



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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### Partin Elementary School

1500 TWIN RIVERS BLVD

Oviedo, FL 32766

407-320-4850

<http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0701>

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## School Demographics

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<b>School Type</b> Elementary School	<b>Title I</b> No	<b>Free and Reduced Lunch Rate</b> 21%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 33%

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## School Grades History

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<b>2013-14</b> B	<b>2012-13</b> A	<b>2011-12</b> A	<b>2010-11</b> A	<b>2009-10</b> A
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## SIP Authority and Template

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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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**Table of Contents**

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Part I: Current School Status</b>	<b>6</b>
<b>Part II: Expected Improvements</b>	<b>16</b>
<b>Goals Summary</b>	<b>20</b>
<b>Goals Detail</b>	<b>20</b>
<b>Action Plan for Improvement</b>	<b>21</b>
<b>Part III: Coordination and Integration</b>	<b>25</b>
<b>Appendix 1: Professional Development Plan to Support Goals</b>	<b>26</b>
<b>Appendix 2: Budget to Support Goals</b>	<b>27</b>

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## Purpose and Outline of the SIP

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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

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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

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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

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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

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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

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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

Partin Elementary School

##### Principal

Nancy Urban

##### School Advisory Council chair

Jennifer Downs

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

Name	Title
Nancy Urban	Principal
Tony Oglesby	Assistant Principal
Pam Moll	Reading Coach
Jennifer Hanley	Reading Teacher
Tamara Ciupik	Guidance
Ryan Peetz	ETF

#### 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

Partin Elementary has 17 members with 2 minorities and 15 non-minorities

1 Administrator: Nancy Urban, Principal

3 Instructional: Teachers

1 Non-Instructional: Classroom Assistant

9 Parents

#### Involvement of the SAC in the development of the SIP

During our September SAC meeting, I reviewed with the members of the SAC committee and By-Laws. We discussed the involvement of the SIP committee in development of the SIP. The committee wanted to focus on us preparing our students for the Common Core Standards with effective teaching strategies and differentiated instruction to meet the needs of all students.

**Activities of the SAC for the upcoming school year**

Our SAC will meet the first Thursday of every month. At the SAC meeting, the committee will be able to review the SIP and discuss the progress monitoring data to reflect the implementation of our action plan. SAC will also discuss the use of School Improvement money and how best it is used to support out SIP. Overall, SAC will serve as an advisory committee to support the school and the principal for making decisions for Partin Elementary.

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

School Improvement funds will be used to pay for professional development and substitutes to support the SIP Goals and Action Plan.

**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:**

**Nancy Urban**

Principal	Years as Administrator: 8	Years at Current School: 1
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<b>Credentials</b>	B. S. Elementary Education M.S. Educational Leadership School Principal (All Levels) Primary Education (K-3) ESOL (K-12)
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<b>Performance Record</b>	12-13 English Estates "C" 11-12 English Estates "B" 10-11 English Estates "C" 09-10 English Estates "B"
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<b>Tony Oglesby</b>		
Asst Principal	Years as Administrator: 3	Years at Current School: 3
<b>Credentials</b>	B.S. Business Administration M.S. Exceptional Student Education Elementary Education (K-6) ESE (K-12) Ed. D Educational Leadership	
<b>Performance Record</b>	Partin Elementary "A" rated all three years	

Asst Principal	Years as Administrator:	Years at Current School:
<b>Credentials</b>		
<b>Performance Record</b>		

**Instructional Coaches**

**# of instructional coaches**  
2

**# receiving effective rating or higher**  
(not entered because basis is < 10)

**Instructional Coach Information:**

<b>Pamela Moll</b>		
Full-time / School-based	Years as Coach: 2	Years at Current School: 19
<b>Areas</b>	Reading/Literacy, Data, RtI/MTSS	
<b>Credentials</b>	B.S. Elementary Education M.S. Teaching and Learning Reading Endorsement ESOL Endorsement	
<b>Performance Record</b>	Partin Elementary "A" rated all three years	

<b>Jennifer Hanley</b>		
Full-time / District-based	Years as Coach: 1	Years at Current School: 2
<b>Areas</b>	Reading/Literacy, Data, RtI/MTSS	
<b>Credentials</b>	B. S. Elementary Education M. S. Reading Ed. S Educational Leadership and Curriculum	
<b>Performance Record</b>	Partin Elementary "A" rated all three years	

