

Seminole County Public Schools

Goldsboro Elementary Magnet



2016-17 Schoolwide Improvement Plan

Goldsboro Elementary Magnet

1300 W 20TH ST, Sanford, FL 32771

<http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0271>

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	58%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	67%

School Grades History

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

**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 Goldsboro Elementary Magnet

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	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 Goldsboro Elementary Magnet School is to empower students to excel in a world of math, science, and technology through local and global collaboration in a nurturing and challenging environment.

b. Provide the school's vision statement.

Goldsboro Elementary School will be the premier magnet elementary school in the Seminole Cluster. Goldsboro will be recognized in the district and the state level for high standards, academic performance, and offering students customized educational pathways in the areas of math, science and technology.

*Goldsboro will support the SCPS vision that all Early Childhood Program and Pre-K through Grade 5 students acquire the knowledge, skills, and attitudes to be productive citizens.

*All students and will make a year's growth in a year's time.

*There will be equitable facilities and opportunities for all students.

*The school's personnel will be highly qualified, diverse, innovative, enthusiastic, energetic, and dedicated to the mission.

2. School Environment

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

Goldsboro Elementary works very closely with its students and families with the intent to educate one another on each others' cultures, with the end result being to create a well-rounded school culture embracing each others' differences and similarities.

Goldsboro/PTA holds several community events throughout the year including and a Fall Social, book fairs that accompany "picnic and paperbacks", parent curriculum nights, and family nights each month. Hispanic heritage, Black history, and women's history are all celebrated and recognized during the school year. Culturally relevant professional development has been scheduled for all staff to take part in.. We have planned for 10 face-to-face trainings throughout the school year. The goal is to gain a better understanding of various cultures within our Goldsboro community and to put into practice the actions of acceptance of all. The principal and leadership team members visit the local Boys and Girls club, churches and other community outreach centers to develop relationships with the surrounding community members. Other events, such as Teach In, also gives our students the opportunity to share their culture with peers.

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

Through PBS (Positive Behavior Support), "The GEMS Star Pledge" is the cornerstone of our behavior management program and the key in building a positive, safe culture at Goldsboro Elementary. Students recite, "Stay Safe, Think Before I Act, Accept Responsibility, Respect Everyone and Everything, and Strive for Success. I practice the GEMS Star Pledge". This quote, which is embedded within our Positive Behavior Support program, creates a school environment of safety,

trust, and support with our students and our staff. Our PBS team, made up of teacher/faculty leaders, has designed a behavior program that is based on positives/incentives, with a focus on the success of our students, rather than negative consequences.

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.

All staff is trained in our Positive Behavior Support program. This program is built on "making right choices"; excelling in behavior, sports, arts, and academics; supporting and recognizing students and staff through incentives and positive reinforcement; and celebrating success. Clear expectations are communicated to all stake holders, incentives are put into place (students earn GEMS dollars), and we focus on doing the right thing. Additionally, great emphasis is placed on engaged instruction and building relationships/trust with students. When disciplinary action is called for, the Student Code of Conduct is followed and adhered to. In addition to the SCPS discipline referral process, we utilize a reporting system that enables us to track behaviors so that intervention can take place early in an effort to positively shape desired behaviors.

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.

Goldsboro Elementary has established various small group services for the needs of our students including anger management, peer resolution, social skills, and one-on-one when needed. Our behavior resource teacher meets with students regularly as a pro-active approach to resolving known issues our students deal with as children. It is very common to see our guidance counselor meeting with students one-on-one in which the child feels safe to share his/her feelings over lunch and/or other times during the day.

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.

Goldsboro has a Multi-Tiered System of Supports (MTSS) core problem solving team, comprised of members with expertise in academic and behavioral domains. The MTSS team utilizes the continuous problem solving process to identify students who are at-risk in academics and/or behavior and conducts root cause analysis to determine why the problem is occurring. The MTSS core problem solving team utilizes a student performance data management system to view aggregated student data. To aid in recognizing early school disengagement, the MTSS core problem solving team utilizes an early warning identification system and digitized response to intervention process. Student data are aggregated to form a predictive analytic risk score configuration, comprised of indicators that flag a student at risk of graduation (attendance, misconduct, course failure, mobility, grade point average, overage, and retention).

