Partin Settlement Elementary School

2014-15 School Improvement Plan

Partin Settlement Elementary School

2434 REMINGTON BLVD, Kissimmee, FL 34744

www.osceola.k12.fl.us

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	No	62%

Alternative/ESE Center	Charter School	Minority
No	No	74%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	B	A	A	A

School Board Approval

This plan is pending approval by the Osceola 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.

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, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (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 is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Education which inspires all to their highest potential and develops the whole child .

Provide the school's vision statement

Is to create a safe, secure and nurturing educational environment in which every student is an active learner.

School Environment

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

Our staff and faculty build relationship with students through our Positive Behavior Support System. Many teachers use strategies from Ruby Payne, Champs, and other behavior support programs/ philosophies to build positive relationships, which ensures student success and increased achievement.

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

Our school creates an environment in which students feel safe by utilizing strict protocols in place that staff must follow regarding the physical safety and security of our campus. This process is continued into our Extended Day program. Students feel respected through the use of three guiding principles for all students and staff known as the Pioneer Three: 1. Be Respectful 2. Be Responsible 3. Be Problem Solvers.

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

We utilize the Positive Behavior Support Sytem which utilized strategies for promoting appropriate and has protocols for minimizing distractions in the classroom through the use of Minor Infractions and Discipline Referrals as needed. This school wide behavior system is consistently enforced by all staff members and administration.

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

Students are monitored by staff and classroom teachers for any concerns regarding specific social emotional needs. If needs escalate beyond the classroom, our school counselor provides support or resources, as well as our school social worker. Our school social worker helps connect students and families with outside agencies, which help ensure the well being of the whole family.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

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

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Parent Portal through FOCUS
Email
Newsletters
PTO
SAC
Open House-Family Nights

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

Our OASIS Coordinator maintains positive relationships with our business partners which strengthens community support and involvement in securing resources.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Corbett, Karen	Principal
Flowers, Amy	Assistant Principal
Czipulis, Sara	Instructional Coach
Banham, Riccinni	Guidance Counselor

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Administration: Provides a common vision for the use of data based decision making, ensures that the school based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support, documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school based MTSS plans and activities.
General Education Teachers: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff members to implement Tier 2 interventions and integratess Tier 1 materials/instruction with Tier 2 and Tier 3 activities.
Exceptional Student Education: Participates in student data collection, integrates core intstructional

activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as coteaching.

MTSS Coach: Develops, leads, and evalutates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches.

Reading Instructional Specialist: Provides guidance on K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans, provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem solving activities.

Student Services Personnel: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The Leadership Team will focus meetings around one question: How do we develop and maintain a problem solving system to bring out the best in our school, teachers, and students?

The team meets once a month to engage in the following activities:

Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk, or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Local funds-were utilized to provide staff with Becoming a Reflective Teacher by Robert Marzano Additonal local funds will be utilized to purchase a professional library which addresses tracking student data, standards based grading, standards based instruction.

Local funds were also utilized to purchase MOBY MAX online intervention which can be used at school and home and support progress monitoring and tracking student data.

SAI funds-will be utilized to provide before and afterschool learning opportunities to students in Reading, Mathematics, and Writing.

Title III funds are used to hire 2 paraprofessionals who provide push-in support to ELL students and also purchase approx. Licenses for Rosetta Stone will be purchased as funds become available.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Kevin Milkovich	Teacher
Karen Corbett	Principal
	Student
Heidi Soukup	Parent
Megan Buchanan	Teacher

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Analyzed data from statewide assessments as related to the school improvement plan and determined if plan was effective in supporting growth and achievement in learning.

Development of this school improvement plan

At the end of the 13-14 school a presentation was provided to the SAC committee. Discussed areas of concern and possible target areas for improvement for the upcoming 2014-2015 school year.

Preparation of the school's annual budget and plan

Any funding received will be allocated to the improvement and support of tracking student data and maximizing student engagement.

