

Seminole County Public Schools

# Idyllwilde Elementary School



2016-17 Schoolwide Improvement Plan

## Idyllwilde Elementary School

430 VIHLEN RD, Sanford, FL 32771

<http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0521>

### 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	Yes	83%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	81%

### School Grades History

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

*\*Informational Baseline School Grade*

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

### School Board Approval

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

### SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or 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>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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 Idyllwilde Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	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.

The mission of the Seminole County Public Schools is to ensure that all students acquire the knowledge, skills, and attitudes to be productive citizens.

##### b. Provide the school's vision statement.

Idyllwilde plans to close the achievement gap by preparing all students for college/career readiness and success in a global society.

- \* Idyllwilde will support the SCPS vision that every student will graduate from high school prepared for college/career and become a responsible citizen in the United States of America.
- \* All students are expected to perform their best academically and socially.
- \* There will be equitable facilities and opportunities for all students.
- \* The school's faculty/staff will be highly qualified, diverse, innovative, energetic, and dedicated to helping students achieve lifelong academic/social success.

#### 2. School Environment

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

Idyllwilde Elementary works with each family with the intent to create a school community where children feel safe, respected and cared for. The school is respectful of and embraces the various ethnicities and cultures that make up the student population. The school offers free supplies/ backpacks, uniforms, shoes, and food to students in need. Every student was given a school t-shirt to promote spirit and a sense of community. After school events are scheduled throughout the year to enhance the Idyllwilde community. The events include: two book fairs, Title 1 Annual Meeting, Spring Carnival, two ESOL family nights, multiple curriculum nights, student led conference night, three math/science hands on nights, and two chorus performances. Other events, such as Picnic and Paperbacks and Teach In, gives our students additional opportunities to experience/share their culture with peers.

The faculty has completed year one of cultural awareness training provided by SCPS. Year two is underway and at least six training's have been established.

Communication is key in building relationships with families. Teachers communicate through conferences, phone, email and student planners on a regular basis. Each grade level sends home a newsletter at least six times each year. The school utilizes Facebook, the school website, newsletters, a call out system, stickers, and email to communicate with families. In an effort to minimize how many times each week papers are sent home, the school has adopted " Take Home Tuesday". Students bring home graded papers/school communication papers every Tuesday in their purple folder, allowing families to establish a routine for when to look in folders/backpacks.

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

The PBS team created a school-wide behavior plan with the intent to: maintain a safe environment, promote an orderly environment, maintain a productive environment, teach students to exercise self-

control, provide consistent and equitable standards, and sustain the right to a quality environment for all students.

- \* Faculty/Staff greet students each morning in a positive way. Classroom teachers greet each student as they enter the room.

- \* SOAR expectations are reviewed daily by classroom teachers.

- \* Classroom teachers take time weekly to conduct class meetings where students have an opportunity to share feelings, discuss school/classroom expectations and set goals for individual and class behavior.

- \* The administration meets with each grade level monthly to review school wide expectations and celebrate student success.

- \* The two school certified counselors meet with grade levels, classrooms, small groups, and individuals to support a school environment where students feel safe, and respected before, during and after school.

- \* Discipline data is shared and discussed monthly with faculty.

- \* The School Advisory Committee meets monthly to address parent safety concerns and create solutions to those concerns.

**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.**

Idyllwilde has established a PBS team that consists of classroom teachers, certified counselor, support personnel, and administration. The team created a school wide behavior plan that outlines faculty/staff/student expectations. The purpose of a school-wide plan is to: maintain a safe environment, promote an orderly environment, maintain a productive environment, teach students to exercise self-control, provide consistent and equitable standards, and sustain the right to a quality environment for all students.

Defining Discipline - Discipline is giving each child the tools to succeed in life. It is a process that uses teaching, modeling, and other appropriate strategies to maintain the behaviors necessary to ensure a safe, orderly, and productive learning environment by changing unacceptable behavior to acceptable behavior.

