

Shingle Creek Elementary

instruction
environment
8-Step problem solving step zero school
students strategic goals
effective leadership strategies resources assessment
ambitious needs
improvement
supportive family and achievement
building relationships
planning community involvement
and mission vision
college and career public and collaborative teaching



2014-15 School Improvement Plan

Shingle Creek Elementary

5620 HARCOURT AVE, Orlando, FL 32839

[no web address on file]

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	100%

Alternative/ESE Center	Charter School	Minority
No	No	97%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	F	D	C	C

School Board Approval

This plan was approved by the Orange County School Board on 2/10/2015.

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>.

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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
Priority	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

To lead our students to success with the support and involvement of families and the community

Provide the school's vision statement

To be the top producer of successful students in the nation

School Environment

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

The Multilingual department provides training regarding students' cultures. Parent and student surveys are provided for feedback from families. The school holds several parent involvement nights throughout the school year. Parents are also invited to Parental Leadership Council meetings and to participate on the School Advisory Council.

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

Shingle Creek utilizes a Positive Behavior Support system to ensure consistency in the school's behavioral expectations. Small groups of students in need of additional support are pulled out by grade level. Small groups review rules and participate in positive choices activities instructed by behavior and guidance support staff. In addition, the school also has several mentoring programs to target students before, during, and after school, to provide a positive environment to reach their full potential and be positive role models for the school. These include the Student Teacher One on One Mentoring Program (STOMP)/Devereux Mentoring Program, Smart Working Attentive Growing Gentleman (SWAGG), and Blossoming Exuberant Ladies Loving Education (BELLE).

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

The school utilizes Positive Behavior Support in all aspects of the school day including classroom, hallway, cafeteria, special areas, playground, and dismissal. The program is enhanced with the Conversation Help Activity Movement Participation Success (CHAMPS) program to provide more detailed expectations for classroom areas. To meet the needs of our students and ensure consistency, professional development is provided to staff thought the year.

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

The school provides character traits and social skills instruction using the Learning For Life curriculum supported by the school guidance counselor. The STOMP/Devereux, SWAGG, and BELLE mentoring programs support and guide students. Positive Behavior Support is utilized to build self-esteem to help improve student behavior and achievement. A social worker is available for home visits to make sure families have support at home when needed.

Early Warning Systems

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

Describe the school's early warning system and provide a list of the early warning indicators used in the system

The Shingle Creek attendance clerk monitors student attendance and sends letters home according to the district attendance policy guidelines. Attendance meetings are conducted with a team that includes the parent, attendance clerk, social worker, and administrator. Our attendance rates are posted in our weekly school community brief and the grade levels with the highest attendance rate are celebrated.

Shingle Creek incorporates Positive Alternative to School Suspension (PASS) in order to decrease the number of out of school suspensions. Students with recurring visits to PASS or out of school suspensions are monitored through Multi-Tier System of Support (MTSS). Interventions and behavior contracts are implemented and monitored. The parent, teacher, MTSS coach, dean, guidance counselor, school social worker, and administrator attend MTSS meetings to monitor progress and make necessary adjustments.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	30	26	27	16	20	24	143
One or more suspensions	9	13	12	19	30	40	123
Course failure in ELA or Math	0	0	24	53	34	63	174
Level 1 on statewide assessment	0	0	0	97	94	85	276

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	
Students exhibiting two or more indicators	1	2	10	56	48	64	181

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

Teachers use research-based interventions documented on lesson plans. Paraprofessionals, instructional coaches and ESE support teachers push into classrooms to provide small group interventions to our lowest 30%. Teachers progress monitor students every two weeks and send their reports to the MTSS coordinator and the administrative team. Progress monitoring is done using in program assessments (Imagine Learning, i-Ready, Voyager and Journeys).

An additional hour of reading has been scheduled into the school day for all grade levels. The school also provides free tutoring services for students in grades K-5. Extended media hours 4 days a week will provide additional minutes for students to use educational programs such as i-Ready, Imagine Learning, Voyager and Accelerated Reader.