**Classroom Teachers**



**# of classroom teachers**

57

**# receiving effective rating or higher**

0%

**# Highly Qualified Teachers**

96%

**# certified in-field**

57, 100%

**# ESOL endorsed**

33, 58%

**# reading endorsed**

13, 23%

**# with advanced degrees**

29, 51%

**# National Board Certified**

3, 5%

**# first-year teachers**

5, 9%

**# with 1-5 years of experience**

13, 23%

**# with 6-14 years of experience**

24, 42%

**# with 15 or more years of experience**

15, 26%

**Education Paraprofessionals**

**# of paraprofessionals**

10

**# Highly Qualified**

, 0%

**Other Instructional Personnel**

**# of instructional personnel not captured in the sections above**

6

**# 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**

Partin Elementary is a Blue Ribbon School. To maintain our high academic status we need to ensure we are hiring highly qualified teachers. The Principal and Assistant Principal sit in on all interviews as well as any team members for that grade level. We ask questions of the candidate that reflect the high level of expectations we have for all our teachers. Through a staff panel we determine who is the best teacher for the job. Two great ways for us to learn the level of effective teaching of a potential teacher, before hiring, is observing the person teaching through his/her college internship or substituting at the school. Both have produced highly effective teachers at our school.

### **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**

At Partin Elementary we have a school-wide mentor who works with administration to coordinate all mentoring activities at our school. This mentor is trained by the county and given materials to support our new teachers throughout the year. The mentor met with the teachers before school started and monthly meetings throughout the school year. She is available to support, observe, and collaborate with the teacher.

### **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**

Partin Elementary has a Multi-Tiered System of Support (MTSS) problem-solving team which has members that can support teachers with academic and behavior issues. The MTSS team meets with teachers to problem-solve issues and schedules follow-up progress monitoring to evaluate the problem-solving strategies. The school utilizes Edinsight to document all interventions, meetings, and the parent involvement process.

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

The Guidance Counselor oversees the MTSS process and ensures all staff is trained with following procedures and creates a schedule for our weekly MTSS team meetings. The Reading Coaches coordinate, supervise, and provide suggestions for intervention programs. She also analyzes the data. The teachers provide data, feedback on interventions used in the classroom, and documentation on the student. The Principal and Assistant Principal attend all meetings to oversee the MTSS process and make all decisions on the placement of students.

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

At Partin, we use district level progress monitoring testing such as Discovery Education and FCAT as well as school based SRI, PASI, and PSI, and math and reading baseline assessments. To monitor the fidelity of the MTSS and SIP we analyze our data to ensure the students are at the school and district level of expectations and responding to interventions. Through a team approach, we make final decisions on student's academic and behavioral needs that support our goals and Action Plan in the SIP.

**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**

Partin uses many ways to track student progress. We use Edinsight, Skyward, Discovery Education, FCAT, and teacher data notebooks and student data notebooks. The MTSS team along with the teacher will continue to monitor the progress of the students in each tier. All students are in Tier I for their core curriculum with guided support as needed. If a student is not making progress, a more intensive service with targeted instruction and intervention will be provided in a small group setting for Tier II intervention. At this time students will be referred to the MTSS team for close monitoring by the team. If given more time and direct intervention and the student is still struggling in academics or behavior, the student will be referred to Tier III. If additional intervention services are not providing the needed support for a student is considered for additional testing and special education services will be addressed during a Student Study Team meeting.

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

The staff at Partin Elementary have ongoing training to support students in MTSS through PLCs and Professional Development. During PLCs and PDs training is provided to clarify interventions, data-based problem solving, data analysis, and resources available such as materials and staff members. Parents are informed on the MTSS process at parent conferences, Curriculum Nights, FCAT Nights, SAC, PTA, and newsletters.

**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:** Before or After School Program

**Minutes added to school year:** 6,480

Before and after school tutorial for Tier II, Tier III and ESE students in Reading, Math, and Writing.

**Strategy Purpose(s)**

- Instruction in core academic subjects

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

Data using DE and SRI and on going progress monitoring with DE and SRI to see if programs are working.

**Who is responsible for monitoring implementation of this strategy?**

Principal, assistant principal, reading teachers, and tutorial teachers.

