

Orange County Public Schools

Shingle Creek Elementary



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

2015-16 School Improvement Plan

Shingle Creek Elementary

5620 HARCOURT AVE, Orlando, FL 32839

www.ocps.net/lc/southwest/esc

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	100%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	98%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	D*	F	D	C

*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 Orange County School Board.

SIP Authority and Template

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

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
Priority	3	Ella Thompson
Former F	Turnaround Status	
No		

Orange - 1621 - Shingle Creek Elementary - 2015-16 SIP
Shingle Creek Elementary

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

In addition to the multilingual department providing training regarding students' cultures, parent and student surveys are provided for feedback from families. Teachers have students complete surveys at the beginning of the year to learn more about their background. The school holds several parent involvement activities throughout the school year in which bilingual staff members participate to ensure effective communication between all stakeholders. Parents are also invited to Parent Leadership Council meetings, to be active members from the School Advisory Council and Parent Teacher Association.

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. Students are taught the expectations throughout the school year. New students are met with at the beginning of the month to ensure they are acclimated to the schools' policies and procedures. Small groups of students in need of support are pulled out by grade level. Small groups review rules and participate in positive choices activities instructed by behavior and guidance support staff. Students that need additional specific support are invited to participate in groups that address anger management and social skills. In addition, the school 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 Monitors, Student Teacher One on One Mentoring Program (STOMP), Devereux Mentoring Program, and Blossoming Exuberant Ladies Loving Education (BELLE). Shingle Creek Elementary also has a No Tolerance policy for bullying and harassment as well as honor the Safe Harbor Provision.

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 out the year as well as expectations directly taught and modeled to students. The school also utilizes classroom referrals to

address less serious infractions. This process maintains communication with parents and provides students with a chance to demonstrate the desired behaviors.

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 training to the faculty and staff on understanding poverty and best practices when working with students of poverty. The school provides character traits and social skills instruction using the Learning for Life curriculum supported by the school guidance counselor. The STOMP, Devereux, 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. Mentors and volunteers are recruited with the assistance of Vista United Way to help provide students with positive role models. In addition, through the multi-tier support system for behavior, teachers are met with and provided strategies to help build trusting relationships.

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-Tiered 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	46	40	24	35	15	24	184
One or more suspensions	5	0	4	15	10	8	42
Course failure in ELA or Math	65	87	68	131	104	93	548
Level 1 on statewide assessment	0	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
	K	1	2	3	4	5	
Students exhibiting two or more indicators	19	20	10	28	14	18	109

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, as well as Saturday School for a more intensive approach to better prepare students for the Florida Standards Assessments. 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 and ADDition volunteers are secured to help support and increase our community involvement. Interactive parenting classes provided after hours as well as through PTA are provided to those struggling with family 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:

Name	Title
Lazarini, Alma	Assistant Principal
Gates, Emily	Other
Szuminsky, Shannon	Instructional Coach
Bower, Belinda	Instructional Coach
Richardson, Jenny	Instructional Coach
Speights, Tyisha	Instructional Coach
Suchta, Emily	Other
Suprenard, Laura	Principal
Medvitz, Christina	Guidance Counselor
Williams, Kinshasha	Assistant Principal
Imeidopf, Jason	Dean
Gerena, Jazzmen	Instructional Coach
Young, Terranesha	Instructional Coach

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 research-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 supporting 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 provide 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) 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 and provide assessment support to the general education teachers.

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 not making adequate progress and develop a plan to have students work 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 1: Shingle Creek is a Title I school and therefore receives additional federal funding for use with high need 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 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 (SRI) 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 meetings 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. OrganWise Guys (OWG) materials provided by Orange County and the University of Florida help teachers meet the daily nutrition education requirements of FFVP.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Charline Charles	Teacher
Danielle Smith	Teacher
Cherise Pryor	Education Support Employee
Youhonna Davis	Parent
Veronica Acuna	Parent
Gina Gavalines	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 council 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

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
Bower, Belinda	Instructional Coach
Gerena, Jazzmen	Instructional Coach
Suprenard, Laura	Principal
Lazarini, Alma	Assistant Principal
Richardson, Jenny	Instructional Coach
Williams, Kinshasha	Assistant Principal
Harrelson, Gloria	Other

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 Leadership 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. The school principal conducts monthly faculty meetings to disseminate new information and to obtain faculty feedback.

