

School District of Osceola County, FL

Partin Settlement Elementary School



2015-16 School Improvement Plan

Partin Settlement Elementary School

2434 REMINGTON BLVD, Kissimmee, FL 34744

www.osceola.k12.fl.us

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	63%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	76%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	B*	B	A	A

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the 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>.

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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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 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, Growth Mindset and 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 consisently 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.

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

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	10	13	7	2	5	4	41
One or more suspensions	1	8	3	1	3	7	23
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	9	17	33	59
	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level					Total
	1	2	3	4	5	
Students exhibiting two or more indicators	2	1	1	1	5	10

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

The students who are identified in the early warning system are monitored by the guidance counselor, reading coach, and administration. They then refer the students to the MTSS team for recommendation to be moved into tier two and then proceed as necessary based on the student data and how they respond to interventions. Interventions may include attendance programs, PBS program, extended learning support, pull out interventions, and other strategies developed as necessary for the individual student.

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
Call Out System

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. Our PBS team also collaborates with local businesses for support of the PBS system.

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:

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 integrates Tier 1 materials/instruction with Tier 2 and Tier 3 activities.

Exceptional Student Education: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as coteaching.

MTSS Coach: Develops, leads, and evaluates 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 instructional capacity, and making decisions about implementation.

Local funds-were utilized to provide staff with Becoming a Reflective Teacher by Robert Marzano and will be used to purchase Mindsets in the Classroom by Mary Cay Ricci

Additional 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:

Name	Stakeholder Group
Kevin Milkovich	Teacher
Karen Corbett	Principal
	Student
Heidi Soukup	Parent
Megan Buchanan	Teacher
Victoria Antwi	Parent
Laurie Finkenbinder	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

Analyzed data from statewide and district 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 14-15 school a discussion was held with the SAC committee. We discussed areas of concern and possible target areas for improvement for the upcoming 2015-2016 school year.

Preparation of the school's annual budget and plan

Any funding received will be allocated to the improvement and support of increasing student achievement through strengthening core instruction in Math, Reading, and Science.

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

Funding received was allocated to the following:

Adventure to Fitness \$499.99-To improve student engagement

Handwriting without Tears-\$145.85

Agendas-\$1492-To increase student productivity and organizational skills to promote academic learning

PBS-\$497.41- To support the PBS program by providing items for the PBS store

Gift Cards-\$300.00- used for rewards for academic MobyMax challenges over breaks.

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:**

Name	Title
Czipulis, Sara	Instructional Coach
terrell, jessica	Teacher, K-12
jablonski, jennifer	Teacher, ESE
Livingston, Tiffany	Teacher, K-12
Massey, Lacey	Teacher, K-12
Longhini, Amanda	Teacher, K-12
Moore, Jennifer	Teacher, K-12
Addison, Mitzi	Teacher, K-12
Harrell, Jennifer	Teacher, K-12
Horn, Ericka	Teacher, K-12
Schmidt, Dana	Teacher, K-12
Green, Stacie	Teacher, K-12
Johannessen, Kirsti	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 strengthen the core academic program and increase students achieving proficiency levels in Reading, Math, and Science.

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 team and preparing new educators team: Leadership Team

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 District created pacing guides and resources to ensure our core instructional programs and materials are aligned to the Florida standards. Teachers are also receiving professional development on 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 to all faculty who in turn support student learning through intensive immediate intervention as needed. This is done by using scientifically based resources which strategically provide academic support in the area of deficiency.

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: 0

Reading: Targeted Reading Intervention Program

Mathematics: targeted Math Intervention Program & MOBY Max

Writing: Core Connections

Strategy Rationale

To increase the intensive instruction given to struggling students.

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, FSA

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.

Outgoing cohorts are provided with presentations on AVID, School for the Arts, and given literature on their zoned middle school which gives information regarding parent nights and orientations.

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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

 = Problem Solving Step  S123456 = Quick Key


Strategic Goals Summary

- G1.** To increase student growth and proficiency in Math, Science, and Reading through specifically improving and strengthening core instruction.

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 growth and proficiency in Math, Science, and Reading through specifically improving and strengthening core instruction. 1a

 G069177

Targets Supported 1b

Indicator	Annual Target
Math Achievement District Assessment	65.0
ELA Achievement District Assessment	65.0
FCAT 2.0 Science Proficiency	60.0

Resources Available to Support the Goal 2

- Media and Curriculum Texts and Materials
- Instructional Coaches and Literacy Leadership Team; School based Leadership Team
- Utilize Growth Mindset books and literature
- District Formative Assessments

Targeted Barriers to Achieving the Goal 3

- Staff is struggling with implementation of new standards.
- Staff attitude toward effective use of PLC time and common formative assessments.
- Lack of "we can" mindset in student and staff.

Plan to Monitor Progress Toward G1. 8

Increase student proficiency.