**Strategy:** Summer Program

**Minutes added to school year:** 360

Prevent the Summer Slide and typing club

**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?**

AR points and typing reports

**Who is responsible for monitoring implementation of this strategy?**

2 staff members and a Dividend

**Strategy:** Summer Program

**Minutes added to school year:** 5,760

Summer Learning Camp

**Strategy Purpose(s)**

- Instruction in core academic subjects

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

Data from SRI, SAT 10, and Voyager is collected

**Who is responsible for monitoring implementation of this strategy?**

SLC teachers and administrators

**Strategy:** Before or After School Program

**Minutes added to school year:** 1,320

Accelerated Reader in the media center open for all families every Thursday to take AR test.

**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?**

AR test are given on the books read. The STAR test is given to measure reading gains as the year progresses. SRI, and DE are also administered.

**Who is responsible for monitoring implementation of this strategy?**

Emily Willadsen, Media Specialist

**Strategy:** Extended Day for All Students

**Minutes added to school year:** 2,400

Odyssey of the Mind

**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?**

Math and Science FCAT

**Who is responsible for monitoring implementation of this strategy?**

Sandra Johnson

**Strategy:** Before or After School Program

**Minutes added to school year:** 2,400

Robotics

**Strategy Purpose(s)**

""

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

Math and Science FCAT data collected

**Who is responsible for monitoring implementation of this strategy?**

Kelly Greenish

## Literacy Leadership Team (LLT)

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

Name	Title
Tony Oglesby	Assistant Principal
Emily Willadsen	Media Specialist
Pam Moll	Reading Coach
Jennifer Hanley	Reading Coach

### How the school-based LLT functions

The Literacy Team meets regularly to discuss and support reading, reading intervention, PLCs, Professional Development, reading room materials, AR program, and novel studies. They also sit in on MTSS meetings to support teachers for interventions in reading.

### Major initiatives of the LLT

The new reading series, Reading Street, will be the major initiative for this year. Being a support to the teachers on using it to fidelity as well as for intervention, differentiated instruction, and enrichment. Our second major initiative is our Tier III intervention. This year we will pull out Tier III students during the entire reading block and they will get support from our two reading teachers in a small group setting. This is a fluid group with the intention of meeting the students needs and going back to Tier II or moving forward for additional special education screening through our MTSS team.

As always our team will promote the love of reading for all students, parents, and staff. We will also continue to promote the reading of the Sunshine State Books with incentives for each book read as well as recognition in our "All-Star Newsletter" and at an end of the year celebration. Our LLT will keep our staff informed on the latest trends in education. They will host book studies on topics such as Common Core in the classroom, differentiated instruction, increasing engagement in the classroom, and close reading.

## Every Teacher Contributes to Reading Instruction

### How the school ensures every teacher contributes to the reading improvement of every student

Nothing is more important to academic achievement than being a good reader. It is essential to living a productive life professionally, socially, and academically. At Partin Elementary, we are dedicated to providing a quality learning experience for all students to strengthen and remediate students in reading and writing. All teachers have been trained in the new reading series, Reading Street, by the county and through school training. Professional Development and PLCs are hosted to provide teachers strategies to monitor students progress in reading through DE testing, SRI, and baseline assessments in Reading Street. Teachers are trained to use the probes in DE to focus on skills that students lack in reading and provide extra support. A walk to intervention model is in place for each grade level. Every 6 weeks, the students are reassessed on their skills through PASI, PSI, and DRA and placed in groups for remediation or enrichment. MTSS meetings are held weekly with teacher to give intervention strategies to support the improvement of reading in the classroom. Data meetings are held with administration to review the level of reading performance in each classroom and to review the strategies needed for intervention to ensure reading improvement.

## 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**

At Partin, we have a wonderful VPK program. Families in that program are welcome to attend all school events and be an active part of our school. VPK also host several programs throughout the year to encourage parents to come to school and visit our campus. At the end of the school year, we host a Kindergarten Round Up to invite incoming preschool families to register for Kindergarten. We then invite all the families back to a Kindergarten Breakfast where we share a power point about the highlight of life at Partin Elementary, students get to eat breakfast, and then take a tour of the campus. With these positive interactions, we ensure the transition from preschool to elementary is smooth and a positive experience for all.

