

**Santa Rosa County**  
**District Schools**  
**School Improvement Plan**  
*2015-2016*



**Pea Ridge Elementary**  
School

**Dana King Fleming**  
Principal

**Rhonda Pearson**  
School Advisory Chair

Date of School Board Approval

**Santa Rosa School Improvement Plan- 2015-2016**

**Part I- Current School Status**

*Accreditation Standard 1- Purpose and Direction*

*Accreditation Standard 2- Governance and Leadership*

**1. Describe the involvement of the School Advisory Council in the development of this plan.**

The School Advisory Council reviews and approves the School Improvement Plan. One of our community partners is a retired Elementary Principal from Washington County. She assists with reviewing our plan and sharing input.

**2. Describe the activities of the School Advisory Council anticipated for the 2015-2016 school year including the monitoring of this School Improvement Plan.**

The School Advisory Council approves our school based budget, votes on the formula for A+ expenditure, reviews all Title I expenditure, approves the expenditure of 804 funds, review and make suggestions for change to our Parent School Compact, review and make suggestions for change for our Parent Involvement Plan, discuss ways to maintain school safety, members ask questions regarding any aspect of our school, and provide ongoing monitoring of our School Improvement Plan. One of our stakeholders attends District Parent Advisory Council, and he shares information learned from the PAC with SAC members. Teachers share strategies and successes in the classroom. Administration shares updates such as Common Core, Test Scores, MTSS, SPAR, and deliberate practices.

**3. Multi-Tiered System of Supports (MTSS)**

*Accreditation Standard 3- Teaching and Assessing for Learning*

*Accreditation Standard 4- Resources and Support System*

| School-Based MTSS Team   |
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| <p>A. Identify the school-based MTSS leadership team members.<br/>                     Mrs. Fleming (Principal), Ms. Dwiggin (AP), Cindy Lynch (ESE), Michelle Barlow (Media Specialist), Mary Grace White (Intervention Specialist), Doug Shields (Case Worker/Teacher), Wanda Beal (Guidance), Verna Smith (Literacy Coach), Kaitlin Carington (Psychologist)</p>  |
| <p>B. Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions).<br/>                     Our Leadership meets bi-weekly with all the team members listed in section A. Each teacher uploads input and data into SMART. Leadership team representative meets with individual grade levels the week prior to monthly meeting. The team evaluates all data and interventions implemented to date. If intervention strategies have been unsuccessful then other approaches are put into action based on the team’s expertise. Tracking devices, websites for resources, best practices are shared with other schools via email and face to face meetings.</p>  |
| <p>C. Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the problem-solving process was used in developing and implementing the SIP.<br/>                     All MTSS Leaders meet during the first few weeks of school, (or during the summer), to evaluate the SIP. Data is reviewed which then leads the team to developing the best teaching techniques to encourage growth in all student’s needs. Data is reviewed to show areas of difficulty, those bubble students, and weaknesses in teaching strategies. After review of strengths and weaknesses of core content, software, and implementation; the team formulates best practices to increase both student outcomes and teaching methods. These approaches are then incorporated into classroom small group rotations, Read 180 program, ESE inclusion, Math Interventionist, and include student tracking and a road map for all to follow.</p> |
| MTSS Implementation  |

D. Provide the data source(s) used at each tier for ELA, mathematics and behavior.

- Tier I Academics-

**Reading-** DEA Reading, SM8 Reading, STAR Reading, STAR Early Literacy, Basal Assessments, Formative classroom assessments, Rigby reading levels, Literacy Coach strategies

**Math-** DEA Math, STAR Math, SM5 Math, Basal Assessments, Khan Academy, Formative classroom assessments

**Science-** DEA Science, Harcourt Assessments, Formative classroom assessments

**Writing-** Formative classroom assessments, Quarterly school wide prompts/rubrics

**Attendance-** SMART Student At-Risk Report, ZAT 10 attendance reports, Teacher attendance records, New District Wide Attendance and Truancy Policy

- Tier I- Behavior-

**Behavior-** SMART discipline tracking tool, Classroom behavior plans using PBIS strategies, PBS, Weekly Calendars and Behavior Charts, Classroom Rules and Procedures Rubrics

- Tier II Academics-

**Reading-** DEA Reading, SM8 Reading, STAR Reading, STAR Early Literacy, Basal Assessments, Formative and Summative classroom assessments, Rigby reading levels, READ 180, After school tutoring assessments, My Reading Coach, Tyner Intervention, AIS for consults and Interventions, Intervention Specialist, Literacy Coach for modeling strategies

**Math-** DEA Math, STAR Math, SM8 Math, Basal Assessments, Khan Academy, Formative and Summative classroom assessments, after school tutoring assessments, Intervention Specialist

**Science-** DEA Science, Basal Assessments, Formative and Summative classroom assessments

**Writing-** Formative and Summative classroom assessments, quarterly school wide prompts with assistance in small groups/rubrics

**Attendance-** SMART Student At-Risk Report, ZAT 10 attendance reports, Teacher attendance records, new school based attendance truancy tracking form

- Tier II- Behavior-

**Behavior-** SMART discipline tracking tool, Classroom behavior plans using PBIS strategies, Individual Behavior Plans to include behavioral assessment on individual students, PBS, Guidance intervention, Overlay Counselor (CDAC), Military Counselor