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, Alma Lazarini, Kinsasha Williams

Teacher Mentoring Program: Belinda Bower

Coaching Support Team: Belinda Bower, Jazzmen Gerena, Tracy Rush, Tyisha Speights, Emily Gates, Christina Smith, Jason Imeidopf, Shannon Suzminsky, Jenny Richardson, Terranesha Young

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

Richardson, Jenny, jenny.richardson@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

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.

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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:

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.** Increase standards-based instruction that is supported by the Marzano Instructional Framework to increase student achievement. (Narrow achievement gaps for socio-economic and racial subgroups)
- G2.** Increase the quality of differentiated instruction across content areas and grade levels to increase student achievement (Accelerate Student Performance).

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. Increase standards-based instruction that is supported by the Marzano Instructional Framework to increase student achievement. (Narrow achievement gaps for socio-economic and racial subgroups) **1a**

Targets Supported **1b**

 G073781

Indicator	Annual Target
AMO Reading - All Students	

Resources Available to Support the Goal **2**

- Provide continuous professional development and support through the administration and coaches.
- Provide multiple exposure and opportunities to plan for standards-based instruction as a grade level with guidance and support for administration and coaches.
- Administrators will continue to monitor lesson plans for evidence of standards-based instruction as well as rigorous activities and provide quality actionable feedback in a timely manner.
- Florida Standards for Reading, ELA, Writing, and Math
- Next Generation Sunshine State Standards for Science, Social Studies and Special Area

Targeted Barriers to Achieving the Goal **3**

- Teachers have a surface level understanding of the Florida Standards.
- Teachers need a deeper understanding of research-based instructional strategies supported by the Marzano Instructional Framework.
- Teachers need continued guidance to align resources with the standards.

Plan to Monitor Progress Toward G1. **8**

Monitor data

Person Responsible

Laura Suprenard

Schedule

Weekly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Student assessment data, iObservation data, weekly lesson plan checks and feedback

G2. Increase the quality of differentiated instruction across content areas and grade levels to increase student achievement (Accelerate Student Performance). **1a**



Targets Supported **1b**

Indicator	Annual Target
AMO Reading - All Students	

Resources Available to Support the Goal **2**

- Professional Development and follow up sessions on differentiating instruction
- Coaching on developing strategies for comprehensible instruction.
- 99 Ideas and Activities for Teaching English Learners with the SIOP Model
- Making Content Comprehensible for Elementary English Learners-The SIOP Model

Targeted Barriers to Achieving the Goal **3**

- Teachers need continued guidance in the quality of differentiated instruction across content areas and grade levels.
- Teachers need to deliberately plan and deliver instruction utilizing Sheltered Instruction Observation Protocol strategies.
- Lack of consistency in lesson plans to include all requirements.

Plan to Monitor Progress Toward G2. **8**

Monitor data

Person Responsible

Laura Suprenard

Schedule

Weekly, from 8/28/2015 to 6/3/2016

Evidence of Completion

Effectively developed lesson plans, student achievement data and iObservation 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. Increase standards-based instruction that is supported by the Marzano Instructional Framework to increase student achievement. (Narrow achievement gaps for socio-economic and racial subgroups) **1**

 G073781

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

 B192666

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

 S204152

Strategy Rationale

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

Action Step 1 **5**

Continue to provide professional development on the Florida Standards and how to better deconstruct standards for planning and delivery of instruction.

Person Responsible

Laura Suprenard

Schedule

Weekly, from 8/24/2015 to 5/27/2016

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 9/4/2015 to 5/26/2016

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

Terranesha Young

Schedule

Monthly, from 9/4/2015 to 5/26/2016

Evidence of Completion

coaching logs

Action Step 4 5

Continue to provide professional development on Core Connections.

Person Responsible

Tyisha Speights

Schedule

Monthly, from 8/31/2015 to 6/3/2016

Evidence of Completion

training agenda, handouts, exit slips

Action Step 5 5

Review exit slips and determine which teachers need additional support.

Person Responsible

Jenny Richardson

Schedule

Weekly, from 9/14/2015 to 5/27/2016

Evidence of Completion

Exit slips

Action Step 6 5

Provide support to teachers in need.

