

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



**W. H. Rhodes Elementary School**  
School

**Michele Barlow**  
Principal

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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 conducted meetings to review student data from the 2014/2015 school year, heard recommendations from school personnel on strategies to improve noted areas of weakness, district and school sponsored professional development, and established an agenda for future committee focus areas.

**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 SAC team will focus on learning about strategies to reach families with various challenges (socioeconomic, family structure, schedules, etc.). We will discuss ways to help our parents stay informed regarding high expectations for student performance. Our team will also discuss ways we can be a resource to parents and our community in ways we have not explored to date. Parents will have opportunities to receive updates on various school initiatives, and we will discuss school/district assessment data as it is available. The SAC team will support implementation of our Title I program, approve the budgets and make recommendations for improvements in policies and practices of the school.

### 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
<p>A. Identify the school-based MTSS leadership team members.</p> <p>The school-based MTSS Leadership Team consists of principal, Michele Barlow, assistant principal, Kacie Reaves, guidance counselor, Linda Andrew, Academic Intervention Specialists, Cindy Larson, Amy Blackwell, Meghan Hall, Pat Eubanks, and Kristi Worthington. School Psychologist, Wende Brewer, Mental Health Counselor, Rena Nord, and Speech/Language Diagnostician, Beth Ann Whitfield.</p>
<p>B. Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions).</p> <p>The school based MtSS Leadership team coordinates the implementation of MTSS at W.H. Rhodes Elementary School. The leadership team schedules MtSS team meetings and establishes the agenda for our weekly meetings. The leadership team works with staff in overseeing compliance with the district’s MtSS plan, which includes using appropriate research based interventions with approved data tools. The MTSS Leadership Team also coordinates data meetings among grade or subject areas and advises staff on appropriate interventions for core programs.</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.</p> <p>The school-based MtSS Leadership Team assisted the school staff in gathering and analyzing data to use in the developing the School Improvement Plan. The team also provided recommendations for activities in each core academic referenced on the School Improvement Plan. For each recommendation the MtSS Leadership Team reviewed student data, developed hypothesis relative to weak areas revealed in the data, considered a variety of options to address apparent weaknesses, and chose a course of action that addressed that weakness.</p>

MTSS Implementation
<p>D. Provide the data source(s) used at each tier for reading, mathematics, science, writing, and behavior. W.H. Rhodes Elementary uses the SMART data system as well as I-READY, DEA, FCAT, Rigby ranking forms, and classroom assessments to establish a foundation of student data to begin our initial data analysis. The SMART system has a ranking capability which allows RES to sort and focus instruction based on obvious student need. DEA is utilized to differentiate students based on levels of proficiency in reading, mathematics, and science. I-READY provides differentiated instruction based on an initial diagnostic test. Once data from one or both of these systems has been organized, the school pulls student data from a variety of sources throughout the year (see tiers below). This data is reviewed in data team meetings to assess the fidelity of instruction and make adjustments to instruction based on trends and needs revealed in this information. Spreadsheets are created to manipulate and share data at each team meeting. School wide data is shared via e-mail distribution, data walls, data chats, and/or faculty presentations.</p> <ul style="list-style-type: none"> <li>• <b><u>Tier I:</u></b>  <b>Reading:</b> Fair, Discovery Education Reading, Success Maker Reading, STAR Reading, STAR Early Literacy, I-Ready, Harcourt Assessments  <b>Mathematics:</b> Discovery Education Mathematics, STAR Math, Success Maker Mathematics, I-Ready, Harcourt assessments  <b>Science:</b> Discovery Education Science, Success Maker Science, Harcourt Assessments  <b>Writing:</b> Classroom writing samples, Harcourt assessments  <b>Behavior:</b> SMART Discipline referrals and attendance records  <b>Attendance:</b> SMART Truancy tool</li> <li>• <b><u>Tier II:</u></b>  <b>Reading:</b> Fair, Discovery Education Reading, Success Maker Reading, STAR Reading, READ 180, I-Ready, Harcourt assessments, Tyner Assessments, Fast Forward, Earobics  <b>Mathematics:</b> Discovery Education Mathematics, STAR Math, Success Maker Mathematics, FASTT Math, I-Ready, Harcourt Assessments,  <b>Science:</b> Discovery Education Science, Success Maker Science, Harcourt assessments  <b>Writing:</b> Classroom writing samples, Harcourt assessments  <b>Behavior:</b> SMART Discipline referrals and attendance records, Check in-Check out data sheets  <b>Attendance:</b> SMART Student at-Risk Report, Truancy Letters</li> </ul>