- Tier III Academics-

**Reading-** DEA Reading, SM8 Reading Custom Courses, STAR Reading, STAR Early Literacy, Basal Assessments, Formative and summative classroom assessments, Rigby reading levels, **READ** 180, After school tutoring assessments, My Reading Coach, Tyner Intervention, AIS for consults and Interventions, Intervention Specialist, Literacy Coach for modeling strategies

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| <p><b>Math-</b> DEA Math, STAR Math, SM8 Math Custom Courses, Basal Assessments, Khan Academy, Formative and summative classroom assessments, Intervention Specialist</p> <p><b>Science-</b> DEA Science, Basal Assessments, Formative and Summative classroom assessments</p> <p><b>Writing-</b> Formative and Summative classroom assessments, small group instruction on basics geared at student needs</p> <p><b>Attendance-</b> SMART Student At-Risk Report, ZAT 10 attendance reports, Teacher attendance records</p> <ul style="list-style-type: none"> <li>• Tier III- Behavior-</li> </ul> <p><b>Behavior-</b> SMART discipline tracking tool, Classroom behavior plans using PBIS strategies, Individual Behavior Plans, Check in/Check out PBIS Tier III intervention, PBS, Guidance intervention, Overlay Counselor (CDAC), Military Counselor</p> |
| <p>E. Describe the plan to train staff on MTSS during the 2015-2016 school year.</p> <p>Professional Development will be given in faculty meetings through our guidance department, through the district office of Continuous Improvement (Mr. Johnson), district experts of best practices, and our school based PLC's, Project Based Learning Extensions, and continuation of Common Core integrations with all content.</p>  |

**4. Effective and Highly Effective Teachers**

Describe the strategies that will be used to recruit and retain high quality, effective teachers to the school.

| Description of Strategy  | Person Responsible |
|--|--------------------|
| Each school principal will work with the county recruitment/retention specialist to ensure highly qualified candidates are interviewed and hired. This includes highly qualified minority applicants and those in critical shortage areas. | Administration     |

**5. Non-Highly Effective Instructors**

Provide the number of instructional staff teaching out-of-field **and** received a *less than* an effective rating.

| Number of instructional staff and paraprofessionals teaching out-of-field <b>and</b> who received <i>less than</i> an effective rating. | Strategies to support the staff in becoming highly effective |
|---|--|
| N/A   | N/A  |

**6. Title I Schools**

A. As applicable, describe how federal, state, and local services and programs will be coordinated and integrated in the school.

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| <p><b>Title I, Part A funds</b> support supplemental activities to improve the academic achievement of the disadvantaged. Activities include the following primary activities: 1) The Early Intervention Program: a district initiative to support intervention (Grades K-3) in reading, 2) an Initiative for continued School Safety, 3) provision of added extensions and modeling of best practices, 4) Parent Involvement with added family night events, 6) Professional Development, and 7) school-based initiatives based on student needs. Our school-based Title I Program works to provide additional programs, curriculum, parent training, personnel, parent involvement, and professional development to staff so that we may better serve the needs of all students at our school. Our Title I program includes a detailed Parent Involvement Plan as well as Parent Involvement Activities scheduled throughout the school year. Some of these activities include: Families Building Better Readers, Science Explorium, FCAT Night, Literacy Night, Literacy Coach Parent activity events, Pi Night, Book Fairs, After School Club implementation, Semi-Annual Grade Level CCFS activities (day &amp; night events). Our Title I program also provides an opportunity for our students to participate in additional assessments to help us prepare for standardized assessments. Some of these additional assessments are: Discovery Education Assessment, Success Maker Enterprise, Renaissance, and School Based Professional Learning Communities.</p> |
| <p><b>Title I, Part C- Migrant</b> Santa Rosa County School District collaborates with the Panhandle Area Education Consortium (PAEC) to provide support services for students eligible for migrant services. The Migrant Liaison, stationed in Escambia County, provides services and support to students and parents. The Liaison coordinates with Title I and other programs to ensure students' needs are met.</p>   |
| <p><b>Title I, Part D</b> The District receives funds to support the Santa Rosa Youth Academy. Services are coordinated with District Drop-out Prevention Programs. Services focus on core academic skills, transition, technology support, and careers.</p>   |
| <p><b>Title II</b> Teacher and principal Training and Recruiting Funds ensure activities aligned with state academic content standards, student academic achievement standards, and state assessments. The District receives funding to support the following activities: 1) provide staff development sessions in math, reading, writing, and science, 2) participate in state and national conferences, 3) support two curriculum coordinators in reading/writing and math/science, 4) provide literacy coaches at high needs schools, 5) train coaches, 6) training district data coaches and administrators, 7) conduct new teacher orientation activities, 8) support mentor teachers, 9) improve minority recruitment, and 10) support professional development for school-based administrators in the area of the Florida Principal Leadership Standards.</p>   |
| <p><b>Title III</b> Services are provided through the District for education materials and ESOL itinerant teachers to improve the education of immigrant and English Language Learners.</p>  |