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?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/55306>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

Shingle Creek builds and sustains partnerships with the local community through collaboration with our Vista Coordinator and Devereux Community Liason. Mentors and tutors are provided for our students in an effort to help boost students attendance, decrease negative student behavior, improve academic performance and increase access to post-secondary education. Partners in Education are secured to help support and increase our community involvement. Interactive parenting classes are also provided to those struggling with family issues or homework issues. Our Media Center is open extended hours and parents are encouraged to use the resources available.

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
Lazarini, Alma	Assistant Principal
Gates, Emily	Other
Szuminsky, Shannon	Instructional Coach
Bower, Belinda	Instructional Coach
Botelho, Amanda	Instructional Coach
Hardy, Stacie	Instructional Coach
Rivera, Meigan	Assistant Principal
Scott, Mary	Instructional Coach
Richardson, Jenny	Instructional Coach
Speights, Tyisha	Instructional Coach
Suchta, Emily	Other
Suprenard, Laura	Principal
Medvitz, Christina	Guidance Counselor
Neal, Tyrone	Dean

Duties

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

The school based MTSS Leadership Team consists of the school-based administration and supporting instructional personnel. The MTSS Leadership Team will clarify and identify appropriate researched based instructional strategies to be utilized during instruction.

The instructional coaches will assist with monitoring data as well as improve instruction by modeling for teachers, delivering and/or scheduling professional development, and support with individualized interventions as needed.

The dean, behavior coach, and guidance counselor will participate in development of behavior plans for specific students and collect data on behavior concerns, while also monitoring and supporting the school-wide behavior management plan.

The staffing specialist will assist in the gathering of data and work with the exceptional education teachers in tracking student data as well as providing resources and materials for students making minimal progress.

The compliance teacher will monitor the progress and implementation of interventions and strategies for identified English Language Learners (ELL) students ensuring that the intervention plans remain compliant.

The school psychologist will provide historical data on students using various data collection tools. She will give suggestions for intervention techniques, and practices as well as assessment support. General education teachers to ensure that student needs are being met.

The general education instructors will conduct ongoing progress monitoring and provide student data and observations as well as information on core and intervention curriculum. They will work collaboratively with their grade level team members to analyze and problem-solve issues regarding the effectiveness of instructional strategies and curriculum.

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

Coaches will implement the Florida Continuous Improvement Model (FCIM) with teachers to create a support system in which teachers will be able to grow professionally and increase student achievement. To gather data about the effectiveness of core instruction and meeting student needs, coaches will perform classroom walkthroughs. Walkthroughs will help coaches identify teachers in need of support. In addition to walkthroughs, coaches will facilitate bi-weekly data meetings with teachers to review targeted student progress and progress monitoring information. The MTSS team will meet to discuss students identified as working towards proficiency. Instructional adjustments may be made during these meetings to meet the needs of the students, as well as put in place data monitoring systems that the teacher will use to gauge effectiveness of instruction and student progress. Leadership team members will monitor data to ensure students are working towards proficiency during data meetings. Grade-level teams will meet weekly to discuss results of common assessments in ELA and math. Assessment targets have been identified for each marking period along with progress monitoring tools to assist in the identification and intervention of students not performing to expectations.

Title I: Shingle Creek is a Title I school and therefore receives additional federal funding for use with high needs students. The majority of our Title I funds are used to fund staff positions, tutoring programs, and provide additional instructional support. All of the these staff members work with at-risk students on a daily basis. The remainder of the funds is used for staff development, instructional materials, and parental involvement activities.

Title II: Title II funds are used for staff development activities that are designed to improve student

achievement and instruction. Title II will be allocated to pay for staff development focused on reading, mathematics, Lesson Study and Professional Learning Communities.

Title III: Title III funds are used to provide support for the ELL population. Services such as materials, resources, and support are provided through the district office to provide equal opportunities to all students. Adult literacy classes are held through the use of Title III funds in order to bridge the communication gap between parents and teachers.