<ul style="list-style-type: none"> <li> <b>Tier III:</b>  <b>Reading:</b> Fair, Discovery Education Reading, Success Maker Reading, STAR Reading, READ 180, I-Ready, My Virtual Reading                      Coach, Harcourt assessments  <b>Mathematics:</b> Discovery Education Mathematics, STAR Math, Success Maker Mathematics, FASTT Math, I-Ready, Harcourt assessments  <b>Science:</b> Discovery Education Science, Success Maker Science, Harcourt assessments  <b>Writing:</b> Harcourt assessments  <b>Behavior:</b> SMART Discipline referrals and attendance records, Check in/check out data sheets  <b>Attendance:</b> SMART Student at-Risk Report, Truancy Plans                      E Describe the plan to train staff on MTSS during the 2015-2016 school year.                      RES’s MtSS leadership team will attend district-provided training sessions during the 2015-2016 school year. As funding allows, other members of the school staff will also attend such trainings. Those trained will return to the school and deliver on-site MtSS trainings to staff either in large-group faculty meetings or in grade level sessions. In addition to information disseminated from the district, the school’s MtSS leadership team will coordinate on-site trainings developed to train our staff on procedures, interventions, and documentation specific to our school. The district will also provide online MTSS staff development through the LRP corporation.                 </li> </ul>

**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
1. Regular meetings of new teachers with mentor teachers and administration.	Administration, mentor teachers and selected peer teachers All teachers, staff, and administrators.
2. Partnering new teachers with veteran staff	
3. Soliciting referrals from other administrators and from current employees	
4. Encourage and maintain a positive school climate with frequent opportunities for professional development	

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**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

**6. Title I Schools**

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

<p>Title I, Part A</p> <p>Title I, Part A funds 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) Initiative to Improve School Safety, 3) Provision of extended learning time, 4) Implementation of Florida State Standards, 5) Parent Involvement, 6) Professional Development, and 7) School-based initiatives based on student needs.</p> <p>Rhodes Elementary School’s Title I Program includes an initiative to increase parent involvement in their child’s education, provides training to parents in an effort to help them be able to help their children at home so that they can be successful at school, provides professional development and materials for teachers to help them be more effective in the classroom and provides support teachers need to so that they can meet the individual needs of their students and differentiate instruction.</p>
<p>Title I, Part C – Migrant</p> <p>Santa Rosa County School District collaborates with the Panhandle Area Education Consortium (PAEC) to provide support services for students</p> <p>Eligible for migrant services. The Migrant Liaison, stationed in Escambia County, provides services and support to students and parents. The Migrant Liaison Coordinates with Title I and other programs to ensure student’s needs are met.</p>

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<p>Title I, Part D</p> <p>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>Title II</p> <p>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 reading 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>Title III</p> <p>Services are provided through the district for education materials and ESOL itinerant teachers to improve the education of Immigrant and English Language Learners.</p>
<p>Title X- Homeless</p> <p>The district receives McKinney Vento funds to immediately enroll, maintain enrollment, and promote academic achievement of youth identified as eligible for homeless education. The Communities of Learning/Homeless Education Programs collaborates with approximately 75 local agencies and services to eliminate barriers to a free and appropriate education for homeless students.</p>
<p>Supplemental Academic Instruction (SAI)</p> <p>*Schools are given SAI funds based on student population to conduct before and after school tutoring programs and computer lab tutoring during the school year.</p> <p>*SAI is also used to fund our Summer Reading Camp for Level 1 and 2 third 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>Violence Prevention Programs</p> <p>*The district provides the Safer Smarter Kids character education program for teachers to use in their classrooms.</p> <p>*The district also provides designated grade level presentations for abuse recognition and prevention. All teachers have yearly update training on recognizing and reporting of abuse.</p>

