Seminole County Public Schools

Heathrow Elementary School

2015-16 School Improvement Plan

Heathrow Elementary School

5715 MARKHAM WOODS RD, Lake Mary, FL 32746

http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0691

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	15%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	39%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	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 Seminole County School Board.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

Table of Contents

Purpose and Outline of the SIP 4

Differentiated Accountability 5

Current School Status 8

8-Step Planning and Problem Solving Implementation 18

- Goals Summary 18
- Goals Detail 18
- Action Plan for Improvement 21

Appendix 1: Implementation Timeline 30

Appendix 2: Professional Development and Technical Assistance Outlines 32

- Professional Development Opportunities 33
- Technical Assistance Items 35

Appendix 3: Budget to Support Goals 0

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	2	Wayne Green

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The Mission of Heathrow Elementary School is that of Seminole County Public Schools, which is to ensure that all students acquire the knowledge, skills, and attitudes to be productive citizens.

Provide the school's vision statement

The vision of Heathrow Elementary is that we will work collaboratively to ensure that all students acquire the knowledge, skills, and attitudes necessary to be successful in life. We believe that each child is capable of success and we will work as a team to prepare students to become responsible citizens by providing a safe learning environment that will foster cooperation, mutual respect, and optimum development of the whole child.

School Environment

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

The student population at Heathrow Elementary School reflects a wide range of cultures with children from a variety of US geographical regions, South and Central America, Eastern and Western Europe, and Asia. Each new school year our teachers set out to create a new "community" in their classrooms in which students feel welcomed and respected for who they are. Parents and children are welcomed with an initial personal phone call by the teacher during the week before school begins. Parents and children are invited in before school begins to meet their teachers so as to begin building strong relationships. During Social Studies content lessons and whenever possible teachers encourage children to share aspects of their unique cultures and help children to make personal connections to each other. Our school's School Advisory Council is reflective of our school's diversity and parents are invited to assist the school in ensuring we always grow in our cultural consciousness. Annually we host a special family event, Family Fun Knight, during which all our school -- parents, children, teachers and staff -- comes together as a community to celebrate. Students have the opportunity to share performing arts talents, which often reflect their unique cultural backgrounds. Annually we hold a special India Day during which community members come to our school and share many aspects from their culture including art, food, language, dress and customs.

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

Heathrow Elementary has clearly established routines and procedures to ensure student safety at all times. From the routines for student arrival and dismissal, to routines for supervision in and outside of the classroom, to procedures for Visitors, Volunteers, and Vendors, all staff are trained to put student safety first. The school conducts monthly Fire Drills, semester Code Red/Emergency Drills, and an annual Tornado Drill. There are routines for how and where students travel the campus. Students are taught our Code of Conduct and school wide expectations at all grade levels in developmentally appropriate ways. Students know how and to whom they can seek assistance or report a problem such as conflict or bullying. As a school we reinforce the importance of children being Safe, Respectful and Responsible at all times and toward all people. Children are reminded of and rewarded for demonstrating respect toward others through our Positive Behavior Support (PBS) system which is also known as our "Shield" of ARMOR. In addition we employ our special "Buddy

Bench" to encourage students to reach out to each other in friendship and support as a means to show mutual respect.

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

Heathrow Elementary embraces a school wide system of Positive Behavior Support to encourage and reward students for demonstrating expected behaviors in all school environments. Our system is based on our Shield of "ARMOR":Always help others, Respect all, Make safe choices, Outstanding character, Responsible thinking. All teachers utilize established routines and procedures to acknowledge students' adherence to rules and expectations in three ways: individually, in small groups, and as a class group. Students earn "ARMOR" awards for which they are rewarded during special monthly drawings. In addition, each week every classroom teacher selects one student to represent their class as the class "Knight of the Week." These students are recognized during the Friday school wide broadcast and parents are invited to attend and view their child on the morning news. Heathrow maintains established protocols and procedures for when disciplinary incidents occur. School personnel are trained annually on these procedures as well as for anti-bullying efforts and procedures for reported incidents of bullying. Students are provided information and programs to promote anti-bullying and flyers and posters advertise the Student Speak Out Hotline for anonymous reporting of bullying. Heathrow utilizes the Multi-Tiered System of Supports to problem solve and implement interventions to support students in need of behavioral support.

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

It is of the utmost importance that we ensure students' social-emotional needs are met in order for them to perform to the best of their ability. When students are demonstrating difficulties in this area parents and teachers are able to reach out to either or both the Guidance Counselor or Administration to seek avenues of support. Guidance and Administration are able to provide informal assistance or guidance to parents and teachers through parent conferences. The Guidance Counselor is able to work with individual and or small groups of students to provide support. The Counselor is able to provide resources to families ranging from mentoring options, community-based options, and/or referral to our School Social Worker. The Guidance Counselor also works with our Families in Transition Department to provide for the needs of our students experiencing homelessness/transition. In addition, she works with other economically disadvantaged families to ensure students' needs are met on a case-by-case basis. Teachers have access to members of our Exceptional Student Education Team who have expertise in working with students manifesting difficulties in a wide range of social emotional areas. Students in need of more targeted support are referred to our MTSS Team which is comprised of Administration, Guidance, ESE Teachers, Speech-Language Pathologists, the Reading Specialist/Coach and Regular Education teachers. The MTSS team works with teachers and parents to implement interventions for students with social-emotional needs. Our school also works with county personnel from the hearing and vision departments, as well as the county Health Department to implement the School Health Services Program. In addition we work with our School Board Nurse to ensure any students with health concerns have medical care plans in place, and when necessary to ensure staff members are trained to implement those plans to ensure student safety and welfare.