Title-X Homeless: The Homeless Education Program, provided through the McKinney-Vento Act, provides our students services if they are classified as homeless. When parents register, they complete the OCPS Student Residency Questionnaire. The school's guidance counselor is the coordinator for this program and ensures parents are aware of services available to families. School social workers and the district McKinney-Vento liaisons provide resources (clothing, school supplies, hygiene products, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI) and Supplemental Reading Instruction Funds (SAI) funds are utilized to pay for a reading resource teacher. SAI funds are also utilized for research-based intervention materials.

Violence Prevention Programs: OCPS Character Education and Learning for Life"curriculum is utilized. The Guidance Counselor also teaches a social skills group for targeted students. The school resource officer teaches the Super Kids program to 5th grade students. Teachers hold frequent class meeting to enable students to communicate appropriately and effectively with their classmates. A mentoring program is also in place for targeted students.

Nutrition Programs: Shingle Creek offers breakfast and lunch that are in compliance with the USDA Breakfast and Lunch Program. Nutrition and Health lessons are also taught at Shingle Creek. Shingle Creek will continue participating in the Fresh Fruit and Vegetable Program (FFVP) grant for the fourth year. With this grant, students receive fruits and vegetables 3 times per week. Teachers model behaviors for trying new foods. A morning announcement is shown on the television once a week that includes a reminder for the day about the program, the fruit and vegetable for the day, and a nutrition fact or tip. This year, Food and Nutrition Services created a PowerPoint presentation with nutrition facts for teachers to use in the classroom. OrganWise Guys (OWG) materials provided by Orange Count and the University of Florida to help teachers meet the daily nutrition education requirements of FFVP.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Laura Suprenard	Principal
Teresita Guterez	Parent
Charlene Charles	Teacher
Clarissa Bermudez	Parent
Claudine Allume	Parent
Audrey Ghersy	Business/Community
Danielle Smith	Teacher
Cherise Pryor	Parent

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

The school advisory counsel reviewed action items that were successful and those that needed improvement and adjustments were made based on data.

Development of this school improvement plan

The SAC provided input in the development of the school improvement plan by analyzing surveys and multiple sources of data.

Preparation of the school's annual budget and plan

The principal and the budget committee made up of SAC members met to review upcoming budget items for the new school year. The budget was determined based on the recommendations from the team.

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

The principal used funds to purchase the books "The SIOP Model" and "Making Content Comprehensible for English Learners". Substitutes were paid for to cover teachers while they attended common planning days. The amount for this project is \$7625.

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
Bower, Belinda	Instructional Coach
Botelho, Amanda	Instructional Coach
Gerena, Jazzmen	Instructional Coach
Suprenard, Laura	Principal
Lazarini, Alma	Assistant Principal
Rivera, Meigan	Assistant Principal
Richardson, Jenny	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

Utilize Accelerated Reader

Implement Battle of the Books

Conduct Literacy Night

Promote activities during Literacy Week

Integrate reading across the content areas

Vertically align K-5 comprehensive data using I-Ready Diagnostic system as well as Benchmark assessments

Implement Florida State Standards K-5

Strengthen literacy instruction using the Marzano design questions 2, 3, and 4

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

Teachers are responsible for collaborating in PLCs to plan for effective instruction in each subject area. The MTSS Team and instructional staff work together to create plans for struggling students. The Literacy team and teachers work together to develop interactive activities that teach parents how to work with their children.

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

OCPS recruiting events: Laura Suprenard

Teacher mentoring program: Belinda Bower

Coaching support team: Belinda Bower, Amanda Botelho, Tyrone Neal, Jazzmen Gerena, Tracy Rush, Tyisha Speights, Emily Gates, Christina Medvitz, Stacie Hardy, Shannon Suzminsky, Jenny Richardson

Professional development: leadership team members

Professional Learning Community: leadership team members, PLC facilitators

"Lesson Study": leadership team members, "Lesson Study" facilitators

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

Our school mentoring program pairs new teachers to our school with an experienced teacher. The mentee is supported in the classroom by the mentor and instructional coaches. The mentor provides feedback to the mentee about classroom design, procedures and also meets with the mentee to reflect on current developments in the class and possible solutions to any challenges. The mentor and mentee meet weekly to keep communication constant. The mentee and instructional coach meet monthly for school updates, reflections, and team building activities.

