

School District of Osceola County, FL

Partin Settlement Elementary School



2016-17 Schoolwide Improvement Plan

Partin Settlement Elementary School

2434 REMINGTON BLVD, Kissimmee, FL 34744

www.osceolaschools.net

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	81%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	77%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	B*	B	A

**Informational Baseline School Grade*

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

School Board Approval

This plan is pending approval by the Osceola County School Board.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). 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	6
Supportive Environment	6
Family and Community Engagement	7
Effective Leadership	8
Public and Collaborative Teaching	11
Ambitious Instruction and Learning	12
8-Step Planning and Problem Solving Implementation	15
Goals Summary	15
Goals Detail	15
Action Plan for Improvement	17
Appendix 1: Implementation Timeline	26
Appendix 2: Professional Development and Technical Assistance Outlines	27
Professional Development Opportunities	27
Technical Assistance Items	28
Appendix 3: Budget to Support Goals	28

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Partin Settlement Elementary School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Education which inspires all to their highest potential and develops the whole child .

b. Provide the school's vision statement.

To create a safe, secure and nurturing educational environment in which every student is an active learner.

2. School Environment

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

Our staff and faculty build relationship with students through our Positive Behavior Support System. Many teachers use strategies from Ruby Payne, Champs, Growth Mindset and behavior support programs/philosophies to build positive relationships, which ensures student success and increased achievement.

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

Our school creates an environment in which students feel safe by utilizing strict protocols in place that staff must follow regarding the physical safety and security of our campus. This process is continued into our Extended Day program. Students feel respected through the use of three guiding principles for all students and staff known as the Pioneer Three: 1. Be Respectful 2. Be Responsible 3. Be Problem Solvers. Staff also adhere to the student dignity policy. Staff has ongoing training throughout the year which supports providing student dignity in the school setting. We also promote bucket filling and the growth mindset along with a strict no bullying protocol.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

We utilize the Positive Behavior Support System which utilized strategies for promoting appropriate behavior and has protocols for minimizing distractions in the classroom through the use of Minor Infractions and Discipline Referrals as needed. This school wide behavior system is consistently enforced by all staff members and administration. We do bi-annual training with students and staff on our expectations as related to PBIS.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Students are monitored by staff and classroom teachers for any concerns regarding specific social emotional needs. If needs escalate beyond the classroom, our school counselor provides support or resources, as well as our school social worker. Our school social worker helps connect students and families with outside agencies, which help ensure the well being of the whole family. MTSS team facilitates ensuring students receive appropriate resources.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	17	13	11	8	6	12	0	0	0	0	0	0	0	67
One or more suspensions	1	2	5	5	4	2	0	0	0	0	0	0	0	19
Course failure in ELA or Math	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	48	37	53	0	0	0	0	0	0	0	138
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	2	0	6	4	9	0	0	0	0	0	0	0	21

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

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

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(iii)(I)(aa).

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Parent Portal through FOCUS
Email

Newsletters
PTO
SAC
Open House-Family Nights
Call Out System
Remind
Website

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Our OASIS Coordinator maintains positive relationships with our business partners which strengthens community support and involvement in securing resources. Our PBIS team also collaborates with local businesses for support of the PBIS system.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Corbett, Karen	Principal
Flowers, Amy	Assistant Principal
Czipulis, Sara	Instructional Coach
Banham, Riccinni	School Counselor
Jablonski, Jennifer	Other
Tryzbiak, Deborah	Instructional Coach

b. Duties

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

Administration: Provides a common vision for the use of data based decision making, ensures that the school based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support, documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school based MTSS plans and activities.

General Education Teachers: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff members to implement Tier 2 interventions and integrates Tier 1 materials/instruction with Tier 2 and Tier 3 activities.

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

MTSS Coach: Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches.

Reading, Math/Science Instructional Specialists: Provides guidance on K-12 reading plan; facilitates

and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans, provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem solving activities.

Student Services Personnel: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The Leadership Team will focus meetings around one question: How do we develop and maintain a problem solving system to bring out the best in our school, teachers, and students?

The team meets once a month to engage in the following activities:

Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk, or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing instructional capacity, and making decisions about implementation.

Local funds-were utilized to provide staff with Becoming a Reflective Teacher by Robert Marzano and will be used to purchase Mindsets in the Classroom and Teacher Resource Guide by Mary Cay Ricci. Local funds were utilized to purchase additional professional library resources which addresses tracking student data, standards based grading, standards based instruction.