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| <p><b>Title X- Homeless</b> The District receives McKinney Vento funds to immediately enroll, maintain enrollment, and promote academic achievement of children and youth identified as eligible for homeless education. The Communities of Learning/Homeless Education Program collaborates with approximately 75 local agencies and services to eliminate barriers to a free and appropriate education for homeless students.</p>   |
| <p><b>Supplemental Academic Instruction (SAI)</b> SAI funds are coordinated with Title funds to provide summer school academic support and transportation for low-achieving students in grades K-5. SAI is also used to fund our Summer Reading Camp for Level 1 and 2 3<sup>rd</sup> grade students. Intensive remedial reading instruction is provided along with another opportunity to take the alternate Stanford 10 for Level 1 students as an opportunity for an exemption from mandatory retention.</p> |
| <p><b>Violence Prevention Programs</b> The Safer, Smarter Kids program is provided by the district for all elementary schools. The district also provides designated grade level presentations for abuse recognition and prevention. All teachers receive yearly update training on recognizing and reporting of abuse. The district provides training and support for schools on the topic of Bullying for both victims and perpetrators.</p>  |
| <p><b>Nutrition Programs</b> The school works collaboratively with Sodexo and UF/IFAS to provide nutritional meals for students and nutritional snacks. Sodexo and UF/IFAS provides nutritional classes for grade levels.</p>   |
| <p><b>Housing Programs</b> The District provides housing referral services through the Communities of Learning/Homeless Education Programs.</p>   |
| <p><b>Head Start</b> Students participate in Head Start at TR Jackson School. Pea Ridge Elementary offers a summer Voluntary Pre-K sessions.</p>  |
| <p><b>Adult Education</b> The District provides Adult Education services through the Adult School. The Adult School is designed to meet the educational goals of adults and youth who have exited the formal school setting. It is the responsibility of the Adult School to provide an educational atmosphere designed to encourage personal and intellectual growth towards post-secondary education and/or employment.</p>   |
| <p><b>Career and Technical Education</b> Workforce Education programs in Santa Rosa County School District are provided in secondary and postsecondary schools. These programs are career-oriented with rigorous academic coursework utilizing industry standards. The school provides career education through career day and special guest speakers throughout the school year.</p>   |
| <p><b>Job Training</b> Job training in Santa Rosa County School District is designed to meet the needs of students, business and industry. Through numerous secondary and postsecondary training programs, instruction is provided which leads to a highly skilled labor force. Title I schools frequently refer parents and guardians to services at Locklin Technical Center.</p>   |

B. Pre-School Transition

As applicable, describe plans for assisting preschool children in transition from early childhood programs to local elementary schools.

TR Jackson contacts our Kindergarten teachers every year to have a Transition Day for P-K students to visit our school and Kindergarten classrooms.

**Area 2: English/Language Arts**

| <b>2A.</b> Percentage scoring at or above level 3 on DEA Test A: <u>43%</u>  | <b>Test D Goal-</b> <u>52%</u>   | <b>2B.</b> Percentage scoring at or above level 4. on DEA Test A- <u>27%</u>  | <b>Test D Goal-</b> <u>35%</u>  |
|--|--|---|---|
| <b>ELA-Specific Section</b>  |  |   |   |
| Anticipated Barrier(s) to reaching midyear goal.   | Strategies to Overcome Barrier   | Person Monitoring Strategy  | Method of Monitoring Strategy   |
| <ol style="list-style-type: none"> <li>1. Integration of Common Core Standards and planning of content integration</li> <li>2. Attendance, Tardy, Early Check out issues</li> <li>3. Lack of parental involvement</li> <li>4. Increase of Economically Disadvantaged students</li> <li>5. New teachers</li> <li>6. Common Core Extensions</li> <li>7. Writing throughout all Content grades K-5</li> <li>8. Project Based Learning Extensions</li> <li>9. Inconsistency in evaluations, monitoring student progress, and Curriculum</li> </ol> | <ol style="list-style-type: none"> <li>1. Increase Business Partner Participation</li> <li>2. Common Core Extension Utilization</li> <li>3. Data meetings all grades</li> <li>4. Cont'd District Policy on Tardy and Early Check Out students</li> <li>5. Before school computer lab open to increase school hours</li> <li>6. After school tutoring/ clubs scheduled</li> <li>7. Mentoring of new teachers</li> <li>8. FSA/Family Literacy</li> <li>9. Parent Involvement Activities with Family Nights</li> <li>10. More Advertising of events</li> <li>11. School based PLC's</li> <li>12. Increase outside of school Content area competitive Events and activities</li> </ol> | <ol style="list-style-type: none"> <li>1. MTSS team</li> <li>2. DATA team</li> <li>3. Classroom teachers</li> <li>4. Administration</li> <li>5. Guidance Counselor</li> <li>6. Intervention Specialists</li> <li>7. ESE Push-in Teachers</li> <li>8. Literacy Coach</li> <li>9. District Personnel</li> </ol> | <ol style="list-style-type: none"> <li>1. MTSS team meetings</li> <li>2. DATA team meetings</li> <li>3. Grade level meetings</li> <li>4. Classroom data from performance in academic programs and software assessments</li> <li>5. Integrated writing projects</li> </ol> |



