

Arbor Ridge K 8

2900 LOGANDALE DR, Orlando, FL 32817

<https://arborridgek8.ocps.net/>

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)
Combination School PK-8	No	56%
Primary Service Type (per MSID File)	Charter School	2016-17 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	63%

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 Orange County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	9
Effective Leadership	10
Public and Collaborative Teaching	14
Ambitious Instruction and Learning	15
8-Step Planning and Problem Solving Implementation	21
Goals Summary	21
Goals Detail	21
Action Plan for Improvement	25
Appendix 1: Implementation Timeline	44
Appendix 2: Professional Development and Technical Assistance Outlines	47
Professional Development Opportunities	47
Technical Assistance Items	0
Appendix 3: Budget to Support Goals	50

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 Arbor Ridge K 8

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

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

The mission of Arbor Ridge School is to lead our students to success with the support and involvement of families and the community.

b. Provide the school's vision statement

The vision of Arbor Ridge School is to be the top producer of successful students in the nation.

2. School Environment

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

At Arbor Ridge School we strive to cultivate an atmosphere of trust, tolerance, and respect for one another and an understanding of our differences. Our student population is representative of many different ethnic and racial backgrounds. We celebrate those differences through events such as Black History and Hispanic Heritage Months. In middle school Spanish, students participate in a unit of study where they immerse themselves in Hispanic Culture. Each grade level, sixth through eighth, researches cultural celebrations from Spanish Speaking Countries for comparison purposes with celebrations held in the United States. Students write journal entries to document their experience during the celebration, use MLA format to write a compare and contrast essay, and create a scrapbook of the event. Arbor School is instituting the Magnet Community Service Project. The project affords students the opportunity to establish a relationship with their teacher and fellow students while learning how to make a positive contribution to their community. Students spearhead a project of their choice. The teacher serves as a facilitator and coach in order to discover shared values with students and to encourage them as they work to make positive changes. The project encompasses the following 21st Century Skills: global awareness, civic literacy, media literacy and ICT literacy. Students will complete the project during their SOS (School Organizational Skills) class where Kagan Strategies are an integral part of instruction. All members of the staff work to achieve a sense of positive order by teaching and developing affirmative social skills. We feel our students can achieve more when they believe they can depend on the teacher and their classmates. Our staff builds trusting relationships by helping and encouraging students and by stopping inappropriate behavior such as racial or gender harassment. We implement UDL principles in general education classrooms to make the curriculum and instruction accessible and engaging. In doing so, curriculum barriers are reduced; learning is supported; students gain knowledge, skills, and enthusiasm for learning; and their learning is validly assessed. Our students come to the classroom with a variety of needs, skills, talents, interests and experiences. UDL encourages the design of flexible, supportive instruction that is responsive to individual student variability. UDL improves educational outcomes for ALL students by ensuring meaningful access to the curriculum within an inclusive learning environment.

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

At Arbor Ridge School, we believe before students can learn they must feel safe, comfortable and respected. We want our students, their parents and the community to see firsthand that student safety is a top priority for ALL staff members. At the beginning of each school year, the principal, leadership team and school resource officer work together to identify "duty/supervision posts"

throughout the school. These posts are strategically placed so that "adult eyes" are on students at all times. The duty/supervision posts designated are AM, PM or both. For example, we supervise the crosswalk at the entrance of the bus loop at both arrival and dismissal. We monitor who is on our campus by requiring that all OCPS employees wear their OCPS badge at all times. Since exterior doors are kept locked, visitors must enter the school after being buzzed into the front office. Arbor Ridge strictly adheres to the OCPS EVMS (Enterprise Visitor Management System) to know who is on our campus at all times even during emergencies. EVMS creates a unique, identifiable badge for all visitors. Visitors are asked to present a valid government-issued photo identification card such as a driver's license or passport to begin the check-in process. Once a visitor provides the identification card, the front desk staff person scans it into the system, the system completes its checks, a badge is printed, and the visitor is asked to wear the badge throughout their school visit. If the system identifies a "red flag", the person is not allowed on campus. During the 2015-2016 school year, OCPS security department installed a badge reader at all exterior doors. If our guest has business anywhere in the school beyond the front office, he/she must wear a visitor's sticker. All staff members are asked to monitor that all persons on our campus are properly identified. We also participate in all required drills including lockdown, fire, and tornado. We closely monitor these drills and make adjustments as necessary. All staff members participated in the OCPS Safety Training entitled "Shots Fired."

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

At Arbor Ridge School we have a school-wide positive behavior intervention and support system in place. This comprehensive and proactive approach to discipline is based on the assumption that when faculty and staff in a school actively teach and acknowledge expected behavior, the proportion of students with serious behavior problems will be reduced and the school's overall climate will improve. We employ strategies such as behavioral coaching, role playing, daily goal setting and self-monitoring to teach students to manage their own behavior and emotions more effectively. Our Dean is solely in charge of school-wide discipline to ensure fair and consistent enforcement of the OCPS Student Code of Conduct. In grades K - 5, we use a Student Intervention Step plan. The plan encourages teachers to take ownership of their classroom management. Teachers are required to provide two classroom interventions before referring the student to Student Services (the Guidance Counselor or Dean). Referral to the Student Services Team is the third intervention. If, after receiving the three previously mentioned interventions, a student continues to make inappropriate choices, he/she receives a Safety Discipline Referral. Once a student gets to step four, the Safety Discipline Referral, the teacher and/or the Guidance Counselor/Dean must contact the parents at least once. The goal is to make all stakeholders, (the parents, teacher, student and administration) a part of the solution to correct inappropriate behavior. At the middle school level, we have a leveled intervention system in place (Classroom Behavior Violations) as a preemptive measure to receiving a discipline referral. We implement Restorative Justice or RJ as it is called. RJ is a powerful approach to discipline that focuses on repairing harm through inclusive processes that engage all stakeholders. When implemented with fidelity, RJ shifts the focus of discipline from punishment to learning and from the individual to the community. Lastly, we have an established Behavior Leadership Team that meets monthly to discuss specific issues related to student behavior and safety. Our Behavior Specialist has trained our staff on how to de-escalate situations in which students are not making appropriate choices.

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

At Arbor Ridge School, we take very seriously our role in preparing our students to become knowledgeable, responsive, caring adults. We recognize that all aspects of this challenge can be enhanced by thoughtful, sustained and systematic attention to student's social and emotional learning. BPIE (Best Practices for Inclusive Education) is used to identify learning opportunities and resources for students with disabilities and shared stakeholders. In response to our students' social and emotional needs, we partner with the Union Park Neighborhood Center to provide on campus individual counseling. Other SEDNET agencies such as Devereux and Kinder Consulting come to the school to provide individual and group counseling. Also, our School Guidance Counselor coordinates support groups for anger management, peer conflicts, social skills, divorce, grief, and loss. These groups are run by an outside agency or the Guidance Counselor herself. Many of our staff members serve as mentors for students in need. Our Guidance manages all Crisis Management situations. Our students in grades K – 5 will begin a Child Safety Matters curriculum during the second nine weeks. This program will be led by the teacher and the Guidance Counselor. Child Safety Matters is a comprehensive, developmentally appropriate, affordable, practical, and effective prevention program with a goal to protect students from bullying, cyberbullying, digital abuse and all types of child abuse. At the middle school level, the SOS standards teach social and life management skills.

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

1. Attendance below 90 percent, regardless of whether the absence is excused or a result of out-of-school suspension - We closely monitor student attendance data and have put together a comprehensive plan to address attendance issues.
2. One or more suspensions, whether in school or out of school - We have a school-wide positive behavior system in place. Our Behavior Leadership Team meets monthly to address specific issue and concerns. We implement Restorative Justice.
3. Course failure in English Language Arts or mathematics - We have a system in place to address course failure. Any student whose overall GPA falls below a 2.5 is required to complete the Magnet Probation Academic Progress Monitoring program. Once placed into the program, the student will have weekly Agenda checks, must print his/her ProgressBook grades and have the printout signed by a parent, attend tutoring and keep an attendance log, create a S.M.A.R.T. (specific, manageable, attainable, realistic, timely) goal to help them succeed and in conjunction with a parent, measure their progress toward achieving the goal, complete a mid-point check in and answer reflection questions. Students with a GPA below 2.0 are placed on Academic Probation and must complete the monitoring program.
4. Nonproficient on the statewide, standardized assessments in ELA or math - We follow the OCPS School-wide System of Progress Monitoring.