Beliefs & Values - Every student will learn, achieve, and succeed with effective teachers. The school will maintain an environment that promotes safety and respect among all stakeholders. Student differences are opportunities for growth and development which promote lifelong relationship skills.

Vision of our School Wide Discipline Plan - The vision for Idyllwilde Elementary is to provide a loving, nurturing, and structured learning community that encourages, inspires, and challenges the academic and social needs of ALL students.

Mission of our School Wide Discipline Plan - The mission of Idyllwilde Elementary is to empower students with effective social responsibility by providing a structured, loving, learning environment through positive relationship building, teaching character traits, and consistently teaching SOAR.



SOAR stands for Show Respect, Organized, Are Responsible, Ready to Learn. SOAR creates an atmosphere for learning and respect.

All faculty members are trained on the school wide behavior plan and PBS. Faculty and staff are trained to reinforce positive student behaviors through verbal praise, Dojo points, and Falcon tickets that can be used to purchase items in the school store. Teachers select one "Star Student of the Week" where the student is given a certificate, button, and their picture is taken to be displayed proudly in the front office. One student from each grade level is selected weekly to have a pizza lunch with administration. Students are also given a free book and their picture is displayed in the front office.

**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.**

The two school certified counselors and a full time social worker meet with grade levels, classrooms, small groups, and individuals to support a school environment where students feel safe, and respected before, during and after school. Outside providers for counseling like The Grove, Mentoring students is provided by faculty/staff and organizations like Big Brother/Big Sister.

\* Classroom teachers take time weekly to conduct class meetings where students have an opportunity to share feelings, discuss school/classroom expectations and set goals for individual and class behavior.

\* Classroom teachers take time daily to review SOAR expectations and complete a short lesson on one expectation.

\* The administration meets with each grade level monthly to review school wide expectations and celebrate student success.

\* The Alpha Program is offered by The Grove on campus for select 3rd, 4th, and 5th graders who qualify for counseling. Students get individual and small group support daily/weekly.

\* Idyllwilde provides a full time social worker for students and families and will support the school with truancy, behavior, or social/emotional needs.

### 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	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	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	0	0	0	0	0	0	0	0	0	0	0	0	

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

## 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?**

Yes

### 1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/313373>.

### 2. Description

A PIP has been uploaded for this school or district - see the link above.

**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.**

Teachers and administrators are continually involved in local events and often invited to participate in their community's celebrations. Administrators and teachers reach out to local businesses for participation in the school's business partners programs. As applicable, administrators serve on local rotary clubs, chambers, etc. In addition, faith-based leaders are invited to form relationships with local schools. Idyllwilde Elementary works with local businesses/organizations to support student academic and social growth. Some of the partnerships include: Pizza Hut, Papa Johns Pizza, PDQ, and BJ's Wholesale. The school facility is used weekly by PTA, SAC, and local churches.

## 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
Navarro, Robert	Principal
Bradley, Yvonne	Assistant Principal
High, Amy	Instructional Coach
Stalker, Lisa	Instructional Coach
Hinrichs, Caryn	Other

## b. Duties

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

The team has individual members who are experts in their field. The team consists of administration two instructional coaches, and the school administrative manager. The team meets at least twice a month to analyze data, review processes, and agendas. This team works with district personnel, the classroom teacher and the Student Study Team to collect data, analyze data, establish a goal, select specific strategies, determine results indicators, and monitor and evaluate results.

### **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.**

Idyllwilde Elementary annually reviews budgets and expenditures as well as student and teacher data to ensure schools are adequately staffed to meet student achievement needs. For Title I schools, data are reviewed and funds are primarily used to support improved instruction and interventions. Idyllwilde Elementary will coordinate Title I and Supplemental Academic Instruction 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. Titles I and II are coordinated to ensure district professional learning and intensive instructional coaching is provided to schools. In addition, the school district coordinates IDEA and Title I 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.