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|  | <ul style="list-style-type: none"> <li>13. Increasing STEAM Activities Monthly</li> <li>14. Project Based Learning Extensions</li> <li>15. Less teacher pull-out from Classroom</li> <li>16. EOC clarification</li> <li>17. Continued implementation of the Tyner methods of interventions</li> <li>18. Typing program</li> </ul> |  |  |
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**FAA Reading-** *Required for schools with students who took the 14-15 FAA*

| <b>2C. Goal Area:</b><br>Percentage of students scoring level 4, 5 or 6.    | <b>Goal:</b><br>2014-2015 Performance- 0%<br><b>2015-2016 Goal-</b> 1%   |   |   |
|---|--|---|---|
| Anticipated Barrier(s)  | Strategies to Overcome Barrier   | Person Monitoring Strategy  | Method of Monitoring Strategy   |
| 1. Student ability to perform   | <ul style="list-style-type: none"> <li>1. Continue to work with our two students who are Autistic with retention strategies</li> <li>2. Professional Development for our Autism staff</li> </ul> | <ul style="list-style-type: none"> <li>Michele Brown, AIS</li> <li>Mary White, Intervention Specialist</li> <li>Michelle Barlow, Media Specialist</li> <li>Verna Smith, Literacy Coach</li> <li>Dana Fleming, Principal</li> <li>Brenda Dwiggin, Assistant Principal</li> <li>Wanda Beal, Guidance</li> </ul> | <ul style="list-style-type: none"> <li>1. MTSS team meetings</li> <li>2. DATA team meetings</li> <li>3. Grade level meetings</li> <li>4. Classroom data from performance in academic programs and software assessments</li> <li>5. Integrated writing projects</li> </ul> |
| <b>2D. Goal Area:</b><br>Percentage of students scoring at or above level 7 | <b>Goal:</b><br>2014-2015 Performance- 0%<br><b>2015-2016 Goal-</b> 1%   | <ul style="list-style-type: none"> <li>Michele Brown, AIS</li> <li>Mary White, Intervention Specialist</li> <li>Michelle Barlow, Media Specialist</li> <li>Verna Smith, Literacy Coach</li> <li>Dana Fleming, Principal</li> </ul>  | <ul style="list-style-type: none"> <li>1. MTSS team meetings</li> <li>2. DATA team meetings</li> <li>3. Grade level meetings</li> <li>4. Classroom data from performance in academic programs and software assessments</li> </ul>   |

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|  |  | Brenda Dwiggins, Assistant Principal<br>Wanda Beal, Guidance | 5. Integrated writing projects |
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**Proposed English/Language Arts Professional Development for 2015-2016**

| Topic   | Facilitator                                 | Targeted Participants            | Proposed Dates   | PD Follow-up Strategy   | Person Responsible   |
|---|---|----------------------------------|--|---|--|
| Integrated Reading Block, Tyner Intervention, Best Practices modeling | Dr. Beverly Tyner<br>AIS<br>Literacy Coach  | All teachers & Paraprofessionals | July 2015/August 2015<br>September 2015<br>October 2015<br>January 2016<br>Monthly throughout the year | Modeling Tyner Rotations, Common Core Integration   | Michele Brown, AIS<br>Mary White, Intervention Specialist<br>Michelle Barlow, Media Specialist<br>Verna Smith, Literacy Coach<br>Dana Fleming, Principal<br>Brenda Dwiggins, Assistant Principal<br>Wanda Beal, Guidance |
| Common Core Engagement Extensions                                     | Beth Lees                                   | All teachers & Paraprofessionals | TBD  | Professional Learning Community Monthly Meetings<br>Display of CCFS for night parent events each nine weeks | Michele Brown, AIS<br>Michelle Barlow, Media Specialist<br>Dana Fleming, Principal<br>Brenda Dwiggins, Assistant Principal   |
| Professional Learning Community                                       | Media Specialist/PLC/<br>Literacy Committee | All teachers & Paraprofessionals | Monthly throughout the year  | Monthly round tables for open forum discussions of progress,  | Michele Brown, AIS<br>Mary White, Intervention Specialist  |

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|                        |                                     |                                  |  | improvements, and development needs  | Michelle Barlow, Media Specialist<br>Verna Smith, Literacy Coach<br>Dana Fleming, Principal<br>Brenda Dwiggin, Assistant Principal<br>Wanda Beal, Guidance PLC  |
| Writing Across Content | Media Specialist/PLC/Literacy Coach | All teachers & Paraprofessionals | Monthly throughout the year            | Monthly displays throughout the year in which classes choose top writer and then the PLC chooses based on school wide rubric | Dana Fleming, Principal<br>Brenda Dwiggin, Assistant Principal<br>Michele Brown, AIS<br>Verna Smith, Literacy Coach<br>PLC  |
| Ruby Payne Training    | Wanda Beal                          | All teachers & Paraprofessionals | Poverty Simulation<br>October 19, 2015 | Quarterly activities   | Michele Brown, AIS<br>Mary White, Intervention Specialist<br>Michelle Barlow, Media Specialist<br>Verna Smith, Literacy Coach<br>Dana Fleming, Principal<br>Brenda Dwiggin, Assistant Principal<br>Wanda Beal, Guidance |