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	10	14	5	14	11	12	4	5	4	0	0	0	0	79
One or more suspensions	3	6	2	6	3	9	2	5	5	0	0	0	0	41
Course failure in ELA or Math	5	12	0	18	16	24	17	18	14	0	0	0	0	124
Level 1 on statewide assessment	0	0	0	13	16	20	3	2	2	0	0	0	0	56

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	3	6	0	13	12	18	6	9	5	0	0	0	0	72

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

First and foremost, Arbor Ridge follows the OCPS school-wide system of progress monitoring. The first step is to identify the Students. Once we compile a list of students with one or more EWIs, we share this list with the instructional staff. Next, we send parents the Progress Monitoring Parent Consultation Notice (PMPCN) to which we attach the data used to identify the student's need. Since we strongly believe that parent awareness and involvement are key factors in improving achievement, we ask parents to make a consultation appointment with the school. We then implement the district assessment plan and utilize the data to make instructional interventions. Interventions may include targeted instructional activities, instructional software, being assigned to an intensive course or academic elective, tutoring or other appropriate services. We closely monitor the interventions through the MTSS process to determine if progress is being made or if the interventions need revision or enhancement. Indicator 20 of the Best Practices for Inclusive Education (BPIE) focuses on a multi-tiered system of student supports (MTSS) and assists with the formation of Tier II and Tier III strategies. We have established protocols in place to deal with attendance issues: a phone call from the teacher, guidance counselor or Dean, the 5 day letter is sent, the 10 day letter is sent, a referral to the school social worker and lastly, meet with the parent(s) in a Child Study Team Meeting. We have a system in place to address course failure. Any student whose overall GPA falls below a 2.5 is required to complete the Magnet Probation Academic Progress Monitoring program. Once placed into the program, the student will have weekly Agenda checks, must print his/her ProgressBook grades and have the printout signed by a parent, attend tutoring and keep an attendance log, create a S.M.A.R.T. (specific, manageable, attainable, realistic, timely) goal to help them succeed and in conjunction with a parent, measure their progress toward achieving the goal, complete a mid-point check in and answer reflection questions. Students with a GPA below 2.0 are placed on Academic Probation and must complete the monitoring program.

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

At Arbor Ridge School we believe when the responsibility for children's learning is shared by the school, home, and community, children have more opportunities for meaningful, engaged learning. Students are able to see the connection between the school curriculum and the skills required in the real world. Rather than sitting back and just letting our families take the initiative in becoming involved in their students' education, we look for ways in which we can initiate this involvement. We believe the most important first step is to provide stellar customer service to our students, parents, the community and OCPS colleagues. To keep parents apprised of school activities, important dates, current updates and information as well as anything pertinent to parent involvement, we utilize our school website, the OCPS Connect Orange system and school marquee. We also communicate with parents through our weekly PTSA E-Blast, which is placed on our school Facebook page. In addition to the required OCPS progress report and report card, our parents are kept up-to-date on their child's academic progress through Progressbook, parent communication such as phone calls and emails and parent-teacher conferences. We post the school mission and vision in our front office so it is the first thing parents see upon entering the school. Our staff has committed it to memory and it is an integral part of our everyday operations.

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

Throughout the years, Arbor Ridge School has been very fortunate to have formed many strong and sustainable partnerships with the local community. Many of these relationships were formed and cultivated through our PIE (Partners In Education) coordinator Amanda Ferguson as well as our very active PTSA. Anytime we need student incentives, we can count on Publix, Championship Martial Arts, Barnes and Noble, BrookSound Productions, Rooms-UCF, That's the Spot Massage, Hope Lutheran Church, American Escape Room UCF, or Junior's Pizza. Also, many local restaurants such as Chick-fil-a, Dickey's, Flippers, and Buffalo Wild Wings sponsor Spirit Nights in which a percent of the nights' proceeds are donated back to the school to support ongoing programs or purchase needed resources. Additionally, other restaurants have joined our Partners in Education, such as Ruby Tuesday, Subway, Little Greek Fresh Grille, Jody's Frozen Delights, First Watch, Kona Ice, Sweet by Holly, Jeremiah's Italian Ice, Panda Express and Jamba Juice. To help support student achievement, the UCF Burnett Honor's college has joined with Arbor Ridge to provide after school tutoring services. The Read 2 Succeed foundation has also partnered with Arbor Ridge to provide a reading tutor for some first and second grade students during the day. We have built relationships with outside extracurricular agencies which allows them to come into our school after hours and teach kids karate, soccer, dance, etc. Arbor Ridge School has formed a solid partnership with Informed Families. This statewide organization assists in hosting parent-led peer group meetings to discuss new trends concerning drugs, alcohol, and internet safety. Our Guidance Department works very closely with outside agencies to keep them abreast of our students' needs.

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
DeMars, Vanessa	Principal
Carver, Tammy	Other
George, Jennifer	Other
Jackson, Mary Ellen	Guidance Counselor
Weber, Patricia	Other
Cross, David	Other
Doering, Tonja	Instructional Media
Brinzo, Alejandra	Dean
Higgins, Jeffrey	Assistant Principal

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 Arbor Ridge Leadership Team are: Vanessa DeMars, Principal; Jeffery Higgins, Assistant Principal; Alejandra Brinzo, Administrative Dean; Jennifer George, Reading Coach; Tammy Carver, Curriculum Resource Teacher/School Assessment Coordinator; Mary Ellen Jackson, Guidance Counselor; Pat Weber, Staffing Specialist, Tonja Doering, Media Specialist and Dave Cross, PASS Coordinator.

Our administrative team is focused on advancing student and staff learning. They lead the way in helping teachers provide rigorous standards-based instruction to ensure that students achieve the intended outcomes of their schooling. When we meet as a leadership team, we ask ourselves to what extent are the students learning the standards of each grade level or course and what steps can we, as a leadership team, take to give both the students and the teachers the additional time and support they need to improve student learning. Our administrative team is committed to providing teachers quality feedback on the Marzano Framework for Teaching and Learning. This feedback is centered on the 26 elements in Domain I and the teacher's progress toward achieving the desired effect of each element. During pre and post observation conferences, the administrative team is looking for a student-centered classroom where students are challenged to think in cognitively complex ways. The remaining members of the leadership team serve in resource roles to support student learning. Our Dean is responsible for student discipline K- 8 and to ensure fair and consistent implementation of the OCPS Code of Student Conduct. She also serves as the Magnet Coordinator for the Arbor Ridge Middle Years Program. Our Reading Coach is also our MTSS Coach. She uses data gathered during her classroom walkthroughs to provide coaching, model lessons, design professional development, and guide the teachers as they make instructional changes related to student achievement. She is an expert on the Florida ELA Standards and is able to coach the teachers on planning and instruction where all students are able to access the core either through remediation or enrichment. She assists the teachers with embedding rigor into their instruction and assessment. Our Curriculum Resource Teacher also provides instructional coaching. She serves as the school assessment coordinator and assists teachers with accessing student assessment data through the various OCPS platforms. Both resource teachers and the staffing specialist meet with grade level teams weekly to review student assessment data and make instructional changes to enhance student learning. To ensure the instructional needs of our ESE students are being met, our staffing specialist works with the ESE staff to determine the most appropriate placement for each individual student. For example, some students are placed in a co-teach classroom and others are placed on support facilitation. Our guidance counselor is devoted to meeting the social and emotional needs of our students and their families. Making sure students feel safe and are ready to learn. She is also the 504 Plan Coordinator ensuring students' plans are reviewed annually and students are receiving their individualized/specific

accommodations. Our Media Specialist promotes and supports literacy throughout the school through 21st Century Learning Skills. She along with the CRT and PLW instructor makeup the Digital Literacy Team. Our PASS Coordinator manages the Alternative to Suspension Classroom or PASS program which is a short term, on-site intervention classroom initiative designed to address the unique needs of students who have committed a school level behavioral infraction. The PASS Coordinator also serves on the Behavioral Leadership Team.

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

All members of the school-based leadership are responsible for maximizing our resources to make the greatest impact on student learning. We discuss this topic at our weekly ILT meetings. Members of the administrative team, with input from our resource teachers, work to align all available resources including personnel, instructional and curricular in order to meet the needs of all students and to maximize student outcomes. For example, the administration team is continuously looking for ways to provide support for our classrooms during enrichment block, the co-teach model and support facilitation. Our ELL para's schedule is carefully planned so she has ample time to work with our non-English speaking students. Also, our teachers are provided time to work collaboratively in order to build capacity among our teacher leaders and for our instructional staff to provide peer coaching.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Vanessa DeMars	Principal
Tammy Carver	Teacher
Jennifer George	Teacher
Amy Lester	Parent
Jacquelyn Vaughn	Parent
Carrie Meyer	Parent
Alejandra Brinzo	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

We evaluate our school improvement plan at strategic points throughout the school year. After an initial and midyear check, we review the plan at the conclusion of the school year to determine if we fell short of meeting, met, or exceeded our SIP goals.

Goal #1- To Increase ELA, Mathematics and Science proficiency in all subgroups.

During the 2016-2017 school year, 71% of third grade students scored at level 3 or above on the FSA ELA. This is a 5% increase over the previous year and 10% increase within two years. Sixty-eight

percent of fourth grade students were proficient on the FSA ELA which is a 14% increase from the previous year. Seventy-five percent of fourth grade students scored at level 3 or above on the FSA Math. This is a 21% increase from 2015-2016. Sixty-six percent of fifth grade students scored at Level 3 or above on the FSA Math which is a 4% increase. One hundred percent of seventh and eighth grade students passed the Algebra I FSA End of Course Assessment and 100% percent of students scored proficient on the FSA Geometry EOC. Our ELA SIP Goal was 81% proficient and we scored 79% which is 2% short of meeting our goal. Our Math SIP Goal was 83% proficient and we scored 84% proficient which exceeded our SIP Goal. Our Science SIP Goal was 80% proficient and we scored 66% proficient which is 14% below our expected goal.

