



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Sabal Point Elementary School

960 WEKIVA SPRINGS RD

Longwood, FL 32779

407-746-3050

[http://www.scps.k12.fl.us/schools/
schoolinfopage.cfm?schoolnumber=0581](http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0581)

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 34%
Alternative/ESE Center No	Charter School No	Minority Rate 31%

School Grades History

2013-14 A	2012-13 A	2011-12 A	2010-11 A
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Sabal Point Elementary School

Principal

Paul Senko

School Advisory Council chair

Allison Graham

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Paul Senko	Principal
Julia Kirkner	Assistant Principal
Rebecca Klump	School Counselor
Sally King	Reading Resource
Laura Grooms	Reading Resource
Maura Olvey	Math Resource
Cindy Brown	Educational Technology Facilitator
Jessica Carter	Teacher, Peer Mentor

District-Level Information

District

Seminole

Superintendent

Dr. Walt Griffin

Date of school board approval of SIP

11/11/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

SAC members are encouraged to apply from all of the neighborhoods and housing developments that feed into Sabal Point Elementary, thus taking into account the racial and ethnic diversity present in our school will be present in our SAC. Our SAC is comprised of 12 members including 1 administrator, 7 parents, 3 instructional staff members and 1 non-instructional staff member. The SAC elects a chairman and a secretary.

Involvement of the SAC in the development of the SIP

The SAC is involved in the development of the school improvement plan with regard to school goals and parental involvement goals for the upcoming school year.

Activities of the SAC for the upcoming school year

The SAC reviews the school and PTA activities on a monthly basis and is asked for input and suggestions. The SAC reviews the current testing data in reading and math on a quarterly basis. Presentations are planned throughout the year with topics to include common core, reading, math, robotics, and instructional technology.

Projected use of school improvement funds, including the amount allocated to each project

The SAC approved the use of school improvement funds of \$877.66 to be used toward the purchase of educational materials in the content areas of reading, math, writing, and/or science.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Paul Senko

Principal	Years as Administrator: 11	Years at Current School: 4
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Credentials

Bachelor of Music Education
 Master of Music
 Educational Leadership Modified Core Program

Performance Record

School Grade 2012-13: A
 School Grade 2011-2012: A
 School Grade 2010-2011: A

Julia Kirkner

Asst Principal	Years as Administrator: 1	Years at Current School: 1
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Credentials

Bachelors of Science in Elementary Education with an ESOL endorsement. Masters of Science in Educational Leadership.

Performance Record

School Grade 2012-13: A

Classroom Teachers**# of classroom teachers**

60

receiving effective rating or higher

0, 0%

Highly Qualified Teachers

98%

certified in-field

59, 98%

ESOL endorsed

47, 78%

reading endorsed

12, 20%

with advanced degrees

38, 63%

National Board Certified

1, 2%

first-year teachers

1, 2%

with 1-5 years of experience

13, 22%

with 6-14 years of experience

14, 23%

with 15 or more years of experience

32, 53%

Education Paraprofessionals**# of paraprofessionals**

9

Highly Qualified

8, 89%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

7

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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. This year we have gone out of the United States and are bringing on board a few teachers from Spain to teach the dual language classes.

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.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the 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.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The MTSS Team shares observations and concerns related to patterns in data collected following assessments and progress monitoring. Resources and personnel assignments might be adjusted to increase student proficiency. Dialogue focuses on the instructional needs of the students and changes

