


## District School Board of Pasco County SIP Action Plan

	<b>School:</b> Rodney B. Cox Elementary School		
	<b>Initial Plan Development Date:</b> 8/5/2013	<b>Review Date:</b> 9/9/2013	
	<b>Review Date:</b> 9/5/2013	<b>Review Date:</b>	<b>Review Date:</b>
	<b>Review Date:</b>	<b>Review Date:</b>	<b>Review Date:</b>
Plan Barriers: Limited time for PLC and Collaboration Meetings Need for increased capacity to unpack standards and develop scales Sustainability/Accountability of PLC work	Strategies to Address Barriers: Barrier 1: Creation of a master schedule which allows for common planning time and extended PLC blocks for instructional staff Barrier 1: Develop norms and roles in each PLC to effectively manage time allotted for planning and PLC meetings Barrier 1: Develop agendas to efficiently manage planning and PLC meetings Barrier 1: Utilize a central location (data room) to house planning and PLC work so all resources are readily available Barrier 2: Utilize templates to unpack the standards Barrier 2: Use the district provided multidimensional scales to guide understanding Barrier 2: Work collaboratively to support and enhance ideas Barrier 2: Structured, focused, PLC meetings and grade level planning Barrier 3: Ensuring that google docs is a requirement for recording and tracking of needs, tools, resources for grade levels Barrier 3: Administration will attend and participate in grade level PLC meetings Barrier 3: Use of the 5 guiding questions to create action pan steps which are connected to consistent school focuses and priorities and evaluated for effectiveness Barrier 3: Tracking data across district CCSS assessments, grade level common assessments in CCSS and NGSSS and using data to support instructional decisions		
Goal: Instructional staff will engage in professional learning communities and collaborative planning to d			
District Priority Support of Goal: <input checked="" type="checkbox"/> DistPrioritySupportofPLC <input type="checkbox"/> DistPrioritySupportofPGS <input checked="" type="checkbox"/> DistPrioritySupportofSBIL			
Goal Support Area: <input checked="" type="checkbox"/> AreaGoalSupportsELA <input checked="" type="checkbox"/> AreaGoalSupportsMath <input type="checkbox"/> AreaGoalSupportsScience <input type="checkbox"/> AreaGoalSupportsSTEM <input type="checkbox"/> AreaGoalSupportsCTE <input type="checkbox"/> AreaGoalSupportsSocialStudies <input type="checkbox"/> AreaGoalSupportsParentInvolvement <input type="checkbox"/> AreaGoalSupportsStudentEngagement			