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<ul style="list-style-type: none"><li>*The district provides training and support for schools on the topic of Bullying for both victims and perpetrators.</li><li>*The Guidance Department implements a character education segment on the ITV morning show.</li><li>*Rhodes Elementary School uses the Positive Behavior Support approach to discipline.</li></ul>
<p><b>Nutrition Programs</b></p> <p>Rhodes is currently at Gold Achievement Award status from the US Department of Agriculture, the Healthier US Kids Challenge recognizes schools that provide good quality foods, offer lessons in nutrition, and provide physical education/activity. We will continue to partner with the Sodexo food service program to provide teacher training and develop ways to provide for healthier food choices for our students. The PBS program will continue to provide many non-food incentives as possible throughout the year.</p>
<p><b>Housing Programs</b></p> <p>The District provides housing referral services through the Communities of Learning/Homeless Education Program.</p>
<p><b>Head Start</b></p> <p>Rhodes Elementary School does not offer a Head Start program on its campus. However, the administration and staff work with Head Start Schools feeding into Russell Elementary to make the transition into Kindergarten as smoothly as possible. A majority of the Head Start students at T.R. Jackson PK reside in the Rhodes Elementary school zone.</p>
<p><b>Adult Education</b></p> <p>Provide parents with information related to literacy classes offered at the adult level. Parents have access to a computer in the parent resource Center to utilize for on-line continuing education, register for classes, or search the internet for job opportunities.</p>
<p><b>Career and Technical Education</b></p> <p>Parents have access to our computer in the Parent Resource Center to participate in literacy classes or utilize the computer for job searches or other life related needs.</p>
<p><b>Job Training</b></p>



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Rhodes Elementary has a partnered with WIA, Workforce In Action, to offer on the job training to adults in the program. Last year, two adults worked at our school. One worker assisted our art teacher, and the other worker assisted in the Media Specialists.

B. Pre-School Transition

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

In April of each school year, an early kindergarten registration drive is held at Rhodes Elementary School. Parents and students entering kindergarten are invited and encouraged to attend. While parents are registering their child, kindergarten teachers screen the prospective students and make notes. This information is used by the administration when placing the students in the most appropriate kindergarten classroom. Parents and students have an opportunity to tour the school and ask questions in an effort to prepare them for entering school and make the transition as smooth as possible.

Rhodes is home to a total of 2 ESE Pre-K programs. Attention will be given to supporting these programs with a variety of therapy services and supports. Students will have the opportunity to participate as appropriate with non-disabled students at all grades. Emphasis will be given to participation with kindergarten students during the second semester for students being considered for transitions to kindergarten. Emphasis will be placed on accurate recommendations for transition plans as students leave pre-k and transition to other schools and into kindergarten programs.

**Part II-Expected Outcomes**

*Accreditation Standard 4- Resources and Support System*

**Area 1- Schoolwide Barriers to Proficiency/ Graduation**

Data Source for this Schoolwide Goal: _____	14-15 Results-_____	15-16 Goal-_____	
<b>Anticipated Barrier(s)</b>	<b>Strategies to Overcome Barrier</b>	<b>Person Monitoring Strategy</b>	<b>Method of Monitoring Strategy</b>
1.	A.		
	B.		

Data Source for this Schoolwide Goal: _____	14-15 Results-_____	15-16 Goal-_____	
<b>Anticipated Barrier(s)</b>	<b>Strategies to Overcome Barrier</b>	<b>Person Monitoring Strategy</b>	<b>Method of Monitoring Strategy</b>
2.	A.		
	B.		