1. Any time a student's attendance drops below 90%, the principal is notified by the guidance counselor. Initially the guidance counselor makes direct contact with the parents. If attendance issues continue, the principal attempts to make contact. If the attendance issue continues, the School Resource Officer and Social Worker are notified and truancy procedures are followed.
2. Any time a student is suspended, the parent is notified. If the student receives multiple suspension, they are referred to the MTSS team to be placed on a Behavior Improvement Plan. If the BIP is not successful, the student will be referred to the Student Study Team to evaluate the need of additional

services.

3. Any time a student begins to fail a course or shows academic deficiencies in ELA or Math through progress monitors, the student is brought to the MTSS team. With parent input, the MTSS implements a tiered approach plan to address the students academic deficiencies and track growth through ongoing progress monitoring (OPMs). If the student continues to struggle, he/she will be referred to the SST to evaluate the need of additional services.

4. All Level 1 students are immediately referred to the MTSS team and places in a tiered approach intervention.

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.

Parent/teacher conferences, MTSS, counseling, mentor programs, daily 30 min. of intervention, SIPPS, Making Meaning, iReady, tutorial, BIPs, OPMs, Fast ForWord.

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/311978>.

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.

Goldsboro teachers are targeting parents to take a more active role in our online student data/grades/communication program (Skyward). The staff at Goldsboro Elementary works very closely with its students and families with the intent to educate one another on each others' cultures, with the end result being to create a well-rounded school culture embracing each others' differences and similarities. Starting in August, we have several community events throughout the year including a "picnic and paperbacks" event, a book fair, parent curriculum nights, and PTA events. We have established an active volunteer program, SAC, and PTA. In our foyer, we have set up a looping Power Point that reviews our school's mission, vision, goals, and priorities as well as pictures of families/students engaged in active learning. I as the principal will visit the local Boys & Girls Club, churches, and other community centers in an effort to establish relationships with those who partner in raising students Goldsboro students.

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
Schreiner, Keaton	Principal
Mulholland, Chris	Assistant Principal
Kellett, Jennifer	Instructional Coach
Hurt, Linda	Instructional Coach
Benninghove, Shannon	Teacher, ESE

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 will meet to analyze school wide data and discuss progress, as well as needed areas of intervention. There will be thirty additional minutes for intervention groups built into the daily schedule. The team will provide training to teachers in ongoing progress monitoring and small group interventions that go along with core instructional programs. Training for the MTSS model including data collection and monitoring, as well as interventions will be conducted through staff development meetings and professional learning communities. The team will meet weekly on Wednesdays. However, at any time, the teacher can request assistance from the team. The team will offer the classroom teachers strategies for interventions in both academics and behaviors for targeted groups in addition to the general curriculum and behavior management plans. The team will offer the opportunity for modeled lessons, which target interventions or appropriate behaviors. The team can assist the teacher in writing academic intervention plans and behavior plans for students in need. If all provided interventions are not successful, the team can assist the teacher in referral process for the Student Study Team at which time, additional interventions, testing or special education services may be considered.

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.