Mentors meet the following requirements:

- Mentor has been successful increasing student achievement
- Mentor has completed or is working towards completing Clinical Educator and Coaching/Mentoring
- Mentor is a recognized teacher leader
- Mentor meets with the designated mentee(s) weekly
- Mentor and mentee attend professional development with the instructional coach monthly

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

Shingle Creek utilizes the district adopted curriculum. During common planning, teachers, instructional coaches and leadership team members deconstruct standards using the test item specifications to ensure instruction is aligned to the full intent of the 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

The school uses data to provide differentiation through tailoring instruction to meet individual student needs. Our teachers differentiate content through the use of ongoing assessment and flexible grouping as a successful approach to instruction. Teachers differentiate classroom instruction based on student readiness for the content or what the student needs to learn. They also differentiate how students are required to process activities while keeping the student engaged in rigorous learning to master the content.

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: After School Program

Minutes added to school year: 3,600

After school tutoring will be provided in reading, math and writing for select K-5 students. Selection of students are based on multiple sources of data in both reading and math. Students will receive tutoring two times per week for a total of three hours. Tutoring will begin in September and continue through March.

Strategy Rationale

Targeting specific students will allow for additional instruction in reading, math and writing thereby increasing the number of proficient students.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Scott, Mary, mary.scott2@ocps.net

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

Teachers will progress monitor students every two weeks and send their reports to the coordinator and the administrative team. The progress monitoring will be done using the tools that are embedded in the materials we will be utilizing for the programs.

Strategy: Extended School Day

Minutes added to school year: 10,800

The extended reading hour provides direct skill instruction based on student needs. Students will receive differentiated reading instruction.

Strategy Rationale

By adding extended time to the school day and additional teachers to support reading deficiencies of specific students, we will close the achievement gap and increase the number of proficient students.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Suprenard, Laura, laura.suprenard@ocps.net

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

Teachers will progress monitor students every two weeks and send their report to the administrative team. Progress monitoring will be done using the tools that are embedded in the resources being provided.

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

The PreK Program offers students a stimulating environment that provides a well-rounded academic curriculum before entering kindergarten. Parents and incoming PreK students are invited to attend "Meet the Teacher" before the first day of school. In addition, they are encouraged to eat breakfast with their child and stay for a reading activity on the first day of school. This allows the students the chance to get acclimated to the environment and decrease school anxiety before separating from their parents. The goal is to enhance cognitive, social, emotional, physical and intellectual development. Collaboration between the PreK teacher and kindergarten teachers is conducted each year to help with this transition. Vertical articulation and planning are conducted between the PreK teacher and kindergarten teachers. Transition classes are offered at the end of the school year for PreK students going into kindergarten. The PreK teacher is involved in professional development opportunities for instructional strategies to meet the needs of their students.

Fifth grade students visit their zoned middle school and guidance counselors from the middle schools visit our school toward the end of the school year to ensure a smooth transition. Student data is also shared with the middle school in an effort to place students in appropriate classes.

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

Students in 3rd through 5th grade participate in Advancement Via Individual Determination (AVID). Students are taught study skills and organizational skills to become better prepared for college.

Students also visit local colleges and universities to get insight on college life. The UCF Burnett Honors College send students to teach six AVID lessons during the school year.

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 strengthen standards-based instruction that is supported by the Marzano Instructional Framework
- G2.** Increase the quality of differentiated instruction across content-areas and grade levels
- G3.** Move from compliance to culturally embedded comprehensible instruction using the Sheltered Instruction Observation Protocol (SIOP)

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 strengthen standards-based instruction that is supported by the Marzano Instructional Framework

1a

Targets Supported 1b

 G036316

Indicator	Annual Target
ELA/Reading Gains	65.0

Resources Available to Support the Goal 2

- "Hess Model"
- "Using Common Core Standards to Enhance Classroom Instruction and Assessment" by Robert Marzano
- Depth of Knowledge Flip Chart

Targeted Barriers to Achieving the Goal 3

- Teachers have a surface level understanding of the new Florida Standards
- Teachers have limited understanding of research-based instructional strategies supported by the Marzano Instructional Framework
- Teachers struggle to align resources with the standards