Goal #2- Increase ELA and Mathematics learning gains in the lowest 25%.

During 2015-2016, 64% of students in the lowest 25% for ELA made a learning gain. In 2016-2017, 73% of students in the lowest 25% made a learning gain which is a 9% increase. During 2015-2016, 58% of students in the lowest 25% made a learning gain. In 2016-2017, 83% of students in the lowest 25% made a learning gain which is a 25% increase.

Goal #3- Increase ELA and Mathematics learning gains for the top 25%

During 2016-2017, 97% of students scored proficient on the FSA Algebra 1 EOC and 100% of students scored proficient on the FSA Geometry EOC.

Goal #4- increase Civics proficiency in all subgroups

We achieved our SIP Goal when 99% of seventh grade students scored at level 3 or above on the NGSSS End of Course Civics Assessment which is 3% higher than in 2015-2016.

Goal #5- Increase participation and performance in accelerated courses

During 2015-2016, 89% of students participated and scored proficient in the category of Middle School Acceleration. In 2016-2017, 91% participated and scored proficient which is a 2% increase.

b. Development of this school improvement plan

Once data is gathered and inputted into the SIP this data is shared with the SAC. The SAC then discusses and makes recommendations to the school on how to make improvements. This will happen again at mid-year and at the end of the year.

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

Last year, to solicit feedback and afford SAC members the opportunity to give input on the allocation of resources necessary to achieve our school's vision and mission. Our principal reviewed the budget with SAC members. Since members of the SAC are an integral part of the development and implementation of the SIP, their feedback is critical to achieving our goals.

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

SAC began the year with \$11,275.17 in their account. The SAC unanimously voted to utilize the funds to purchase math and reading Ready Florida Books by Curriculum Associates for students in grades K -5 and students in both our middle school Reading and Math Academy. SAC spent \$9926.28 on the purchase. In November of 2016, SAC had 1348.89 in their account. In May, the budget increased to \$5486.06 because of the fourth quarter FTE calculation. ARS received \$5 per FTE.

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
DeMars, Vanessa	Principal
George, Jennifer	Other
Jewell, Ericka	Teacher, K-12
DeVelder, Maria	Teacher, K-12
Morales, Christine	Teacher, K-12
Ferguson, Amanda	Teacher, K-12
Fussner, Cherese	Teacher, K-12
Hoffman, Renessa	Teacher, K-12
Varvarigos, Jennifer	Teacher, K-12
Monserrate, Jolene	Teacher, K-12

b. Duties

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

Working collaboratively through group Collaborative Learning Teams, the LLT will work with teachers to help answer the essential question on which they are focusing by analyzing student data, both state and school assessments as well as formative and common assessments, and to help address ELA benchmarks in all content areas, K-8. The LLT will help enhance the implementation of the Florida Standards through inservices, work sessions with CLT's, and providing resources to both teachers and parents. The LLT will help enhance best practices by providing literacy learning opportunities throughout the year. The LLT members are also a part of the District Professional Learning Community being rolled out for the 17-18 school year. They will attend six full day DPLC training sessions, where they will create and implement a "Whole School Improvement" plan that is focused on promoting significant growth in student achievement. Its primary role is to help lead the schools' efforts at supporting the improvement of teaching and learning through literacy.

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

At Arbor Ridge School we strongly believe in the positive relationship between teacher collaboration and student achievement. We strive for our teachers to feel greater personal satisfaction as educators because they believe in their own efficacy, are involved in decision making and establish strong collegial relationships. We dedicate the first Wednesday of the month for our teachers to work in Collaborative Learning Teams (CLTs). Arbor Ridge teachers created the facilitation and implementation plan for our CLTs which includes a notebook of procedures, background information, resources, etc. When our teams work collaboratively, they focus on one or more of the following questions: What do we expect the students to know? How will we know when they have learned it? How will we respond when they don't learn it? and How will we respond when they already know it? Each time they meet, we encourage them to revisit their established Norms and to make sure they have procedures in place in case someone isn't

adhering to them. Teams complete an Arbor Ridge Collaborative Team Meeting Documentation Form on which they check the topics discussed. These topics include common assessment, common planning, disaggregating grade level data, Deliberate Practice, the SIP, the Marzano Framework for Teaching and Learning, iStation, MTSS, Florida Standards, Lesson Study, Core Writing or any other topic directly linked to student learning. All CLTs work toward achieving an agreed upon SMART Goal based on student assessment data and create a timeline for achieving the goal. Members of the DPLC will lead the school's effort at supporting the improvement of teaching and learning. They will make decisions about the school's instructional program and lead and monitor the implementation of a sound instructional focus. DPLC members are instructional leaders, reflective of multiple perspectives and diverse opinions, representative of all aspects of the school community, committed to leading the long-term improvement process to better their school and provide their students with the best, willing to tackle tough issues and take risks together, supportive of other team members, encouraging each other's participation, expression and ideas and willing to hold themselves and others accountable for implementing Professional Learning to reach student outcome goals.

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

Arbor Ridge School implements the following strategies to recruit and retain highly qualified, certified-in-field, and effective teachers: coaching support; offering a two-year mentoring/induction program for beginning teachers and teachers new to OCPs and Arbor Ridge School; open our campus to college interns and volunteers to recruit potential teacher candidates. Our Administrative Team offers instructional support through the Marzano Framework for Teaching and Learning and interviews and hires only highly qualified teachers.

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

Arbor Ridge School implements the following induction/mentoring program for beginning teachers where the mentor will: communicate daily with the mentee and plan lessons on a weekly basis; update the mentee on school specific procedures and business and serve as a model classroom in which the mentee can observe; pair up for professional development and serve as the mentee's instructional coach especially concerning the teacher evaluation tool as well as make themselves available to answer questions or address concerns.

The rationale for how we pair a mentor with a mentee includes the following considerations. We ensure that mentor teachers have the required OCPs credentials to serve as a mentor. We also consider similar grade level/subject area placements, previous mentoring experience, number of years in the teaching profession and whether or not it would be a good pairing based on teaching philosophies. The CRT/Lead Mentor begins by checking in with the mentee to ask if he/she has already paired with someone with whom they feel they have developed a rapport.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are expected to

utilize the standards-based resources during daily instruction.(CRMs)

At Arbor Ridge School we ensure our core instructional programs and materials are aligned to Florida's Standards in the following ways:

1. As the Administrative Team and coaches conduct classroom walkthroughs/observations, they have a focused list of "Look Fors". First and foremost, they are looking for evidence of rigorous instruction and assessment that is planned to the full intent and scope of the grade/content standard. This begins with a rigorous learning goal and scale, based on deconstructed Florida Standards, being posted in the classroom. Next, they review the teacher's lesson plans for evidence of "Daily Learning Targets".
2. Our curriculum at Arbor Ridge is the Florida Standards. However, the primary resources we use to teach the standards are the OCPS adopted instructional materials. During Collaborative Learning Teams, our teachers have taken the time to align the county materials to the standards and when necessary, rewrite questions or test items to increase the level of rigor as specified in the standard. This school year, we are encouraging our teachers to utilize the OCPS CRMs.
3. Our teachers utilize the state and county test item specifications/EOC Assessment Outlines to ensure they are teaching their grade level/course standards necessary to prepare their students for state and district assessments. We encourage the teachers to pay particular attention to the "Focus Benchmark Clarification".
4. Lastly, the teachers are provided time to work collaboratively on common planning. During this time, they are encouraged to utilize their grade level/content CRMs and other district recommended resources such as CPalms to align their instruction to the Florida 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