which might be necessary to increase achievement. All students in Tier I receive the core curriculum using differentiated instruction. If a student does not demonstrate proficiency they receive Tier II interventions using more targeted interventions such as small group/ individual assistance or computer assisted instruction. If these strategies do not allow the child to be successful within a period of time, the student would be referred for Tier III and possible testing for special education services. The MTSS Team also functions to facilitate decisions related to establishing expectations for behaviors and procedures. Students who experience continued difficulty with management of their own behavior will receive appropriate consequences according to the Seminole County Student Code of Discipline within their individual classrooms. Students with repeated discipline infractions requiring administrative involvement will be considered Tier II and brought to the MTSS Team for review and consideration of additional interventions. The MTSS Team will work with the school psychologist, social worker and school board nurse if the case requires their resources. Parent involvement will be critical. If the child fails to improve their behavior within a period of time, then the student would be referred for Tier III and possible testing for special education.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The MTSS Team will meet on a regular basis to analyze data from ongoing Progress Monitoring assessments and share strategies to increase student proficiency levels. The MTSS Team will also meet monthly to review and monitor discipline data. The team will help guide the staff as a learning community to implement and revise expectations for behavior and procedures in classroom/common areas. The data the MTSS Team collects and analyzes over the course of a school year will be implemented into the School Improvement Plan objectives and goals as appropriate.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

In addition to the data entry of Discipline Forms into the student record system, teachers maintain individual records of parent contact and classroom consequences. Teachers collect academic data through observations, class assignments and student projects. Ongoing progress monitoring results from Discovery Education and writing prompts. Parent conferences regarding MTSS academic and behavior concerns are held regularly to keep parents informed of student achievement level and tier placement.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Through staff development the process of referral to the MTSS Team will be reviewed at the start of each new school year. Open discussions between teachers/staff and administrators will be encouraged at Team Leader meetings and grade level meetings throughout the year to offer guidance and support to teachers working with students in MTSS.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Summer Program

Minutes added to school year: 4,950

Third grade students who scored a level 1 or 2 on FCAT attended Summer Learning Camp 15 days for 5.5 hours a day. Voyager Passport, 1-2-3 Fluency First and Benchmark materials were used for all Level 1 Third Grade students. Intermediate students that attended SLC had an emphasis on reading strategies across the curriculum. ESSS and ELL remediation strategies were incorporated according to IEP/LEP goals.

Appropriate accommodations for students with disabilities were based on the individual needs of each student as documented on the IEP or 504 Accommodation Plan.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Voyager Benchmark 1 given as a Pre-Test; Benchmark 2 as Post-Test for 3rd Grade. The Portfolio Reading Assessment and the computer-based SAT 10 were administered to Level 1 Third Graders. ESE students will receive appropriate assessment accommodations based on individual needs as documented on their IEP or 504 Accommodation Plan.

Who is responsible for monitoring implementation of this strategy?

Summer Learning Camp Administration and Summer Learning Camp teachers at the designated school.

Strategy: Before or After School Program

Minutes added to school year: 750

Students work as teams to learn the components of robotics and programming the robot to complete simple commands. Teams work on engineering components of the robot and inputting steps for the robot to complete using a computer program.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Students compete in robotic competitions that ask them to use the robot to complete challenges.

Who is responsible for monitoring implementation of this strategy?

Math resource teacher- Maura Olvey

Strategy: Before or After School Program

Minutes added to school year: 750

Students work on math skills to compete in the Math Olympiad. Students work individually and with small groups to dissect math problems and extend their math skills beyond grade level math skills taught in the classroom.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Students work on Math Olympiad problems throughout the year with the math resource teacher and receive scores on their practice problems. Students also compete as a group and individual in a county wide competition.

Who is responsible for monitoring implementation of this strategy?

Math resource teacher- Maura Olvey

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Paul Senko	Principal
Julia Kirkner	Assistant Principal
Rebecca Klump	School Counselor
Sally King	Reading Resource Teacher
Laura Grooms	Reading Resource Teacher
Maura Olvey	Math Resource Teacher
Cindy Brown	ETF

How the school-based LLT functions

The Literacy Leadership Team meets regularly throughout the school year to establish instructional needs based on a review of all available student assessment data. Once an academic need is discovered the team then decides how best to meet the instructional need that will bring about the required change in student data. (PLC, professional development, training, etc)