Title I, Part C-Migrant

When Migrant children are enrolled at our school, the Title I Migrant Center staff is available to ensure that all migrant students are given a fair and equitable opportunity to achieve a high quality education. They will be contacted to help meet the needs of Migrant students, based on student achievement data, if enrolled at our school. These students will be afforded the same opportunities as all students. The liaison coordinates with Title I and other programs to ensure the student needs are met and assistance transitioning to post-secondary education or employment.

Title I, Part D

When Neglected and/or Delinquent children are enrolled in our school, we will coordinate efforts with the Alternative Programs Department to ensure that all student needs are met.

Title II

Professional Development is provided for Core Connections, Math Solutions, and Instructional Framework Design and the Instructional Leadership Pipeline. It is also used to focus on Professional Learning Community (PLC) development and facilitation.

Title III

The Multicultural Department assists in the identification of Limited English Proficiency (LEP), immigrant, and Native American students most at-risk in meeting state standards. Support research-based, comprehensive educational programs are used to help reduce the educational

barriers that result from cultural and linguistic needs. Schools provide help for LEP, immigrant, and Native American students achieve the same standards as developed for other students.

IDEA provides support for students with an Individual Education Plan (IEP), students identified through the Preschool Education Evaluation Program (PEEP), and students identified through the gifted screening process for all second grade Title I students.

Title IX

To help eliminate barriers for education the District Homeless Education Liaison works with the school FIT Liaisons to help define and protect the rights of homeless students to enroll in, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health and academic referrals as well as vouchers for resources such as, but not limited to shoes, transportation, and school physicals.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Jennifer Jablonski	Teacher
Karen Corbett	Principal
Heidi Soukup	Parent
Victoria Antwi	Parent
Laurie Finkenbinder	Parent
Stephanie Adams	Parent
Julias Melendez	Parent
Regina Koromhas	Parent
Jaime Carr	Parent
Meredith Mazon	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

Analyzed data from statewide and district assessments as related to the school improvement plan and determined if plan was effective in supporting growth and achievement in learning.

b. Development of this school improvement plan

At the end of the 15-16 school year a discussion was held with the SAC committee. We discussed areas of concern and possible target areas for improvement for the upcoming 2016-2017 school year.

c. Preparation of the school's annual budget and plan

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

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

Funding received was allocated to the following:

Moby Max challenge incentives-\$150.00- used for rewards for academic MobyMax challenges over breaks.

Moby Max=\$458

Orlando Science Center=\$506

Standards Resource books for PD=\$482.40

Ready to Use Resource for Mindset in the Classroom=\$893.40

School Agendas=\$1500

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Czipulis, Sara	Instructional Coach
Terrell, Jessica	Teacher, K-12
Jablonski, Jennifer	Teacher, ESE
Livingston, Tiffany	Teacher, K-12
Massey, Lacey	Teacher, K-12
Moore, Jennifer	Teacher, K-12
Horn, Erika	Teacher, K-12
Ortiz, Karla	Teacher, K-12
Huggins, Dawn	Teacher, K-12

b. Duties**1. Describe how the LLT or similar group promotes literacy within the school, if applicable.**

To continue to move forward with best practices in implementing strategies and instruction which strengthen the core academic program and increase students achieving proficiency levels and learning gains in Reading, Math, and Science. Also provides parent resources through various literacy nights.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Our school participates in strategic grade level meetings and PLC's which provide an environment in which teachers may develop positive working relationships, as well as planning collaboratively.

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

Team Building: Corbett and Flowers

Positive Work Environment that Promotes Student Achievement: Corbett and Flowers

Partnering new staff with appropriate veteran staff: Leadership Team

Regular meetings of new teachers, (including experienced-but new to our school) with our administrative team and preparing new educators team: Leadership Team

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

Mentoring program meets monthly to discuss new topics and provide support.

Mentors meet biweekly with their assigned mentee to provide support.

New teachers are paired with a veteran teacher in their grade level (buddy) -as well as an official mentor who teaches the same content area.

Academic coaches offer support and touch base consistently throughout the year.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Our school is utilizing District created pacing guides and resources to ensure our core instructional and intervention programs and materials are aligned to the Florida standards. Teachers are also receiving professional development on the Florida Standards.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Our school has a strong MTSS system in place which identifies students who may require differentiation or supplemental instruction to support learning. The MTSS team analyzes school-wide data consistently and then feeds out to all faculty who in turn support student learning through intensive immediate intervention as needed. This is done by using scientifically based resources which strategically provide academic support in the area of deficiency.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 3,360

Reading: Targeted Reading Intervention Program
Mathematics: Targeted Math Intervention Program

Strategy Rationale

To increase the intensive instruction given to struggling students.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Flowers, Amy, amy.flowers@osceolaschools.net

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

Reading: I-Ready, DRA, Fluency Checks
Mathematics: I-Ready, Benchmark Assessments
Writing: District Benchmark Assessment, FSA
Science: District Benchmark

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Through Kindergarten Round-Up program -preschool children are able to register for school and meet teachers and participate in an open house.