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

Any funding received was allocated to the improvement and support of media center resources. Local funds of $1750.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership
Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Czipulis, Sara	Instructional Coach
Christopher, Amy	Teacher, ESE
terrell, jessica	Teacher, K-12
davis, debra	Teacher, K-12
jablonski, jennifer	Teacher, ESE
Livingston, Tiffany	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

To continue to move forward with best practices in implementing strategies and instruction which create excitement and high engagement about reading.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Our school participates in strategic grade level meetings and PLC's which provide an environment in which teachers may develop positive working relationships, as well as planning collaboratively.

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

Team Building: Corbett and Flowers
Positive Work Environment that Promotes Student Achievement: Corbett and Flowers
Partnering new staff with appropriate veteran staff: Leadership Team
Regular meetings of new teachers, (including experienced-but new to our school) with our administrative and preparing new educators team: Leadership Team
Job Fair: Corbett, Flowers, and selected teachers

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

Mentoring program meets monthly to discuss new topics and provide support.
Mentors meet biweekly with their assigned mentee to provide support.
New teachers are paired with a veteran teacher in their grade level (buddy) -as well as an official mentor who teaches the same content area.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Our school is utilizing CPALMS to ensure our core instructional programs and materials are aligned to the Florida standards.

Instructional Strategies

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 school has a strong MTSS system in place which identifies students who may require differentiation or supplemental support to support learning. The MTSS team analyzes schoolwide data consistently and then feeds out the all faculty who in turn support student learning through intensive immediate intervention as needed.

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:** 3,000 |

Reading: Fountas and Pinnell leveled reading-specifically guided reading instruction
Mathematics: Everglades math program & MOBY Max
Writing: Core Connections

Strategy Rationale

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Flowers, Amy, flowersa@osceola.k12.fl.us

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

Reading: STAR Enterprise Literacy, DRA, Fluency Checks
Mathematics: STAR Enterprise Mathematics, Benchmark Assessments
Writing: District Benchmark Assessment, FCAT Writes

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Through Kindergarten Round-Up program -preschool children are able to register for school and meet teachers and participate in an open house.
During the summer-tours are provided to incoming students and families.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

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

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

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

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.   To increase student engagement of all students at high levels; specifically align the focus to the ELL population.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. To increase student engagement of all students at high levels; specifically align the focus to the ELL population. 1a

G037024

Targets Supported 1b

Indicator	Annual Target
AMO Reading - ELL	55.0
AMO Reading - All Students	74.0
FCAT 2.0 Science Proficiency	62.0

Resources Available to Support the Goal 2

- Media and Curriculum Texts and Materials

- Intstructional Coaches and Literacy Leadership Team; School based Leadership Team

Targeted Barriers to Achieving the Goal 3

- Books and Materials that engage and appeal to students at high level

- Finding common time to present information and materials to faculty that relate to engaging students at high levels: and effective tracking of student data.

Plan to Monitor Progress Toward G1. 8

Increase student engagement.

Person Responsible

Amy Flowers

Schedule

Quarterly, from 8/28/2014 to 6/4/2015

Evidence of Completion

Walk throughs, destiny check-out reports, Leadership Team focus groups to monitor for engagement.

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. To increase student engagement of all students at high levels; specifically align the focus to the ELL population. 1

🔑 G037024

G1.B1 Books and Materials that engage and appeal to students at high level 2

🔑 B088853

G1.B1.S1 Media Specialist and Literacy Leadership Team will continue to research popluar texts which engage boys; also provide training/modeling to students on how to find books they would like to read. 4

🔑 S099479

Strategy Rationale

Action Step 1 5

Increase availability of texts and materials of high interest to boys.

Person Responsible

Sara Czipulis

Schedule

Annually, from 8/28/2014 to 6/4/2015

Evidence of Completion

Survey results and classroom walk-throughs.

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

Surveys and Focus Groups

Person Responsible

Karen Corbett

Schedule

Quarterly, from 7/28/2014 to 6/4/2015

Evidence of Completion

Survey results, walk through data.

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

Are texts focused to engagement of boys being checked out and utilized?

Person Responsible

Sara Czipulis

Schedule

Quarterly, from 7/28/2014 to 6/4/2015

Evidence of Completion

Destiny check-out data.