**Area 3: Mathematics**

| <p><b>3A.</b> Percentage scoring at or above level 3 on DEA Test A: <u>65%</u></p>   | <p><b>Test D Goal-</b> <u>75%</u></p>   | <p><b>3B.</b> Percentage scoring at or above level 4. on DEA Test A: <u>25%</u></p>  | <p><b>Test D Goal-</b> <u>32%</u></p>   |
|--|---|--|---|
| <p><b>Mathematics-Specific Section</b></p>   |   |  |   |
| <p>Anticipated Barrier(s) to reaching midyear goal.</p>  | <p>Strategies to Overcome Barrier</p>   | <p>Person Monitoring Strategy</p>  | <p>Method of Monitoring Strategy</p>  |
| <ol style="list-style-type: none"> <li>1. Understanding Common Core Standards</li> <li>2. Attendance, Tardy, Early Check out issues</li> <li>3. Lack of parental content knowledge</li> <li>4. Increase of Economically Disadvantaged students</li> <li>5. New teachers</li> <li>6. Common Core Extensions</li> <li>7. Writing throughout all Content K-5</li> </ol> | <ol style="list-style-type: none"> <li>1. Common Core Integration Strategies</li> <li>2. Decrease Fund Raisers</li> <li>3. Increase Business Partner Participation</li> <li>4. Data meetings for all grade levels for progress monitoring</li> <li>5. Cont'd District Policy on Tardy and Early Check Out students</li> <li>6. Before school computer lab open to increase school hours</li> <li>7. Teacher videos on key concepts uploaded to website</li> <li>8. After school tutoring</li> <li>9. Mentoring of new teachers</li> <li>10. Common Core Extension Utilization</li> <li>11. FSA/Family Literacy</li> <li>12. Semi-Annual parent night CCFS events</li> </ol> | <ol style="list-style-type: none"> <li>1. MTSS team</li> <li>2. DATA team</li> <li>3. Classroom teachers</li> <li>4. Administration</li> <li>5. Guidance Counselor</li> <li>6. Intervention Specialists</li> <li>7. ESE Push-in Teachers</li> <li>8. PLC</li> <li>9. Literacy Coach</li> </ol> | <ol style="list-style-type: none"> <li>1. MTSS team meetings</li> <li>2. DATA team meetings</li> <li>3. Grade level meetings</li> <li>4. Classroom data from performance in academic programs and software assessments</li> <li>5. Integrated writing projects</li> </ol> |

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|  | <ul style="list-style-type: none"> <li>13. Increasing STEAM Activities Monthly</li> <li>14. Math Homework Club</li> <li>15. Math Competitions</li> <li>16. School based PLC's</li> <li>17. Project Based Learning Extensions</li> <li>18. Less teacher pull-out from Classroom</li> <li>19. EOC clarification</li> </ul> |  |  |
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**FAA Mathematics-** *Required for schools with students who took the 14-15 FAA*

| <b>3C. Goal Area:</b><br>Percentage of students scoring level 4, 5 or 6.    | <b>Goal:</b><br>2014-2015 Performance- 0%<br><b>2015-2016 Goal-</b> 1%   |  |   |
|---|--|--|---|
| Anticipated Barrier(s)  | Strategies to Overcome Barrier   | Person Monitoring Strategy   | Method of Monitoring Strategy   |
| 1. Student ability to perform   | <ul style="list-style-type: none"> <li>1. Continue to work with our two students who are Autistic with retention strategies</li> <li>2. Professional Development for our Autism staff</li> </ul> | <ul style="list-style-type: none"> <li>Michele Brown, AIS</li> <li>Mary White, Intervention Specialist</li> <li>Michelle Barlow, Media Specialist</li> <li>Verna Smith, Literacy Coach</li> <li>Dana Fleming, Principal</li> <li>Brenda Dwiggins, Assistant Principal</li> <li>Wanda Beal, Guidance</li> </ul> | <ul style="list-style-type: none"> <li>1. MTSS team meetings</li> <li>2. DATA team meetings</li> <li>3. Grade level meetings</li> <li>4. Classroom data from performance in academic programs and software assessments</li> <li>5. Integrated writing projects</li> </ul> |
| <b>3D. Goal Area:</b><br>Percentage of students scoring at or above level 7 | <b>Goal:</b><br>2014-2015 Performance- 0%<br><b>2015-2016 Goal-</b> 1%   |  |   |
| Anticipated Barrier(s)  | Strategies to Overcome Barrier   | Person Monitoring Strategy   | Method of Monitoring Strategy   |
| 1. Student ability to perform   | <ul style="list-style-type: none"> <li>1. Continue to work with our two students who are Autistic with retention strategies</li> </ul>   | <ul style="list-style-type: none"> <li>Michele Brown, AIS</li> <li>Mary White, Intervention Specialist</li> </ul>  | <ul style="list-style-type: none"> <li>1. MTSS team meetings</li> <li>2. DATA team meetings</li> <li>3. Grade level meetings</li> </ul>   |

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|  | 2. Professional Development for our Autism staff | Michelle Barlow, Media Specialist<br>Verna Smith, Literacy Coach<br>Dana Fleming, Principal<br>Brenda Dwiggin, Assistant Principal<br>Wanda Beal, Guidance | 4. Classroom data from performance in academic programs and software assessments<br>5. Integrated writing projects |
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**Proposed Mathematics Professional Development for 2015-2016**

| Topic  | Facilitator                   | Targeted Participants              | Proposed Dates                 | PD Follow-up Strategy                              | Person Responsible  |
|--|-------------------------------|------------------------------------|--------------------------------|--|---|
| Reading, Purpose of Reading in Math, Common Core Engagement Strategies | Michele Brown and Verna Smith | All Teachers and Paraprofessionals | Bi-Monthly throughout the year | Rotations, Common Core Integration, best practices | Michele Brown, AIS<br>Mary White, Intervention Specialist<br>Michelle Barlow, Media Specialist<br>Verna Smith, Literacy Coach<br>Dana Fleming, Principal<br>Brenda Dwiggin, Assistant Principal<br>Wanda Beal, Guidance |
| Modeling professional development Pillars                              | PLC                           | All Teachers and Paraprofessionals | Bi-Monthly throughout the year | Rotations, Common Core Integration, best practices | Michele Brown, AIS<br>Mary White, Intervention Specialist<br>Michelle Barlow, Media Specialist<br>Verna Smith, Literacy Coach   |