**Area 2: English/Language Arts**

<b>2A.</b> Percentage scoring at or above level 3 on DEA Test A: _____		<b>2B.</b> Percentage scoring at or above level 4. on DEA Test A: _____	
<b>Test D Goal-</b> _____		<b>Test D Goal-</b> _____	
<b>ELA-Specific Section</b>			
Anticipated Barrier(s) to reaching midyear goal.		Method of Monitoring Strategy	
Strategies to Overcome Barrier		Person Monitoring Strategy	
1. Student attitudes towards learning.	1. Improve student-teacher relationships through conferences and providing feedback. 2. Reward students for reading achievements.	Administration Teachers	Classroom Walkthroughs Classroom assessments DEA Test B and Test D
2. Students lack strong academic vocabulary	1. Provide PD targeted towards increasing academic vocabulary 2. Use instructional personnel on the morning show to provide vocabulary tips to students. 3. Offer parent workshops related to working with their children on reading such as kindergarten parent night, literacy night, and open house.	Reading Coach Administration AIS/ESE AIS Intervention teachers	Classroom Walkthroughs Classroom assessments DEA Test B and Test D
3. Implementation of LAFS (Language Arts Florida Standards) requires higher order thinking skills.	1. Utilize instructional software such as I-READY to assist students with mastery of standards. 2. Provide PD related to implementation of LAFs.	Reading Coach Intervention teachers Administration	Classroom Walkthroughs Classroom assessments DEA Test B and Test D

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	<p>3. Use instructional personnel on the morning show to provide vocabulary tips to students</p> <p>4. Teachers will differentiate instruction based on student needs.</p>		
<p>4. Teachers lack quality collaborative planning time.</p>	<p>1. Create a master schedule with a common planning time.</p> <p>2. Provide ½ to 1 day of PD time to be utilized for collaborative planning.</p> <p>3. Every teacher will participate in a grade level PLC.</p>	<p>Administration Grade Level Chairs PLC Facilitators</p>	<p>Classroom Walkthroughs Classroom Assessments DEA Test B and Test D</p>
<p>5. High number of Economically Disadvantaged Students and Students with disabilities.</p>	<p>1. Monitor students through MtSS.</p> <p>2. Data Meetings</p> <p>3. Provide appropriate research based interventions to identified students.</p> <p>4. Create a common intervention block across the grade levels.</p> <p>5. Provide After school tutoring to identified students.</p> <p>6. Provide PD on topics such as poverty and inclusion.</p>	<p>Administration MtSS team Teachers</p>	<p>SMART PMPs MtSS Agendas Classroom Walkthroughs Classroom Assessments DEA Test B and Test D</p>

**FAA Reading-** *Required for schools with students who took the 14-15 FAA*

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<b>2C. Goal Area:</b> Percentage of students scoring level 4, 5 or 6.	<b>Goal:</b> 2014-2015 Performance- 7 <b>2015-2016 Goal- 0</b>		
<b>Anticipated Barrier(s)</b>	<b>Strategies to Overcome Barrier</b>	<b>Person Monitoring Strategy</b>	<b>Method of Monitoring Strategy</b>
1. Student attitudes towards learning.	Improve student-teacher relationships through conferences and providing feedback.	Administration Teachers	Classroom Walkthroughs
2. Lack of appropriate research based curriculum and instructional materials	1.Purchase appropriate research based curriculum and instructional materials 2. Encourage ESE teachers to participate in PD such as Tyner.	Administration ESE teachers ESE AIS	Classroom Walkthroughs
<b>2D. Goal Area:</b> Percentage of students scoring at or above level 7	<b>Goal:</b> 2014-2015 Performance-71 <b>2015-2016 Goal- 80</b>		
<b>Anticipated Barrier(s)</b>	<b>Strategies to Overcome Barrier</b>	<b>Person Monitoring Strategy</b>	<b>Method of Monitoring Strategy</b>
1. Student attitudes towards learning.	Improve student-teacher relationships	Administration Teachers	Classroom Walkthroughs
2. Lack of appropriate research based curriculum and instructional materials	1.Purchase appropriate research based curriculum and instructional materials 2. Encourage ESE teachers to participate in PD such as Tyner.	Administration ESE teachers ESE AIS	Classroom Walkthroughs