## **2. School Advisory Council (SAC)**

### **a. Membership**

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

Name	Stakeholder Group
Kathryn Mozick	Teacher
Robert Navarro	Principal
Velika McGill	Teacher
Jessica Goff	Teacher
Jacoba Collins	Education Support Employee
Sheena Fort	Parent
Conway Broomfield	Parent
Karen Cavallere	Parent
Renee Outler	Parent
Renee MacKenzie	Parent
Sarah Bird	Parent
Elizabeth Willmore	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*

The SAC met in September to review the plan and discuss how the community can help Idyllwilde achieve the goals.

#### *b. Development of this school improvement plan*

The School Advisory Council meets monthly to discuss student safety, data, and how to better serve our clientele.

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

The School Advisory Council met on September 27th to discuss the use of this years funds and formulate a plan for use. Other aspects of the school budget were discussed during this meeting as well.

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

The School Advisory Council decided to to distribute the funds to two areas:

Technology - \$2,500.00

Safety - \$ 1,500.00

### **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
Navarro, Robert	Principal
Bradley, Yvonne	Assistant Principal
High, Amy	Instructional Coach
Stalker, Lisa	Instructional Coach

#### b. Duties

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

- Training on Florida Standards standards K-5
  - Break down standards with an instructional coach and grade level team
  - Support the implementation of the blended learning teaching model
  - Provide guidance for teachers in developing lesson plans to meet the academic rigor necessary to make at least a year's growth in a year's time.
  - Promote the use Costas Levels of thinking and questioning
  - Collaborate and analyze student assessment data to guide instruction in all subject areas
  - Increasing student engagement throughout daily instruction
  - Incorporate cooperative learning across all subject areas
  - Further identifying students who are eligible for talent development
  - Support Small group instruction
  - Provide Accelerated Reader for all students
  - Support the use of Thinking Maps at all grade levels
  - Support Fast Track Phonics
- Promote reading through the use of technology - iReady, iStation, Accelerated Reader, SCPS instructional plans
- Support the use of AVID WICOR strategies in all classrooms
  - Support Reading Edge in 4th and 5th grades

#### 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.**

Idyllwilde utilizes professional learning communities to address planning and instruction, breakdown of state standards, and dialogue about student data. Classroom teachers have a common plan time daily. Wednesday afternoons are utilized to provide focused PD on areas of need. Teachers are given opportunities to provide the PD offered to their colleagues once a month. SCPS reading, writing, and math coaches meet with the instructional staff to support instruction and analyze data.

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

Seminole County Public Schools is always looking for highly qualified, certified teachers to teach our students. The method of recruitment is defined based on the need. Seminole County Public Schools is a high academic achieving school district that is nationally and internationally recognized. Seminole County Public Schools is highly recruited by educators from all over the world. 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!

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

Our school has a school-wide mentor who works with administration to coordinate all mentoring activities on our campus. This school-wide mentor is trained by our county's Instructional Practices Specialist and is given materials and agendas to support the new teachers during this calendar year. Before school begins, our school-wide mentor meets the new teachers at our school and gives a campus tour while orienting our new teachers to important procedures and policies that will affect them as they begin the school year.

Once school begins, our new teachers meet regularly with the mentor(s) who best fits their needs and follow an agenda of recommended topics that are appropriate for their given situations. 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.

## **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.***

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

#### **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.***

Idyllwilde uses a variety of data points to differentiate instruction to best meet the diverse needs of our student population. FSA, PASI, PSI, iReady, fluency checks, grade level assessments, are all used for collecting and monitoring of student growth/achievement. Based on student data, classroom teachers use differentiated instructional practices to provide below, on, or above grade level support throughout the day. The MTSS process is used for students who are not meeting grade level expectations.

##### ***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: 3,075**

Students who meet the set criteria for additional instructional time will be offered before and/or after school tutorial. Certified teachers will focus instruction based on student data.

**Strategy Rationale**

Students who had a retention in 3rd, are part of the lowest quartile based on the FSA ELA assessment in 3rd, 4th, and 5th grades or recommended by the classroom teacher will be offered an opportunity to attend. Decreasing the number of students performing below grade level will increase all area of school proficiency.