Strategy Implementation			
Who?	What?	When?	Evidence?
<p>Action Step 1: Barrier 1: Administration, ITC, ICT, Team Facilitators, Instructional Staff Barrier 1: Team facilitators, Instructional Staff Barrier 1: Team facilitators, Instructional Staff Barrier 1: ITC, ICT, Team Facilitators, Interventionists, ESE, Administration, Instructional staff Barrier 2: PLC Facilitators, Administration, ITC, ICT, ESE, Intervention, Instructional Staff Barrier 2: PLC Facilitators, Administration, ITC, ICT, ESE, Intervention, Instructional Staff Barrier 2: PLC Facilitators, Administration, ITC, ICT, ESE, Intervention, Instructional Staff Barrier 3: PLC Facilitators, Administration, ITC, ICT, ESE, Intervention, Instructional Staff Barrier 3: Administration Barrier 3: PLC Facilitators, Administration, ITC, ICT, ESE, Intervention, Instructional Staff</p>	<p>Barrier 1: Mandatory weekly meetings for PLC, reading planning, and math planning for 45 minutes, extended PLC once every two weeks for 90 minutes Barrier 1: Developed roles and norms that are appropriate for each team developed, revisited, and enacted Barrier 1: Weekly PLC agendas prepared prior to meetings so that all members come prepared Barrier 1: Creation of resources and area for storage of materials so resources are readily available during PLC and collaborative planning sessions Barrier 2: Refer to templates to guide discussion for unpacking the standards Barrier 2: Utilize the multidimensional scales to guide understanding and completion of creation of uniscales Barrier 2: Work with grade level peers, support personnel, and administration to share ideas and deepen understanding Barrier 2: Adherence to norms, application of roles, structured meetings centered on agendas Barrier 3: ITC ensures all teams have access to google docs, teams ensure that working documents are shared with all parties, google docs is used during PLC meetings and collaborative planning sessions Barrier 3: Administration will attend PLCs to assist in facilitation Barrier 3: PLCs and planning sessions will be directed using the five guiding questions Barrier 3: Relevant common data will be displayed in the data room for use in planning and discussion, common assessments will be used to progress monitor and make instructional decisions</p>	<p>Barrier 1: Weekly beginning 8/26/13 Barrier 1: At weekly meetings beginning 8/26/13 Barrier 1: Weekly beginning 8/26/13 Barrier 1: August and September 2013 Barrier 2: During PLC meetings beginning 8/26/13 Barrier 2: During PLC meetings beginning 8/26/13 Barrier 2: Weekly PLC meetings and collaborative planning sessions beginning 8/26/13 Barrier 2: During PLC meetings beginning 8/26/13 Barrier 3: Weekly PLC meetings and collaborative planning sessions beginning 8/26/13 Barrier 3: During PLC meetings beginning 8/26/13 Barrier 3: Weekly PLC meetings and collaborative planning sessions beginning 8/26/13 Barrier 3: Weekly PLC meetings and collaborative planning sessions beginning 8/26/13</p>	<p>Barrier 1: Lesson plans, agendas, minutes, attendance at meetings, classroom based evidence of implementation through walk throughs and iObservation Professional Growth System Barrier 1: Original norms and roles submitted via google docs prior to 8/26, evidence of use in meetings, agendas, minutes Barrier 1: Agendas, minutes Barrier 1: Data room organization, materials Barrier 2: Completed templates on google docs, agendas, minutes Barrier 2: Completed scales, agendas, minutes Barrier 2: Google docs, lesson plans, minutes, agendas, attendance at PLCs and collaborative planning sessions, walkthroughs Barrier 2: Step 0 documentation, norms, roles, agendas, minutes, attendance at meetings, lesson plans Barrier 3: Google docs Barrier 3: Attendance at meetings, agendas, minutes, Google docs Barrier 3: Google docs, agendas, minutes, action plans, lesson plans, completed KUDs, completed scales, MTSS resources developed in response to questions 4 and 5 Barrier 3: eIrla, Discovery Education, Math Unit Assessments, common assessments, writing samples, observational data, action plans</p>