G1.B2 Finding common time to present information and materials to faculty that relate to engaging students at high levels: and effective tracking of student data. 2

B088854

G1.B2.S1 Research Based Strategies and Support will be provided through: Modeling strategies in the classroom, monthly PLC's, coordinated planning that focuses on students-which help these students access on grade level text and also engages boys, planning with purpose, create and share professional resource library addressing student engagement, and tracking of data. 4

S099480

Strategy Rationale

Action Step 1 5

Add to professional library which addresses effectively tracking student data. Share information from this library at PLC's, grade levels, and faculty meetings.

Person Responsible

Karen Corbett

Schedule

Monthly, from 8/28/2014 to 6/4/2015

Evidence of Completion

Administrative walk throughs at PLC's and grade levels, agendas from various meetings.

Action Step 2 5

Present and discuss data that demonstrates the need for increased engagement.

Person Responsible

Schedule

Evidence of Completion

Agenda notes and minutes from presentation.

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

Implementation of strategies which provide students opportunities to track their own data and engage in increasing their own student achievement..

Person Responsible

Amy Flowers

Schedule

Quarterly, from 8/28/2014 to 6/4/2015

Evidence of Completion

Increased number of students engaged during walk throughs.

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

Increased achievement in identified student population.

Person Responsible

Sara Czipulis

Schedule

Quarterly, from 8/28/2014 to 6/4/2015

Evidence of Completion

STAR Enterprise Reading Data DRA Levels Classroom based progress monitoring

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Increase availability of texts and materials of high interest to boys.	Czipulis, Sara	8/28/2014	Survey results and classroom walk-throughs.	6/4/2015 annually
G1.B2.S1.A1	Add to professional library which addresses effectively tracking student data. Share information from this library at PLC's, grade levels, and faculty meetings.	Corbett, Karen	8/28/2014	Administrative walk throughs at PLC's and grade levels, agendas from various meetings.	6/4/2015 monthly
G1.B2.S1.A2	Present and discuss data that demonstrates the need for increased engagement.		Agenda notes and minutes from presentation.	one-time	
G1.MA1	Increase student engagement.	Flowers, Amy	8/28/2014	Walk throughs, destiny check-out reports, Leadership Team focus groups to monitor for engagement.	6/4/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Are texts focused to engagement of boys being checked out and utilized?	Czipulis, Sara	7/28/2014	Destiny check-out data.	6/4/2015 quarterly
G1.B1.S1.MA1	Surveys and Focus Groups	Corbett, Karen	7/28/2014	Survey results, walk through data.	6/4/2015 quarterly
G1.B2.S1.MA1	Increased achievement in identified student population.	Czipulis, Sara	8/28/2014	STAR Enterprise Reading Data DRA Levels Classroom based progress monitoring	6/4/2015 quarterly
G1.B2.S1.MA1	Implementation of strategies which provide students opportunities to track their own data and engage in increasing their own student achievement..	Flowers, Amy	8/28/2014	Increased number of students engaged during walk throughs.	6/4/2015 quarterly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G1. To increase student engagement of all students at high levels; specifically align the focus to the ELL population.

G1.B2 Finding common time to present information and materials to faculty that relate to engaging students at high levels: and effective tracking of student data.

G1.B2.S1 Research Based Strategies and Support will be provided through: Modeling strategies in the classroom, monthly PLC's, coordinated planning that focuses on students-which help these students access on grade level text and also engages boys, planning with purpose, create and share professional resource library addressing student engagement, and tracking of data.

PD Opportunity 1

Add to professional library which addresses effectively tracking student data. Share information from this library at PLC's, grade levels, and faculty meetings.

Facilitator

To be determined; based on particular strategy or information to be shared.

Participants

All stakeholders.

Schedule

Monthly, from 8/28/2014 to 6/4/2015

PD Opportunity 2

Present and discuss data that demonstrates the need for increased engagement.

Facilitator

Literacy Coach, PLC's facilitators, and district support personnel from Elementary Education and Multicultural Department

Participants

All stakeholders

Schedule

Budget Rollup

Summary	
Description	**Total**
Grand Total	**0**