**Proposed English/Language Arts Professional Development for 2015-2016**

Topic	Facilitator	Targeted Participants	Proposed Dates	PD Follow-up Strategy	Person Responsible
Differentiated small groups and create small group extensions	Dr. Beverly Tyner	1-5 grade teachers UWF Mentors	September 22,2015	Debriefing and monitoring implementation of strategies acquired during training.	AIS/ESE AIS Administration Literacy Coach
Differentiated small group instruction	Dr. Beverly Tyner	ESE teachers	September 22, 2015	Debriefing and monitoring implementation of strategies acquired during training	AIS/ESE AIS Administration Literacy Coach
Professional Learning Communities	Administration Grade Level PLC Leaders	K-5 Teachers	October 2015-April 2016	Debriefing, implementation and data analysis	Administration Grade Level PLCS
Unpacking Standards	Administration Reading Coach	All Faculty and Staff	September 16, 2015	Implementation of learning goals Classroom walkthroughs	Administration
Writing to Texts	Reading Coach District Trainer	K-5 Teachers	October 2015-May 2016	Implementation of writing strategies Classroom Walkthroughs	Administration
Literacy and Leadership	Reading Coach	Literacy Team	September 2015-May 2016	Debriefing, implementation of strategies	Administration Reading Coach

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Running Record Training	AIS/ESE AIS Reading Coach	New teachers	October 2015	Debriefing, implementation of strategies	AIS/ESE AIS Reading Coach
Running Record Analysis	AIS/ESE AIS Reading Coach	New teachers	November 2015	Debriefing, implementation of strategies	AIS/ESE AIS Reading Coach
Collaborative Grade Level Planning	Administration Grade Level Chairs Grade Level PLCs	K-5 Teachers	October 2015-May 2016	Debriefing, implementation of strategies	Administration/Grade Level Chairs
Increasing Vocabulary	AIS	K-5 Teachers	November 2015	Debriefing, implementation of strategies	Administration AIS
ELA Professional Development Conferences	District State National	AIS ESE AIS Reading Coach	October 2015-May 2016	Debriefing, implementation of strategies, provide school level PD	Administration AIS/ESE AIS Reading Coach
I-READY Reading Training	Reading Intervention teacher	K-5 teachers	September 21 and 23, 2015	Debriefing, implementation of strategies, and data analysis	Administration Reading Intervention teacher
Co-teaching PD	FLDRS	ESE teachers General education inclusion teachers	May 2016	Implementation of strategies Data analysis	Administration ESE teachers

**Area 3: Mathematics**

<p><b>3A.</b> Percentage scoring at or above level 3 on DEA Test A: _____</p>	<p><b>Test D Goal-</b> _____</p>	<p><b>3B.</b> Percentage scoring at or above level 4. on DEA Test A: _____</p>	<p><b>Test D Goal-</b> _____</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>
<p>1. Student attitudes towards learning.</p>	<p>1. Improve teacher student relationships through conferences and providing feedback. 2. Reward students for math achievements.</p>	<p>Administration Teachers</p>	<p>Classroom Walkthroughs Classroom Assessments DEA Test B and D</p>
<p>2. Teachers lack quality collaborative planning time.</p>	<p>1. Create a master schedule with a common planning time. 2. Provide ½ to 1 day of PD time to be utilized for collaborative planning. 3. Every teacher will participate in a grade level PLC.</p>	<p>Administration Grade Level Chairs PLC Facilitators</p>	<p>Classroom Walkthroughs Classroom Assessments DEA Test B and Test D</p>
<p>4. High number of Economically Disadvantaged Students and Students with Disabilities.</p>	<p>1. Monitor students through MtSS and data meetings. 2. Provide appropriate research based interventions to identified students. 3. Create a common intervention block across the grade levels.</p>	<p>Administration MtSS team Teachers</p>	<p>SMART PMPs MtSS Agendas Classroom Walkthroughs DEA Test B and Test D</p>