Plan Implementation Fidelity			
Who?	What?	When?	Evidence?
Person Who completes the implementation fidelity monitoring?	The method by which strategy implementation fidelity is monitored.	Date by which monitoring begins and ends	How you will know that implementation fidelity monitoring has occurred?
Barrier 1: Administration Barrier 1: Team Facilitators, Administration Barrier 1: ITC, ICT, Team Facilitators, Interventionists, ESE, Administration, Instructional staff Barrier 2: PLC Facilitators, Administration, ITC, ICT, ESE, Intervention, Instructional Staff Barrier 2: PLC Facilitators, Administration, ITC, ICT, ESE, Intervention, Instructional Staff Barrier 2: PLC Facilitators, Administration, ITC, ICT, ESE, Intervention, Instructional Staff Barrier 2: PLC Facilitators, Administration, ITC, ICT, ESE, Intervention, Instructional Staff Barrier 3: PLC Facilitators, Administration, ITC, ICT, ESE, Intervention, Instructional Staff Barrier 3: Administration Barrier 3: PLC Facilitators, Administration, ITC, ICT, ESE, Intervention, Instructional Staff Barrier 3: PLC Facilitators, Administration, ITC, ICT, ESE, Intervention, Instructional Staff	Barrier 1: Attend weekly PLC meetings, review lesson plans from weekly collaborative planning sessions, walk through classrooms for evidence of implementation Barrier 1: Review and revisit norms and roles as necessary Barrier 1: Agendas provided prior to meeting date to administration and all team members Barrier 1: Availability of resources needed for PLC work Barrier 2: Templates for unpacking standards and K-U-Ds will be utilized to breakdown a standard into an understanding of what we want all students to learn Barrier 2: Scales will be completed at PLC meetings for use in classrooms with students, collaborative work in the PLC will be reflected in classroom instruction Barrier 2: Administration and support personnel will attend PLC meetings to assist the facilitator in collaborative discussions and consensus decision making Barrier 2: Teams will refer to norms and roles at the beginning of each PLC or planning session, PLC facilitators will provide an agenda to administration and team members prior to the meeting Barrier 3: Teams will consistently use google docs during PLCs and planning sessions Barrier 3: Administration will attend weekly PLC meetings to support implementation Barrier 3: Weekly PLC meetings will focus on one guiding question to ensure focused guided collaboration Barrier 3: Data will show improvement based on instructional response and action plan implementation	Barrier 1: PLC meetings will be attended weekly, lesson plans will be reviewed quarterly, classroom walkthroughs will occur multiple times per marking period based on need and availability Barrier 1: At weekly PLC meetings Barrier 1: Weekly prior to PLC meetings Barrier 1: Initial work to be completed by September 2013, additional resources to be added as necessary Barrier 2: Ongoing beginning 8/26/13 Barrier 2: Ongoing beginning 8/26/13 Barrier 2: Ongoing beginning 8/26/13 Barrier 3: Weekly PLC meetings and collaborative planning sessions beginning 8/26/13 Barrier 3: During PLC meetings beginning 8/26/13 Barrier 3: Weekly PLC meetings and collaborative planning sessions beginning 8/26/13 Barrier 3: Weekly PLC meetings and collaborative planning sessions beginning 8/26/13	Barrier 1: Attendance at PLC meetings, agendas, minutes, lesson plans, classroom walkthroughs Barrier 1: Published norms and roles, agendas, minutes, productivity at meetings Barrier 1: Agendas Barrier 1: Google docs, posters, curriculum resources, data posted, no wasted time locating resources Barrier 2: Completed K-U-Ds, completed templates, google docs, agendas, minutes, lesson plans Barrier 2: Completed scales, agendas, minutes, classroom walkthroughs, student use of scales, student goal setting with "I can" scales Barrier 2: Google docs, lesson plans, minutes, agendas, attendance at PLCs and collaborative planning sessions, walkthroughs Barrier 2: Step 0 documentation, norms, roles, agendas, minutes, attendance at meetings, lesson plans Barrier 3: Google docs Barrier 3: Attendance at meetings, agendas, minutes, Google docs Barrier 3: Google docs, agendas, minutes, action plans, lesson plans, completed KUDs, completed scales, MTSS resources developed in response to questions 4 and 5 Barrier 3: eIrla, Discovery Education, Math Unit Assessments, common assessments, writing samples, observational data, action plans