Major initiatives of the LLT

The major initiatives of the LLT for the 2013-2014 school year will be Reading and Math learning gains, writing, student tracking of progress and lesson study.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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 at Sabal Point Elementary are invited to be screened for readiness skills in reading and math. Schools offer an Open House before school starts and kindergarten teachers are available for individual conferences.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	85%	86%	Yes	87%
American Indian				
Asian	76%	100%	Yes	78%
Black/African American	61%	56%	No	65%
Hispanic	78%	77%	No	81%
White	89%	87%	Yes	90%
English language learners	51%	0%	No	56%
Students with disabilities	67%	55%	Yes	70%
Economically disadvantaged	70%	77%	Yes	73%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	99	25%	20%
Students scoring at or above Achievement Level 4	246	61%	70%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	192	72%	75%
Students in lowest 25% making learning gains (FCAT 2.0)	37	74%	78%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	11	73%	80%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		100%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		40%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	71	57%	70%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		100%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	86%	86%	Yes	87%
American Indian				
Asian	83%	100%	Yes	84%
Black/African American	66%	69%	Yes	69%
Hispanic	78%	74%	No	81%
White	88%	87%	Yes	89%
English language learners	51%	0%	No	56%
Students with disabilities	75%	56%	No	78%
Economically disadvantaged	73%	73%	Yes	76%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	107	27%	30%
Students scoring at or above Achievement Level 4	239	59%	70%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]	[data excluded for privacy reasons]	25%
Students scoring at or above Level 7	[data excluded for privacy reasons]	[data excluded for privacy reasons]	75%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	194	73%	78%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	29	64%	68%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	42	31%	35%
Students scoring at or above Achievement Level 4	64	47%	50%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	10		11
Participation in STEM-related experiences provided for students	750	100%	100%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	60	8%	6%
Students retained, pursuant to s. 1008.25, F.S.	16	2%	2%
Students who are not proficient in reading by third grade	22	15%	13%
Students who receive two or more behavior referrals	9	1%	7%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	4	0%	0%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Encourage parent use of Skyward to monitor student academic progress at Sabal Point Elementary.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parent Skyward Log-ins	165	27%	35%

Goals Summary

- G1.** Sabal Point Elementary will increase student learning gains in reading, math and writing proficiency through the use of student data tracking, lesson study, subject area intervention and professional development in the Common Core Standards.

Goals Detail

G1. Sabal Point Elementary will increase student learning gains in reading, math and writing proficiency through the use of student data tracking, lesson study, subject area intervention and professional development in the Common Core Standards.

Targets Supported

- Writing
- EWS - Elementary School

Resources Available to Support the Goal

- Reading Resources: Common Core State Standards, Reading Street, Making Meaning, SIPPS, Discovery Education, Scholastic Reading Inventory, Reading Resource Teachers, School based professional development, Kagan Trained Teachers, Lesson Study Training, Tutorial
- Math Resources: Common Core State Standards, Go Math, ThinkCentral, Math Resource Teacher, School based professional development, Kagan Trained Teachers, Lesson Study Training, Tutorial
- Writing Resources: Common Core State Standards, Writing Action Plan, FCAT Anchor Prompts, District/School based professional development, Kagan Trained Teachers, Lesson Study Training

Targeted Barriers to Achieving the Goal

- Time to embed intervention during the school day
- Knowledge of Common Core State Standards

Plan to Monitor Progress Toward the Goal

Reading, math and writing progress monitoring data (DE, SRI, writing prompts)

Person or Persons Responsible

Administration, MTSS Team, Reading/Math resource teachers

Target Dates or Schedule:

Ongoing based on progress monitoring schedule.

Evidence of Completion:

Increased learning gains in reading, math, and writing.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Sabal Point Elementary will increase student learning gains in reading, math and writing proficiency through the use of student data tracking, lesson study, subject area intervention and professional development in the Common Core Standards.

G1.B1 Time to embed intervention during the school day

G1.B1.S1 Tutorial funds are being used to hire additional staff members during the school day to provide remediation. Reading and Math resource teachers are providing instruction to MTSS Tier 3 students.