**Strategy Purpose(s)**

- Core Academic Instruction
- Teacher collaboration, planning and professional development

**Person(s) responsible for monitoring implementation of the strategy**

Bradley, Yvonne, yvonne\_bradley@scps.k12.fl.us

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

iReady will be used to collect and measure student growth.

**Strategy: Summer Program**

**Minutes added to school year: 5,000**

Intensive intervention for students who score a level 1 or 2 on the FSA in reading/math.

**Strategy Rationale**

Goal is to decrease the number of students who may need to be retained in third grade.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Bradley, Yvonne, yvonne\_bradley@scps.k12.fl.us

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

TBA

**Strategy:** Extended School Day

**Minutes added to school year:** 1,200

SECME Science CLub

***Strategy Rationale***

Build skills in STEM areas.

***Strategy Purpose(s)***

- Core Academic Instruction
- Enrichment

***Person(s) responsible for monitoring implementation of the strategy***

Navarro, Robert, robert\_navarro@scps.k12.fl.us

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

DE, iready, FSA, and FCAT data in math and science

**Strategy:** After School Program

**Minutes added to school year:** 1,200

Lego Robotics

***Strategy Rationale***

Build skills in STEM areas.

***Strategy Purpose(s)***

- Enrichment

***Person(s) responsible for monitoring implementation of the strategy***

Navarro, Robert, robert\_navarro@scps.k12.fl.us

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

Math FSA & Science FCAT 2.0



**Strategy: Weekend Program**

**Minutes added to school year: 420**

All faculty will participate in professional development during a workday in October. Cooperative learning structures will be the focus of the day long professional development.

**Strategy Rationale**

The use of cooperative learning structures will increase student engagement, which will increase student proficiency.

**Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

**Person(s) responsible for monitoring implementation of the strategy**

Navarro, Robert, robert\_navarro@scps.k12.fl.us

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

Observation by administration and coaches.

## 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.**

Students in the Voluntary Pre-K (VPK) Program visit the kindergarten classrooms at the end of the school year to learn about what to expect in kindergarten. During the summer, students entering kindergarten in selected Title I Schools can attend Kinder Camp to help prepare them for success in kindergarten. Schools offer an Open House before school starts and kindergarten teachers are available for individual conferences.

### 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.**

Idyllwilde Elementary is an AVID school. AVID is a college and career readiness program that has the students focus on setting goals, utilizing organizational tools, research based best practices for learning and instruction and learning about the college/careers that are available to students who work hard and put forth effort on a consistent basis.

AVID Elementary incorporates:

Student Success Skills – encompassing communication skills (e.g. listening, speaking, writing), self-advocacy skills, note-taking strategies ( Thinking Maps), critical thinking, and study skills.

Organizational Skills – both mental and physical; students learn to use organizational tools, as well as learn and practice skills around time management and goal-setting.

WICOR Lessons – emphasize instruction on writing to learn, inquiry, collaboration, organization, and

reading to learn in all content areas.

Partnerships – among students, classrooms, grade levels, schools, feeder patterns, families, and communities.

**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.**

Idyllwilde Elementary works in partnership with other elementary, middle and high schools in the Sanford area to breakdown data and make long range plans to improve student achievement.

## 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

**1** = Problem Solving Step     **S123456** = Quick Key

## Strategic Goals Summary

- G1.** Idyllwilde will implement student-owned progress monitoring systems to (1) ensure students know and understand their performance levels, strengths, areas of needed improvement, and ways to support and to (2) improve student motivation.
- G2.** Idyllwilde's administration and teachers will a) seek to develop appropriate relationships with their students, parents, and each other; and b) implement research-based best practices for standards instruction, including effective core instruction and implementation of data-driven differentiated instruction to ensure a minimum of one year of growth (ALG) for one year of instruction in core subjects.