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|  |                         |                                       |                                   |  | Dana Fleming,<br>Principal<br>Brenda Dwiggin,<br>Assistant Principal<br>Wanda Beal, Guidance   |
| Common Core Math<br>Integration/Rotations<br>/Extensions | Mary Grace<br>White/PLC | All Teachers and<br>Paraprofessionals | Bi-Monthly throughout the<br>year | Rotations, Common<br>Core Integration, best<br>practices/Extension<br>activities | Mary White,<br>Intervention Specialist<br>Dana Fleming,<br>Principal<br>Brenda Dwiggin,<br>Assistant Principal<br>Wanda Beal, Guidance   |
| Writing Integration<br>across the content                | Writing PLC             | All Teachers and<br>Paraprofessionals | Bi-Monthly throughout the<br>year | Rubrics, Author of the<br>Quarter  | Michele Brown, AIS<br>Mary White,<br>Intervention Specialist<br>Michelle Barlow,<br>Media Specialist<br>Verna Smith, Literacy<br>Coach<br>Dana Fleming,<br>Principal<br>Brenda Dwiggin,<br>Assistant Principal<br>Wanda Beal, Guidance |

**Area 4: Science- Grades 5 and 8**

|   |                        |   |                        |
|---|------------------------|---|------------------------|
| <b>4A.</b> Percentage scoring at or<br>above level 3 on 14-15 FCAT<br>35% | <b>15-16 Goal-</b> 45% | <b>4B.</b> Percentage scoring at or<br>above level 4 on 14-15 FCAT<br>14% | <b>15-16 Goal-</b> 20% |
| <b>Science-Specific Section</b>   |                        |   |                        |

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| Anticipated Barrier(s) to reaching midyear goal.   | Strategies to Overcome Barrier  | Person Monitoring Strategy   | Method of Monitoring Strategy   |
|--|---|--|---|
| <ol style="list-style-type: none"> <li>1. Integration of Common Core Standards</li> <li>2. Attendance, Tardy, Early Check out issues</li> <li>3. Lack of parental involvement</li> <li>4. Increase of Economically Disadvantaged students</li> <li>5. New teachers</li> <li>6. Common Core Integration Strategies</li> <li>7. Integrating writing into content area K-5</li> </ol> | <ol style="list-style-type: none"> <li>1. New District Policy on Tardy and Early Check Out students</li> <li>2. Before school computer lab open to increase school hours</li> <li>3. Increase Business Partner Participation</li> <li>4. Mentoring of new teachers</li> <li>5. Common Core Extension Utilization</li> <li>6. Content based Science Explorium activities</li> <li>7. Semi-annual parent night events</li> <li>8. Quarterly prompts which integrate science with other content areas</li> <li>9. Increasing STEAM Activities</li> <li>10. School based PLC's</li> <li>11. Project Based Learning Activities</li> <li>12. Mess Hall visit PRE</li> </ol> | <ol style="list-style-type: none"> <li>1. MTSS team</li> <li>2. DATA team</li> <li>3. Classroom teachers</li> <li>4. Administration</li> <li>5. Guidance Counselor</li> <li>6. Intervention Specialists</li> <li>7. ESE Push-in Teachers</li> <li>8. PLC</li> <li>9. Literacy Coach</li> </ol> | <ol style="list-style-type: none"> <li>1. MTSS team meetings</li> <li>2. DATA team meetings</li> <li>3. Grade level meetings</li> <li>4. DEA</li> <li>5. Classroom data from performance in academic programs and software assessments</li> <li>6. Integrated writing projects</li> </ol> |

**Proposed Science Professional Development for 2015-2016**

| Topic                              | Facilitator           | Targeted Participants              | Proposed Dates                 | PD Follow-up Strategy          | Person Responsible |
|------------------------------------|-----------------------|------------------------------------|--------------------------------|--------------------------------|--------------------|
| Writing and integration of Science | Beth Lees and Writing | All Teachers and Paraprofessionals | Bi-Monthly throughout the year | Rubrics, Author of the Quarter | Michele Brown, AIS |



ALL SCHOOLS

|                          |                                 |  |  |  |   |
|--------------------------|---------------------------------|--|--|--|---|
| content in Math, Reading | School based PLC/Literacy Coach |  |  |  | Mary White, Intervention Specialist<br>Michelle Barlow, Media Specialist<br>Verna Smith, Literacy Coach<br>Dana Fleming, Principal<br>Brenda Dwiggin, Assistant Principal<br>Wanda Beal, Guidance PLC |
|--------------------------|---------------------------------|--|--|--|---|