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

Heathrow Elementary teachers and administrators use multiple strategies to contact families, including but not limited to, (1) contacting families prior to the start of school to welcome the students to the new school year, (2) inviting families to curriculum nights and open house meetings to meet teachers and school staff and to learn about the curriculum, (3) providing access to school grades, progress monitoring data and other relevant achievement information through the SCPS App and the SCPS Skyward Family Access Portal, (4) ensuring students show evidence of “owning their data” and scheduling student led conferences as applicable, (5) ensuring that all parents have the opportunity to have a teacher conference at least once a year, but whenever parents have questions or concerns, (6) inviting families to participate in SAC and PTA Boards, (7) inviting families to attend PTA meetings and participate in school related events, (8) using multiple genres of social networking such as Facebook and Twitter, as well as sending electronic/paper-based newsletters to families on a regular basis, (9) developing a school website as well as classroom and grade level websites/Weeblies that communicate important school, grade level, and progress monitoring information, (10) advertising events on our school marquee, (11) utilizing in our front office a lap-top equipped with Google Translate to assist our many non-English speaking parents with all their needs, and (12) numerous other out-reach strategies developed by school staff.

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

Teachers and administrators are continually involved in local events and often invited to participate in our community’s celebrations. Administrators and teachers reach out to local businesses for participation in the school’s business partners programs. Our administrators and teachers are active in our local communities through both interest and service-based organizations. In addition, faith-based leaders are invited to form relationships with local schools. Community members and parents are invited in during our annual "Teach In," "India Day," and "All Pro Dads" events, as well as invited and honored at our Annual Veterans Day Celebration.

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
Gooch, Heidi	Principal
Keeling, Marcy	Assistant Principal
Ball, Trisha	Teacher, K-12
Berryhill, Deborah	Teacher, K-12
Carbone, Kristine	Teacher, K-12
Cepero, Jeannine	Teacher, K-12
Collard, Jennifer	Teacher, K-12
Congden, Diana	Teacher, K-12
Glum, Denise	Teacher, K-12
Laurence, Kathy	Teacher, K-12
Martinez, Yolanda	Teacher, K-12
Mash, Amber	Teacher, K-12
Rooney, Donna	Guidance Counselor
Rothman, Jennifer	Instructional Technology
Smalley, Jeannette	Teacher, K-12
Vose, Kim	Teacher, K-12
Perez, Carmen	Teacher, K-12

Duties

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

The function and responsibility of each school based leadership team member is as follows:
Administration- provide resources, time, and support for implementation of MTSS and SIP initiatives.
Teacher- provide core and tiered instruction in the classroom setting to support individual student needs as identified from data sources.
Reading Interventionist- provide intensive intervention for identified Tier 3 students and support Tier 2 students during grade level intervention times. Provide teachers support to utilize ongoing progress monitoring data to plan for, implement, and reflect upon the success of instruction.
Guidance Counselor- monitor all MTSS Processes, conduct MTSS Student Study meetings to determine status of students in tiers, and plan for next steps.

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 school has a core Multi-Tiered System of Supports (MTSS) problem solving team, comprised of members with expertise in academic and behavioral domains. The MTSS team utilizes the continuous problem solving process to identify students who are at-risk in academics and/or behavior and determines why the problem is occurring. The MTSS team designs and implements research-based interventions and regularly monitors student progress/response to interventions. The school utilizes the online MTSS module to document all interventions, meetings, and parent involvement in the process.

Heathrow Elementary School will coordinate Supplemental Academic Instruction funds to provide additional academic tutorial and/or intervention time for students in need of remediation. This funding source is coordinated to maximize the number of students and the amount of services available for academic interventions. The coordination and integration of these funds and services ensure students are provided the time and support needed to master the standards and improve academic achievement.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Heidi P. Gooch	Principal
Victoria Pringle-Illugbusi	Education Support Employee
Kathleen Dinger	Teacher
Juldy Torres	Parent
Michelle Wilson	Parent
Marcy Keeling	Education Support Employee
Melanie Burger	Teacher
Kathryn WIlliamson	Teacher
Aparna Dhulipala	Parent
Paran Kumar Dronamraju	Parent
Kerry-Ann Farrow	Parent
Kia Loggins	Parent
Shannon Riva	Parent
Bryan Scheff	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

During the latter portion of the 2014-2015 school year, we shared school-based progress monitoring data with our SAC members in order for them to understand our areas of strength, and areas to grow. SAC was provided ongoing updates regarding the status of FSA data and reporting as they were received from the DOE by administration.

Development of this school improvement plan

At the beginning of the 2015-2016 school year we shared with our SAC both school-based and district priorities, including the guiding focus of One Year's Growth in One Year's Time for Every Child. SAC provides input and makes suggestions as to the type of targets, and the level of growth at which we should set our performance targets. We shared with SAC the on-line SIP process and format. The members provided input regarding interventions and areas of focus to address our barriers and make progress toward our targets.

Preparation of the school's annual budget and plan

SAC members provided input and voted to approve the proposed budget and plan during the development phase of of the School Improvement Plan.