Plan Strategy Effectiveness			
Who?	What?	When?	Evidence?
Person Who completes the strategy effectiveness monitoring?	The method by which plan strategy effectiveness is monitored.	Date by which monitoring begins and ends	How you will know that strategy effectiveness monitoring has occurred?
Barrier 1: Administration Barrier 1: Team Facilitators, Instructional Staff, Administration Barrier 1: Administration Barrier 1: Team Facilitators, Instructional Staff, Administration, ITC, ICT, ESE, Interventionists Barrier 2: PLC Facilitators, Administration, ITC, ICT, ESE, Intervention, Instructional Staff Barrier 2: Administration, Instructional Staff Barrier 2: PLC Facilitators, Administration, ITC, ICT, ESE, Intervention, Instructional Staff Barrier 2: PLC Facilitators, Administration, ITC, ICT, ESE, Intervention, Instructional Staff Barrier 3: PLC Facilitators, Administration, ITC, ICT, ESE, Intervention, Instructional Staff Barrier 3: Administration Barrier 3: PLC Facilitators, Administration, ITC, ICT, ESE, Intervention, Instructional Staff	Barrier 1: Monitoring schedule for PLC and collaborative work, reviewing attendance and participating in PLC meetings Barrier 1: Productive use of PLC time with team participation Barrier 1: Review of agendas and participation in PLC meetings Barrier 1: Posted current data, curriculum resources, planning resources, document availability through google docs Barrier 2: Participation and professional development and assistance in unpacking the standards will be used to lead to grade levels collaboratively unpacking standards through gradual release Barrier 2: Administration will look for evidence of scales used with students in classrooms and teachers will provide feedback on effectiveness for instruction Barrier 2: Outcomes of PLC meetings and planning sessions will provide useful resources and plans which are reflected in classroom instruction Barrier 2: Administration will attend PLC meetings to ensure norms, roles, and agendas are adhered to Barrier 3: Use of google docs to provide collaboration opportunities across multiple meetings and individuals Barrier 3: Administration will be knowledgeable of team needs, growth, and action plans Barrier 3: PLCs and planning sessions will show succession in progress after each meeting, action plans which are created will be evaluated for effectiveness after implementation Barrier 3: Data will show improvement in response to action plans developed by teams	Barrier 1: Weekly beginning 8/26/13 Barrier 1: Weekly beginning 8/26/13 Barrier 1: Weekly beginning 8/26/13 Barrier 1: Weekly beginning 8/26/13 Barrier 2: Ongoing beginning 8/26/13 Barrier 2: Ongoing beginning 8/26/13 Barrier 2: Ongoing beginning 8/26/13 Barrier 2: Ongoing beginning 8/26/13 Barrier 2: Ongoing beginning 8/26/13 Barrier 3: Weekly PLC meetings and collaborative planning sessions beginning 8/26/13 Barrier 3: During PLC meetings beginning 8/26/13 Barrier 3: Weekly PLC meetings and collaborative planning sessions beginning 8/26/13 Barrier 3: Weekly PLC meetings and collaborative planning sessions beginning 8/26/13	Barrier 1: Attendance at PLC meetings, minutes, agendas, lesson plans, classroom walkthroughs Barrier 1: Published norms and roles, Adjustments made as needed, Attendance at PLC meetings, minutes, agendas, lesson plans, classroom walkthroughs Barrier 1: Agendas posted to google docs, adherence to agenda at PLC meetings Barrier 1: Current data posted, Posters of needed documents for easy reference, google docs accessibility, curriculum resources, time spent on task Barrier 2: K-U-Ds, lesson plans, classroom walkthroughs, scales Barrier 2: Completed scales, agendas, minutes, classroom walkthroughs, student use of scales, student goal setting with "I can" scales, iObservation Barrier 2: Google docs, lesson plans, minutes, agendas, attendance at PLCs and collaborative planning sessions, walkthroughs Barrier 2: Step 0 documentation, norms, roles, agendas, minutes, attendance at meetings, lesson plans Barrier 3: Google docs Barrier 3: Attendance at meetings, agendas, minutes, Google docs Barrier 3: Google docs, agendas, minutes, action plans, lesson plans, completed KUDs, completed scales, MTSS resources developed in response to questions 4 and 5, data from common assessments Barrier 3: eIrla, Discovery Education, Math Unit Assessments, common assessments, writing samples, observational data, action plans



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Plan Barriers: Lack of experience with planning using accountable talk and authentic tasks Lack of student experiences with setting goals and tracking progress using scales Increasing time for meaningful, purposeful independent reading

Strategies to Address Barriers: Barrier 1: Deliberate intentional planning using the Professional Growth System with a focus on best practices from design questions 2, 3, and 4. Barrier 1: Share resources from moodle, Canvas, share videos during PLC time to build capacity for implementing accountable talk and authentic tasks Barrier 1: Accountable talk will be infused across subject areas to engage students in peer interaction and active listening and responding to content Barrier 1: Authentic tasks will be infused across subject areas to engage students in active demonstration and application of knowledge related to content Barrier 2: Share resources from moodle, share videos during PLC Barrier 2: Professional development and collaboration to plan reading strategies, implement independent reading, share resources across grade levels, and plan for student goal setting and tracking of progress Barrier 2: Develop scales in kid friendly "I can" statements for use with goal setting and tracking progress Barrier 2: Develop classroom routines for student goal setting and tracking progress using student scales Barrier 3: Implement a thirty minute independent reading block daily Barrier 3: Professional Development and utilization of resources for independent reading and conferencing Barrier 3: Use of exemplar texts as read alouds to demonstrate reading strategies Barrier 3: Use of student conferencing during independent reading to identify individual needs, instruct, and reinforce strategies

Goal: Intentional planning for instructional best practices to increase student engagement through peer t