Person Responsible

Jazzmen Gerena

Schedule

Weekly, from 9/14/2015 to 5/27/2016

Evidence of Completion

Teacher list, coaching log

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

Monitor lesson plans for target skills based on deconstructed standards.

Person Responsible

Laura Suprenard

Schedule

Weekly, from 8/28/2015 to 6/3/2016

Evidence of Completion

Feedback on lesson plans, deconstructed standards

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

During common planning teachers will bring lessons to reflect the deconstructed standards and task activities to deepen student knowledge and coaches will provide feedback.

Person Responsible

Alma Lazarini

Schedule

Weekly, from 8/31/2015 to 5/27/2016

Evidence of Completion

Lessons, meeting notes and created anchor charts

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

Classroom visits

Person Responsible

Kinshasha Williams

Schedule

Daily, from 9/8/2015 to 6/3/2016

Evidence of Completion

Immediate actionable feedback.

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

Determine teachers who need additional support.

Person Responsible

Shannon Szuminsky

Schedule

Weekly, from 9/14/2015 to 6/3/2016

Evidence of Completion

Teacher participation in common planning, quality of lesson plan development

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

Provide support to teachers in need.

Person Responsible

Jazzmen Gerena

Schedule

Weekly, from 8/21/2015 to 5/27/2016

Evidence of Completion

Feedback and coaches logs

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

Classroom walkthroughs utilizing the Marzano Instructional Framework

Person Responsible

Laura Suprenard

Schedule

Weekly, from 8/31/2015 to 6/3/2016

Evidence of Completion

iObservation data and student achievement data

G1.B2 Teachers need a deeper understanding of research-based instructional strategies supported by the Marzano Instructional Framework. 2

 B192667

G1.B2.S1 Provide professional development as well as guidance from administrators and coaches on how to plan for rigorous research-based instruction supported by Marzano Instructional Framework with an emphasis on Design Questions 3 and 4. 4

 S204153

Strategy Rationale

By providing professional development that deepens teacher understanding of the instructional strategies supported by the Marzano Instructional framework as well as additional Professional Learning Communities opportunities. In addition, we will provide quality actionable feedback in a timely manner which will assist in closing the achievement gap and increase the level of proficient students.

Action Step 1 5

Brainstorm with all administrators and formulate a plan.

Person Responsible

Alma Lazarini

Schedule

Biweekly, from 6/10/2015 to 9/3/2015

Evidence of Completion

Notes, Agenda, Minutes

Action Step 2 5

Meet and create professional development calendar and assign responsibilities.

Person Responsible

Laura Suprenard

Schedule

Biweekly, from 8/17/2015 to 6/3/2016

Evidence of Completion

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

Action Step 3 5

Create Professional Development.

Person Responsible

Jenny Richardson

Schedule

Weekly, from 8/21/2015 to 5/26/2016

Evidence of Completion

Actual PowerPoint Presentations, Handouts

Action Step 4 5

Deliver Professional Development.

Person Responsible

Jazzmen Gerena

Schedule

Monthly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Meeting agendas, minutes, sign in sheets and coaching logs

Action Step 5 5

Review exit slips and determine which teachers need additional support.

Person Responsible

Laura Suprenard

Schedule

Monthly, from 8/17/2015 to 5/23/2016

Evidence of Completion

List of teachers in need

Action Step 6 5

Provide additional support to teachers in need.

Person Responsible

Kinshasha Williams

Schedule

Weekly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Teacher list, coaching log

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

Attend Professional Development.

Person Responsible

Laura Suprenard

Schedule

Monthly, from 8/10/2015 to 6/3/2016

Evidence of Completion

Professional Development Plan, training agendas, minutes, PowerPoint presentations and exit slips

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

Classroom visits utilizing the Marzano Instructional Framework.

Person Responsible

Laura Suprenard

Schedule

Daily, from 8/31/2015 to 6/8/2016

Evidence of Completion

iObservation data and student achievement data

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

Immediate and quality actionable feedback on strategies observed during classroom visits.

Person Responsible

Laura Suprenard

Schedule

Daily, from 9/14/2015 to 6/8/2016

Evidence of Completion

Increase ratings on effective use of elements in DQ 3 and 4

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

Lesson plans check.