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

For the 2014-2015 School Year SAC began the year with an initial allocation of $2379.00. In addition there was a carry-over amount of $3390.57 from the 2013-2014 school year for a total allocation of $5769.57. On September 9, 2014 the following amounts were budgeted into the following projects:
Materials and Supplies: $1769.57
Professional Development/Registrations/Travel:
and Professional Development/Substitutes: $4,000.00

$5769.57
On September 4, 2015 our SAC met and approved the following budget plan for 2015-2016:
Initial Allocation for 2015-2016: $1540.00
Carryover From 2014-2015: $2192.57

Total $3732.57
SAC approved allocating 40% of SIP funds for Materials and Supplies and 60% for the combined categories of Professional Development/Registrations/Travel and Professional Development/ Substitutes.

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
Keeling, Marcy	Assistant Principal
Gooch, Heidi	Principal
West, Shelly	Instructional Coach
Condrey, Marcia	Teacher, ESE
Collard, Jennifer	Teacher, K-12
Martinez, Yolanda	Teacher, K-12
Rooney, Donna	Guidance Counselor
Rothman, Jennifer	Instructional Technology
Smalley, Jeannette	Teacher, K-12
VanDyck, Jody	Teacher, K-12
DeLany, Helen	Teacher, K-12
Mangin, Samantha	Teacher, K-12
Bowen, Kimberly	Teacher, ESE
Schmidt, Tammy	Instructional Technology
McNeal, CJ	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT serve as leaders of effective instructional practice within their grade and special area teams. They are integral in the planning, implementing and reflection stages of daily Core instruction and Tier 2 intervention instruction, as well as the entire MTSS process. The team plans and fosters the Sunshine State Reading program, Celebrate Literacy Week!, and other school wide literacy programs.

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

Positive working relationships are fundamental to the collaborative processes in which teachers must engage daily to do their work. The teachers at Heathrow Elementary put a premium on teamwork and collaboration for planning , implementing, and analyzing the results of instruction. To ensure teachers develop and maintain positive working relationships our school focuses on both professional development to support the Professional Learning Community (PLC) process, and team-building and play-related activities to build and maintain relationships. Some past team-building events have included Dodge-ball, "brain break" dance offs, and Paddle-Boarding events. For the current school year we are planning morning "Brain Brew" teacher collaboration sessions several mornings a month before the school day begins. In addition, our school Wellness Champion plans events with our district Health Coordinator to ensure we are promoting the health and well-being of all our staff members. During Leadership Team meetings Administration engages teachers in and models collaborative planning activities that the teacher leaders are then able to bring to and implement with their teams. In addition, Administration participates side-by-side in grade level PLC's to model collaboration and shared decision-making. During all whole-group teacher meetings selected teachers are recognized for demonstrating effective teaching practices reflective of our school-wide goals. Teachers are honored with a special

double star pin in our school colors that they can add to their name tags as a visible symbol of their commitment to their craft as teachers.

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

Seminole County Public Schools is always looking for highly qualified, certified teachers to teach our students. The method of recruitment is defined based on the need. Seminole County Public Schools reputation of being an “A” school district brings to us thousands of highly qualified applicants. One of our recruitment strategies is our partnership with State and private colleges and universities. We welcome university and college interns and field study students to our district not only from the State of Florida university system but also out of State. Annually our district participates in many university job fairs and minority and veteran job fairs.
The district supports all teachers but especially new teachers with mentoring programs. We also provide in-services and workshops. New teachers with zero years of experience are assigned a one on one mentor. This support is provided beyond the first year.

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

Our school has a school-wide mentor who works with administration to coordinate all mentoring activities on our campus. This school-wide mentor was trained by our county’s new teacher facilitator and given materials and agendas to support the new teachers during this calendar year. Before school began, our new teachers spent a day with our school-wide mentor and were given a campus tour and oriented to important procedures and policies that will affect them as they begin the school year. Once school begins, these new teachers meet regularly with the mentor(s) who best fits their needs and follow an agenda of recommended topics that are appropriate for each teacher’s given situation. Whether the new teacher is working with a school-wide mentor, peer teacher, or alternative certification mentor, he or she is working with an individual who has been trained by our county to support the teacher’s various needs. Each of these mentor roles are fine-tuned each year based on the feedback from our new teachers the year before.
Additionally, our school arranges for each new teacher to be accompanied by a well-chosen mentor for visits to classrooms of highly effective teachers. Both this mentor and the new teacher utilize a classroom visitation sheet to guide their post-visit discussions around our county’s instruction model, room arrangements, and classroom management. The goal of these visits is to provide models of instructional practice and time for reflection that will allow the new teacher to fine-tune his or her teaching abilities.

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

The core curricula of Seminole County Public Schools are comprehensive systems employing research-based best-practices, rigorous content, and instructional materials organized in comprehensive instructional plans. Delivery modes and methods require explicit differentiated instruction to the depth of 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

Grade level data meetings are held routinely with administration to review data from ELA formative assessments,Go Math Chapter Tests and ELA, Math, Writing, and Science District Formative Progress Monitoring Assessments (FPMA's). Data is analyzed to determine the percent of students that have mastered the content and is drilled down even further to monitor students by subgroups. Upon examining the data teachers discuss the instructional strategies that elicited success and work collaboratively to plan for strategies that will reach the students that did not successfully master the previously taught content. In addition, data for those students targeted in our Acceleration Advocacy groups are analyzed to be sure they are being successful in their accelerated classes.

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: 1,020

After school tutorial is provided one hour each week for below level 3rd, 4th, and 5th graders from October 13th through December 10th, and from January 19th through March 10th.