Our Professional Learning Community Model (PLC) gives us a framework to build teacher capacity and to afford our instructional staff the opportunity to work as members of high-performing, collaborative teams that focus on improving student learning. Arbor Ridge promotes and fosters a sense of learning for all students, and staff and teachers live by their shared mission, vision, and SMART Goals. We utilize the 4 critical questions of the PLC model (Dufour) to drive the conversations of our School Based Leadership Team Meetings (meet every week) and CLT meeting (meet first Wednesday of every month and as much as needed). We start with the question "What do we expect our students to learn?" (pacing and instruction). At ARS we want our students to learn building and class expectations (rules), meet or exceed in all curricular areas required by the state such as the Florida Standards (at or above grade level), gain 21st Century Skills in technology and socialization and to develop the conative components of the mind that enhance self-direction, self-determination, and self-regulation. Next, we ask "How will we know if they are learning?" (assessment). We use data from formative, summative and common standards-based assessments. These assessments are given at the state, district and classroom level. Data analysis is ongoing throughout the school year and occurs in ILT meetings, CLT meetings and at grade level/department data meetings. We use data Ready Florida (K-8), i-Ready K-5 and in 6-8th Reading and Math Academies, programmatic assessments (K-8), teacher created standards-based common formative assessments (K-8), teacher observations, fluency checks, rubrics, progress reports and report cards, student interactive notebooks, class participation, and item analysis. Tier I students are progress monitored monthly using i-Ready Growth Monitoring and Standards Mastery Assessment (as needed). Tier II students are monitored every other week using i-Ready Class Response to Instruction Reports and Standards Mastery Assessments (as needed) and programmatic assessments from the HMH Journeys Reading and/or Literacy Tool Kits. Tier III students are monitored weekly using i-Ready Class Response to Instruction Reports and programmatic assessments from the HMH Journeys Reading and/or Literacy Tool Kits as well as fluency and

phonics assessments. As we collect, analyze and discuss students' individual data, we ask ourselves one of two questions: "What are we going to do if they didn't learn it?" or "How are we going to respond if they already know it?" When our students have not learned, we intervene. Initial instruction for all students begins on grade level and the teachers use formative assessment to determine the effectiveness of the instruction. For those students for whom the initial instruction was not effective (they didn't learn it), the teacher scaffolds using differentiated instruction which is built into our core curriculum resource materials. We also use the MTSS process. We follow these steps: whole group instruction, small group targeted instruction, tiered group instruction (Tier II and Tier III) to support the core, 1-1, leveled centers, re-teach, repeat the steps listed above, modify by backtracking and building background knowledge, computer intervention and if needed a referral to the MTSS Team. Utilizing the Best Practices for Inclusive Education (BPIE) enables the school to determine needs and identify strategies which then can be incorporated into Tier II and Tier III interventions. Indicator 20 of the BPIE specifically focuses on multi-tiered system of student support (MTSS). Lastly, we have a dedicated plan on how to respond when our students already know it. Students spend 30 minutes per day in an "Enrichment" block. During this time, students work on project based learning in reading, math, and science and have the opportunity to use technology and apply 21st-century learning skills. Also, when students already know the core, we challenge them using more complex texts/problems and tasks. Students are asked to transfer from on-grade level skills to apply those skills at a higher level and to think in different ways.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 1,960

Students in our lowest 25% will participate in tutoring by the UCF Burnett Honors College each Wednesday for an hour.

Strategy Rationale

ARS students get the opportunity to receive one-on-one tutoring and mentoring.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Brinzo, Alejandra, alejandra.brinzo@ocps.net

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

We will utilize attendance records and iReady data to measure the program's effectiveness.

Strategy: Extended School Day

Minutes added to school year: 4,320

Students will complete an additional 2 hours per week on iReady.

Strategy Rationale

Research has proven 45 minutes per week of iReady will increase overall academic achievement.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Brinzo, Alejandra, alejandra.brinzo@ocps.net

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

iReady, formative assessment, attendance records, anecdotal records

Strategy: Extended School Day

Minutes added to school year: 4,320

In order to close the achievement gap and increase learning gains in our lowest quartile students, we will offer tutoring via "Saturday School". Students will attend twice monthly for 4 hours each session.

Strategy Rationale

To increase learning gains in our bottom quartile students, we need additional time to address students specific academic deficits. By providing students an additional 8 hours of targeted interventions, we can increase students' overall proficiency level.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Brinzo, Alejandra, alejandra.brinzo@ocps.net

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

iReady, formative assessment, attendance records, anecdotal records

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

To assist our preschool children in transition from early childhood programs, we assess all incoming students using the FLKRS. We use these results to differentiate instruction.

To assist our middle school students in transition from elementary school, we offer a middle school Open House where parents follow their student's schedule in order to meet each teacher and to hear individual course requirements/expectations. Also, our ESE middle school students were offered the chance to get a "Jumpstart on Middle School" by joining the ESE Summer Transition Camp which was held on July 18, 2017 from 9:00 - 1:00 pm.

To assist our eighth-grade students in transition to high school, we invite Guidance counselors from our feeder high schools to come and meet with students in the spring and advise them on course selection. Our students have an opportunity to shadow at a few feeder high schools to help aid their program selection in academic and career planning.

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

Arbor Ridge offers career planning in combination with the eighth grade US History course. This allows students to explore future career options. We offer Math Counts club and the Science Olympiad team to promote and encourage students to explore a career in math and science. Guidance counselors from our feeder high schools come and meet with students in the spring and advise them on course selection. Our students have an opportunity to shadow at a few feeder high schools to help aid their program selection in academic and career planning. We also participate in Teach-In so our students have the opportunity to hear about future career choices from individuals already in the workforce. We are a Professional Development School with the University of Central Florida due to our long standing relationship with Dr. Sherron Roberts and her service learning class which meets weekly on our campus and offers writing tutoring by pairing our students with pre-service teachers. This partnership allows UCF to have a very visible presence on our campus and has branched out into areas other than ELA. In both are elementary and middle school, we are working with UCF students who will teach the Junior Achievement Curriculum. During the 2017-2018 school year, we have designated Friday as College Friday and students and staff are encouraged to wear college gear. Also, faculty and staff received door signs indicating the college/s from which they graduated. The signs are posted on classroom and office doors for all to see. Lastly, Arbor Ridge is working with the UCF Burnett Honors College to provide tutoring in all subject areas for our students in grades 3 - 8.

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

Currently, our students in grades 6 - 8 are able to take Information and Communication Technology (ICT). This course provides students with computer, digital, and information technology skills necessary for success in their future academic and occupational goals. In addition to fundamental computer information, the content includes but is not limited to digital technologies associated with web development, multimedia, word processing, spreadsheet, database, Internet communications, cybersecurity, and computer programming. Additionally, career planning is offered in combination with the eighth grade US History course, which allows students to explore career options.

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

Our school is diligently working to integrate more CTE academic courses for our students. We opened up Information & Communication Technology Essential 2 (ICT 2) and Digital Information Technology (DIT). Our students will have an opportunity to earn an Industry certification in Microsoft

Office Suite Certification through the DIT course. Additionally students who pass the certification will be eligible for a Valencia Community College Credit totaling up to 9 credit hours.

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

Arbor Ridge utilizes tutoring to scaffold the learning for students who are not on grade level in reading and math. Arbor Ridge also supports the progression of mathematics where Algebra 1 is offered in 8th grade. Tutoring along with Saturday End of Course Exam camps are used to support and prepare students for success in Algebra 1. Orange County TIPS will give students, who are at the 95th percentile, an opportunity to take an SAT preparatory course and then take the new SAT. Throughout the school year, students in the Calculus Project will receive math tutoring and take a summer preview class for their next math course with the goal of preparing them to take calculus in high school.

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.** Increase ELA, Mathematics and Science proficiency in all subgroups. (Division Priority: Accelerate Student Performance)
- G2.** Increase ELA and Mathematics learning gains in the lowest 25%. (Division Priority: Narrow Achievement Gaps)
- G3.** The Arbor Ridge DPLC will lead our school's effort to improve teaching and learning, make decisions about our school's instructional program and lead and monitor the implementation of a sound instructional focus. (Division Priority: Accelerate Student Performance)

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. Increase ELA, Mathematics and Science proficiency in all subgroups. (Division Priority: Accelerate Student Performance) 1a

G095539

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	82.0
FSA Mathematics Achievement	87.0
FCAT 2.0 Science Proficiency	80.0

Targeted Barriers to Achieving the Goal 3

- The instructional staff has not mastered teaching to the full intent and rigor of their grade level/content specific Florida Standards.
- Students struggle to read and comprehend complex science text, answer text dependent questions and have knowledge of grade level/course specific science vocabulary.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Materials: Florida Standards Item Specifications; OCPS IMS Curriculum Portal (CRMs); iReady; Marzano's Becoming a Reflective Teacher; iObservation; CPalms; taxonomy charts-Hess/Webb/Marzano

Plan to Monitor Progress Toward G1. 8

We will collect data from both informal and formal assessments using the iObservation and instructional focus grade level meeting notes.

Person Responsible

Vanessa DeMars

Schedule

Every 3 Weeks, from 8/7/2017 to 6/1/2018

Evidence of Completion

lesson plans indicating teaching to the full intent of a standard, iObservation data

G2. Increase ELA and Mathematics learning gains in the lowest 25%. (Division Priority: Narrow Achievement Gaps) 1a

G095540

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	70.0
Math Lowest 25% Gains	73.0

Targeted Barriers to Achieving the Goal 3

- Teachers lack knowledge of Universal Design for Learning (UDL) to proactively plan using the UDL framework, as well as regularly apply the principles of Differentiated Instruction in their classroom.
- Teachers lack the knowledge to implement instructional accommodations for students with an IEP, 504 Plan or LEP.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Coaches
- Materials: Florida Standards Item Specifications; OCPS IMS Curriculum Portal (CRMs); iReady; Marzano's Becoming a Reflective Teacher; iObservation; CPalms; taxonomy charts-Hess/Webb/Marzano

Plan to Monitor Progress Toward G2. 8

We will review iReady and Common Formative Assessment data to monitor our progress toward increasing the percent of our lowest quartile students who make an annual learning gain.