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	<ol style="list-style-type: none"> <li>4. Provide after school tutoring to identified students.</li> <li>5. Provide PD on topics such as poverty and inclusion.</li> <li>6. Teachers will differentiate instruction based on student needs.</li> </ol>		
<p>5. Implementation of MAFS (Math Florida Standards) requires higher order thinking skills.</p>	<ol style="list-style-type: none"> <li>1. Utilize instructional software such as I-READY to assist students with mastery of standards.</li> <li>2. Provide PD related to implementation of MAFS.</li> <li>3. Offer parent workshops related to working with their children on reading such as kindergarten parent night, Pi Night, and open house.</li> <li>4. Use instructional personnel on the morning show to provide math tips to students.</li> </ol>	<p>Administration Math intervention teacher</p>	<p>Classroom Walkthroughs Classroom Assessments DEA Test B and C</p>

**FAA Mathematics-** *Required for schools with students who took the 14-15 FAA*

<b>3C. Goal Area:</b> Percentage of students scoring level 4, 5 or 6.	<b>Goal:</b> 2014-2015 Performance- <b>21</b> <b>2015-2016 Goal-</b> <b>10</b>		
<b>Anticipated Barrier(s)</b>	<b>Strategies to Overcome Barrier</b>	<b>Person Monitoring Strategy</b>	<b>Method of Monitoring Strategy</b>
1. Student attitudes towards learning.	Improve student-teacher relationships through conferences and providing feedback.	Administration ESE Teachers and support staff	Classroom Walkthroughs Classroom Assessments
2. Lack of appropriate research based curriculum and instructional materials	1.Purchase appropriate research based curriculum and instructional materials 2. Encourage ESE teachers to participate in PD such as I-READY	Administration Math Intervention teacher ESE teachers	Classroom Walkthroughs Classroom Assessments
<b>3D. Goal Area:</b> Percentage of students scoring at or above level 7	<b>Goal:</b> 2014-2015 Performance- <b>50</b> <b>2015-2016 Goal-</b> <b>70</b>		
<b>Anticipated Barrier(s)</b>	<b>Strategies to Overcome Barrier</b>	<b>Person Monitoring Strategy</b>	<b>Method of Monitoring Strategy</b>
1. Student attitudes towards learning.	Improve student-teacher relationships	Administration Teachers	Classroom Walkthroughs
2. Lack of appropriate research based curriculum and instructional materials	1.Purchase appropriate research based curriculum and instructional materials 2. Encourage ESE teachers to participate in PD such as I-READY	Administration Math Intervention teacher ESE teachers	Classroom Walkthroughs Classroom Assessments

**Proposed Math Professional Development for the 2015-2016 School Year**

<b>Topic</b>	<b>Facilitator</b>	<b>Targeted Participants</b>	<b>Proposed Dates</b>	<b>PD Follow-up Strategy</b>	<b>Person Responsible</b>
Small group instruction	Math Intervention teacher	K-5 Teachers	October 30, 2015	Debriefing and monitoring implementation of strategies acquired during training.	Math intervention teacher Administration
Professional Learning Communities	Administration Grade Level PLC Leaders	K-5 Teachers	October 2015-April 2016	Debriefing, implementation and data analysis	Administration Grade Level PLCS
Unpacking Standards	Administration Math Intervention teacher	All Faculty and Staff	September 30, 2015	Implementation of learning goals Classroom walkthroughs	Administration Math Intervention Teacher
Collaborative Grade Level Planning	Administration Grade Level Chairs Grade Level PLCs	K-5 Teachers	October 2015-May 2016	Debriefing, implementation of strategies	Administration/Grade Level Chairs
Increasing Math Vocabulary	Math intervention teacher	K-5 Teachers	January 30, 2016	Debriefing, implementation of strategies	Administration Math Intervention Teacher

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Math Professional Development Conferences	District State National	Math Intervention teacher	October 2015-May 2016	Debriefing, implementation of strategies, provide school level PD	Administration Math Intervention teacher
I-READY Math Training	Math Intervention teacher	K-5 teachers	September 21 and 23, 2015	Debriefing, implementation of strategies, and data analysis	Administration Math Intervention teacher