Strategy Rationale

Providing students with additional prescribed academic support as identified by progress monitoring data will impact their overall achievement and lead to improved levels of performance on district and standardized assessments.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Keeling, Marcy, marcy_keeling@scps.k12.fl.us

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

District Formative Progress Monitoring Assessment (FPMA) data will be collected five times this year and used to determine students' progress and the effectiveness of this strategy. After each assessment period data meetings are held to analyze the results to determine the students' strengths and weaknesses and to plan for instruction to meet the individual needs of each learner.

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

Students in the Voluntary Pre-K (VPK) Program visit the kindergarten classrooms at the end of the school year to learn about what to expect in kindergarten. During the summer, students entering kindergarten in selected Title I Schools can attend Kinder Camp to help prepare them for success in

kindergarten. Schools offer an Open House before school starts and kindergarten teachers are available for individual conferences.

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

1 = Problem Solving Step S123456 = Quick Key

Strategic Goals Summary

G1. All teachers will implement effective instruction using high-yield strategies that are aligned to Florida Standards based on the Seminole County Public Schools (SCPS) Standards-Based Instructional Model for Teacher Effectiveness.

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. All teachers will implement effective instruction using high-yield strategies that are aligned to Florida Standards based on the Seminole County Public Schools (SCPS) Standards-Based Instructional Model for Teacher Effectiveness. 1a

G074437

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	100.0
Math Gains	100.0
Math Lowest 25% Gains	100.0
FCAT 2.0 Science Proficiency	80.0
ELA/Reading Gains	100.0

Resources Available to Support the Goal 2

- -Reading Interventionist -PD budget -ESOL teacher -The Art and Science of Teaching by Robert Marzano -PD days and early release times -Common planning time in grade level/subject/content area -Administrative support -Department of Teaching Learning PD support -Parental Involvement -Teacher willingness to adapt to changes -Reading Street, Go Math, and Fusion curriculums -Study Island data-driven standards mastery program aligned to Florida Standards for grades 3-5 -Write Score Florida Standards ELA Performance Task Assessments for grades 3-5

Targeted Barriers to Achieving the Goal 3

- Lack of consistent instruction aligned to standards and delivered through the SCPS Instructional Model for Teacher Effectiveness.

Plan to Monitor Progress Toward G1. 8

iObservation data from Formal and Informal Formative and Summative Observations will be used to monitor teacher progress towards meeting goal.

Person Responsible

Heidi Gooch

Schedule

Triannually, from 8/17/2015 to 5/27/2016

Evidence of Completion

K-5 students will demonstrate mastery of grade level standards on Trimester assessments.

Plan to Monitor Progress Toward G1. 8

Trimester Formative Progress Monitoring Assessment (FPMA) data in reading, math, and science will be used to monitor individual student and subgroup progress towards meeting goal.

Person Responsible

Heidi Gooch

Schedule

Triannually, from 10/26/2015 to 5/26/2016

Evidence of Completion

Individual student performance data and subgroup performance data on the Trimester Assessments will be collected and analyzed.

Plan to Monitor Progress Toward G1. 8

Individual student performance data and subgroup performance data for grade level English Language Arts (Reading) formative assessments, and Science and Math Unit Assessments will be collected and analyzed.

Person Responsible

Heidi Gooch

Schedule

Every 6 Weeks, from 9/21/2015 to 5/27/2016

Evidence of Completion

ELA formative assessments and Go Math! Chapter tests will be collected and analyzed by grade level and subject area PLC's along with Administration.

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. All teachers will implement effective instruction using high-yield strategies that are aligned to Florida Standards based on the Seminole County Public Schools (SCPS) Standards-Based Instructional Model for Teacher Effectiveness. 1

G074437

G1.B1 Lack of consistent instruction aligned to standards and delivered through the SCPS Instructional Model for Teacher Effectiveness. 2

B194301

G1.B1.S1 Design and deliver PD in: quality instruction, data-based problem solving, the SCPS Standards-Based Instructional Model for Teacher Effectiveness, data-driven differentiated instruction, and planning for cognitively complex tasks aligned to standards. 4

S205859

Strategy Rationale

Professional development opportunities will allow teachers to deepen their knowledge of data-based problem solving, the SCPS Standards-based Instructional Model for Teacher Effectiveness, data-driven differentiated instruction, and planning for cognitively complex tasks aligned to standards. Deeper understanding and ability in these areas on the part of teachers will enable us to better ensure that ALL students achieve ONE year's growth in ONE year's time.

Action Step 1 5

Professional Development on quality instruction aligned to standards, Data-based problem solving, SCPS Standards-Based Instructional Model for Teacher Effectiveness, and Data-driven differentiated instruction

Person Responsible

Marcy Keeling

Schedule

Monthly, from 8/19/2015 to 5/25/2016

Evidence of Completion

PD Plan, Sign in sheets, and Learning Logs, classroom walkthroughs and observations

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

Design and deliver PD in quality instruction, Data-based problem solving, SCPS Standards-Based Instructional Model for Teacher Effectiveness, and Data-driven differentiated instruction, and planning for cognitively complex tasks aligned to standards.

Person Responsible

Marcy Keeling

Schedule

Monthly, from 8/26/2015 to 5/25/2016

Evidence of Completion

Analysis of learning logs, classroom walkthroughs and observations

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

Design and deliver PD in quality instruction, Data-based problem solving, SCPS Standards-Based Instructional Model for Teacher Effectiveness, and Data-driven differentiated instruction, and planning for cognitively complex tasks aligned to standards.