Person Responsible

Kinshasha Williams

Schedule

Weekly, from 8/21/2015 to 6/3/2016

Evidence of Completion

Feedback documented on Domain 2 and e-mails

G1.B3 Teachers need continued guidance to align resources with the standards. 2

 B192668

G1.B3.S1 Provide Professional Development on how to effectively deconstruct standards 4

 S204154

Strategy Rationale

Teachers will determine what each standard is asking and the level of rigor required in order for students to achieve the desired effect

Action Step 1 5

Teachers will use item specifications and response mechanisms to align resources to the standards.

Person Responsible

Kinshasha Williams

Schedule

Weekly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Teachers' plans, notes and created response mechanisms that align to the standard

Action Step 2 5

Teachers will develop rigorous and complex text dependent questions for each standard.

Person Responsible

Kinshasha Williams

Schedule

Weekly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Questions aligned to standards, and task activities documented on lesson plans

Action Step 3 5

Teachers will review and modify progressions and clippings to ensure alignment of resources to the standards.

Person Responsible

Alma Lazarini

Schedule

Weekly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Meeting minutes, copies of modified progressions and clippings

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

Attend Professional Learning Communities.

Person Responsible

Alma Lazarini

Schedule

Weekly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Sign in sheets, lesson plans, modified progressions and clippings

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

Lesson Plan Check

Person Responsible

Laura Suprenard

Schedule

Weekly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Lesson plan feedback documented on iObservation

G2. Increase the quality of differentiated instruction across content areas and grade levels to increase student achievement (Accelerate Student Performance). 1

 G073782

G2.B1 Teachers need continued guidance in the quality of differentiated instruction across content areas and grade levels. 2

 B192669

G2.B1.S1 Teachers differentiate instruction minimally to be in compliance. 4

 S204155

Strategy Rationale

By providing intentional guidance from those who have received additional training in differentiation and the Sheltered Instruction Observation Protocol (SIOP) model, teachers will move from a compliance level to culturally embedded. This will result in more effective planning and instruction to close the achievement gap.

Action Step 1 5

Identify teachers who need assistance in differentiating instruction.

Person Responsible

Laura Suprenard

Schedule

Monthly, from 8/21/2015 to 6/3/2016

Evidence of Completion

Lesson plans, center activity development, resources

Action Step 2 5

Create professional development on differentiating instruction.

Person Responsible

Jazzmen Gerena

Schedule

Weekly, from 9/1/2015 to 6/3/2016

Evidence of Completion

Agenda, minutes, lesson plans

Action Step 3 5

Deliver additional support on differentiating instruction to teachers in need.

Person Responsible

Jazzmen Gerena

Schedule

Weekly, from 9/1/2015 to 6/3/2016

Evidence of Completion

Handouts, Sign In Sheets, Minutes

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

Ms. Suprenard will monitor lesson plans as well as whole group and center activities for differentiation.

Person Responsible

Laura Suprenard

Schedule

Weekly, from 8/28/2015 to 6/3/2016

Evidence of Completion

Feedback on lesson plans development, delivery of instruction

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

Classroom Observations

Person Responsible

Laura Suprenard

Schedule

Weekly, from 9/4/2015 to 6/3/2016

Evidence of Completion

Student achievement data, increased number of teachers scoring at applying on Domain 2 on the Marzano Evaluation System

G2.B2 Teachers need to deliberately plan and deliver instruction utilizing Sheltered Instruction Observation Protocol strategies. 2

 B192670

G2.B2.S1 Refine the school-wide system to support teachers in effectively implementing the Sheltered Instruction Observation Protocol. 4

 S204156

Strategy Rationale

By providing intentional guidance from those who have received additional training in differentiation and the Sheltered Instruction Observation Protocol (SIOP) model, teachers will move from a compliance level to culturally embedded. This will result in more effective planning and instruction to close the achievement gap.

Action Step 1 5

Meet to determine which teachers need support in effective planning for SIOP strategies.

Person Responsible

Laura Suprenard

Schedule

Monthly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Lessons feedback, observation

Action Step 2 5

Create professional development.

Person Responsible

Kinshasha Williams

Schedule

Quarterly, from 9/8/2015 to 6/3/2016

Evidence of Completion

Handouts, PowerPoint Presentation

Action Step 3 5

Deliver and present additional support (Professional Development).

Person Responsible

Emily Gates

Schedule

Monthly, from 9/14/2015 to 6/3/2016

Evidence of Completion

Handouts, PowerPoint Presentation, sign-in sheets, exit slips or reflections

Action Step 4 5

Review exit slips and/or reflections to determine further support.