**Area 6: At-Risk Section**

**6A. Students at Risk- Required for elementary and middle schools**

| Number of students with 3 or more At-Risk Indicators as of August 17, 2015 <u>2%</u><br><b>Maintain list of these names</b>   | % of students identified on 8/17/15 promoted to next grade - <u>100%</u>   |   |   |
|---|--|---|---|
| Anticipated Barrier(s)  | Strategies to Overcome Barrier   | Person Monitoring Strategy  | Method of Monitoring Strategy   |
| <ol style="list-style-type: none"> <li>Integration of Common Core strategies</li> <li>Attendance, Tardy, Early Check out issues</li> <li>Lack of parental involvement</li> <li>Increase of Economically Disadvantaged students</li> <li>New teachers</li> <li>Common Core Extensions</li> <li>Decrease of school base funding</li> <li>Integrating writing into content area</li> </ol> | <ol style="list-style-type: none"> <li>Common Core Integration Strategies</li> <li>Increase Business Partner Participation</li> <li>Data meetings for all grade levels for progress monitoring</li> <li>Cont'd District Policy on Tardy and Early Check Out students</li> <li>Before school computer lab open to increase school hours</li> <li>After school tutoring/clubs</li> </ol> | <ol style="list-style-type: none"> <li>MTSS team</li> <li>DATA team</li> <li>Classroom teachers</li> <li>Administration</li> <li>Guidance Counselor</li> <li>Intervention Specialists</li> <li>ESE Push-in Teachers</li> <li>PLC</li> <li>Literacy Coach</li> </ol> | <ol style="list-style-type: none"> <li>MTSS team meetings</li> <li>DATA team meetings</li> <li>Grade level meetings</li> <li>Classroom data from performance in academic programs and software assessments</li> </ol> |

ALL SCHOOLS

|  |   |  |  |
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|  | <p>scheduled</p> <ol style="list-style-type: none"> <li>7. Mentoring of new teachers</li> <li>8. Common Core Extension Utilization</li> <li>9. FSA/Sci/Family Literacy Nights</li> <li>10. PTA meetings at night</li> <li>11. Monthly Data meetings for all grade levels for progress monitoring</li> <li>12. Semi-Annual CCFS night Parent Events</li> <li>13. Increasing STEAM Activities</li> <li>14. School based PLC's</li> <li>15. Project Based Learning Activities</li> <li>16. Parent Literacy training for Interventions that use Tyner strategies</li> </ol> |  |  |
|--|---|--|--|

**6D- Attendance - Required for all schools**

| <p>2015 Attendance Rate <u>94.76%</u><br/>                 2015 Number of Students with Excessive Absences (10 or more) <u>294</u><br/>                 2015 Number of Students with Excessive Tardies (10 or more) <u>175</u></p> | <p>2016 Attendance Rate <b>Goal 96%</b><br/>                 2016 <b>Goal</b> –Number of Students with Excessive Absences (10 or more) <u>200</u><br/>                 2016 <b>Goal</b> - Number of Students with Excessive Tardies (10 or more) <u>125</u></p> |  |   |
|--|---|--|---|
| Anticipated Barrier(s)   | Strategies to Overcome Barrier  | Person Monitoring Strategy   | Method of Monitoring Strategy   |
| <ol style="list-style-type: none"> <li>1. Attendance, Tardy, Early Check out issues</li> <li>2. Lack of parental involvement and background knowledge</li> <li>3. Increase of Economically Disadvantaged students</li> </ol>       | <ol style="list-style-type: none"> <li>1. Cont'd District Policy on Tardy and Early Check Out students</li> <li>2. Mentoring of new teachers</li> <li>3. Training for Common Core Integration and content knowledge assistance for</li> </ol>                   | <ol style="list-style-type: none"> <li>1. MTSS team</li> <li>2. DATA team</li> <li>3. Classroom teachers</li> <li>4. Administration</li> <li>5. Guidance Counselor</li> <li>6. Intervention Specialists</li> </ol> | <ol style="list-style-type: none"> <li>1. MTSS team meetings</li> <li>2. DATA team meetings</li> <li>3. Grade level meetings</li> <li>4. Classroom data from performance in academic programs and software</li> </ol> |

ALL SCHOOLS

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|  | <p>families</p> <p>4. Parent Trainings throughout the year on the new rigorous academics</p> <p>5. SMART enhancements</p> <p>6. Quicker intervention phone calls to families (within 1<sup>st</sup> 9 weeks)</p> | <p>7. ESE Push-in Teachers</p> <p>8. PLC</p> | <p>assessments</p> <p>5. Parapro to assist with Documentation</p> <p>6. SMART program enhancements</p> |
|--|--|--|--|

**6E- Suspension - Required for all schools**

| 2015 Total Number of In-School Suspensions- <u>2</u>   | 2016 <b>Goal</b> - Total Number of In-School Suspensions- <u>2</u>   |   |  |
|--|--|---|--|
| 2015 Total Number of Students Suspended In-School <u>2</u>   | 2016 <b>Goal</b> - Total Number of Students Suspended In-School <u>2</u>   |   |  |
| 2015 Total Number of Out-of-School Suspensions <u>28</u>   | 2016 <b>Goal</b> - Total Number of Out-of-School Suspensions <u>5</u>  |   |  |
| 2015 Total Number of Students Suspended Out-of-School <u>18</u>  | 2016 <b>Goal</b> - Total Number of Students Suspended Out-of-School <u>5</u>   |   |  |
| Anticipated Barrier(s)   | Strategies to Overcome Barrier   | Person Monitoring Strategy  | Method of Monitoring Strategy  |
| <p>1. Attendance, Tardy, Early Check out issues</p> <p>2. Lack of parental involvement</p> <p>3. Increase of Economically Disadvantaged students</p> | <p>1. Continued support of PBS</p> <p>2. Mentoring of new teachers</p> <p>3. Training to teachers on behavior modifications</p> <p>4. De-escalation strategies</p> | <p>1. MTSS team</p> <p>2. DATA team</p> <p>3. Classroom teachers</p> <p>4. Administration</p> <p>5. Guidance Counselor/ Parapro</p> | <p>1. MTSS team meetings</p> <p>2. DATA team meetings</p> <p>3. Grade level meetings</p> |