### **College and Career Readiness**

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### **How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future**

N/A

#### **How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful**

N/A

#### **Strategies for improving student readiness for the public postsecondary level**

N/A

## 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	91%	86%	No	92%
American Indian				
Asian	100%	98%	Yes	100%
Black/African American	77%	74%	No	79%
Hispanic	88%	81%	No	90%
White	91%	86%	No	92%
English language learners				
Students with disabilities	68%	47%	No	72%
Economically disadvantaged	82%	63%	No	84%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	74	19%	21%
Students scoring at or above Achievement Level 4	262	68%	70%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	190	74%	75%
Students in lowest 25% making learning gains (FCAT 2.0)	24	77%	79%

#### 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)	<i>[data excluded for privacy reasons]</i>		55%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	19	33%	35%
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>		58%



**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	110	74%	76%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		

**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	92%	89%	No	93%
American Indian				
Asian	100%	95%	Yes	100%
Black/African American	70%	70%	Yes	73%
Hispanic	86%	86%	Yes	87%
White	93%	90%	No	94%
English language learners				
Students with disabilities	73%	56%	No	76%
Economically disadvantaged	83%	69%	No	85%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	74	19%	21%
Students scoring at or above Achievement Level 4	272	70%	72%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	183	71%	75%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	<i>[data excluded for privacy reasons]</i>		55%

**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	19	16%	18%
Students scoring at or above Achievement Level 4	88	75%	77%

**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>		
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		

**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)	3		4
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	27	4%	2%
Students retained, pursuant to s. 1008.25, F.S.	5	1%	0%
Students who are not proficient in reading by third grade	26	20%	9%
Students who receive two or more behavior referrals	0	0%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	1	1%	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**

Evening Events: Curriculum Night, FCAT Nights, Book Fairs,,Grade Level Musicals, Fall Fest, and Spring Basket Night, Back to School Bash, SAC, PTA  
 During the Day Events: BooHoo, Dividend Coffee, Dividend Appreciation Luncheon, Room Parent Meeting, SAC,

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Access Skyward Family	204	35%	60%

## Goals Summary

- G1.** All teachers will implement effective teaching instruction aligned to the standards by differentiating instruction to achieve proficiency in reading, math, and writing.

## Goals Detail

**G1.** All teachers will implement effective teaching instruction aligned to the standards by differentiating instruction to achieve proficiency in reading, math, and writing.

### Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA, Postsecondary Readiness)
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School

### Resources Available to Support the Goal

- Reading Coaches, District Curriculum Support Team, Professional Development for training and substitutes, Professional Learning Communities, Expert teachers to model instruction, Access to observation for resources, DE, PSI, PASI, on-going progress, Reading Street Series

### Targeted Barriers to Achieving the Goal

- Lack of knowledge of teachers to differentiate strategies aligned with standards in reading, math, and writing
- Lack of time for teachers to differentiate instruction in their classroom with students for reading, math, and writing.

### Plan to Monitor Progress Toward the Goal

Student data will be collected using DE growth reports, SRI growth reports, PASI, and PSI

### Person or Persons Responsible

Teachers, Administration, Leadership team, MTSS Team

### Target Dates or Schedule:

Partin will follow the district assessment schedule for DE testing and on-going progress monitoring. SRI, PASI, and PSI will be used every 6 to 8 weeks for monitoring progress.

### Evidence of Completion:

Assessment scores on DE, SRI, PASI, and PSI.

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** All teachers will implement effective teaching instruction aligned to the standards by differentiating instruction to achieve proficiency in reading, math, and writing.

**G1.B1** Lack of knowledge of teachers to differentiate strategies aligned with standards in reading, math, and writing

**G1.B1.S1** Provide professional development to learn how to implement differentiated instructional strategies.

### **Action Step 1**

Regular schedule of PLCs and Professional Development will be conducted.

#### **Person or Persons Responsible**

Administration, Teachers, Leadership Team, MTSS Team

#### **Target Dates or Schedule**

One PLC time a week will be designated to discuss activities and strategies that teachers are using in their classroom for effective teaching that successfully differentiate instruction for students that aligns to the standards.

#### **Evidence of Completion**

Data from DE growth reports, SRI growth reports, OPM of PASI, PSI, and SRI

#### **Facilitator:**

District Level Curriculum Training Support and Reading Coaches

#### **Participants:**

All classroom teachers

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

Classroom observations

**Person or Persons Responsible**

Administration and Leadership Team

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

iObservation

### Plan to Monitor Effectiveness of G1.B1.S1

Teachers will implement the strategies learned in Professional Development and PLCs

**Person or Persons Responsible**

Administration and Leadership Team

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Student growth in DE, SRI, and writing rubrics

**G1.B1.S2** Provide substitutes and release time for teacher to observe model teachers using differentiated strategies successfully.