During the summer-tours are provided to incoming students and families.

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

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** To increase student learning gains and proficiency by specifically improving and strengthening core instruction and targeted intervention through collaborative planning and professional development.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. To increase student learning gains and proficiency by specifically improving and strengthening core instruction and targeted intervention through collaborative planning and professional development. 1a

G085373

Targets Supported 1b

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

Targeted Barriers to Achieving the Goal 3

- Staff is struggling with implementation of PLC with fidelity, specifically moving toward stages 6-7 of implementation.
- Lack of promoting "we can" mindset to students.
- Difficulty with providing targeted instruction with fidelity.
- Lack of strength in core instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Media and Curriculum Texts and Materials
- Instructional Coaches and Literacy Leadership Team; School based Leadership Team
- Utilize Growth Mindset books and literature
- District Formative Assessments
- I-Ready
- Increased intervention time to include both Reading and Math (built into Master Schedule)

Plan to Monitor Progress Toward G1. 8

Increase student learning gains and proficiency.

Person Responsible

Amy Flowers

Schedule

Quarterly, from 8/10/2016 to 6/9/2017

Evidence of Completion

Walk throughs, FSA, formative assessments and I-Ready data, Data Chats

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

 = Problem Solving Step  S123456 = Quick Key

G1. To increase student learning gains and proficiency by specifically improving and strengthening core instruction and targeted intervention through collaborative planning and professional development. 1

G085373

G1.B1 Staff is struggling with implementation of PLC with fidelity, specifically moving toward stages 6-7 of implementation. 2

B227039

G1.B1.S1 Research effective professional development on effective coaching for quality PLC implementation. 4

S239556

Strategy Rationale

To strategically provide appropriate professional development so that teachers can maximize their time spent on adapting instruction to student needs during PLC.

Action Step 1 5

Provide training to staff on scales and rubrics through grade levels, PLCs, and embedded coaching.

Person Responsible

Sara Czipulis

Schedule

Annually, from 8/10/2016 to 6/9/2017

Evidence of Completion

Survey results, classroom walk-throughs, and PLC meeting minutes, lesson plans.

Action Step 2 5

Provide resource materials and support to each PLC Team on digging deep into the standards and scales and rubrics.

Person Responsible

Karen Corbett

Schedule

Semiannually, from 8/10/2016 to 6/9/2017

Evidence of Completion

Books will be utilized by PLC Teams.

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

CWT, Professional Development Surveys, lesson plans, PLC meeting minutes.

Person Responsible

Karen Corbett

Schedule

Quarterly, from 8/10/2016 to 6/9/2017

Evidence of Completion

Survey results, lesson plans, walk through data, PLC meeting minutes.

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

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

Person Responsible

Karen Corbett

Schedule

Quarterly, from 8/10/2016 to 6/9/2017

Evidence of Completion

FSA, I-Ready data, CWT, and Surveys

G1.B2 Lack of promoting "we can" mindset to students. **2** B227040

G1.B2.S1 To shift school culture from a fixed mindset to a growth mindset in which all students can learn, specifically targeting students this year with a deeper understanding of perseverance and growth mindset. **4**

 S239557**Strategy Rationale**

This should assist in increasing teacher effectiveness and student achievement.

Action Step 1 **5**

Train teachers on specific ways to implement and teach with a Growth mindset in the classroom.

Person Responsible

Amy Flowers

Schedule

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

Evidence of Completion

CWT, professional development surveys, and feedback from focus groups of teachers and students

Action Step 2 **5**

Train teachers on the Growth mindset in the classroom

Person Responsible

Amy Flowers

Schedule

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

Evidence of Completion

CWT, professional development surveys, and feedback from focus groups of teachers and students

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

Administration will track implementation through lesson plans and CWT, and Quarterly Data Chats

Person Responsible

Karen Corbett

Schedule

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

Evidence of Completion

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

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

Administration will track implementation through lesson plans and CWT and Quarterly Data Chats

Person Responsible

Karen Corbett

Schedule

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

Evidence of Completion

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

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

Are teachers implementing it with fidelity?

Person Responsible

Amy Flowers

Schedule

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

Evidence of Completion

CWT, Focus group discussions, and book study feedback.