Person Responsible

Tammy Carver

Schedule

Biweekly, from 8/22/2017 to 6/1/2018

Evidence of Completion

Common Formative Assessment data, iReady reports

G3. The Arbor Ridge DPLC will lead our school's effort to improve teaching and learning, make decisions about our school's instructional program and lead and monitor the implementation of a sound instructional focus. (Division Priority: Accelerate Student Performance) 1a

G095541

Targets Supported 1b

Indicator	Annual Target
Effective Teachers (Performance Rating)	100.0

Targeted Barriers to Achieving the Goal 3

- Teachers lack knowledge of the three attributes of complex text (test complexity triangle), do not have a clear definition of close reading including selecting complex text, vocabulary support, chunking, annotating, and text-dependent questions

Resources Available to Help Reduce or Eliminate the Barriers 2

- CRMs; Learning and Literacy Support Plan; Safari content; Read & Write for Google; District adopted materials

Plan to Monitor Progress Toward G3. 8

We will collect and review data from standards aligned tasks and Guided Visit

Person Responsible

Vanessa DeMars

Schedule

Monthly, from 8/7/2017 to 6/1/2018

Evidence of Completion

artifacts, samples, sign-in sheets from training, PLC agendas.

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. Increase ELA, Mathematics and Science proficiency in all subgroups. (Division Priority: Accelerate Student Performance) 1

 G095539

G1.B1 The instructional staff has not mastered teaching to the full intent and rigor of their grade level/ content specific Florida Standards. 2

 B257241

G1.B1.S1 During monthly Collaborative Learning Teams and weekly grade level meetings, administration and the school based coaches will facilitate teachers implementing the OCPS Curriculum Resource Materials (CRMs). 4

 S272170

Strategy Rationale

The District created the CRMs to enable teachers to teach to the intent and scope of the standard, provide the "why" and "how" to teach standards using strategies and tasks and assist first year teachers and new to content or grade level teachers. Using the CRMs will increase teacher collaboration and consistent instruction across classrooms.

Action Step 1 5

During the summer, Administration will meet with teams to facilitate common planning and convey expectations for using the CRMs.

Person Responsible

Vanessa DeMars

Schedule

On 7/31/2017

Evidence of Completion

Lesson plans which include differentiated plans for small group reading instruction; differentiated plans for small group math instruction; plans for differentiated intervention and incorporation of UDL principles; common planning time sheets

Action Step 2 5

Administration, the Reading Specialist and Curriculum Resource Teacher will include the CRMs on the agenda for our bi-weekly Instructional Focus Grade Level meetings to support teachers as they implement them. [copy]

Person Responsible

Jennifer George

Schedule

Monthly, from 8/7/2017 to 6/1/2018

Evidence of Completion

Grade Level Meeting notes, lesson plans which include differentiated plans for small group reading instruction; differentiated plans for small group math instruction; plans for differentiated intervention and incorporation of UDL principles

Action Step 3 5

Administration, the Reading Specialist and Curriculum Resource Teacher will follow a schedule to facilitate Collaborative Learning Team meetings and guide the discussion and use of the CRMs. [copy]

Person Responsible

Tammy Carver

Schedule

Monthly, from 8/7/2017 to 6/1/2018

Evidence of Completion

CLT Meeting Documentation Forms, lesson plans which include differentiated plans for small group reading instruction; differentiated plans for small group math instruction; plans for differentiated intervention and incorporation of UDL principles

Action Step 4 **5**

School based coaches and Administration will look for evidence of teachers utilizing the CRMs as they conduct both informal and formal observations. [copy]

Person Responsible

Tammy Carver

Schedule

Weekly, from 8/7/2017 to 6/1/2018

Evidence of Completion

iObservation data, lesson plans which include differentiated plans for small group reading instruction; differentiated plans for small group math instruction; plans for differentiated intervention and incorporation of UDL principles

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

During Leadership Team meetings, the administration and school-based coaches will review the CLT and grade level meeting notes in addition to iObservation data and discuss the progress teachers are making to implement the CRMs.

Person Responsible

Jennifer George

Schedule

Weekly, from 8/7/2017 to 6/1/2018

Evidence of Completion

CLT Meeting Documentation notes, classroom walkthrough/iObservation data, lesson plans which include differentiated plans for small group reading instruction; differentiated plans for small group math instruction; plans for differentiated intervention and incorporation of UDL principles

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

We will monitor the effectiveness of the implementation by reviewing classroom iObservation data and coaching feedback.

Person Responsible

Vanessa DeMars

Schedule

Every 3 Weeks, from 8/7/2017 to 6/1/2018

Evidence of Completion

Data collected from informal and formal observations in iObservation.

G1.B1.S2 In order to increase standards mastery, the school based coaches will conduct standards based observations and provide feedback on whether or not teachers are reaching the intent and scope of the standard. 4

S272171

Strategy Rationale

Focusing the observation lens on standards based instruction affords observers the opportunity to determine the following: if lessons reflect the full intent of the grade-level content Standard; if tasks are aligned to the full intent of the standard; if the teacher poses high quality questions and problems designed to promote critical thinking aligned to the standard; if the teacher orchestrates conversation and implements tasks that incorporate accountable talk to show, tell, explain and prove reasoning regarding understanding of the targeted standard; if the teacher differentiates instruction (content, process or product) based on student needs in progression towards master of the standard.

Action Step 1 5

During our bi-weekly Instructional Focus Grade Level Meetings, the school based coaches will share the tool they will use to conduct standards based observations.

Person Responsible

Jennifer George

Schedule

Biweekly, from 8/22/2017 to 6/1/2018

Evidence of Completion

Grade Level Meeting notes, observation feedback

Action Step 2 5

The school based coaches will provide additional training on the tool they will use to conduct standards based observations.

Person Responsible

Jennifer George

Schedule

Biweekly, from 8/22/2017 to 6/1/2018

Evidence of Completion

Grade Level Meeting notes, power point presentation, exit slips

Action Step 3 5

During the bi-weekly Instructional Focus Grade Level Meetings, the school based coaches will provide general feedback from their standards based observations.

Person Responsible

Jennifer George

Schedule

Biweekly, from 8/22/2017 to 6/1/2018

Evidence of Completion

observation feedback, teacher reflections, Grade Level Meeting notes

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

The school based coaches will keep an observation tracker on which they provide generalized feedback on teacher progression toward standards based instruction.

Person Responsible

Jennifer George

Schedule

Monthly, from 8/22/2017 to 6/1/2018

Evidence of Completion

Excel spreadsheet, observation feedback

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

Administration will meet with the school based coaches to share their observation feedback related to standards based instruction.

Person Responsible

Vanessa DeMars

Schedule

Monthly, from 8/22/2017 to 6/1/2018

Evidence of Completion

iObservation data, lesson plans, meeting notes

G1.B2 Students struggle to read and comprehend complex science text, answer text dependent questions and have knowledge of grade level/course specific science vocabulary. **2**

 B257242

G1.B2.S1 Administration and the school based coaches will work collaboratively with teachers to deconstruct grade level/content area science standards, plan instruction to reach the full intent of those standards and create Common Formative Assessments that measure student mastery. The emphasis will be on fifth through eighth grade standards. **4**

 S272172

Strategy Rationale

During the 2016-2017 school year, the percent of students scoring proficient on the Statewide Science Assessment dropped 11 percentage points. (66% proficient) An examination of school based SSA data revealed the following: students lacked key understanding of grade level/course specific academic science vocabulary, the ability to comprehend complex text and answer text-dependent questions. Students who struggled to reach proficiency also struggled to reach proficiency on the ELA Florida Standards Assessment which reveals a link between a student's ability to read at or above grade level and successful performance on the SSA. Fifth grade students' SSA scores combined with iObservation data revealed teachers lacked the knowledge to provide consistent and rigorous standards based instruction while having high expectations for students.

Action Step 1 **5**

During bi-weekly instructional focus grade level meetings, Administration and school based coaches will facilitate a discussion of grade level/course specific science standards and model the deconstruction process.

Person Responsible

Tammy Carver

Schedule

Biweekly, from 8/22/2017 to 6/1/2018

Evidence of Completion

Grade Level Meeting notes, lesson plans which include differentiated plans for small group reading instruction; differentiated plan for small group math instruction; plans for differentiated intervention and incorporation of UDL principles

Action Step 2 5

During bi-weekly instructional focus grade level meetings, Administration and school based coaches will review teachers' science formative assessments and associated data.

Person Responsible

Jennifer George

Schedule

Biweekly, from 8/22/2017 to 6/1/2018

Evidence of Completion

Grade Level Meeting notes, lesson plans which include differentiated plans for small group reading instruction; differentiated plans for small group math instruction; plans for differentiated intervention and incorporation of UDL principles

Action Step 3 5

To ensure teachers are teaching to the full intent, scope and rigor of their science standards, the school based coaches will conduct standards based observations during the elementary science block and middle school science classes.

Person Responsible

Tammy Carver

Schedule

Monthly, from 9/5/2017 to 6/1/2018

Evidence of Completion

data gathered on the observation tool, observation notes and feedback, lesson plans which include differentiated plans for small group reading instruction; differentiated plans for small group math instruction; plans for differentiated intervention and incorporation of UDL principles

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

During our weekly instructional Leadership Team meetings the Administration and school-based coaches will review grade level meeting notes and discuss the progress teachers are making in deconstructing science standards, creating Standards Based Science Common Formative Assessments and instructing to the full intent, scope and rigor of their science standards.