**6F- Parent Involvement - Required for all schools**

| 2014-2015 Performance- <u>8068</u>   |   |   |   |
|--|---|---|---|
| <b>2015-2016 Goal-</b> <u>8100</u>   |   |   |   |
| Anticipated Barrier(s)   | Strategies to Overcome Barrier  | Person Monitoring Strategy                      | Method of Monitoring Strategy   |
| <p>1. Attendance, Tardy, Early Check out issues</p> <p>2. Lack of parental involvement</p> | <p>1. Cont'd District Attendance and Truancy policy</p> <p>2a. Offer multiple</p> | <p>1. SAC</p> <p>2. PTA</p> <p>2. DATA team</p> | <p>1. SAC/PTA meeting Agendas/ Minutes</p> <p>2. MTSS team meetings</p> |

ALL SCHOOLS

|  |  |   |   |
|--|--|---|---|
| <p>and knowledge of content assistance</p> <p>3. Increase of Economically Disadvantaged students</p> | <p>participation meeting times for SAC and PTA</p> <p>2b. Parent Training LAFS/MAFS through quarterly night events</p> <p>2c. Parent Training on Tyner Strategies &amp; interventions</p> <p>2d. Open Communication with teachers and administration</p> <p>2e. Parent Resource Library</p> <p>2f. Blackboard Connect calls</p> <p>3. After School Clubs</p> <p>4. Remind 101 text messages</p> <p>5. Monthly updates to PRE website</p> | <p>3. Classroom teachers</p> <p>4. Administration</p> <p>5. Guidance Counselor</p> <p>6. PLC</p> <p>7. Literacy Coach</p> | <p>2. DATA team meetings</p> <p>3. Grade level meetings</p> <p>4. Classroom data from performance in academic programs and software assessments</p> |
|--|--|---|---|

**Proposed At-Risk Professional Development for 2015-2016**

| Topic   | Facilitator   | Targeted Participants         | Proposed Dates                          | PD Follow-up Strategy  | Person Responsible   |
|---|---|-------------------------------|---|--|--|
| <p>1. New District Attendance and Truancy policy</p> <p>2a. Offer multiple participation meeting times for SAC and PTA</p> <p>2b. Parent Training CCFS through quarterly night events</p> | <p>1. Administration</p> <p>2a. PTA board Members</p> <p>2b. Administration/ Teachers</p> <p>2c. School Employees</p> <p>2d. Media Specialist</p> <p>2e. Mrs. Weber</p> <p>3. Administration/</p> | <p>1-3. All Parents/Staff</p> | <p>1-3. Ongoing throughout the year</p> | <p>1. SRCSD Policy/ PRE Newsletter/ Open House/ Orientation</p> <p>2a. Blackboard Connect/ Alternate times for PTA and SAC meetings</p> <p>2b. Volunteer</p> | <p>1. Administration</p> <p>2a. PTA board Members</p> <p>2b. Administration/ Teachers</p> <p>2c. School Employees</p> <p>2d. Media Specialist/Literacy Coach</p> <p>2e. Mrs. Weber</p> |

ALL SCHOOLS

|  |                 |  |  |  |                                    |
|--|-----------------|--|--|--|------------------------------------|
| <p>2c. Open Communication with teachers and administration</p> <p>2d. Parent Resource Library</p> <p>2e. Blackboard Connect calls</p> <p>3. After School Clubs</p> | <p>Teachers</p> |  |  | <p>Training/Title I Parent Meeting/SAC</p> <p>2c. Maintain an Open door policy at all times</p> <p>2d. Monitor resources</p> <p>2e. Review for non-working numbers</p> <p>3. Review scores of participants</p> | <p>3. Administration/ Teachers</p> |
|--|-----------------|--|--|--|------------------------------------|

**Area 7: Science, Technology, Engineering, Art, and Mathematics (STEAM) - Required for STEAM schools**

**7A. Goal Area:** STEAM  
*Goal narrative* Self-Educate administration, and to educate teachers, students, parents, and community stakeholders. Participate adhering to Santa Rosa STEAM Innovate timelines.

| Anticipated Barrier(s)  | Strategies to Overcome Barrier   | Person Monitoring Strategy  | Method of Monitoring Strategy                                    |
|---|--|---|--|
| <p>1. Teacher willingness</p> <p>2. Comfort levels with the Initiative</p> <p>3. Professional Development</p> | <p>1. District Professional Development</p> <p>2. PLC</p> <p>3. On-site training</p> | <p>1. District Personnel</p> <p>2. Administration</p> <p>3. Teacher Mentors</p> | <p>1. PLC's</p> <p>2. Administration</p> <p>3. Presentations</p> |

**Proposed STEAM Professional Development for 2015-2016**

| Topic | Facilitator | Targeted Participants | Proposed Dates | PD Follow-up Strategy | Person Responsible |
|-------|-------------|-----------------------|----------------|-----------------------|--------------------|
|-------|-------------|-----------------------|----------------|-----------------------|--------------------|

ALL SCHOOLS

|                |  |   |                     |   |  |
|----------------|--|---|---------------------|---|--|
| Innovate STEAM | Administration/<br>District<br>personnel | All Faculty and Staff<br>Parents & Students | Throughout the Year | 1. PLC<br>2. Presentations<br>3. Q&A meetings | 1. Administration<br>2. In-service<br>Representative |
|----------------|--|---|---------------------|---|--|