Person Responsible

Amy Flowers

Schedule

Quarterly, from 8/10/2015 to 6/10/2016

Evidence of Completion

Walk throughs, FSA, formative assessments and STAR 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 increase student growth and proficiency in Math, Science, and Reading through specifically improving and strengthening core instruction. **1**

 G069177

G1.B1 Staff is struggling with implementation of new standards. **2**

 B179897

G1.B1.S1 Research effective professional development on Florida standards and disseminate. **4**

 S191176

Strategy Rationale

To strategically provide appropriate professional development so that teachers can maximize their time spent on effective instructional planning and strengthen the core instruction.

Action Step 1 **5**

Provide research to staff through grade levels, PLCs, and embedded coaching.

Person Responsible

Sara Czipulis

Schedule

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

Evidence of Completion

Survey results and classroom walk-throughs.

Action Step 2 5

Add resource materials to the teacher professional library on digging deep into the standards,

Person Responsible

Karen Corbett

Schedule

Semiannually, from 7/6/2015 to 6/10/2016

Evidence of Completion

Books will be present in the professional library.

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

CWT, Professional Development Surveys and Focus Groups

Person Responsible

Karen Corbett

Schedule

Quarterly, from 8/10/2015 to 6/10/2016

Evidence of Completion

Survey results, lesson plans, walk through data.

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

Is professional development providing an increase in student proficiency of the state standards?

Person Responsible

Karen Corbett


Schedule

Quarterly, from 8/10/2015 to 6/10/2016


Evidence of Completion

FSA, STAR data, CWT, and Surveys

G1.B2 Staff attitude toward effective use of PLC time and common formative assessments. 2

 B179898

G1.B2.S1 Re-structure Professional Learning Communities to include effective use of formative assessments. 4

 S191177

Strategy Rationale

To increase effectiveness of the PLCs

Action Step 1 5

Re-brand PLCs to collaborative teams.

Person Responsible

Karen Corbett

Schedule

Annually, from 8/10/2015 to 9/1/2015

Evidence of Completion

Administrative walk throughs at PLC's and professional development surveys.

Action Step 2 5

Collaborative teams will consistently use and analyze formative assessments in order to monitor student learning.

Person Responsible

Amy Flowers

Schedule

Monthly, from 8/10/2015 to 6/10/2016

Evidence of Completion

PLC minutes and reflective notes, student formative assessment data, and CWT

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

Implementation of formative assessments and on point discussions at PLC.

Person Responsible

Amy Flowers

Schedule

Quarterly, from 8/28/2015 to 6/10/2016

Evidence of Completion

Increased use of formative assessments

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

Increased achievement in identified student population.

Person Responsible

Sara Czipulis


Schedule

Quarterly, from 8/28/2015 to 6/4/2016

Evidence of Completion

STAR Enterprise Reading Data DRA Levels Classroom based progress monitoring

G1.B3 Lack of "we can" mindset in student and staff. **2**

 B179899

G1.B3.S1 To shift school culture from a fixed mindset to a growth mindset in which all students and staff can learn. **4**

 S191178

Strategy Rationale

This should assist in increasing teacher effectiveness and student achievement.

Action Step 1 **5**

Train teachers on the Growth mindset

Person Responsible

Amy Flowers

Schedule

Monthly, from 8/10/2015 to 6/10/2016

Evidence of Completion

CWT, professional development surveys, and feedback from focus groups

Action Step 2 **5**

Train teachers on the Growth mindset

Person Responsible

Amy Flowers

Schedule

Monthly, from 8/10/2015 to 6/10/2016

Evidence of Completion

CWT, professional development surveys, and feedback from focus groups

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Administration will track implementation through lesson plans and CWT

Person Responsible

Karen Corbett

Schedule

Monthly, from 8/10/2015 to 6/10/2016

Evidence of Completion

Use of qualitative notes, focus groups with students, and data chats.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Administration will track implementation through lesson plans and CWT

Person Responsible

Karen Corbett

Schedule

Monthly, from 8/10/2015 to 6/10/2016

Evidence of Completion

Use of qualitative notes, focus groups with students, and data chats.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Are teachers implementing it with fidelity?

Person Responsible

Amy Flowers

Schedule

Monthly, from 8/10/2015 to 6/10/2016

Evidence of Completion

CWT, Focus group discussions, and book study feedback.