Plan to Monitor Progress Toward G1. 8

Grade-level data and planning meetings and classroom walkthroughs

Person Responsible

Laura Suprenard

Schedule

Weekly, from 9/2/2014 to 6/2/2015

Evidence of Completion

Student assessment data, iObservation data, lesson plan feedback

G2. Increase the quality of differentiated instruction across content-areas and grade levels 1a

 G036318

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	63.0

Resources Available to Support the Goal 2

- "How to Differentiate Instruction In Mixed Ability Classrooms" book, substitutes

Targeted Barriers to Achieving the Goal 3

- Teacher misconceptions of what differentiated instruction looks like in the classroom

Plan to Monitor Progress Toward G2. 8

Analyze multiple sources of data and conduct classroom observations

Person Responsible

Meigan Rivera

Schedule

Biweekly, from 9/2/2014 to 6/2/2015

Evidence of Completion

iObservation data and Increased student achievement data

G3. Move from compliance to culturally embedded comprehensible instruction using the Sheltered Instruction Observation Protocol (SIOP) 1a

 G036317

Targets Supported 1b

Indicator	Annual Target
AMO Reading - ELL	55.0

Resources Available to Support the Goal 2

- "Making Content Comprehensible for English Learners- SIOP Models" by Jana Echevarria

Targeted Barriers to Achieving the Goal 3

- Teachers need continued training in the SIOP model

Plan to Monitor Progress Toward G3. 8

Analyze multiple sources of data and conduct classroom observations using the SIOP checklist

Person Responsible

Meigan Rivera

Schedule

Biweekly, from 8/26/2014 to 6/2/2015

Evidence of Completion

iObservation data and Increased student achievement data

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 strengthen standards-based instruction that is supported by the Marzano Instructional Framework **1**

 **G036316**

G1.B1 Teachers have a surface level understanding of the new Florida Standards **2**

 **B086924**

G1.B1.S1 Provide professional development on new Florida Standards **4**

 **S097649**

Strategy Rationale

Providing time to plan intentionally with guidance from those who have received additional training in the Florida Standards and Marzano Instructional Framework will result in more effective instruction and improved academic achievement.

Action Step 1 **5**

Provide professional development on the new Florida Standards

Person Responsible

Laura Suprenard

Schedule

Weekly, from 8/26/2014 to 9/2/2014

Evidence of Completion

Training agendas, teacher reflections

Action Step 2 5

Reading coach will implement the coaching cycle and provide feedback on implementation of LAFS

Person Responsible

Jazzmen Gerena

Schedule

Monthly, from 9/2/2014 to 5/26/2015

Evidence of Completion

coaching logs

Action Step 3 5

Math coach will implement the coaching cycle and provide feedback on implementation of MAFS

Person Responsible

Mary Scott

Schedule

Monthly, from 9/2/2014 to 5/26/2015

Evidence of Completion

coaching logs

Action Step 4 5

Provide professional development on Core Connections

Person Responsible

Tyisha Speights

Schedule

Quarterly, from 9/2/2014 to 5/26/2015

Evidence of Completion

training agenda and teacher reflections

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

Attendance of administrator in professional development and coaching schedule

Person Responsible

Laura Suprenard

Schedule

On 5/26/2015

Evidence of Completion

training agendas and coaching logs

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

Classroom walkthroughs utilizing the Marzano Instructional Framework

Person Responsible

Laura Suprenard

Schedule

Quarterly, from 10/15/2014 to 6/2/2015

Evidence of Completion

iObservation data and student achievement data

G1.B2 Teachers have limited understanding of research-based instructional strategies supported by the Marzano Instructional Framework 2

 B086925

G1.B2.S1 Provide professional development on how to use research-based instruction supported by Marzano Instructional Framework in design questions 2, 3, and 4. 4

 S097650

Strategy Rationale

Providing professional development that deepens teacher understanding of the instructional strategies supported by the Marzano Instructional framework will assist in closing the achievement gap and increase the level of proficient students.