Person Responsible

Tammy Carver

Schedule

Every 3 Weeks, from 9/11/2017 to 6/1/2018

Evidence of Completion

Grade Level Meeting notes, Common Formative Assessments, Progress Monitoring Assessment data, observation notes

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

As we facilitate instructional focus grade level meetings, the Administration Team and school-based coaches will continually review the common formative assessment data to determine if students are mastering their grade level/course specific science standards.

Person Responsible

Tammy Carver

Schedule

Every 3 Weeks, from 9/11/2017 to 6/1/2018

Evidence of Completion

Grade Level Meeting notes, Progress Monitoring Assessment data, Common Formative Assessments

G2. Increase ELA and Mathematics learning gains in the lowest 25%. (Division Priority: Narrow Achievement Gaps) 1

G095540

G2.B1 Teachers lack knowledge of Universal Design for Learning (UDL) to proactively plan using the UDL framework, as well as regularly apply the principles of Differentiated Instruction in their classroom. 2

B257243

G2.B1.S1 Provide professional development on "what is" UDL and the benefits to student learning and school success. 4

S272174

Strategy Rationale

Students with a higher success rate at their level and specific type of learning, will provide a more positive learning environment. This could lead to fewer behavior issues, as students will be engaged in their learning process. Also, UDL allows students more access to information, makes getting baseline assessments easier, and helps all types of learners through multiple ways of understanding the same concept.

Action Step 1 5

The Behavior Specialist will create a survey/pretest to determine teachers' understanding of "what is" Universal Design for Learning (UDL).

Person Responsible

Stacey Conrad

Schedule

On 6/2/2017

Evidence of Completion

Survey document

Action Step 2 5

Based on feedback from the survey/pretest, the Behavior Specialist and Lead ESE teacher will plan professional development on planning for and implementing UDL strategies in the classroom.

Person Responsible

Stacey Conrad

Schedule

On 6/1/2018

Evidence of Completion

compilation of survey results, power point presentation

Action Step 3 5

The Behavior Specialist and the Lead ESE teacher will train the instructional staff on how implementing UDL strategies will help in their planning to differentiate instruction through content, process, products or the learning environment.

Person Responsible

Stacey Conrad

Schedule

On 8/8/2017

Evidence of Completion

exit slip, lesson plans which include differentiated plans for small group reading instruction; differentiated plans for small group math instruction; plans for differentiated intervention and incorporation of UDL principles

Action Step 4 5

The Behavior Specialist, Reading Coach and the Curriculum Resource Teacher will provide follow-up coaching and support on utilizing UDL strategies and differentiating instruction during weekly Instructional Focus grade level meetings.

Person Responsible

Tammy Carver

Schedule

Monthly, from 8/29/2017 to 6/1/2018

Evidence of Completion

Grade Level Meeting notes

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

The instructional coaches will conduct classroom walkthroughs focusing on UDL principles and differentiating instruction through content, process, products or the learning environment

Person Responsible

Tammy Carver

Schedule

Every 3 Weeks, from 9/5/2017 to 6/1/2018

Evidence of Completion

CLT Meeting Documentation notes, participant reflections/exit slips from professional development, classroom walkthrough/iObservation data, lesson plans which include differentiated plans for small group reading instruction; differentiated plans for small group math instruction; plans for differentiated intervention and incorporation of UDL principles

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

We will monitor the effectiveness of the implementation by reviewing the iReady and Common Formative Assessment data disaggregated by subgroup

Person Responsible

Tammy Carver

Schedule

Biweekly, from 9/5/2017 to 6/1/2018

Evidence of Completion

Assessment data disaggregated by subgroup

G2.B2 Teachers lack the knowledge to implement instructional accommodations for students with an IEP, 504 Plan or LEP. 2

B257244

G2.B2.S1 Provide professional development for implementing classroom accommodations for students with an IEP, 504 Plan or LEP. 4

S272176

Strategy Rationale

One of the ways to increase student access to academic content standards through instruction in the general curriculum is by using instructional accommodations. Accommodations are changes in the way a student accesses learning, without changing the actual standards a student is working toward.

Action Step 1 5

The Staffing Specialist/CCT and Guidance Counselor/504 Contact will create a survey to determine the instructional staff's level of understanding for implementing a student's IEP, 504 or ELL accommodations.

Person Responsible

Patricia Weber

Schedule

On 9/30/2017

Evidence of Completion

Survey document

Action Step 2 5

Based on feedback from the surveys, the The Staffing Specialist/CCT and Guidance Counselor/ 504 Contact will plan professional development on implementing a student's IEP,504 or ELL accommodations.

Person Responsible

Patricia Weber

Schedule

On 9/30/2017

Evidence of Completion

compilation of survey results, power point presentation

Action Step 3 5

The Staffing Specialist/CCT and Guidance Counselor/504 Contact will train the instructional staff on implementing a student's IEP, 504 or ELL accommodations.

Person Responsible

Patricia Weber

Schedule

On 11/29/2017

Evidence of Completion

exit slip, reflection log

Action Step 4 5

The Staffing Specialist/CCT and Guidance Counselor/504 Contact will provide ongoing support, examples, and clarification for implementing a student's IEP, 504 or ELL accommodations by attending Collaborative Learning Team meetings.

Person Responsible

Patricia Weber

Schedule

Monthly, from 9/6/2017 to 6/1/2018

Evidence of Completion

CLT Meeting Documentation notes, lesson plans which include differentiated plans for small group reading instruction; differentiated plans for small group math instruction; plans for differentiated intervention and incorporation of UDL principles, iObservation data

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

The Staffing Specialist/CCT and Guidance Counselor/504 Contact will review teacher lesson plans.

Person Responsible

Mary Ellen Jackson

Schedule

Quarterly, from 10/3/2016 to 6/1/2018

Evidence of Completion

Lesson plans which include differentiated plans for small group reading instruction; differentiated plans for small group math instruction; plans for differentiated intervention and incorporation of UDL principles

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

The Staffing Specialist/CCT and Guidance Counselor/504 Contact will review student assessment data from Common Formative Assessments and iReady to determine if student's who have IEP, 504 or ELL accommodations are making progress toward mastery of grade level/content area Florida Standards.

Person Responsible

Mary Ellen Jackson

Schedule

Quarterly, from 10/3/2016 to 6/1/2018

Evidence of Completion

Student assessment data from Common Formative Assessments, iReady reports

G3. The Arbor Ridge DPLC will lead our school's effort to improve teaching and learning, make decisions about our school's instructional program and lead and monitor the implementation of a sound instructional focus. (Division Priority: Accelerate Student Performance) 1

G095541

G3.B1 Teachers lack knowledge of the three attributes of complex text (text complexity triangle), do not have a clear definition of close reading including selecting complex text, vocabulary support, chunking, annotating, and text-dependent questions 2

B257245

G3.B1.S1 The DPLC will train the teachers on how to choose appropriate, content specific complex texts and assign standards-aligned tasks; model close reading strategies and tools; observe peers, reflect and modify instructional practice based on student evidence and professional learning. [copy] 4

S272177

Strategy Rationale

The DPLCs' primary role is to help lead the school's effort at supporting the improvement of teaching and learning. The DPLC makes decisions about the school's instructional program and leads and monitors the implementation of a sound instructional focus.

Action Step 1 5

Administration will email the instructional staff to solicit interest in serving on the DPLC. Staff may nominate themselves or a colleague.

Person Responsible

Vanessa DeMars

Schedule

On 8/7/2017

Evidence of Completion

email responses

Action Step 2 5

Arbor Ridge DPLC members will attend monthly meetings which are part of a year long cycle.

Person Responsible

Vanessa DeMars

Schedule

Monthly, from 8/7/2017 to 6/1/2018

Evidence of Completion

cycle plans, protocols for DPLC components such as Peer Observers, meeting notes

Action Step 3 5

DPLC members will provide professional learning focused on choosing appropriate, content specific complex tasks and assigning standards aligned tasks, model close reading strategies and tools and create a protocol for Peer Observers to facilitate the process.

Person Responsible

Amanda Ferguson

Schedule

Monthly, from 8/7/2017 to 6/1/2018

Evidence of Completion

Provide an exit survey to the staff to determine their level of understanding and needed support, lesson plans which include differentiated plans for small group reading instruction; differentiated plans for small group math instruction; plans for differentiated intervention and incorporation of UDL principles, peer observation notes and feedback,

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

The DPLC will complete homework to share at the district meetings.

Person Responsible

Jennifer George

Schedule

Monthly, from 8/7/2017 to 6/1/2018

Evidence of Completion

artifacts, samples, sign-in sheets from training, PLC agendas

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

The DPLC will monitor modifications to instructional practices, review student evidences and standards aligned tasks and review feedback from professional learning.