Person Responsible

Marcy Keeling

Schedule

Monthly, from 8/26/2015 to 5/25/2016

Evidence of Completion

Analysis of Learning Logs, classroom walkthroughs and observations

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

Design and deliver PD in quality instruction, Data-based problem solving, SCPS Standards-Based Instructional Model for Teacher Effectiveness, and Data-driven differentiated instruction, and planning for cognitively complex tasks aligned to standards.

Person Responsible

Heidi Gooch

Schedule

Triannually, from 8/26/2015 to 5/25/2016

Evidence of Completion

Analysis of Trimester Assessments, classroom walkthroughs and observations

G1.B1.S2 Design and implement ongoing weekly support for teachers through structured and purposeful PLCs. 4

S205860

Strategy Rationale

Structured and purposeful PLCs support grade level collaboration for data-driven instructional planning and teacher mentoring of one another; in addition, they serve to foster positive and productive relationships among colleagues. When teachers work effectively to plan and collaborate they are better able to ensure that ALL students achieve ONE year's growth in ONE year's time.

Action Step 1 5

Ongoing collaboration to: plan, establish, and publish agendas for PLC meetings. Facilitate, track and log weekly PLC meetings for administration.

Person Responsible

Heidi Gooch

Schedule

Weekly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Minutes, agenda, student data, instruction and intervention plans, classroom walkthroughs and observations

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Design and implement ongoing weekly support for teachers through structured PLCs

Person Responsible

Heidi Gooch

Schedule

Weekly, from 8/10/2015 to 5/27/2016

Evidence of Completion

PLC agendas and minutes, classroom walkthrough data collection, admin/teacher data chats, classroom walkthroughs and observations

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Design and implement ongoing weekly support for teachers through structured PLCs

Person Responsible

Heidi Gooch

Schedule

Weekly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Minutes and agendas from PLCs, student progress monitoring data, admin/teacher data chat logs, classroom walkthroughs and observations

G1.B1.S3 Provide teachers with individual copies of Teach, Reflect, Learn, Building Your Capacity for Success in the Classroom by Pete Hall and Alicia Simeral. 4

S205861

Strategy Rationale

Research consistently supports that an effective teacher has the greatest impact on student achievement. In order for us to ensure that ALL students make ONE year's growth in ONE year's time, we need to always move forward supporting teacher growth in their professional practice. Teach, Reflect Learn, Building Your Capacity for Success in the Classroom, encourages and empowers teachers to take charge of their professional growth through self-reflection. Through self-reflection all teachers can grow in their effectiveness. This tool provides opportunities to reflect deliberately on their current instructional practices and begin to forge a new path toward continuous growth and educational excellence.

Action Step 1 5

Provide individual copies of the book titled Teach, Reflect, Learn, Building Your Capacity for Success in the Classroom and journals for a reflective journal.

Person Responsible

Marcy Keeling

Schedule

Annually, from 8/10/2015 to 5/27/2016

Evidence of Completion

Book sign out log, journal entries, classroom walkthroughs and observations

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Provide individual copies of the book titled Teach, Reflect, Learn, Building Your Capacity for Success in the Classroom to ensure that teachers have access to detailed descriptions and expectations of the model of Teacher Reflection.

Person Responsible

Marcy Keeling

Schedule

Annually, from 8/10/2015 to 9/4/2015

Evidence of Completion

Book sign out log, journal entries, classroom walkthroughs and observations

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Provide individual copies of the book titled Teach, Reflect, Learn, Building Your Capacity for Success in the Classroom to ensure that teachers have access to detailed descriptions and expectations of the model of Teacher Reflection. SBLT will monitor to determine elements in need of intensified support.

Person Responsible

Heidi Gooch

Schedule

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

Evidence of Completion

Schedule of Observations, iObservation Classroom Walkthrough data, iObservation Formal Evaluation data, Deliberate Practice Plans in iObservation

G1.B1.S4 Work with all instructional staff to Develop Deliberate Practice Plans (DPP's) tied to specific high yield strategies within the SCPS Standards-Based Instructional Model for Teacher Effectiveness. 4

S205862

Strategy Rationale

When instructional staff develop self-selected DPP's tied to a specific SCPS Standards-Based Instructional Model high yield strategy, that include specific planned activities and reflections, research shows this has a significant impact on teacher collaboration and leads to more effective classroom instruction, yielding increased student achievement. This will help us to ensure that ALL students achieve ONE year's growth in ONE year's time.

Action Step 1 5

Develop Deliberate Practice Plans in iObservation to identify a specific high yield strategy within the model for Teacher Effectiveness as a way for teachers to grow their expertise through a series of planned activities, collaboration, and reflection.

Person Responsible

Heidi Gooch

Schedule

Annually, from 9/21/2015 to 10/16/2015

Evidence of Completion

iObservation Deliberate Practice Plan, classroom walkthroughs and observations

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Support the development of Deliberate Practice Plans

Person Responsible

Heidi Gooch

Schedule

Annually, from 9/2/2015 to 9/21/2015

Evidence of Completion

PD Plan, Schedule of Observations, iObservation Classroom Walkthrough data, iObservation Formal Evaluation data, Deliberate Practice Plans in iObservation

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

Develop schedule schedule for data collection from classroom observation walkthroughs using iObservation to monitor instruction aligned to standards as well as to monitor growth in deliberate practice goals.