G1.B3 Difficulty with providing targeted instruction with fidelity. 2 B227041**G1.B3.S1** Provide a dedicated time during the master schedule in which all staff can provide targeted and appropriate interventions to all students in both Math and Reading. 4 S239558**Strategy Rationale**

By providing dedicated time in the schedule, teachers will be able to maximize support provided to students based on their needs.

Action Step 1 5

Technical assistance by providing dedicated time in master schedule to provide interventions to all students.

Person Responsible

Karen Corbett

Schedule

Daily, from 8/10/2016 to 6/8/2017

Evidence of Completion

Monitor that schedule and intervention time is being implemented with fidelity through walk throughs

Action Step 2 5

Academic coaches and MTSS team will create intervention groups within grade levels to maximize effectiveness.

Person Responsible**Schedule*****Evidence of Completion***

Progress monitoring results of I-Ready, walk throughs to monitor schedule is being implemented

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

Interventions will be monitored by teachers and Leadership Team

Person Responsible

Amy Flowers

Schedule

Monthly, from 8/10/2016 to 6/8/2017

Evidence of Completion

Evidence will be collected through PLC minutes, I-Ready Data, and leadership walk-through data

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

Person Responsible

Karen Corbett

Schedule

Quarterly, from 8/10/2016 to 6/8/2017

Evidence of Completion

Formative assessments, data chat notes, focus groups with interventionists

G1.B4 Lack of strength in core instruction. 2 B227042**G1.B4.S1** Daily instruction has lacked effective pacing and rigor, specifically related to teaching to the depth of standards and utilizing scales/rubrics 4 S239559**Strategy Rationale**

To strategically target PLC collaboration to examine data more frequently in order to create and use effective scales and rubrics to maximize learning

Action Step 1 5

Provide professional development on effective development of scales and rubrics

Person Responsible

Deborah Tryzbiak

Schedule

Quarterly, from 8/10/2016 to 6/8/2017

Evidence of Completion**Plan to Monitor Fidelity of Implementation of G1.B4.S1** 6

Monitor lesson plans and classroom walk throughs

Person Responsible

Amy Flowers

Schedule

Monthly, from 8/10/2016 to 6/8/2017

Evidence of Completion

Lesson plans, walk through data, conversations with PLC's (minutes)

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Monitor mini assessments/Formatives/I-Ready Data

Person Responsible

Sara Czipulis

Schedule

Quarterly, from 8/10/2016 to 6/8/2017

Evidence of Completion

Data from mini-assessments, formatives, and I-Ready

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B3.S1.A2 A310168	Academic coaches and MTSS team will create intervention groups within grade levels to maximize...		No Start Date	Progress monitoring results of I-Ready, walk throughs to monitor schedule is being implemented	No End Date one-time
G1.B2.S1.MA1 M317716	Are teachers implementing it with fidelity?	Flowers, Amy	8/10/2015	CWT, Focus group discussions, and book study feedback.	6/10/2016 monthly
G1.B2.S1.MA1 M317717	Administration will track implementation through lesson plans and CWT, and Quarterly Data Chats	Corbett, Karen	8/10/2015	Use of qualitative notes, focus groups with students, and data chats.	6/10/2016 monthly
G1.B2.S1.MA1 M317718	Administration will track implementation through lesson plans and CWT and Quarterly Data Chats	Corbett, Karen	8/10/2015	Use of qualitative notes, focus groups with students, and data chats.	6/10/2016 monthly
G1.B2.S1.A1 A310165	Train teachers on specific ways to implement and teach with a Growth mindset in the classroom.	Flowers, Amy	8/10/2015	CWT, professional development surveys, and feedback from focus groups of teachers and students	6/10/2016 monthly
G1.B2.S1.A2 A310166	Train teachers on the Growth mindset in the classroom	Flowers, Amy	8/10/2015	CWT, professional development surveys, and feedback from focus groups of teachers and students	6/10/2016 monthly
G1.B3.S1.MA1 M317719	[no content entered]	Corbett, Karen	8/10/2016	Formative assessments, data chat notes, focus groups with interventionists	6/8/2017 quarterly
G1.B3.S1.MA1 M317720	Interventions will be monitored by teachers and Leadership Team	Flowers, Amy	8/10/2016	Evidence will be collected through PLC minutes, I-Ready Data, and leadership walk-through data	6/8/2017 monthly
G1.B3.S1.A1 A310167	Technical assistance by providing dedicated time in master schedule to provide interventions to all...	Corbett, Karen	8/10/2016	Monitor that schedule and intervention time is being implemented with fidelity through walk throughs	6/8/2017 daily
G1.B4.S1.MA1 M317721	Monitor mini assessments/Formatives/I-Ready Data	Czipulis, Sara	8/10/2016	Data from mini-assessments, formatives, and I-Ready	6/8/2017 quarterly
G1.B4.S1.MA1 M317722	Monitor lesson plans and classroom walk throughs	Flowers, Amy	8/10/2016	Lesson plans, walk through data, conversations with PLC's (minutes)	6/8/2017 monthly
G1.B4.S1.A1 A310169	Provide professional development on effective development of scales and rubrics	Tryzbiak, Deborah	8/10/2016		6/8/2017 quarterly
G1.MA1 M317723	Increase student learning gains and proficiency.	Flowers, Amy	8/10/2016	Walk throughs, FSA, formative assessments and I-Ready data, Data Chats	6/9/2017 quarterly
G1.B1.S1.MA1 M317714	Is professional development providing an increase in student learning gains and proficiency of the...	Corbett, Karen	8/10/2016	FSA, I-Ready data, CWT, and Surveys	6/9/2017 quarterly
G1.B1.S1.MA1 M317715	CWT, Professional Development Surveys, lesson plans, PLC meeting minutes.	Corbett, Karen	8/10/2016	Survey results, lesson plans, walk through data, PLC meeting minutes.	6/9/2017 quarterly
G1.B1.S1.A1 A310163	Provide training to staff on scales and rubrics through grade levels, PLCs, and embedded coaching.	Czipulis, Sara	8/10/2016	Survey results, classroom walk-throughs, and PLC meeting minutes, lesson plans.	6/9/2017 annually
G1.B1.S1.A2 A310164	Provide resource materials and support to each PLC Team on digging deep into the standards and...	Corbett, Karen	8/10/2016	Books will be utilized by PLC Teams.	6/9/2017 semiannually