Action Step 1 5

Provide professional development to increase teacher understanding of design questions 2, 3, and 4 of the Marzano Instructional Framework

Person Responsible

Laura Suprenard

Schedule

Biweekly, from 8/26/2014 to 9/30/2014

Evidence of Completion

Training materials and agendas, teacher exit slips/scales, teacher reflections

Action Step 2 5

Provide follow-up meetings to reflect on instructional practices

Person Responsible

Tyisha Speights

Schedule

Biweekly, from 8/26/2014 to 5/26/2015

Evidence of Completion

meeting agendas and coaching logs

Action Step 3 5

Academic coaches will implement the coaching cycle and provide feedback on implementation design questions 2, 3, and 4

Person Responsible

Stacie Hardy

Schedule

Monthly, from 8/26/2014 to 5/26/2015

Evidence of Completion

coaching logs

Action Step 4 5

Integrate higher-order questioning and accountable talk into the coaching cycle

Person Responsible

Tyisha Speights

Schedule

Biweekly, from 10/22/2014 to 5/26/2015

Evidence of Completion

Informal observations and classroom walkthroughs

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

Attendance of administrator in professional development and coaching schedule

Person Responsible

Laura Suprenard

Schedule

Daily, from 9/2/2014 to 6/2/2015

Evidence of Completion

training agendas and coaching logs

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

Classroom walkthroughs utilizing the Marzano Instructional Framework

Person Responsible

Amanda Botelho

Schedule

On 5/26/2015

Evidence of Completion

iObservation data and student achievement data

G2. Increase the quality of differentiated instruction across content-areas and grade levels 1

 G036318

G2.B1 Teacher misconceptions of what differentiated instruction looks like in the classroom 2

 B086929

G2.B1.S1 Provide professional development in how to use differentiated instruction in the classroom 4

 S097652

Strategy Rationale

Providing feedback on lessons which entail differentiated instruction will assist teachers in improving their instructional delivery enable them to target specific student needs.

Action Step 1 5

Provide professional development on differentiated instruction

Person Responsible

Tyisha Speights

Schedule

Biweekly, from 10/1/2014 to 11/26/2014

Evidence of Completion

Training materials and agendas, teacher exit slips/scales

Action Step 2 5

Provide follow-up meetings to professional development during common planning

Person Responsible

Stacie Hardy

Schedule

Monthly, from 2/4/2015 to 5/27/2015

Evidence of Completion

Training agendas and coaching logs

Action Step 3 5

Implementation of differentiated instructional strategies in the classroom

Person Responsible

Laura Suprenard

Schedule

Biweekly, from 10/1/2014 to 5/27/2015

Evidence of Completion

Classroom walkthroughs

Action Step 4 5

Coaches will design and share reading and math differentiated instruction centers aligned with Florida Standards for teachers

Person Responsible

Stacie Hardy

Schedule

Biweekly, from 10/1/2014 to 5/27/2015

Evidence of Completion

Literacy and math center examples

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

Attendance of administrator in professional development and coaching schedule

Person Responsible

Laura Suprenard

Schedule

Daily, from 8/26/2014 to 6/2/2015

Evidence of Completion

training agendas and coaching logs

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

Classroom walkthroughs utilizing the Marzano Instructional Framework

Person Responsible

Laura Suprenard

Schedule

Quarterly, from 10/1/2014 to 6/2/2015

Evidence of Completion

iObservation data and student achievement data

G3. Move from compliance to culturally embedded comprehensible instruction using the Sheltered Instruction Observation Protocol (SIOP) 1

 G036317

G3.B1 Teachers need continued training in the SIOP model 2

 B086928

G3.B1.S1 Provide professional development on the SIOP model to teachers 4

 S097651

Strategy Rationale

Providing time to plan intentionally with guidance from those who have received additional training in Sheltered Instruction Observation Protocol will result in more effective instruction and close the achievement gap.