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

4A. Percentage scoring at or above level 3 on 14-15 FCAT 46	15-16 Goal- 55	4B. Percentage scoring at or above level 4 on 14-15 FCAT 15	15-16 Goal- 20
<b>Science-Specific Section</b>			
Anticipated Barrier(s) to reaching midyear goal.	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
1. Lack of science academic vocabulary	1. Incorporate science leveled readers during ELA block and intervention block. 2. Incorporate science related field trips as available including, but not limited to the Navarre Marine Science station. 3. Utilize DEA probes and science instructional tools. 4. Science Night	Administration AIS ESE AIS Reading Coach Teachers	Classroom walkthroughs Classroom Assessments
2. High number of Economically Disadvantaged Students and Students with Disabilities.	1. Monitor students through MtSS. 2. Provide appropriate research based interventions to identified students.	Administration MtSS team Teachers	SMART PMPs MtSS Agendas Classroom Walkthroughs Classroom Assessments DEA Test B and Test D

**FAA Science-** *Required for schools with students who took the 14-15 FAA*

<b>4C. Goal Area:</b> Percentage of students scoring level 4, 5 or 6.	<b>Goal:</b> 2014-2015 Performance- <b>16</b> <b>2015-2016 Goal- 10</b>		
<b>Anticipated Barrier(s)</b>	<b>Strategies to Overcome Barrier</b>	<b>Person Monitoring Strategy</b>	<b>Method of Monitoring Strategy</b>
1. Student attitudes towards learning.	Improve student-teacher relationships through conferences and providing feedback.	Administration ESE Teachers and support staff	Classroom Walkthroughs Classroom Assessments
2. Lack of appropriate research based curriculum and instructional materials	1.Purchase appropriate research based curriculum and instructional materials	Administration Math Intervention teacher ESE teachers	Classroom Walkthroughs Classroom Assessments
<b>4D. Goal Area:</b> Percentage of students scoring at or above level 7	<b>Goal:</b> 2014-2015 Performance- <b>66</b> <b>2015-2016 Goal- 80</b>		
<b>Anticipated Barrier(s)</b>	<b>Strategies to Overcome Barrier</b>	<b>Person Monitoring Strategy</b>	<b>Method of Monitoring Strategy</b>
1. Student attitudes towards learning.	Improve student-teacher relationships	Administration Teachers	Classroom Walkthroughs
2. Lack of appropriate research based curriculum and instructional materials	1.Purchase appropriate research based curriculum and instructional materials 2. Encourage ESE teachers to participate in PD such as I-READY	Administration Math Intervention teacher ESE teachers	Classroom Walkthroughs Classroom Assessments

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

Topic	Facilitator	Targeted Participants	Proposed Dates	PD Follow-up Strategy	Person Responsible
Incorporating ELA into content area subject.	Reading Coach	K-5 teachers	November 2015	Lesson Plans De-briefing Classroom Walkthroughs	Administration Teachers
Science Professional Development Conferences	District State National	Selected K-5 Teachers	October 2015-May 2016	Debriefing, implementation of strategies, provide school level PD	Administration Selected teachers

**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 <b>33</b> <b>Maintain list of these names</b>	% of students identified on 8/17/15 promoted to next grade - _____		
Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
1. Parent involvement in learning	1. Teacher/Parent Conferences regarding student progress.	Administration	SMART Attendance Tool Grades
2. Student attitude towards learning.	2. Improve student-teacher relationships.	Administration/Teachers	SMART Attendance Tool
3. Tracking attendance issues	3. Follow district truancy plan	Administration/Teachers/Guidance	SMART Attendance Tool
4. Early intervention and identification of at risk students.	4. Overhaul the MtSS process to include teacher input and PD regarding the new process.	MtSS team	SMART PMPs DEA
	5. Data Meetings		