**Action Step 1**

Schedule substitutes for teachers and have teacher observe model teachers during their PLC times.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

At least 3 times during the year

**Evidence of Completion**

Data collected of DE assessments

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

Teacher participation in observations

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

3 times per year

#### Evidence of Completion

Reflection log

### Plan to Monitor Effectiveness of G1.B1.S2

Teacher will implement the strategies observed during the observation

#### Person or Persons Responsible

Administration and Leadership Team

#### Target Dates or Schedule

3 times per year

#### Evidence of Completion

Improved rating on teacher observations and increased student achievement

**G1.B2** Lack of time for teachers to differentiate instruction in their classroom with students for reading, math, and writing.

**G1.B2.S1** Provide substitutes and release time for teachers to work with students with differentiated instruction.

#### Action Step 1

Provide additional tutorial teachers to help do small group instruction to meet the differentiated needs of the students.

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Before school, after school, and during the day

#### Evidence of Completion

DE growth reports and SRI growth reports

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

Classroom observations and PLC meetings

**Person or Persons Responsible**

Administration and Teachers

**Target Dates or Schedule**

Weekly during duty, PLC time, and classroom observations.

**Evidence of Completion**

Observation, Reflection Logs

### **Plan to Monitor Effectiveness of G1.B2.S1**

Use of assessments such as DE, PASI, PSI, and SRI

**Person or Persons Responsible**

Administration, Leadership Team, MTSS Team

**Target Dates or Schedule**

Daily, Weekly, and monthly

**Evidence of Completion**

DE growth reports, SRI growth reports



## 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

Partin 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.

Our students also participate in the D.A.R.E (Drug Abuse Resistance Education) program which provide students with the information and skills they need to live a drug free and violent free life. The funding for this program is from local city funds and PTA funds.

## 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.** All teachers will implement effective teaching instruction aligned to the standards by differentiating instruction to achieve proficiency in reading, math, and writing.

**G1.B1** Lack of knowledge of teachers to differentiate strategies aligned with standards in reading, math, and writing

**G1.B1.S1** Provide professional development to learn how to implement differentiated instructional strategies.

### PD Opportunity 1

Regular schedule of PLCs and Professional Development will be conducted.

#### Facilitator

District Level Curriculum Training Support and Reading Coaches

#### Participants

All classroom teachers

#### Target Dates or Schedule

One PLC time a week will be designated to discuss activities and strategies that teachers are using in their classroom for effective teaching that successfully differentiate instruction for students that aligns to the standards.

#### Evidence of Completion

Data from DE growth reports, SRI growth reports, OPM of PASI, PSI, and SRI

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	All teachers will implement effective teaching instruction aligned to the standards by differentiating instruction to achieve proficiency in reading, math, and writing.	\$12,358
Total		\$12,358

### Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Personnel	Evidence-Based Program	Total
District Professional Development Allocation	\$2,600	\$0	\$0	\$2,600
SIP allocation	\$0	\$764	\$0	\$764
SAI and ESE	\$0	\$0	\$8,994	\$8,994
Total	\$2,600	\$764	\$8,994	\$12,358

### Budget Details

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

**G1.** All teachers will implement effective teaching instruction aligned to the standards by differentiating instruction to achieve proficiency in reading, math, and writing.

**G1.B1** Lack of knowledge of teachers to differentiate strategies aligned with standards in reading, math, and writing

**G1.B1.S1** Provide professional development to learn how to implement differentiated instructional strategies.

#### Action Step 1

Regular schedule of PLCs and Professional Development will be conducted.

#### Resource Type

Professional Development

#### Resource

Professional Readings

#### Funding Source

District Professional Development Allocation

#### Amount Needed

\$2,600

**G1.B1.S2** Provide substitutes and release time for teacher to observe model teachers using differentiated strategies successfully.

**Action Step 1**

Schedule substitutes for teachers and have teacher observe model teachers during their PLC times.

**Resource Type**

Personnel

**Resource**

Funding

**Funding Source**

SIP allocation

**Amount Needed**

\$764

**G1.B2** Lack of time for teachers to differentiate instruction in their classroom with students for reading, math, and writing.

**G1.B2.S1** Provide substitutes and release time for teachers to work with students with differentiated instruction.

**Action Step 1**

Provide additional tutorial teachers to help do small group instruction to meet the differentiated needs of the students.

**Resource Type**

Evidence-Based Program

**Resource**

Funding

**Funding Source**

SAI and ESE

**Amount Needed**

\$8,994