Person Responsible

Kinshasha Williams

Schedule

Monthly, from 9/16/2015 to 6/3/2016

Evidence of Completion

Teachers exit slips or reflections

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

Attend professional development and follow up sessions.

Person Responsible

Kinshasha Williams

Schedule

Monthly, from 9/14/2015 to 6/3/2016

Evidence of Completion

Teachers exit slips and or reflections

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

Classroom visits/Observations and Monitoring Lesson Plans

Person Responsible

Kinshasha Williams

Schedule

Weekly, from 9/14/2015 to 6/3/2016

Evidence of Completion

Feedback to teachers on lesson plans

G2.B3 Lack of consistency in lesson plans to include all requirements. 2



G2.B3.S1 Teachers need support in lesson planning to include all criteria as specified in Domain 2 of the Marzano's Instructional Framework. 4



Strategy Rationale

Monitoring teachers' lesson plans to ensure they include ESE, ELL strategies, differentiated rigorous whole group and center activities will offer a more effective delivery of instruction which will positively affect student achievement.

Action Step 1 5

During common planning, provide support in lesson development to include all criteria.

Person Responsible

Laura Suprenard

Schedule

Weekly, from 8/21/2015 to 6/3/2016

Evidence of Completion

Minutes, modified lesson plans

Action Step 2 5

Determine which teachers are in need of additional support in the development of lesson plans.

Person Responsible

Laura Suprenard

Schedule

Weekly, from 8/28/2015 to 6/3/2016

Evidence of Completion

Lesson plans, classroom visits

Action Step 3 5

Provide small group or one on one support.

Person Responsible

Jazzmen Gerena

Schedule

Weekly, from 9/28/2015 to 6/3/2016

Evidence of Completion

Scheduled meetings, modified lesson plans

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Attend common planning/Professional Learning Communities (PLC).

Person Responsible

Alma Lazarini

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Sign-in sheets, agenda, minutes