## 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.** Idyllwilde will implement student-owned progress monitoring systems to (1) ensure students know and understand their performance levels, strengths, areas of needed improvement, and ways to support and to (2) improve student motivation. 1a

G085456

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	50.0
ELA/Reading Gains	80.0
ELA/Reading Lowest 25% Gains	80.0
FSA Mathematics Achievement	60.0
Math Gains	80.0
Math Lowest 25% Gains	80.0
FCAT 2.0 Science Proficiency	50.0

**Targeted Barriers to Achieving the Goal** 3

- Time dedicated to helping students understand their performance levels, strengths and areas of needed improvement.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Administration Instructional Coaches Teammates District Personnel - Dr. Cote, Dr. Dehlinger, Mrs. Durias, Mrs. Robinson PLC Time Planning

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

Student Data Notebook Checks by administration and instructional coaches

**Person Responsible**

Yvonne Bradley

**Schedule**

Semiannually, from 8/10/2016 to 6/2/2017

**Evidence of Completion**

Student Self Tracking folders/notebooks

**G2.** Idyllwilde's administration and teachers will a) seek to develop appropriate relationships with their students, parents, and each other; and b) implement research-based best practices for standards instruction, including effective core instruction and implementation of data-driven differentiated instruction to ensure a minimum of one year of growth (ALG) for one year of instruction in core subjects. **1a**

G085457

**Targets Supported** **1b**

Indicator	Annual Target
Math Gains	80.0
Math Lowest 25% Gains	80.0
FSA ELA Achievement	50.0
FSA Mathematics Achievement	60.0
FCAT 2.0 Science Proficiency	50.0
ELA/Reading Gains	80.0
ELA/Reading Lowest 25% Gains	80.0

**Targeted Barriers to Achieving the Goal** **3**

- A complete understanding of the Florida standards, the rigor to which they should be taught, and use of data to drive instruction.
- An understanding of the impact the students social/emotional state has on learning.

**Resources Available to Help Reduce or Eliminate the Barriers** **2**

- Administration Instructional Coaches Interventionists ELL Teachers ESSS Teachers MTSS Team Read Well Fast Forward i-Ready I-Station Imagine Learning AVID Professional Development PLC Reading Edge Thinking Maps
- Certified Counselors Social Worker PBS Team Alpha Program

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

District Common Assessments  
iReady Reports & Assessments  
I-Station Reports  
Imagine Learning Reports  
Read Well Tests  
Fast Forward Reports  
Reading Edge Data  
School Data Wall

**Person Responsible**

Lisa Stalker

**Schedule**

Monthly, from 8/10/2016 to 6/2/2017

**Evidence of Completion**

Student growth on district common assessments, iReady, common assessments, etc.

## Action Plan for Improvement

*For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.*

### Problem Solving Key

**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       **S123456** = Quick Key

**G1.** Idyllwilde will implement student-owned progress monitoring systems to (1) ensure students know and understand their performance levels, strengths, areas of needed improvement, and ways to support and to (2) improve student motivation. **1**

 **G085456**

**G1.B1** Time dedicated to helping students understand their performance levels, strengths and areas of needed improvement. **2**

 **B227267**

**G1.B1.S1** With support from administration, instructional coaches and district personnel, teachers will help their students track their performance levels using iReady data. **4**

 **S239780**

### Strategy Rationale

Students who know their performance levels, strengths, and areas of needed improvement will put forth greater effort in making improvements academically.

### Action Step 1 **5**

Teachers will provide time and help students track their iReady data.