Action Step 1

Intervention in reading and math

Person or Persons Responsible

Intervention teachers will be hired to work with Tier 2/3 and ESE students

Target Dates or Schedule

During the school day

Evidence of Completion

Daily attendance logs and intervention progress monitoring will be kept for each student being served.

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

Student intervention sessions.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Walkthrough observations and teacher feedback during intervention sessions.

Plan to Monitor Effectiveness of G1.B1.S1

Intervention sessions

Person or Persons Responsible

Administration

Target Dates or Schedule

Intervention progress monitoring will take place bi-weekly October 2013-March 2014

Evidence of Completion

Learning gains on DE testing, grades, intervention logs.

G1.B2 Knowledge of Common Core State Standards

G1.B2.S1 All teachers will participate in a PLC to examine and understand the Common Core State Standards

Action Step 1

Teacher participation in Common Core PLC groups using the book "Common Core Standards for Elementary Grades Math and Language Arts".

Person or Persons Responsible

Administration, Teachers

Target Dates or Schedule

Teacher "duty time" during special area time.

Evidence of Completion

Teacher sign-in logs

Facilitator:

Paul Senko, Julia Kirkner

Participants:

All teachers

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

Common Core PLC book study

Person or Persons Responsible

Administration

Target Dates or Schedule

6 PLC sessions

Evidence of Completion

PLC discussions and classroom implementation of Common Core Standards

Plan to Monitor Effectiveness of G1.B2.S1

Common Core Standards implementation

Person or Persons Responsible

Administration

Target Dates or Schedule

Walkthrough observations

Evidence of Completion

Observation feedback and ongoing progress monitoring

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Sabal Point Elementary School will coordinate Supplemental Academic Instruction and Exceptional Student Education funds to provide additional academic tutorial and/or intervention time for students in need of remediation. These funding sources are coordinated to maximize the number of students and the amount of services available for academic interventions. In addition, the school district coordinates IDEA funds to provide our school additional paraprofessionals that facilitate small group instruction during the school day. 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.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Sabal Point Elementary will increase student learning gains in reading, math and writing proficiency through the use of student data tracking, lesson study, subject area intervention and professional development in the Common Core Standards.

G1.B2 Knowledge of Common Core State Standards

G1.B2.S1 All teachers will participate in a PLC to examine and understand the Common Core State Standards

PD Opportunity 1

Teacher participation in Common Core PLC groups using the book "Common Core Standards for Elementary Grades Math and Language Arts".

Facilitator

Paul Senko, Julia Kirkner

Participants

All teachers

Target Dates or Schedule

Teacher "duty time" during special area time.

Evidence of Completion

Teacher sign-in logs

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Sabal Point Elementary will increase student learning gains in reading, math and writing proficiency through the use of student data tracking, lesson study, subject area intervention and professional development in the Common Core Standards.	\$11,798
Total		\$11,798

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Professional Development	Total
District	\$10,393	\$1,405	\$11,798
Total	\$10,393	\$1,405	\$11,798

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Sabal Point Elementary will increase student learning gains in reading, math and writing proficiency through the use of student data tracking, lesson study, subject area intervention and professional development in the Common Core Standards.

G1.B1 Time to embed intervention during the school day

G1.B1.S1 Tutorial funds are being used to hire additional staff members during the school day to provide remediation. Reading and Math resource teachers are providing instruction to MTSS Tier 3 students.

Action Step 1

Intervention in reading and math

Resource Type

Personnel

Resource

Intervention teachers

Funding Source

District

Amount Needed

\$10,393

G1.B2 Knowledge of Common Core State Standards

G1.B2.S1 All teachers will participate in a PLC to examine and understand the Common Core State Standards

Action Step 1

Teacher participation in Common Core PLC groups using the book "Common Core Standards for Elementary Grades Math and Language Arts".

Resource Type

Professional Development

Resource

Common Core Standards books

Funding Source

District

Amount Needed

\$1,405