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Lesson plan checks

Person Responsible

Alma Lazarini

Schedule

Weekly, from 8/28/2015 to 6/3/2016

Evidence of Completion

Feedback and modified lesson plans

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	Continue to provide professional development on the Florida Standards and how to better deconstruct standards for planning and delivery of instruction.	Suprenard, Laura	8/24/2015	training agendas, teacher reflections	5/27/2016 weekly
G1.B2.S1.A1	Brainstorm with all administrators and formulate a plan.	Lazarini, Alma	6/10/2015	Notes, Agenda, Minutes	9/3/2015 biweekly
G1.B3.S1.A1	Teachers will use item specifications and response mechanisms to align resources to the standards.	Williams, Kinshasha	8/31/2015	Teachers' plans, notes and created response mechanisms that align to the standard	6/3/2016 weekly
G2.B1.S1.A1	Identify teachers who need assistance in differentiating instruction.	Suprenard, Laura	8/21/2015	Lesson plans, center activity development, resources	6/3/2016 monthly
G2.B2.S1.A1	Meet to determine which teachers need support in effective planning for SIOP strategies.	Suprenard, Laura	8/31/2015	Lessons feedback, observation	6/3/2016 monthly
G2.B3.S1.A1	During common planning, provide support in lesson development to include all criteria.	Suprenard, Laura	8/21/2015	Minutes, modified lesson plans	6/3/2016 weekly
G1.B1.S1.A2	Reading coach will implement the coaching cycle and provide feedback on implementation of LAFS.	Gerena, Jazzmen	9/4/2015	coaching logs	5/26/2016 monthly
G1.B2.S1.A2	Meet and create professional development calendar and assign responsibilities.	Suprenard, Laura	8/17/2015	Training materials and agendas, teacher exit slips/scales, teacher reflections	6/3/2016 biweekly
G1.B3.S1.A2	Teachers will develop rigorous and complex text dependent questions for each standard.	Williams, Kinshasha	8/31/2015	Questions aligned to standards, and task activities documented on lesson plans	6/3/2016 weekly
G2.B1.S1.A2	Create professional development on differentiating instruction.	Gerena, Jazzmen	9/1/2015	Agenda, minutes, lesson plans	6/3/2016 weekly
G2.B2.S1.A2	Create professional development.	Williams, Kinshasha	9/8/2015	Handouts, PowerPoint Presentation	6/3/2016 quarterly
G2.B3.S1.A2	Determine which teachers are in need of additional support in the development of lesson plans.	Suprenard, Laura	8/28/2015	Lesson plans, classroom visits	6/3/2016 weekly
G1.B1.S1.A3	Math coach will implement the coaching cycle and provide feedback on implementation of MAFS.	Young, Terranesha	9/4/2015	coaching logs	5/26/2016 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.B2.S1.A3	Create Professional Development.	Richardson, Jenny	8/21/2015	Actual PowerPoint Presentations, Handouts	5/26/2016 weekly
G1.B3.S1.A3	Teachers will review and modify progressions and clippings to ensure alignment of resources to the standards.	Lazarini, Alma	8/31/2015	Meeting minutes, copies of modified progressions and clippings	6/3/2016 weekly
G2.B1.S1.A3	Deliver additional support on differentiating instruction to teachers in need.	Gerena, Jazzmen	9/1/2015	Handouts, Sign In Sheets, Minutes	6/3/2016 weekly
G2.B2.S1.A3	Deliver and present additional support (Professional Development).	Gates, Emily	9/14/2015	Handouts, PowerPoint Presentation, sign-in sheets, exit slips or reflections	6/3/2016 monthly
G2.B3.S1.A3	Provide small group or one on one support.	Gerena, Jazzmen	9/28/2015	Scheduled meetings, modified lesson plans	6/3/2016 weekly
G1.B1.S1.A4	Continue to provide professional development on Core Connections.	Speights, Tyisha	8/31/2015	training agenda, handouts, exit slips	6/3/2016 monthly
G1.B2.S1.A4	Deliver Professional Development.	Gerena, Jazzmen	8/17/2015	Meeting agendas, minutes, sign in sheets and coaching logs	6/3/2016 monthly
G2.B2.S1.A4	Review exit slips and/or reflections to determine further support.	Williams, Kinshasha	9/16/2015	Teachers exit slips or reflections	6/3/2016 monthly
G1.B1.S1.A5	Review exit slips and determine which teachers need additional support.	Richardson, Jenny	9/14/2015	Exit slips	5/27/2016 weekly
G1.B2.S1.A5	Review exit slips and determine which teachers need additional support.	Suprenard, Laura	8/17/2015	List of teachers in need	5/23/2016 monthly
G1.B1.S1.A6	Provide support to teachers in need.	Gerena, Jazzmen	9/14/2015	Teacher list, coaching log	5/27/2016 weekly
G1.B2.S1.A6	Provide additional support to teachers in need.	Williams, Kinshasha	8/17/2015	Teacher list, coaching log	6/3/2016 weekly
G1.MA1	Monitor data	Suprenard, Laura	8/31/2015	Student assessment data, iObservation data, weekly lesson plan checks and feedback	6/3/2016 weekly
G1.B1.S1.MA1	Classroom walkthroughs utilizing the Marzano Instructional Framework	Suprenard, Laura	8/31/2015	iObservation data and student achievement data	6/3/2016 weekly
G1.B1.S1.MA1	Monitor lesson plans for target skills based on deconstructed standards.	Suprenard, Laura	8/28/2015	Feedback on lesson plans, deconstructed standards	6/3/2016 weekly
G1.B1.S1.MA2	During common planning teachers will bring lessons to reflect the deconstructed standards and task activities to deepen student knowledge and coaches will provide feedback.	Lazarini, Alma	8/31/2015	Lessons, meeting notes and created anchor charts	5/27/2016 weekly
G1.B1.S1.MA3	Classroom visits	Williams, Kinshasha	9/8/2015	Immediate actionable feedback.	6/3/2016 daily
G1.B1.S1.MA4	Determine teachers who need additional support.	Szuminsky, Shannon	9/14/2015	Teacher participation in common planning, quality of lesson plan development	6/3/2016 weekly
G1.B1.S1.MA6	Provide support to teachers in need.	Gerena, Jazzmen	8/21/2015	Feedback and coaches logs	5/27/2016 weekly
G1.B2.S1.MA1	Classroom visits utilizing the Marzano Instructional Framework.	Suprenard, Laura	8/31/2015	iObservation data and student achievement data	6/8/2016 daily
G1.B2.S1.MA3	Immediate and quality actionable feedback on strategies observed during classroom visits.	Suprenard, Laura	9/14/2015	Increase ratings on effective use of elements in DQ 3 and 4	6/8/2016 daily
G1.B2.S1.MA4	Lesson plans check.	Williams, Kinshasha	8/21/2015	Feedback documented on Domain 2 and e-mails	6/3/2016 weekly
G1.B2.S1.MA1	Attend Professional Development.	Suprenard, Laura	8/10/2015	Professional Development Plan, training agendas, minutes, PowerPoint presentations and exit slips	6/3/2016 monthly
G1.B3.S1.MA1	Lesson Plan Check	Suprenard, Laura	8/31/2015	Lesson plan feedback documented on iObservation	6/3/2016 weekly