#### Person Responsible

Yvonne Bradley

#### Schedule

Triannually, from 8/10/2016 to 6/2/2017

#### Evidence of Completion

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

Student Data Notebook Checks by administration and instructional coaches

**Person Responsible**

Yvonne Bradley

**Schedule**

Triannually, from 8/10/2016 to 6/2/2017

***Evidence of Completion***

Student Self Tracking folders/notebooks

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

Student Data Notebook Checks by administration and instructional coaches

**Person Responsible**

Yvonne Bradley

**Schedule**

Triannually, from 8/10/2016 to 6/2/2017

***Evidence of Completion***

Student Self Tracking folders/notebooks



**G2.** Idyllwilde's administration and teachers will a) seek to develop appropriate relationships with their students, parents, and each other; and b) implement research-based best practices for standards instruction, including effective core instruction and implementation of data-driven differentiated instruction to ensure a minimum of one year of growth (ALG) for one year of instruction in core subjects. 1

G085457

**G2.B1** A complete understanding of the Florida standards, the rigor to which they should be taught, and use of data to drive instruction. 2

B227268

**G2.B1.S1** Professional Learning Communities and Professional Development in reading, math and writing . 4

S239781

### Strategy Rationale

Will provide faculty with opportunities to collaborate with peers, administration, district personnel, and presenters to increase understanding and implementation of research based best practices.

### Action Step 1 5

Professional Learning Communities and Professional Development

#### Person Responsible

Lisa Stalker

#### Schedule

Weekly, from 8/10/2016 to 6/2/2017

#### Evidence of Completion

Agendas Learning Logs Student Data

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

Classroom Walkthroughs  
Teacher Observations  
Data Review  
Participation in PLC meetings by administration

#### Person Responsible

Robert Navarro

#### Schedule

Weekly, from 8/10/2016 to 6/2/2017

#### Evidence of Completion

Agendas I-Observation Feedback Student Data Data Wall

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

Classroom Walkthroughs  
Teacher Observations  
Data Review  
PLC

### Person Responsible

Robert Navarro

### Schedule

Weekly, from 8/10/2016 to 6/2/2017


### Evidence of Completion

Student Data Agendas iObservation Data Wall

## G2.B2 An understanding of the impact the students social/emotional state has on learning. 2

 B227269

**G2.B2.S1** Professional Development, select readings, discussions of how to create a trauma sensitive classroom. 4

 S239782

### Strategy Rationale

Students come to school with trauma that effects their learning. Teachers who create a trauma sensitive classroom will provide students a better opportunity for academic success.

## Action Step 1 5

Teachers will be provided PD, select readings and opportunities to discuss how to create a trauma sensitive classroom.