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

2015 Attendance Rate <b>94.14%</b>	2016 Attendance Rate <b>Goal 95%</b>		
2015 Number of Students with Excessive Absences (10 or more) <b>377</b>	2016 <b>Goal</b> –Number of Students with Excessive Absences (10 or more) <b>370</b>		
2015 Number of Students with Excessive tardies (10 or more) <b>178</b>	2016 <b>Goal</b> - Number of Students with Excessive tardies (10 or more) <b>175</b>		
Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
1. Parent involvement in learning	1. School and parents work as partners though parent involvement activities.	Administration	SMART Attendance Tool Grades
2. Tracking attendance issues	2. Follow district truancy plan	Administration/Teachers/Guidance	SMART Attendance Tool
3. Early Intervention and Identification of at risk students	3. Reward students for good attendance.	Guidance	



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

2015 Total Number of In –School Suspensions- <b>11</b>	2016 <b>Goal</b> - Total Number of In-School Suspensions- <b>10</b>		
2015 Total Number of Students Suspended In-School <b>9</b>	2016 <b>Goal</b> - Total Number of Students Suspended In –School <b>8</b>		
2015 Total Number of Out-of-School Suspensions <b>23</b>	2016 <b>Goal</b> - Total Number of Out-of-School Suspensions <b>15</b>		
2015 Total Number of Students Suspended Out- of- School <b>20</b>	2016 <b>Goal</b> - Total Number of Students Suspended Out- of-School <b>15</b>		
Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
1. Disruptive Behavior	1.Implementation of Positive Behavior Support 2. Individual behavior plans 3. Use incentives to reward students for good behavior.	Administration PBS TEAM	SMART Referrals
2. Student attitude towards learning	1. Promote positive relationships between faculty/staff/ and students	Administration Teachers	SMART Referrals

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

2014-2015 Performance- N/A			
<b>2015-2016 Goal-</b> N/A			
Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
Rhodes Elementary is a Title I School/ Parent Involvement Plan is posted on-line			

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

Topic	Facilitator	Targeted Participants	Proposed Dates	PD Follow-up Strategy	Person Responsible
Poverty Simulation	Dr. Karen Barber	All Faculty and Staff, School Advisory Council	November 4, 2015	Debriefing Survey	Adminiistration
Attendance Matters	David Johnson	K-5 Teachers	October 2015	Debriefing	Administration
MtSS/PMP	David Johnson Kristi Worthington	K-5 Teachers	September 2015	Debriefing	Administration
PBS Training	PBS team	Faculty/Staff	August 2016	Implementation of PBS strategies	Administration PBS Team

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

<p><b>7A. Goal Area:</b> STEM  <i>Goal narrative</i>                  Incorporate STEM activities into daily instruction.</p>			
Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
1. Lack of STEM related PD.	1. Selected teachers will participate in district STEM initiative.	1. Administration 2. STEAM Teachers	Classroom Walkthroughs
2. Lack of STEM related instructional materials.	1. Purchase STEM related instructional materials. 2. Create a STEM Maker Space	1. Administration 2. Media Specialist 3. STEM Teachers	Classroom Walkthroughs Sign Out Sheets
3. Lack of technology	1. Purchase additional technology such as mimios, tablets, nooks, and laptops	1. Administration 2. Media Specialist	Classroom Walkthroughs Sign Out Sheets

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

Topic	Facilitator	Targeted Participants	Proposed Dates	PD Follow-up Strategy	Person Responsible
Innovate-Santa Rosa STEAM initiative	Discovery Ed. Facilitors	Four STEAM teachers Administration	September 2015-May 2016	Classroom Walkthroughs PLCs	STEAM teachers Administration
Incorporating Technology in the classroom	District Technology Trainers	K-5 Teachers	September 2015-2016	Classroom Walkthroughs PLCs Sign in sheets	Administration
Technology/STEM Professional	District State	Selected K-5 Teachers Media Specialist	October 2015-May 2016	Debriefing, implementation of	Administration Selected teachers

ALL SCHOOLS

Development Conferences	National			strategies, provide school level PD	Media Specialist
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