District Priority Support of Goal:  DistPrioritySupportofPLC  DistPrioritySupportofPGS  DistPrioritySupportofSBIL

Goal Support Area:  AreaGoalSupportsELA  AreaGoalSupportsMath  AreaGoalSupportsScience  AreaGoalSupportsSTEM  AreaGoalSupportsCTE  AreaGoalSupportsSocialStudies  AreaGoalSupportsParentInvolvement  AreaGoalSupportsStudentEngagement

### Strategy Implementation

Who?	What?	When?	Evidence?
Action Step 1: Barrier 1: Administration, ITC, ICT, PLC Facilitators Barrier 1: Administration, ITC, ICT, PLC Facilitators Barrier 1: Administration, ITC, ICT, PLC Facilitators Barrier 2: Administration, PLC Facilitators, ITC, ICT, ESE, Interventionist Barrier 2: Administration, PLC Facilitators, ITC, ICT, ESE, Interventionist Barrier 2: Administration, PLC Facilitators, ITC, ICT, ESE, Interventionist Barrier 3: Instructional Staff Barrier 3: Administration, District Support, ICT, Interventionist Barrier 3: Instructional Staff, Interventionist, ICT Barrier 3: Instructional Staff	Barrier 1: Utilize domain 1, specifically design questions 2, 3, and 4, to make instructional decisions while planning for how we will teach a unit Barrier 1: Resources for accountable talk, authentic tasks, gradual release, and peer interaction and engagement will be shared at weekly PLCs Barrier 1: Accountable talk strategies will be discussed during weekly PLC and planning sessions Barrier 1: Authentic tasks will be planned and incorporated across the curriculum for students to demonstrate knowledge and understanding Barrier 2: Resources available will be discussed and shared during PLC meetings including those shared with different job titles at district based trainings Barrier 2: Ongoing professional development and	Barrier 1: Weekly PLCs beginning 8/26/2013 Barrier 1: Weekly PLCs beginning 8/26/2013 Barrier 1: Ongoing Barrier 2: Weekly beginning 8/26/13 Barrier 2: Weekly beginning 8/26/13 Barrier 2: Weekly beginning 8/26/13 Barrier 3: Daily Barrier 3: Ongoing Barrier 3: Ongoing Barrier 3: Daily	Barrier 1: Lesson plans, walkthroughs, iObservation Barrier 1: Agendas, Minutes, Lesson plans, walkthroughs, iObservation Barrier 1: Lesson plans, walkthroughs, iObservation Barrier 1: Lesson plans, walkthroughs, iObservation Barrier 2: Agendas, minutes, lesson plans, walkthroughs, iObservation Barrier 2: Student conference notes, reading logs, Agendas, minutes, lesson plans, walkthroughs, iObservation Barrier 2: Student scales in "I can" kid friendly language, Agendas, minutes, lesson plans, walkthroughs, iObservation Barrier 2: Student scales in "I can" kid friendly language, tracking system in classrooms, Agendas, minutes, lesson plans, walkthroughs, iObservation Barrier 3: Daily Schedule,

	<p>collaboration to plan and implement student goal setting using reading conferencing and reading logs Barrier 2: PLC meetings focused on the guiding question of what do we want all students to learn, will include development of student friendly scales to track progress and set goals Barrier 2: Instructors will develop routines in the classroom for students to set goals and track progress using the student scale. Ideas for implementing student routines will be shared at weekly PLC meetings Barrier 3: Schedule thirty minutes of daily independent reading building student stamina to reach thirty minutes of continuous independent reading Barrier 3: Professional development will be provided to some personnel through trainings and regional support. These individuals will support school-wide professional development and support. Resources from moodle, Canvas, and eIrla can be used to supplement and support. Barrier 3: Teachers will model use of reading strategies through read alouds of exemplar texts Barrier 3: Teachers will conference with students during the independent reading block to assist students in identifying strategies they can apply to improve their reading</p>		<p>walkthroughs Barrier 3: Conferencing notes, professional development schedule, walkthroughs, canvas and moodle resources in use Barrier 3: Walkthroughs, conferencing notes Barrier 3: Conference notes, student growth, walkthroughs</p>
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Plan Implementation Fidelity			
Who?	What?	When?	Evidence?
Person Who completes the implementation fidelity monitoring?	The method by which strategy implementation fidelity is monitored.	Date by which monitoring begins and ends	How you will know that implementation fidelity monitoring has occurred?
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Plan Strategy Effectiveness			
Who?	What?	When?	Evidence?
Person Who completes the strategy effectiveness monitoring?	The method by which plan strategy effectiveness is monitored.	Date by which monitoring begins and ends	How you will know that strategy effectiveness monitoring has occurred?
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Plan Barriers:

Strategies to Address Barriers:

Goal:

District Priority Support of Goal:  DistPrioritySupportofPLC  DistPrioritySupportofPGS  DistPrioritySupportofSBIL

Goal Support Area:  AreaGoalSupportsELA  AreaGoalSupportsMath  AreaGoalSupportsScience  AreaGoalSupportsSTEM  AreaGoalSupportsCTE  AreaGoalSupportsSocialStudies  AreaGoalSupportsParentInvolvement  AreaGoalSupportsStudentEngagement

**Strategy Implementation**

Who?	What?	When?	Evidence?
Action Step 1:			

**Plan Implementation Fidelity**

Who?	What?	When?	Evidence?
Person Who completes the implementation fidelity monitoring?	The method by which strategy implementation fidelity is monitored.	Date by which monitoring begins and ends	How you will know that implementation fidelity monitoring has occurred?

**Plan Strategy Effectiveness**

Who?	What?	When?	Evidence?
Person Who completes the strategy effectiveness monitoring?	The method by which plan strategy effectiveness is monitored.	Date by which monitoring begins and ends	How you will know that strategy effectiveness monitoring has occurred?

## State Requirements

- 1 Do you have a dropout prevention and academic intervention program? If yes, a goal must be included in the SIP, Please Describe the Goal and the plan below:
- 2 Grades 6-12: Every Teacher Contributes to Reading Improvement. Describe how the school ensures every teacher contributes to the reading improvement of every student.
- 3 College and Career Readiness: How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?
- 4 How does the school promote academic and career planning, including advising on course selections so that each student's course of study is personally meaningful?
- 5 Grades 9-12: Describe strategies for improving student readiness for the public postsecondary level based on the annual analysis of the High School Feedback Report, which is maintained by the Department of Education, pursuant to Rule 6A-10.038, F.A.C. (<http://data.fldoe.org/readiness/>).

- Student performance data were used in developing objectives of the school improvement plan.[(6)].Section 1008.22, F.S. (Student assessment program for public schools)
- Include goals to address achievement gap of one or more student subgroups. Section 1001.42, F.S.(Powers and duties of district school board)
- Include goals to address significant graduation rate gaps of one or more student subgroups when compared to the state's graduation rate. Section 1001.42, F.S.(Powers and duties of district school board)
- Ensure the SAC is in compliance and assisted in the preparation and evaluation of the school improvement plan required pursuant tos. 1001.42(18).[2] Section 1001.452, F.S. (District and school advisory councils)
- Guiding principles for secondary school redesign are used in the annual preparation of each secondary school improvement plan.[(2)(a)-(j)].Section 1003.413, F.S. (Florida Secondary School Redesign Act)
- Each school that establishes a dropout prevention and academic intervention program at that school site must reflect the program in its school improvement plan. [(2)(b)].Section 1006.53, F.S. (Dropout prevention and academic intervention)
- High schools must develop strategies to improve student readiness for the public postsecondary level based on annual analysis of the feedback report data.[(4)].Section 1008.37, F.S. (Postsecondary feedback of information to high schools)
- The school improvement plan was developed collaboratively and focused on enhanced and differentiated instructional strategies to engage students, increased opportunities for professional collaboration among and between teachers and all students, and increased opportunities for professional collaboration among and between teachers, guidance counselors, instructional leaders, postsecondary educators engaged in preservice training for new teachers, and the workforce community.NULL[(3)(a)].Section 1012.98, F.S. (School Community Professional Development Act)
- School leaders generated a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan. [(2)(b)2.a].Rule 6A-5.080, F.A.C. (Florida Principal Leadership Standards)
- Enter your electronic Signature ( The UserID you used to login to this stie and your Employee ID) below to certify that these requirements are included in the School Improvement Plan for Your School.