Person Responsible

Heidi Gooch

Schedule

Monthly, from 8/24/2015 to 5/20/2016

Evidence of Completion

Schedule of Observations, iObservation Classroom Walkthrough data, iObservation Formal Evaluation data, Deliberate Practice Plans in iObservation

G1.B1.S5 Ensure representative teacher participation in all district-provided curriculum leadership opportunities. 4

S205863

Strategy Rationale

Teacher leaders shape the culture of their schools, improve student learning, and influence practice among their peers. Empowering teacher leaders will assist us in ensuring that ALL students achieve ONE year's growth in ONE year's time.

Action Step 1 5

Leadership opportunities include Primary and Intermediate Professional Learning Networks (PLN's), Math Multipliers, Lighting Fires and Connecting Wires Science Leaders, UF Lastinger Instructional Coaching Institute, Digital Learning Leaders, Primary and Intermediate Literacy Cadres, and the Teacher Leader Cohort.

Person Responsible

Heidi Gooch

Schedule

Monthly, from 9/8/2015 to 5/27/2016

Evidence of Completion

Teacher leaders will provide professional development through PLC's and Wednesday sessions, as well as morning "Brain Brew" sessions. PLC logs and session artifacts will provide evidence of the ongoing implementation of the teacher leadership model.

Plan to Monitor Fidelity of Implementation of G1.B1.S5 6

Design and deliver PD to share relevant information from Teacher Leader groups through PLC's and Wednesday sessions, as well as morning "Brain Brew" sessions.

Person Responsible

Marcy Keeling

Schedule

Monthly, from 8/26/2015 to 5/25/2016

Evidence of Completion

Analysis of Learning Logs, PLC Agendas, classroom walkthroughs and observations

Plan to Monitor Effectiveness of Implementation of G1.B1.S5 7

Design and deliver PD to share relevant information from Teacher Leader groups through PLC's and Wednesday sessions, as well as morning "Brain Brew" sessions.

Person Responsible

Marcy Keeling

Schedule

Monthly, from 8/26/2015 to 5/25/2016

Evidence of Completion

Analysis of Learning Logs, PLC Agendas, classroom walkthroughs and observations

G1.B1.S6 Implement school-wide Wednesday EX-STREAM Enrichment program and alternating Writing Wednesdays program to provide all students opportunities to participate in strength-based and interest-based enrichment opportunities in S-cience, T-echnology, R-eading, E-ngineering, A-rt, and M-athematics, as well as Writing. 4

S205864

Strategy Rationale

Often, when we differentiate for instruction the focus is on remediation for students. Following similar logic to that behind the Frameworks for Gifted Instruction, ALL students benefit from enrichment in areas of strength and interest. By providing highly engaging, interest-based opportunities in STEM, Arts, and ELA areas -- EX-STREAM -- we plan to improve student achievement so that ALL students can make ONE year's growth in ONE year's time.

Action Step 1 5

Weekly implementation of school-wide Wednesday EX-STREAM Enrichment program and alternating Writing Wednesdays to provide opportunities for all students to participate in strength based and interest based enrichment opportunities.

Person Responsible

Heidi Gooch

Schedule

Weekly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Analysis of Trimester Assessment data, classroom walkthroughs and observations

Plan to Monitor Fidelity of Implementation of G1.B1.S6 6

Support the development of standards-based cognitively complex tasks in both enrichment and writer's workshop environments.

Person Responsible

Heidi Gooch

Schedule

Weekly, from 8/10/2015 to 5/25/2016

Evidence of Completion

Analysis of Trimester Assessment data, classroom walkthroughs and observations

Plan to Monitor Effectiveness of Implementation of G1.B1.S6 7

Surveys will be completed by both students and teachers at the end of each rotation to gather feedback regarding positive outcomes and aspects to change or discontinue.

Person Responsible

Heidi Gooch

Schedule

Quarterly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Feedback from surveys will be reviewed by the EX-STREAM Leadership Team and shared with grade level and special area teams. Performance on district trimester assessments will be analyzed for evidence of effectiveness.

