

Lisa Crowe

Schedule

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

Evidence of Completion

AIMSWeb data

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

Data will be reviewed and analyzed at monthly team meetings with administration and reading coach.

Person Responsible

Kim McFarland

Schedule

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

Evidence of Completion

Data will indicate the progress of struggling readers.

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 M365692	District and teacher assessments	McFarland, Kim	8/14/2017	District and teacher assessments	5/31/2018 quarterly
G2.MA1 M365695	ThinkCentral, GoMath, iReady and REady Assessments	McFarland, Kim	8/14/2017	ThinkCentral, GoMath, Ready and iReady Math data.	5/31/2018 monthly
G3.MA1 M365698	STAR/AR, Wonders assessments, iReady, Ready Assessments	McFarland, Kim	8/14/2017	STAR/AR, Wonders assessments, iReady, Ready Assessments	5/31/2018 monthly
G1.B1.S1.MA1 M365690	Teachers will monitor assessment instruments to determine student progress.	McFarland, Kim	8/14/2017	Data will show evidence that students have an understanding of 3rd and 4th grade science standards.	5/31/2018 monthly
G1.B1.S1.MA1 M365691	Assessment data will be analyzed to determine the progress and/or the need for additional support	McFarland, Kim	8/14/2017	Data will indicate the progress of students.	5/31/2018 monthly
G1.B1.S1.A1 A344630	Media Specialist and media para-professional will provide instruction on 3rd and 4th grade science...	McFarland, Kim	8/14/2017	Assessments will show evidence of understanding of science standards from previous grades.	5/31/2018 monthly
G2.B1.S1.MA1 M365693	Data will be reviewed and analyzed at monthy team meetings with administration	McFarland, Kim	8/14/2017	Data will indicate the progress of struggling math students	5/31/2018 monthly
G2.B1.S1.MA1 M365694	GoMath data will be analyzed to determine the progress and/or the need for additional support for...	McFarland, Kim	8/14/2017	GoMath assessment data	5/31/2018 biweekly
G2.B1.S1.A1 A344631	We are going to progress monitor struggling math students using GoMath chapter assessments, Ready...	McFarland, Kim	8/14/2017	GoMath chapter assessments	5/31/2018 monthly
G2.B1.S1.A2 A344632	We are going to reteach and reassess students who score below 70% on their initial assessments....	McFarland, Kim	8/14/2017	Reassessment scores	5/31/2018 biweekly
G3.B1.S1.MA1 M365696	Data will be reviewed and analyzed at monthly team meetings with administration and reading coach.	McFarland, Kim	8/14/2017	Data will indicate the progress of struggling readers.	5/31/2018 monthly
G3.B1.S1.MA1 M365697	AIMSWeb data will be analyzed to determine the progress and/or additional need for support of...	Crowe, Lisa	8/14/2017	AIMSWeb data	5/31/2018 weekly
G3.B1.S1.A1 A344633	We are going to progress monitor struggling readers weekly using iReady, Ready and Wonders...	Crowe, Lisa	8/14/2017	AIMSWeb data, Ready, iReady and Wonders Assessments	5/31/2018 weekly

V. Professional Development Opportunities

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

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.S1.A1	Media Specialist and media para-professional will provide instruction on 3rd and 4th grade science standards based on specific item specs from FCAT Science material.				$1,388.38
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	9800	520-Textbooks	1171 - Roberts Elementary School	Other		$1,388.38
			Notes: Notes			
2	G2.B1.S1.A1	We are going to progress monitor struggling math students using GoMath chapter assessments, Ready Math Assessments and iReady diagnostic reports.				$11,312.82
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	9800	520-Textbooks	1171 - Roberts Elementary School	Other		$11,312.82
			Notes: Notes			
3	G2.B1.S1.A2	We are going to reteach and reassess students who score below 70% on their initial assessments. This will take place daily during small group instruction.				$0.00
4	G3.B1.S1.A1	We are going to progress monitor struggling readers weekly using iReady, Ready and Wonders Assessments.				$8,405.52
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	9800	520-Textbooks	1171 - Roberts Elementary School	Other		$8,405.52
			Notes: Notes			
					Total:	$21,106.72