Person Responsible

Vanessa DeMars

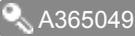
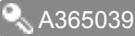
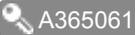
Schedule

Monthly, from 8/7/2017 to 6/1/2018

Evidence of Completion

artifacts, samples, sign-in sheets from training, PLC agendas

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					
G2.B1.S1.A1  A365049	The Behavior Specialist will create a survey/pretest to determine teachers' understanding of "what..."	Conrad, Stacey	9/6/2016	Survey document	6/2/2017 one-time
G1.B1.S1.A1  A365039	During the summer, Administration will meet with teams to facilitate common planning and convey...	DeMars, Vanessa	7/11/2017	Lesson plans which include differentiated plans for small group reading instruction; differentiated plans for small group math instruction; plans for differentiated intervention and incorporation of UDL principles; common planning time sheets	7/31/2017 one-time
G3.B1.S1.A1  A365061	Administration will email the instructional staff to solicit interest in serving on the DPLC....	DeMars, Vanessa	8/3/2017	email responses	8/7/2017 one-time
G2.B1.S1.A3  A365051	The Behavior Specialist and the Lead ESE teacher will train the instructional staff on how...	Conrad, Stacey	8/8/2017	exit slip, lesson plans which include differentiated plans for small group reading instruction; differentiated plans for small group math instruction; plans for differentiated intervention and incorporation of UDL principles	8/8/2017 one-time
G2.B2.S1.A1  A365057	The Staffing Specialist/CCT and Guidance Counselor/504 Contact will create a survey to determine...	Weber, Patricia	9/5/2017	Survey document	9/30/2017 one-time
G2.B2.S1.A2  A365058	Based on feedback from the surveys, the The Staffing Specialist/CCT and Guidance Counselor/504...	Weber, Patricia	9/5/2017	compilation of survey results, power point presentation	9/30/2017 one-time
G2.B2.S1.A3  A365059	The Staffing Specialist/CCT and Guidance Counselor/504 Contact will train the instructional staff...	Weber, Patricia	10/11/2017	exit slip, reflection log	11/29/2017 one-time
G1.MA1  M390891	We will collect data from both informal and formal assessments using the iObservation and...	DeMars, Vanessa	8/7/2017	lesson plans indicating teaching to the full intent of a standard, iObservation data	6/1/2018 every-3-weeks
G1.B1.S1.A4  A365042	School based coaches and Administration will look for evidence of teachers utilizing the CRMs as...	Carver, Tammy	8/7/2017	iObservation data, lesson plans which include differentiated plans for small group reading instruction; differentiated plans for small group math instruction; plans for differentiated intervention and incorporation of UDL principles	6/1/2018 weekly
G1.B2.S1.MA1  M390889	As we facilitate instructional focus grade level meetings, the Administration Team and school-based...	Carver, Tammy	9/11/2017	Grade Level Meeting notes, Progress Monitoring Assessment data, Common Formative Assessments	6/1/2018 every-3-weeks
G1.B2.S1.MA1  M390890	During our weekly instructional Leadership Team meetings the Administration and school-based...	Carver, Tammy	9/11/2017	Grade Level Meeting notes, Common Formative Assessments, Progress Monitoring Assessment data, observation notes	6/1/2018 every-3-weeks
G1.B2.S1.A1  A365046	During bi-weekly instructional focus grade level meetings, Administration and school based coaches...	Carver, Tammy	8/22/2017	Grade Level Meeting notes, lesson plans which include differentiated plans for small group reading instruction; differentiated plan for small group math instruction; plans for differentiated intervention and incorporation of UDL principles	6/1/2018 biweekly
G1.B2.S1.A2  A365047	During bi-weekly instructional focus grade level meetings, Administration and school based coaches...	George, Jennifer	8/22/2017	Grade Level Meeting notes, lesson plans which include differentiated plans for small group reading instruction; differentiated plans for small group math instruction; plans for differentiated	6/1/2018 biweekly

Orange - 0981 - Arbor Ridge K 8 - 2017-18 SIP
Arbor Ridge K 8

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				intervention and incorporation of UDL principles	
G1.B2.S1.A3 A365048	To ensure teachers are teaching to the full intent, scope and rigor of their science standards, the...	Carver, Tammy	9/5/2017	data gathered on the observation tool, observation notes and feedback, lesson plans which include differentiated plans for small group reading instruction; differentiated plans for small group math instruction; plans for differentiated intervention and incorporation of UDL principles	6/1/2018 monthly
G2.B1.S1.MA1 M390892	We will monitor the effectiveness of the implementation by reviewing the iReady and Common...	Carver, Tammy	9/5/2017	Assessment data disaggregated by subgroup	6/1/2018 biweekly
G2.B1.S1.MA1 M390893	The instructional coaches will conduct classroom walkthroughs focusing on UDL principles and...	Carver, Tammy	9/5/2017	CLT Meeting Documentation notes, participant reflections/exit slips from professional development, classroom walkthrough/iObservation data, lesson plans which include differentiated plans for small group reading instruction; differentiated plans for small group math instruction; plans for differentiated intervention and incorporation of UDL principles	6/1/2018 every-3-weeks
G1.B1.S1.A2 A365040	Administration, the Reading Specialist and Curriculum Resource Teacher will include the CRMs on the...	George, Jennifer	8/7/2017	Grade Level Meeting notes, lesson plans which include differentiated plans for small group reading instruction; differentiated plans for small group math instruction; plans for differentiated intervention and incorporation of UDL principles	6/1/2018 monthly
G2.B1.S1.A2 A365050	Based on feedback from the survey/ pretest, the Behavior Specialist and Lead ESE teacher will plan...	Conrad, Stacey	8/8/2017	compilation of survey results, power point presentation	6/1/2018 one-time
G1.B1.S1.A3 A365041	Administration, the Reading Specialist and Curriculum Resource Teacher will follow a schedule to...	Carver, Tammy	8/7/2017	CLT Meeting Documentation Forms, lesson plans which include differentiated plans for small group reading instruction; differentiated plans for small group math instruction; plans for differentiated intervention and incorporation of UDL principles	6/1/2018 monthly
G2.B1.S1.A4 A365052	The Behavior Specialist, Reading Coach and the Curriculum Resource Teacher will provide follow-up...	Carver, Tammy	8/29/2017	Grade Level Meeting notes	6/1/2018 monthly
G2.B2.S1.MA1 M390894	The Staffing Specialist/CCT and Guidance Counselor/504 Contact will review student assessment data...	Jackson, Mary Ellen	10/3/2016	Student assessment data from Common Formative Assessments, iReady reports	6/1/2018 quarterly
G2.B2.S1.MA1 M390895	The Staffing Specialist/CCT and Guidance Counselor/504 Contact will review teacher lesson plans.	Jackson, Mary Ellen	10/3/2016	Lesson plans which include differentiated plans for small group reading instruction; differentiated plans for small group math instruction; plans for differentiated intervention and incorporation of UDL principles	6/1/2018 quarterly
G1.B1.S1.MA1 M390886	During Leadership Team meetings, the administration and school-based coaches will review the CLT...	George, Jennifer	8/7/2017	CLT Meeting Documentation notes, classroom walkthrough/iObservation data, lesson plans which include differentiated plans for small group reading instruction; differentiated plans for small group math instruction; plans for differentiated intervention and incorporation of UDL principles	6/1/2018 weekly
G1.B1.S1.MA1 M390885	We will monitor the effectiveness of the implementation by reviewing classroom iObservation data...	DeMars, Vanessa	8/7/2017	Data collected from informal and formal observations in iObservation.	6/1/2018 every-3-weeks