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	Professional Development on quality instruction aligned to standards, Data-based problem solving, SCPS Standards-Based Instructional Model for Teacher Effectiveness, and Data-driven differentiated instruction	Keeling, Marcy	8/19/2015	PD Plan, Sign in sheets, and Learning Logs, classroom walkthroughs and observations	5/25/2016 monthly
G1.B1.S2.A1	Ongoing collaboration to: plan, establish, and publish agendas for PLC meetings. Facilitate, track and log weekly PLC meetings for administration.	Gooch, Heidi	8/10/2015	Minutes, agenda, student data, instruction and intervention plans, classroom walkthroughs and observations	5/27/2016 weekly
G1.B1.S3.A1	Provide individual copies of the book titled Teach, Reflect, Learn, Building Your Capacity for Success in the Classroom and journals for a reflective journal.	Keeling, Marcy	8/10/2015	Book sign out log, journal entries, classroom walkthroughs and observations	5/27/2016 annually
G1.B1.S4.A1	Develop Deliberate Practice Plans in iObservation to identify a specific high yield strategy within the model for Teacher Effectiveness as a way for teachers to grow their expertise through a series of planned activities, collaboration, and reflection.	Gooch, Heidi	9/21/2015	iObservation Deliberate Practice Plan, classroom walkthroughs and observations	10/16/2015 annually
G1.B1.S5.A1	Leadership opportunities include Primary and Intermediate Professional Learning Networks (PLN's), Math Multipliers, Lighting Fires and Connecting Wires Science Leaders, UF Lastinger Instructional Coaching Institute, Digital Learning Leaders, Primary and Intermediate Literacy Cadres, and the Teacher Leader Cohort.	Gooch, Heidi	9/8/2015	Teacher leaders will provide professional development through PLC's and Wednesday sessions, as well as morning "Brain Brew" sessions. PLC logs and session artifacts will provide evidence of the ongoing implementation of the teacher leadership model.	5/27/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S6.A1	Weekly implementation of school-wide Wednesday EX-STREAM Enrichment program and alternating Writing Wednesdays to provide opportunities for all students to participate in strength based and interest based enrichment opportunities.	Gooch, Heidi	8/10/2015	Analysis of Trimester Assessment data, classroom walkthroughs and observations	5/27/2016 weekly
G1.MA1	iObservation data from Formal and Informal Formative and Summative Observations will be used to monitor teacher progress towards meeting goal.	Gooch, Heidi	8/17/2015	K-5 students will demonstrate mastery of grade level standards on Trimester assessments.	5/27/2016 triannually
G1.MA2	Trimester Formative Progress Monitoring Assessment (FPMA) data in reading, math, and science will be used to monitor individual student and subgroup progress towards meeting goal.	Gooch, Heidi	10/26/2015	Individual student performance data and subgroup performance data on the Trimester Assessments will be collected and analyzed.	5/26/2016 triannually
G1.MA3	Individual student performance data and subgroup performance data for grade level English Language Arts (Reading) formative assessments, and Science and Math Unit Assessments will be collected and analyzed.	Gooch, Heidi	9/21/2015	ELA formative assessments and Go Math! Chapter tests will be collected and analyzed by grade level and subject area PLC's along with Administration.	5/27/2016 every-6-weeks
G1.B1.S1.MA1	Design and deliver PD in quality instruction, Data-based problem solving, SCPS Standards-Based Instructional Model for Teacher Effectiveness, and Data-driven differentiated instruction, and planning for cognitively complex tasks aligned to standards.	Keeling, Marcy	8/26/2015	Analysis of Learning Logs, classroom walkthroughs and observations	5/25/2016 monthly
G1.B1.S1.MA3	Design and deliver PD in quality instruction, Data-based problem solving, SCPS Standards-Based Instructional Model for Teacher Effectiveness, and Data-driven differentiated instruction, and planning for cognitively complex tasks aligned to standards.	Gooch, Heidi	8/26/2015	Analysis of Trimester Assessments, classroom walkthroughs and observations	5/25/2016 triannually
G1.B1.S1.MA1	Design and deliver PD in quality instruction, Data-based problem solving, SCPS Standards-Based Instructional Model for Teacher Effectiveness, and Data-driven differentiated instruction, and planning for cognitively complex tasks aligned to standards.	Keeling, Marcy	8/26/2015	Analysis of learning logs, classroom walkthroughs and observations	5/25/2016 monthly
G1.B1.S2.MA1	Design and implement ongoing weekly support for teachers through structured PLCs	Gooch, Heidi	8/10/2015	Minutes and agendas from PLCs, student progress monitoring data, admin/teacher data chat logs, classroom walkthroughs and observations	5/27/2016 weekly
G1.B1.S2.MA1	Design and implement ongoing weekly support for teachers through structured PLCs	Gooch, Heidi	8/10/2015	PLC agendas and minutes, classroom walkthrough data collection, admin/ teacher data chats, classroom walkthroughs and observations	5/27/2016 weekly
G1.B1.S3.MA1	Provide individual copies of the book titled Teach, Reflect, Learn, Building Your Capacity for Success in the Classroom to ensure that teachers have access to detailed descriptions and expectations of the model of Teacher Reflection. SBLT will monitor	Gooch, Heidi	8/24/2015	Schedule of Observations, iObservation Classroom Walkthrough data, iObservation Formal Evaluation data, Deliberate Practice Plans in iObservation	5/27/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	to determine elements in need of intensified support.				
G1.B1.S3.MA1	Provide individual copies of the book titled Teach, Reflect, Learn, Building Your Capacity for Success in the Classroom to ensure that teachers have access to detailed descriptions and expectations of the model of Teacher Reflection.	Keeling, Marcy	8/10/2015	Book sign out log, journal entries, classroom walkthroughs and observations	9/4/2015 annually
G1.B1.S4.MA1	Develop schedule schedule for data collection from classroom observation walkthroughs using iObservation to monitor instruction aligned to standards as well as to monitor growth in deliberate practice goals.	Gooch, Heidi	8/24/2015	Schedule of Observations, iObservation Classroom Walkthrough data, iObservation Formal Evaluation data, Deliberate Practice Plans in iObservation	5/20/2016 monthly
G1.B1.S4.MA1	Support the development of Deliberate Practice Plans	Gooch, Heidi	9/2/2015	PD Plan, Schedule of Observations, iObservation Classroom Walkthrough data, iObservation Formal Evaluation data, Deliberate Practice Plans in iObservation	9/21/2015 annually
G1.B1.S5.MA1	Design and deliver PD to share relevant information from Teacher Leader groups through PLC's and Wednesday sessions, as well as morning "Brain Brew" sessions.	Keeling, Marcy	8/26/2015	Analysis of Learning Logs, PLC Agendas, classroom walkthroughs and observations	5/25/2016 monthly
G1.B1.S5.MA1	Design and deliver PD to share relevant information from Teacher Leader groups through PLC's and Wednesday sessions, as well as morning "Brain Brew" sessions.	Keeling, Marcy	8/26/2015	Analysis of Learning Logs, PLC Agendas, classroom walkthroughs and observations	5/25/2016 monthly
G1.B1.S6.MA1	Surveys will be completed by both students and teachers at the end of each rotation to gather feedback regarding positive outcomes and aspects to change or discontinue.	Gooch, Heidi	8/10/2015	Feedback from surveys will be reviewed by the EX-STREAM Leadership Team and shared with grade level and special area teams. Performance on district trimester assessments will be analyzed for evidence of effectiveness.	5/27/2016 quarterly
G1.B1.S6.MA1	Support the development of standards-based cognitively complex tasks in both enrichment and writer's workshop environments.	Gooch, Heidi	8/10/2015	Analysis of Trimester Assessment data, classroom walkthroughs and observations	5/25/2016 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. All teachers will implement effective instruction using high-yield strategies that are aligned to Florida Standards based on the Seminole County Public Schools (SCPS) Standards-Based Instructional Model for Teacher Effectiveness.