V. Professional Development Opportunities

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

G1. To increase student learning gains and proficiency by specifically improving and strengthening core instruction and targeted intervention through collaborative planning and professional development.

G1.B2 Lack of promoting "we can" mindset to students.

G1.B2.S1 To shift school culture from a fixed mindset to a growth mindset in which all students can learn, specifically targeting students this year with a deeper understanding of perseverance and growth mindset.

PD Opportunity 1

Train teachers on specific ways to implement and teach with a Growth mindset in the classroom.

Facilitator

Amy Flowers, Casey Corbett, and Sara Czipulis

Participants

All Stakeholders

Schedule

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

PD Opportunity 2

Train teachers on the Growth mindset in the classroom

Facilitator

Amy Flowers, Casey Corbett, and Sara Czipulis, Deborah Tryzbiak

Participants

All Stakeholders

Schedule

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

VI. Technical Assistance Items

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

G1. To increase student learning gains and proficiency by specifically improving and strengthening core instruction and targeted intervention through collaborative planning and professional development.

G1.B1 Staff is struggling with implementation of PLC with fidelity, specifically moving toward stages 6-7 of implementation.

G1.B1.S1 Research effective professional development on effective coaching for quality PLC implementation.

TA Opportunity 1

Provide resource materials and support to each PLC Team on digging deep into the standards and scales and rubrics.

Facilitator

Participants

All Staff

Schedule

Semiannually, from 8/10/2016 to 6/9/2017

VII. Budget

1	G1.B1.S1.A1	Provide training to staff on scales and rubrics through grade levels, PLCs, and embedded coaching.				\$0.00
2	G1.B1.S1.A2	Provide resource materials and support to each PLC Team on digging deep into the standards and scales and rubrics.				\$75.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0904 - Partin Settlement Elem. School	General Fund		\$75.00
			Notes: Notes Books for Professional library			
3	G1.B2.S1.A1	Train teachers on specific ways to implement and teach with a Growth mindset in the classroom.				\$1,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0904 - Partin Settlement Elem. School	Other		\$1,400.00
			Notes: Notes Purchase of Mindsets in the Classroom to use for a staff book study			
4	G1.B2.S1.A2	Train teachers on the Growth mindset in the classroom				\$0.00

Osceola - 0904 - Partin Settlement Elem. School - 2016-17 SIP
Partin Settlement Elementary School

5	G1.B3.S1.A1	Technical assistance by providing dedicated time in master schedule to provide interventions to all students.	\$0.00
6	G1.B3.S1.A2	Academic coaches and MTSS team will create intervention groups within grade levels to maximize effectiveness.	\$0.00
7	G1.B4.S1.A1	Provide professional development on effective development of scales and rubrics	\$0.00
Total:			\$1,475.00