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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.B3.S1.MA1	Attend Professional Learning Communities.	Lazarini, Alma	8/31/2015	Sign in sheets, lesson plans, modified progressions and clippings	6/3/2016 weekly
G2.MA1	Monitor data	Suprenard, Laura	8/28/2015	Effectively developed lesson plans, student achievement data and iObservation data	6/3/2016 weekly
G2.B1.S1.MA1	Classroom Observations	Suprenard, Laura	9/4/2015	Student achievement data, increased number of teachers scoring at applying on Domain 2 on the Marzano Evaluation System	6/3/2016 weekly
G2.B1.S1.MA1	Ms. Suprenard will monitor lesson plans as well as whole group and center activities for differentiation.	Suprenard, Laura	8/28/2015	Feedback on lesson plans development, delivery of instruction	6/3/2016 weekly
G2.B2.S1.MA1	Classroom visits/Observations and Monitoring Lesson Plans	Williams, Kinshasha	9/14/2015	Feedback to teachers on lesson plans	6/3/2016 weekly
G2.B2.S1.MA1	Attend professional development and follow up sessions.	Williams, Kinshasha	9/14/2015	Teachers exit slips and or reflections	6/3/2016 monthly
G2.B3.S1.MA1	Lesson plan checks	Lazarini, Alma	8/28/2015	Feedback and modified lesson plans	6/3/2016 weekly
G2.B3.S1.MA1	Attend common planning/Professional Learning Communities (PLC).	Lazarini, Alma	8/24/2015	Sign-in sheets, agenda, minutes	6/3/2016 weekly

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. Increase standards-based instruction that is supported by the Marzano Instructional Framework to increase student achievement. (Narrow achievement gaps for socio-economic and racial subgroups)

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

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

PD Opportunity 1

Continue to provide professional development on the Florida Standards and how to better deconstruct standards for planning and delivery of instruction.

Facilitator

ELA coaches and academic coaches

Participants

Instructional staff

Schedule

Weekly, from 8/24/2015 to 5/27/2016

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 9/4/2015 to 5/26/2016

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 9/4/2015 to 5/26/2016

PD Opportunity 4

Continue to provide professional development on Core Connections.

Facilitator

Instructional Coaches

Participants

Instructional Staff

Schedule

Monthly, from 8/31/2015 to 6/3/2016

PD Opportunity 5

Review exit slips and determine which teachers need additional support.

Facilitator

Reading Coaches

Participants

Instructional staff

Schedule

Weekly, from 9/14/2015 to 5/27/2016

PD Opportunity 6

Provide support to teachers in need.

Facilitator

Ms. Tysha Speights

Participants

Teachers in need.

Schedule

Weekly, from 9/14/2015 to 5/27/2016

G1.B2 Teachers need a deeper understanding of research-based instructional strategies supported by the Marzano Instructional Framework.

G1.B2.S1 Provide professional development as well as guidance from administrators and coaches on how to plan for rigorous research-based instruction supported by Marzano Instructional Framework with an emphasis on Design Questions 3 and 4.

PD Opportunity 1

Meet and create professional development calendar and assign responsibilities.

Facilitator

Principal, Assistant Principals, coaches

Participants

Instructional staff, coaches

Schedule

Biweekly, from 8/17/2015 to 6/3/2016

PD Opportunity 2

Create Professional Development.

Facilitator

Alma Lazarini

Participants

Instructional staff and coaches

Schedule

Weekly, from 8/21/2015 to 5/26/2016

PD Opportunity 3

Deliver Professional Development.