Action Step 1 5

Provide professional development on the SIOP model and comprehensible instruction for ELL learners

Person Responsible

Emily Gates

Schedule

Biweekly, from 12/3/2014 to 1/28/2015

Evidence of Completion

Training materials and agendas, teacher exit slips/scales

Action Step 2 5

CCT will observe SIOP implementation and provide feedback to teachers

Person Responsible

Emily Gates

Schedule

On 5/27/2015

Evidence of Completion

SIOP checklist

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

Perform classroom walkthroughs and coaching schedules

Person Responsible

Laura Suprenard

Schedule

Daily, from 8/21/2014 to 5/29/2015

Evidence of Completion

Informal and formal observations, lesson plans, and coaching logs

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

Person Responsible

Laura Suprenard

Schedule

Quarterly, from 10/1/2014 to 6/2/2015

Evidence of Completion

Student achievement data

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	Provide professional development on the new Florida Standards	Suprenard, Laura	8/26/2014	Training agendas, teacher reflections	9/2/2014 weekly
G1.B2.S1.A1	Provide professional development to increase teacher understanding of design questions 2, 3, and 4 of the Marzano Instructional Framework	Suprenard, Laura	8/26/2014	Training materials and agendas, teacher exit slips/scales, teacher reflections	9/30/2014 biweekly
G3.B1.S1.A1	Provide professional development on the SIOP model and comprehensible instruction for ELL learners	Gates, Emily	12/3/2014	Training materials and agendas, teacher exit slips/scales	1/28/2015 biweekly
G2.B1.S1.A1	Provide professional development on differentiated instruction	Speights, Tyisha	10/1/2014	Training materials and agendas, teacher exit slips/scales	11/26/2014 biweekly
G1.B2.S1.A2	Provide follow-up meetings to reflect on instructional practices	Speights, Tyisha	8/26/2014	meeting agendas and coaching logs	5/26/2015 biweekly
G3.B1.S1.A2	CCT will observe SIOP implementation and provide feedback to teachers	Gates, Emily	2/3/2015	SIOP checklist	5/27/2015 one-time
G2.B1.S1.A2	Provide follow-up meetings to professional development during common planning	Hardy, Stacie	2/4/2015	Training agendas and coaching logs	5/27/2015 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A2	Reading coach will implement the coaching cycle and provide feedback on implementation of LAFS	Gerena, Jazzmen	9/2/2014	coaching logs	5/26/2015 monthly
G1.B1.S1.A3	Math coach will implement the coaching cycle and provide feedback on implementation of MAFS	Scott, Mary	9/2/2014	coaching logs	5/26/2015 monthly
G1.B2.S1.A3	Academic coaches will implement the coaching cycle and provide feedback on implementation design questions 2, 3, and 4	Hardy, Stacie	8/26/2014	coaching logs	5/26/2015 monthly
G2.B1.S1.A3	Implementation of differentiated instructional strategies in the classroom	Suprenard, Laura	10/1/2014	Classroom walkthroughs	5/27/2015 biweekly
G1.B1.S1.A4	Provide professional development on Core Connections	Speights, Tyisha	9/2/2014	training agenda and teacher reflections	5/26/2015 quarterly
G2.B1.S1.A4	Coaches will design and share reading and math differentiated instruction centers aligned with Florida Standards for teachers	Hardy, Stacie	10/1/2014	Literacy and math center examples	5/27/2015 biweekly
G1.B2.S1.A4	Integrate higher-order questioning and accountable talk into the coaching cycle	Speights, Tyisha	10/22/2014	Informal observations and classroom walkthroughs	5/26/2015 biweekly
G1.MA1	Grade-level data and planning meetings and classroom walkthroughs	Suprenard, Laura	9/2/2014	Student assessment data, iObservation data, lesson plan feedback	6/2/2015 weekly
G1.B1.S1.MA1	Classroom walkthroughs utilizing the Marzano Instructional Framework	Suprenard, Laura	10/15/2014	iObservation data and student achievement data	6/2/2015 quarterly
G1.B1.S1.MA1	Attendance of administrator in professional development and coaching schedule	Suprenard, Laura	8/26/2014	training agendas and coaching logs	5/26/2015 one-time
G1.B2.S1.MA1	Classroom walkthroughs utilizing the Marzano Instructional Framework	Botelho, Amanda	8/26/2014	iObservation data and student achievement data	5/26/2015 one-time
G1.B2.S1.MA1	Attendance of administrator in professional development and coaching schedule	Suprenard, Laura	9/2/2014	training agendas and coaching logs	6/2/2015 daily
G2.MA1	Analyze multiple sources of data and conduct classroom observations	Rivera, Meigan	9/2/2014	iObservation data and Increased student achievement data	6/2/2015 biweekly
G2.B1.S1.MA1	Classroom walkthroughs utilizing the Marzano Instructional Framework	Suprenard, Laura	10/1/2014	iObservation data and student achievement data	6/2/2015 quarterly
G2.B1.S1.MA1	Attendance of administrator in professional development and coaching schedule	Suprenard, Laura	8/26/2014	training agendas and coaching logs	6/2/2015 daily
G3.MA1	Analyze multiple sources of data and conduct classroom observations using the SIOP checklist	Rivera, Meigan	8/26/2014	iObservation data and Increased student achievement data	6/2/2015 biweekly
G3.B1.S1.MA1	[no content entered]	Suprenard, Laura	10/1/2014	Student achievement data	6/2/2015 quarterly
G3.B1.S1.MA1	Perform classroom walkthroughs and coaching schedules	Suprenard, Laura	8/21/2014	Informal and formal observations, lesson plans, and coaching logs	5/29/2015 daily