### Person Responsible

Robert Navarro

### Schedule

Monthly, from 8/10/2016 to 6/2/2017

### Evidence of Completion

Team Leader Agendas Wednesday PD MTSS Meeting Agendas

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

Classroom Walkthroughs  
PLC discussions

**Person Responsible**

Robert Navarro

**Schedule**

Monthly, from 8/10/2016 to 6/2/2017

***Evidence of Completion***

Agendas Articles Read 5 Essentials Survey

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

Walkthroughs  
PLC discussions  
Team Leader discussions/agendas

**Person Responsible**

Robert Navarro

**Schedule**

Monthly, from 8/10/2016 to 6/2/2017

***Evidence of Completion***

5 Essentials Survey

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2017</b>					
G1.MA1 M318194	Student Data Notebook Checks by administration and instructional coaches	Bradley, Yvonne	8/10/2016	Student Self Tracking folders/notebooks	6/2/2017 semiannually
G2.MA1 M318199	District Common Assessments iReady Reports & Assessments I-Station Reports Imagine Learning...	Stalker, Lisa	8/10/2016	Student growth on district common assessments, iReady, common assessments, etc.	6/2/2017 monthly
G1.B1.S1.MA1 M318192	Student Data Notebook Checks by administration and instructional coaches	Bradley, Yvonne	8/10/2016	Student Self Tracking folders/notebooks	6/2/2017 triannually
G1.B1.S1.MA1 M318193	Student Data Notebook Checks by administration and instructional coaches	Bradley, Yvonne	8/10/2016	Student Self Tracking folders/notebooks	6/2/2017 triannually
G1.B1.S1.A1 A310487	Teachers will provide time and help students track their iReady data.	Bradley, Yvonne	8/10/2016		6/2/2017 triannually
G2.B1.S1.MA1 M318195	Classroom Walkthroughs Teacher Observations Data Review PLC	Navarro, Robert	8/10/2016	Student Data Agendas iObservation Data Wall	6/2/2017 weekly
G2.B1.S1.MA1 M318196	Classroom Walkthroughs Teacher Observations Data Review Participation in PLC meetings by...	Navarro, Robert	8/10/2016	Agendas I-Observation Feedback Student Data Data Wall	6/2/2017 weekly
G2.B1.S1.A1 A310488	Professional Learning Communities and Professional Development	Stalker, Lisa	8/10/2016	Agendas Learning Logs Student Data	6/2/2017 weekly
G2.B2.S1.MA1 M318197	Walkthroughs PLC discussions Team Leader discussions/agendas	Navarro, Robert	8/10/2016	5 Essentials Survey	6/2/2017 monthly
G2.B2.S1.MA1 M318198	Classroom Walkthroughs PLC discussions	Navarro, Robert	8/10/2016	Agendas Articles Read 5 Essentials Survey	6/2/2017 monthly
G2.B2.S1.A1 A310489	Teachers will be provided PD, select readings and opportunities to discuss how to create a trauma...	Navarro, Robert	8/10/2016	Team Leader Agendas Wednesday PD MTSS Meeting Agendas	6/2/2017 monthly

## V. Professional Development Opportunities

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

**G2.** Idyllwilde's administration and teachers will a) seek to develop appropriate relationships with their students, parents, and each other; and b) implement research-based best practices for standards instruction, including effective core instruction and implementation of data-driven differentiated instruction to ensure a minimum of one year of growth (ALG) for one year of instruction in core subjects.

**G2.B1** A complete understanding of the Florida standards, the rigor to which they should be taught, and use of data to drive instruction.

**G2.B1.S1** Professional Learning Communities and Professional Development in reading, math and writing .

### PD Opportunity 1

Professional Learning Communities and Professional Development

#### Facilitator

District Personnel AVID Personnel Administration Instructional Coaches

#### Participants

All Instructional Personnel

#### Schedule

Weekly, from 8/10/2016 to 6/2/2017

**G2.B2** An understanding of the impact the students social/emotional state has on learning.

**G2.B2.S1** Professional Development, select readings, discussions of how to create a trauma sensitive classroom.

### PD Opportunity 1

Teachers will be provided PD, select readings and opportunities to discuss how to create a trauma sensitive classroom.

#### Facilitator

Administration, Counselors, Social Worker, district personnel

#### Participants

All Faculty

#### Schedule

Monthly, from 8/10/2016 to 6/2/2017

## VI. Technical Assistance Items

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

**G1.** Idyllwilde will implement student-owned progress monitoring systems to (1) ensure students know and understand their performance levels, strengths, areas of needed improvement, and ways to support and to (2) improve student motivation.

**G1.B1** Time dedicated to helping students understand their performance levels, strengths and areas of needed improvement.

**G1.B1.S1** With support from administration, instructional coaches and district personnel, teachers will help their students track their performance levels using iReady data.

### TA Opportunity 1

Teachers will provide time and help students track their iReady data.

#### Facilitator

Classroom Teacher

#### Participants

All Students at Idyllwilde

#### Schedule

Triannually, from 8/10/2016 to 6/2/2017

## VII. Budget

1	G1.B1.S1.A1	Teachers will provide time and help students track their iReady data.				\$0.00
2	G2.B1.S1.A1	Professional Learning Communities and Professional Development				\$3,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0521 - Idyllwilde Elementary School	Title I, Part A		\$3,500.00
			Notes: Various PD opportunities off campus like AVID conferences, Thinking Maps Training, and SFA conferences After Hours Planning PLC Book Studies			
3	G2.B2.S1.A1	Teachers will be provided PD, select readings and opportunities to discuss how to create a trauma sensitive classroom.				\$3,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0521 - Idyllwilde Elementary School	Title I, Part A		\$3,500.00
			Notes: PD opportunities after hours or off site Book Studies Selected article studies			
Total:						\$7,000.00