Facilitator

Principal, Assistant Principals and Academic Coaches

Participants

Instructional staff, coaches, teachers

Schedule

Monthly, from 8/17/2015 to 6/3/2016

PD Opportunity 4

Provide additional support to teachers in need.

Facilitator

Principal and Assistant Principals

Participants

Teachers in need.

Schedule

Weekly, from 8/17/2015 to 6/3/2016

G2. Increase the quality of differentiated instruction across content areas and grade levels to increase student achievement (Accelerate Student Performance).

G2.B1 Teachers need continued guidance in the quality of differentiated instruction across content areas and grade levels.

G2.B1.S1 Teachers differentiate instruction minimally to be in compliance.

PD Opportunity 1

Create professional development on differentiating instruction.

Facilitator

Instructional coaches

Participants

Instructional staff

Schedule

Weekly, from 9/1/2015 to 6/3/2016

PD Opportunity 2

Deliver additional support on differentiating instruction to teachers in need.

Facilitator

Instructional coaches

Participants

Instructional staff

Schedule

Weekly, from 9/1/2015 to 6/3/2016

G2.B2 Teachers need to deliberately plan and deliver instruction utilizing Sheltered Instruction Observation Protocol strategies.

G2.B2.S1 Refine the school-wide system to support teachers in effectively implementing the Sheltered Instruction Observation Protocol.

PD Opportunity 1

Create professional development.

Facilitator

Ms. Emily Gates, CT

Participants

Teachers in need.

Schedule

Quarterly, from 9/8/2015 to 6/3/2016

PD Opportunity 2

Deliver and present additional support (Professional Development).

Facilitator

Instructional coaches

Participants

Teachers in need

Schedule

Monthly, from 9/14/2015 to 6/3/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Continue to provide professional development on the Florida Standards and how to better deconstruct standards for planning and delivery of instruction.	\$0.00
2	G1.B1.S1.A2	Reading coach will implement the coaching cycle and provide feedback on implementation of LAFS.	\$0.00
3	G1.B1.S1.A3	Math coach will implement the coaching cycle and provide feedback on implementation of MAFS.	\$0.00
4	G1.B1.S1.A4	Continue to provide professional development on Core Connections.	\$0.00
5	G1.B1.S1.A5	Review exit slips and determine which teachers need additional support.	\$0.00
6	G1.B1.S1.A6	Provide support to teachers in need.	\$0.00
7	G1.B2.S1.A1	Brainstorm with all administrators and formulate a plan.	\$0.00
8	G1.B2.S1.A2	Meet and create professional development calendar and assign responsibilities.	\$0.00
9	G1.B2.S1.A3	Create Professional Development.	\$0.00
10	G1.B2.S1.A4	Deliver Professional Development.	\$0.00
11	G1.B2.S1.A5	Review exit slips and determine which teachers need additional support.	\$0.00
12	G1.B2.S1.A6	Provide additional support to teachers in need.	\$0.00
13	G1.B3.S1.A1	Teachers will use item specifications and response mechanisms to align resources to the standards.	\$0.00
14	G1.B3.S1.A2	Teachers will develop rigorous and complex text dependent questions for each standard.	\$0.00
15	G1.B3.S1.A3	Teachers will review and modify progressions and clippings to ensure alignment of resources to the standards.	\$0.00
16	G2.B1.S1.A1	Identify teachers who need assistance in differentiating instruction.	\$0.00
17	G2.B1.S1.A2	Create professional development on differentiating instruction.	\$0.00
18	G2.B1.S1.A3	Deliver additional support on differentiating instruction to teachers in need.	\$0.00
19	G2.B2.S1.A1	Meet to determine which teachers need support in effective planning for SIOP strategies.	\$0.00
20	G2.B2.S1.A2	Create professional development.	\$0.00
21	G2.B2.S1.A3	Deliver and present additional support (Professional Development).	\$0.00
22	G2.B2.S1.A4	Review exit slips and/or reflections to determine further support.	\$0.00
23	G2.B3.S1.A1	During common planning, provide support in lesson development to include all criteria.	\$0.00

Budget Data

24	G2.B3.S1.A2	Determine which teachers are in need of additional support in the development of lesson plans.	\$0.00
25	G2.B3.S1.A3	Provide small group or one on one support.	\$0.00
Total:			\$0.00