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 Opportunities

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

G1. To strengthen standards-based instruction that is supported by the Marzano Instructional Framework

G1.B1 Teachers have a surface level understanding of the new Florida Standards

G1.B1.S1 Provide professional development on new Florida Standards

PD Opportunity 1

Provide professional development on the new Florida Standards

Facilitator

ELA coaches and math coaches

Participants

Instructional staff

Schedule

Weekly, from 8/26/2014 to 9/2/2014

PD Opportunity 2

Reading coach will implement the coaching cycle and provide feedback on implementation of LAFS

Facilitator

ELA coaches and academic coaches

Participants

Instructional staff

Schedule

Monthly, from 9/2/2014 to 5/26/2015

PD Opportunity 3

Math coach will implement the coaching cycle and provide feedback on implementation of MAFS

Facilitator

Math coaches and academic coaches

Participants

Instructional staff

Schedule

Monthly, from 9/2/2014 to 5/26/2015

PD Opportunity 4

Provide professional development on Core Connections

Facilitator

Professional development provided by Core Connections facilitators

Participants

Instructional Staff

Schedule

Quarterly, from 9/2/2014 to 5/26/2015

G1.B2 Teachers have limited understanding of research-based instructional strategies supported by the Marzano Instructional Framework

G1.B2.S1 Provide professional development on how to use research-based instruction supported by Marzano Instructional Framework in design questions 2, 3, and 4.

PD Opportunity 1

Provide professional development to increase teacher understanding of design questions 2, 3, and 4 of the Marzano Instructional Framework

Facilitator

Principal, assistant principals, academic coaches

Participants

Instructional staff, coaches

Schedule

Biweekly, from 8/26/2014 to 9/30/2014

PD Opportunity 2

Provide follow-up meetings to reflect on instructional practices

Facilitator

Academic coaches

Participants

Instructional staff, coaches, teachers

Schedule

Biweekly, from 8/26/2014 to 5/26/2015

G2. Increase the quality of differentiated instruction across content-areas and grade levels

G2.B1 Teacher misconceptions of what differentiated instruction looks like in the classroom

G2.B1.S1 Provide professional development in how to use differentiated instruction in the classroom

PD Opportunity 1

Provide professional development on differentiated instruction

Facilitator

Tyisha Speights

Participants

Classroom teachers and coaches

Schedule

Biweekly, from 10/1/2014 to 11/26/2014

G3. Move from compliance to culturally embedded comprehensible instruction using the Sheltered Instruction Observation Protocol (SIOP)

G3.B1 Teachers need continued training in the SIOP model

G3.B1.S1 Provide professional development on the SIOP model to teachers

PD Opportunity 1

Provide professional development on the SIOP model and comprehensible instruction for ELL learners

Facilitator

Emily Gates

Participants

Compliance teacher, instructional staff

Schedule

Biweekly, from 12/3/2014 to 1/28/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary	
Description	Total
Grand Total	0