G1.B1 Lack of consistent instruction aligned to standards and delivered through the SCPS Instructional Model for Teacher Effectiveness.

G1.B1.S1 Design and deliver PD in: quality instruction, data-based problem solving, the SCPS Standards-Based Instructional Model for Teacher Effectiveness, data-driven differentiated instruction, and planning for cognitively complex tasks aligned to standards.

PD Opportunity 1

Professional Development on quality instruction aligned to standards, Data-based problem solving, SCPS Standards-Based Instructional Model for Teacher Effectiveness, and Data-driven differentiated instruction

Facilitator

School based leadership team , Digital Learning Leaders, Reading Coach, UF Lastinger Instructional Coaches, Lighting Fires and Connecting Wires Science Leaders, Math Multipliers, Literacy Cadre Leaders, Professional Learning Network Team, and District Teachers on Assignment

Participants

Grade levels, school-wide instructional staff, and PLC's

Schedule

Monthly, from 8/19/2015 to 5/25/2016

G1.B1.S5 Ensure representative teacher participation in all district-provided curriculum leadership opportunities.

PD Opportunity 1

Leadership opportunities include Primary and Intermediate Professional Learning Networks (PLN's), Math Multipliers, Lighting Fires and Connecting Wires Science Leaders, UF Lastinger Instructional Coaching Institute, Digital Learning Leaders, Primary and Intermediate Literacy Cadres, and the Teacher Leader Cohort.

Facilitator

Primary and Intermediate Professional Learning Networks (PLN's), Math Multipliers, Lighting Fires and Connecting Wires Science Leaders, UF Lastinger Instructional Coaching Institute, Digital Learning Leaders, Primary and Intermediate Literacy Cadres, and the Teacher Leader Cohort.

Participants

Grade levels, school-wide instructional staff, and PLC's

Schedule

Monthly, from 9/8/2015 to 5/27/2016

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**	**Professional Development on quality instruction aligned to standards, Data-based problem solving, SCPS Standards-Based Instructional Model for Teacher Effectiveness, and Data-driven differentiated instruction**				**$1,704.15**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0691 - Heathrow Elementary School	Other		$1,704.15
			Notes: PD Funds from District to pay for Professional Development and Substitutes for teachers to plan for data driven differentiated instruction			
2	**G1.B1.S2.A1**	**Ongoing collaboration to: plan, establish, and publish agendas for PLC meetings. Facilitate, track and log weekly PLC meetings for administration.**				**$510.28**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0691 - Heathrow Elementary School	School Improvement Funds		$510.28
			Notes: Bloom/Marzano/Webb Taxonomy Crosswalk Laminate			
3	**G1.B1.S3.A1**	**Provide individual copies of the book titled Teach, Reflect, Learn, Building Your Capacity for Success in the Classroom and journals for a reflective journal.**				**$1,034.41**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0691 - Heathrow Elementary School	General Fund		$1,034.41
			Notes: Teach, Reflect, Learn Building Your Capacity for Success in the Classroom 1 book per teacher			
4	**G1.B1.S4.A1**	**Develop Deliberate Practice Plans in iObservation to identify a specific high yield strategy within the model for Teacher Effectiveness as a way for teachers to grow their expertise through a series of planned activities, collaboration, and reflection.**				**$18.75**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0691 - Heathrow Elementary School	General Fund		$18.75
			Notes: Copies of Standards-Based Instructional Model Map with High Yield Strategies Highlighted			
5	**G1.B1.S5.A1**	**Leadership opportunities include Primary and Intermediate Professional Learning Networks (PLN's), Math Multipliers, Lighting Fires and Connecting**				**$1,442.70**

Budget Data

		Wires Science Leaders, UF Lastinger Instructional Coaching Institute, Digital Learning Leaders, Primary and Intermediate Literacy Cadres, and the Teacher Leader Cohort.				
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0691 - Heathrow Elementary School	Other		$1,442.70
			Notes: Substitutes for teachers attending the PLN's			
6	**G1.B1.S6.A1**	**Weekly implementation of school-wide Wednesday EX-STREAM Enrichment program and alternating Writing Wednesdays to provide opportunities for all students to participate in strength based and interest based enrichment opportunities.**				**$0.00**
					Total:	**$4,710.29**