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 research to staff through grade levels, PLCs, and embedded coaching.	Czipulis, Sara	8/28/2014	Survey results and classroom walk-throughs.	6/4/2015 annually
G1.B2.S1.A1	Re-brand PLCs to collaborative teams.	Corbett, Karen	8/10/2015	Administrative walk throughs at PLC's and professional development surveys.	9/1/2015 annually
G1.B3.S1.A1	Train teachers on the Growth mindset	Flowers, Amy	8/10/2015	CWT, professional development surveys, and feedback from focus groups	6/10/2016 monthly
G1.B1.S1.A2	Add resource materials to the teacher professional library on digging deep into the standards,	Corbett, Karen	7/6/2015	Books will be present in the professional library.	6/10/2016 semiannually
G1.B2.S1.A2	Collaborative teams will consistently use and analyze formative assessments in order to monitor student learning.	Flowers, Amy	8/10/2015	PLC minutes and reflective notes, student formative assessment data, and CWT	6/10/2016 monthly
G1.B3.S1.A2	Train teachers on the Growth mindset	Flowers, Amy	8/10/2015	CWT, professional development surveys, and feedback from focus groups	6/10/2016 monthly
G1.MA1	Increase student proficiency.	Flowers, Amy	8/10/2015	Walk throughs, FSA, formative assessments and STAR data	6/10/2016 quarterly
G1.B1.S1.MA1	Is professional development providing an increase in student proficiency of the state standards?	Corbett, Karen	8/10/2015	FSA, STAR data, CWT, and Surveys	6/10/2016 quarterly
G1.B1.S1.MA1	CWT, Professional Development Surveys and Focus Groups	Corbett, Karen	8/10/2015	Survey results, lesson plans, walk through data.	6/10/2016 quarterly
G1.B2.S1.MA1	Increased achievement in identified student population.	Czipulis, Sara	8/28/2015	STAR Enterprise Reading Data DRA Levels Classroom based progress monitoring	6/4/2016 quarterly
G1.B2.S1.MA1	Implementation of formative assessments and on point discussions at PLC.	Flowers, Amy	8/28/2015	Increased use of formative assessments	6/10/2016 quarterly
G1.B3.S1.MA1	Are teachers implementing it with fidelity?	Flowers, Amy	8/10/2015	CWT, Focus group discussions, and book study feedback.	6/10/2016 monthly
G1.B3.S1.MA1	Administration will track implementation through lesson plans and CWT	Corbett, Karen	8/10/2015	Use of qualitative notes, focus groups with students, and data chats.	6/10/2016 monthly
G1.B3.S1.MA1	Administration will track implementation through lesson plans and CWT	Corbett, Karen	8/10/2015	Use of qualitative notes, focus groups with students, and data chats.	6/10/2016 monthly

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 increase student growth and proficiency in Math, Science, and Reading through specifically improving and strengthening core instruction.

G1.B2 Staff attitude toward effective use of PLC time and common formative assessments.

G1.B2.S1 Re-structure Professional Learning Communities to include effective use of formative assessments.

PD Opportunity 1

Re-brand PLCs to collaborative teams.

Facilitator

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

Participants

All stakeholders.

Schedule

Annually, from 8/10/2015 to 9/1/2015

PD Opportunity 2

Collaborative teams will consistently use and analyze formative assessments in order to monitor student learning.

Facilitator

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

Participants

All stakeholders

Schedule

Monthly, from 8/10/2015 to 6/10/2016

G1.B3 Lack of "we can" mindset in student and staff.

G1.B3.S1 To shift school culture from a fixed mindset to a growth mindset in which all students and staff can learn.

PD Opportunity 1

Train teachers on the Growth mindset

Facilitator

Amy Flowers, Casey Corbett, and Sara Czipulis

Participants

All Stakeholders

Schedule

Monthly, from 8/10/2015 to 6/10/2016

PD Opportunity 2

Train teachers on the Growth mindset

Facilitator

Amy Flowers, Casey Corbett, and Sara Czipulis

Participants

All Stakeholders

Schedule

Monthly, from 8/10/2015 to 6/10/2016

Technical Assistance Items

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

G1. To increase student growth and proficiency in Math, Science, and Reading through specifically improving and strengthening core instruction.

G1.B1 Staff is struggling with implementation of new standards.

G1.B1.S1 Research effective professional development on Florida standards and disseminate.

PD Opportunity 1

Add resource materials to the teacher professional library on digging deep into the standards,

Facilitator

Participants

All Staff

Schedule

Semiannually, from 7/6/2015 to 6/10/2016

Budget

Budget Data

1	G1.B1.S1.A1	Provide research to staff through grade levels, PLCs, and embedded coaching.				\$0.00
2	G1.B1.S1.A2	Add resource materials to the teacher professional library on digging deep into the standards,				\$75.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0904 - Partin Settlement Elem. School	General Fund		\$75.00
Notes: Notes Books for Professional library						
3	G1.B2.S1.A1	Re-brand PLCs to collaborative teams.				\$0.00
4	G1.B2.S1.A2	Collaborative teams will consistently use and analyze formative assessments in order to monitor student learning.				\$0.00
5	G1.B3.S1.A1	Train teachers on the Growth mindset				\$1,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0904 - Partin Settlement Elem. School	Other		\$1,400.00

Budget Data			
		Notes: Notes Purchase of Mindsets in the Classroom to use for a staff book study	
6	G1.B3.S1.A2	Train teachers on the Growth mindset	\$0.00
Total:			\$1,475.00