Orange - 0981 - Arbor Ridge K 8 - 2017-18 SIP
Arbor Ridge K 8

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.MA1 M390899	We will collect and review data from standards aligned tasks and Guided Visit	DeMars, Vanessa	8/7/2017	artifacts, samples, sign-in sheets from training, PLC agendas.	6/1/2018 monthly
G2.B2.S1.A4 A365060	The Staffing Specialist/CCT and Guidance Counselor/504 Contact will provide ongoing support,...	Weber, Patricia	9/6/2017	CLT Meeting Documentation notes, lesson plans which include differentiated plans for small group reading instruction; differentiated plans for small group math instruction; plans for differentiated intervention and incorporation of UDL principles, iObservation data	6/1/2018 monthly
G3.B1.S1.MA1 M390897	The DPLC will monitor modifications to instructional practices, review student evidences and...	DeMars, Vanessa	8/7/2017	artifacts, samples, sign-in sheets from training, PLC agendas	6/1/2018 monthly
G3.B1.S1.MA1 M390898	The DPLC will complete homework to share at the district meetings.	George, Jennifer	8/7/2017	artifacts, samples, sign-in sheets from training, PLC agendas	6/1/2018 monthly
G2.MA1 M390896	We will review iReady and Common Formative Assessment data to monitor our progress toward...	Carver, Tammy	8/22/2017	Common Formative Assessment data, iReady reports	6/1/2018 biweekly
G3.B1.S1.A2 A365062	Arbor Ridge DPLC members will attend monthly meetings which are part of a year long cycle.	DeMars, Vanessa	8/7/2017	cycle plans, protocols for DPLC components such as Peer Observers, meeting notes	6/1/2018 monthly
G3.B1.S1.A3 A365063	DPLC members will provide professional learning focused on choosing appropriate, content specific...	Ferguson, Amanda	8/7/2017	Provide and exit survey to the staff to determine their level of understanding and needed support, lesson plans which include differentiated plans for small group reading instruction; differentiated plans for small group math instruction; plans for differentiated intervention and incorporation of UDL principles, peer observation notes and feedback,	6/1/2018 monthly
G1.B1.S2.MA1 M390887	Administration with meet with the school based coaches to share their observation feedback related...	DeMars, Vanessa	8/22/2017	iObservation data, lesson plans, meeting notes	6/1/2018 monthly
G1.B1.S2.MA1 M390888	The school based coaches will keep an observation tracker on which they provide generalized...	George, Jennifer	8/22/2017	Excel spreadsheet, observation feedback	6/1/2018 monthly
G1.B1.S2.A1 A365043	During our bi-weekly Instructional Focus Grade Level Meetings, the school based coaches will share...	George, Jennifer	8/22/2017	Grade Level Meeting notes, observation feedback	6/1/2018 biweekly
G1.B1.S2.A2 A365044	The school based coaches will provide additional training on the tool they will use to conduct...	George, Jennifer	8/22/2017	Grade Level Meeting notes, power point presentation, exit slips	6/1/2018 biweekly
G1.B1.S2.A3 A365045	During the bi-weekly Instructional Focus Grade Level Meetings, the school based coaches will...	George, Jennifer	8/22/2017	observation feedback, teacher reflections, Grade Level Meeting notes	6/1/2018 biweekly

V. Professional Development Opportunities

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

G1. Increase ELA, Mathematics and Science proficiency in all subgroups. (Division Priority: Accelerate Student Performance)

G1.B1 The instructional staff has not mastered teaching to the full intent and rigor of their grade level/ content specific Florida Standards.

G1.B1.S2 In order to increase standards mastery, the school based coaches will conduct standards based observations and provide feedback on whether or not teachers are reaching the intent and scope of the standard.

PD Opportunity 1

The school based coaches will provide additional training on the tool they will use to conduct standards based observations.

Facilitator

Jennifer George

Participants

Instructional staff

Schedule

Biweekly, from 8/22/2017 to 6/1/2018

G2. Increase ELA and Mathematics learning gains in the lowest 25%. (Division Priority: Narrow Achievement Gaps)

G2.B1 Teachers lack knowledge of Universal Design for Learning (UDL) to proactively plan using the UDL framework, as well as regularly apply the principles of Differentiated Instruction in their classroom.

G2.B1.S1 Provide professional development on "what is" UDL and the benefits to student learning and school success.

PD Opportunity 1

Based on feedback from the survey/pretest, the Behavior Specialist and Lead ESE teacher will plan professional development on planning for and implementing UDL strategies in the classroom.

Facilitator

Stacey Conrad, Andrea Hill

Participants

All Teachers K-8

Schedule

On 6/1/2018

PD Opportunity 2

The Behavior Specialist and the Lead ESE teacher will train the instructional staff on how implementing UDL strategies will help in their planning to differentiate instruction through content, process, products or the learning environment.

Facilitator

Stacy Conrad, Andrea Hill

Participants

Instructional Staff

Schedule

On 8/8/2017

G2.B2 Teachers lack the knowledge to implement instructional accommodations for students with an IEP, 504 Plan or LEP.

G2.B2.S1 Provide professional development for implementing classroom accommodations for students with an IEP, 504 Plan or LEP.

PD Opportunity 1

The Staffing Specialist/CCT and Guidance Counselor/504 Contact will train the instructional staff on implementing a student's IEP, 504 or ELL accommodations.

Facilitator

Pat Wever, Susan Franklin

Participants

instructional Staff

Schedule

On 11/29/2017

G3. The Arbor Ridge DPLC will lead our school's effort to improve teaching and learning, make decisions about our school's instructional program and lead and monitor the implementation of a sound instructional focus. (Division Priority: Accelerate Student Performance)

G3.B1 Teachers lack knowledge of the three attributes of complex text (test complexity triangle), do not have a clear definition of close reading including selecting complex text, vocabulary support, chunking, annotating, and text-dependent questions

G3.B1.S1 The DPLC will train the teachers on how to choose appropriate, content specific complex texts and assign standards-aligned tasks; model close reading strategies and tools; observe peers, reflect and modify instructional practice based on student evidence and professional learning. [copy]

PD Opportunity 1

DPLC members will provide professional learning focused on choosing appropriate, content specific complex tasks and assigning standards aligned tasks, model close reading strategies and tools and create a protocol for Peer Observers to facilitate the process.

Facilitator

ARS DPLC members

Participants

Instructional Staff

Schedule

Monthly, from 8/7/2017 to 6/1/2018

VII. Budget

1	G1.B1.S1.A1	During the summer, Administration will meet with teams to facilitate common planning and convey expectations for using the CRMs.				\$0.00
2	G1.B1.S1.A2	Administration, the Reading Specialist and Curriculum Resource Teacher will include the CRMs on the agenda for our bi-weekly Instructional Focus Grade Level meetings to support teachers as they implement them. [copy]				\$0.00
3	G1.B1.S1.A3	Administration, the Reading Specialist and Curriculum Resource Teacher will follow a schedule to facilitate Collaborative Learning Team meetings and guide the discussion and use of the CRMs. [copy]				\$116,688.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0981 - Arbor Ridge K 8			\$68,640.00
			0981 - Arbor Ridge K 8			\$48,048.00
4	G1.B1.S1.A4	School based coaches and Administration will look for evidence of teachers utilizing the CRMs as they conduct both informal and formal observations. [copy]				\$0.00
5	G1.B1.S2.A1	During our bi-weekly Instructional Focus Grade Level Meetings, the school based coaches will share the tool they will use to conduct standards based observations.				\$0.00
6	G1.B1.S2.A2	The school based coaches will provide additional training on the tool they will use to conduct standards based observations.				\$0.00
7	G1.B1.S2.A3	During the bi-weekly Instructional Focus Grade Level Meetings, the school based coaches will provide general feedback from their standards based observations.				\$0.00
8	G1.B2.S1.A1	During bi-weekly instructional focus grade level meetings, Administration and school based coaches will facilitate a discussion of grade level/course specific science standards and model the deconstruction process.				\$0.00
9	G1.B2.S1.A2	During bi-weekly instructional focus grade level meetings, Administration and school based coaches will review teachers' science formative assessments and associated data.				\$0.00
10	G1.B2.S1.A3	To ensure teachers are teaching to the full intent, scope and rigor of their science standards, the school based coaches will conduct standards based observations during the elementary science block and middle school science classes.				\$0.00
11	G2.B1.S1.A1	The Behavior Specialist will create a survey/pretest to determine teachers' understanding of "what is" Universal Design for Learning (UDL).				\$0.00
12	G2.B1.S1.A2	Based on feedback from the survey/pretest, the Behavior Specialist and Lead ESE teacher will plan professional development on planning for and implementing UDL strategies in the classroom.				\$0.00
13	G2.B1.S1.A3	The Behavior Specialist and the Lead ESE teacher will train the instructional staff on how implementing UDL strategies will help in their planning to differentiate instruction through content, process, products or the learning environment.				\$0.00
14	G2.B1.S1.A4	The Behavior Specialist, Reading Coach and the Curriculum Resource Teacher will provide follow-up coaching and support on utilizing UDL				\$0.00

		strategies and differentiating instruction during weekly Instructional Focus grade level meetings.	
15	G2.B2.S1.A1	The Staffing Specialist/CCT and Guidance Counselor/504 Contact will create a survey to determine the instructional staff's level of understanding for implementing a student's IEP, 504 or ELL accommodations.	\$0.00
16	G2.B2.S1.A2	Based on feedback from the surveys, the The Staffing Specialist/CCT and Guidance Counselor/504 Contact will plan professional development on implementing a student's IEP,504 or ELL accommodations.	\$0.00
17	G2.B2.S1.A3	The Staffing Specialist/CCT and Guidance Counselor/504 Contact will train the instructional staff on implementing a student's IEP, 504 or ELL accommodations.	\$0.00
18	G2.B2.S1.A4	The Staffing Specialist/CCT and Guidance Counselor/504 Contact will provide ongoing support, examples, and clarification for implementing a student's IEP, 504 or ELL accommodations by attending Collaborative Learning Team meetings.	\$0.00
19	G3.B1.S1.A1	Administration will email the instructional staff to solicit interest in serving on the DPLC. Staff may nominate themselves or a colleague.	\$0.00
20	G3.B1.S1.A2	Arbor Ridge DPLC members will attend monthly meetings which are part of a year long cycle.	\$0.00
21	G3.B1.S1.A3	DPLC members will provide professional learning focused on choosing appropriate, content specific complex tasks and assigning standards aligned tasks, model close reading strategies and tools and create a protocol for Peer Observers to facilitate the process.	\$0.00
Total:			\$116,688.00