Goldsboro annually reviews budgets and expenditures as well as student and teacher data to ensure we are adequately staffed to meet student achievement needs. For Title I schools, data are reviewed and funds are used to provide supplemental staff and support improved instruction and interventions. Goldsboro 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 ensure the gap between special education students and other student groups is reduced. 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
Keaton Schreiner	Principal
Amy Blowers	Parent
Lee Cassie	Parent
Travis Cassie	Parent
Lashon Henderson	Parent
Stacey Rogus	Parent
Kelly Torresin	Parent
Shannon Benninghove	Teacher
Stephanie Shoucair	Teacher
Debbie Rivera	Teacher
Aja Posey	Parent
Manish Premji	Parent
Marisa Seibert	Parent
Kelly Torresin	Parent
Ursula Umperovitch-Gray	Parent
Debra Williams	Education Support Employee
Kim Sargent	Parent
Tony Littles	Parent
Maria McCorkle	Parent
Sean Ramdial	Parent
Raj Vaidyanathan	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 Principal with the assistance of the School Advisory Council met to address student achievement goals based on the 15-16 school performance assessment data to determine an evaluation of it's goals and effectiveness. Goldsboro SAC represents our school demographics.

b. Development of this school improvement plan

During the first SAC meeting of the school year, diagnostic data was shared with the School Advisory Council and attendees. Input from the SAC has been considered and focus goals have been established by the leadership team.

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

During the September 2016 meeting, updated budget information was shared by the principal to the SAC in order to determine allocations for expenditures for the 2016 - 2017 school year. Allocations will be based on school wide goals.

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

Goldsboro received \$850 in school improvement funds for the 2015-2016 school year. The projected use is allotted for materials for our Positive Behavior Support (PBS) initiative we are continuing this school year. PBS is a school wide behavior management system. One of our goals this school year is to decrease the amount of out-of-school suspensions in comparison to the 2015-2016 school year.

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
Hurt, Linda	Instructional Coach
Kellett, Jennifer	Instructional Coach
Schreiner, Keaton	Principal
Mulholland, Chris	Assistant Principal
Benninghove, Shannon	Teacher, ESE

b. Duties

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

-Facilitate and organize intervention during the 90 minute reading block at each grade in order to differentiate instruction to meet the needs of all students and increase school-wide reading

proficiency. The goal is to increase reading ability and analysis of text for all students.

- Schedule trimester and/or quarterly assessments to find students' reading and writing strengths and weaknesses and to monitor student progress. (DRA, iReady, PSI, PASI, Writing Prompts, etc)

- Conduct monthly data meetings to help teachers better understand and use their students' data. Data meetings will also help teachers make instructional decisions in "Walk To" groups and in the classroom.

- Increase differentiation of instruction in classrooms through Professional Development, collaborative PLC meetings, and lesson study involving small group, conferencing, and a workshop model in reading and writing.

- Collaborate with PLC team members to create or use previously made common assessments on state standards, share instructional strategies for teaching standards, and analyze data from common assessments in order to reflect on teaching and provide targeted remediation where needed.

- Increase "eyes on text" at students' levels by promoting a love of reading, motivation through reading incentives, and an emphasis on quality, authentic book selections.

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.

Goldsboro utilizes Professional Learning Communities to address collaborative planning and instruction in

order to implement district instructional curriculum plans aligned with the Florida Standards. Teachers have a

common plan time and specific scheduled Wednesday afternoons for which to collaboratively plan their instruction.

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 was trained by our county's new teacher facilitator and given materials and agendas to support the new teachers during this calendar year. Before school began, our new teachers spent a day with our school-wide mentor and were given a campus tour and oriented to important procedures and policies that will affect them as they begin the school year. Once school begins, these new teachers meet regularly with the mentor(s) who best fits their needs and follow an agenda of recommended topics that are appropriate for each teacher's given situation. Whether the new

teacher is working with a school-wide mentor, peer teacher, or alternative certification mentor, he or she is working with an individual who has been trained by our county to support the teacher's various needs. Each of these mentor roles are fine-tuned each year based on the feedback from our new teachers the year before.

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.

Goldsboro's teachers/instructional coaches use various data to provide and differentiate instruction to meet the diverse needs of our students. Assessments are used as diagnostics and "ongoing progress monitors" to determine student needs and to track student growth. Determined by the data, various differentiated

instructional practices are implemented, including intervention and acceleration, dependent on the students' needs. Students are monitored on an individual basis and their data is used to create student

based services. Various assessments used include FSA, DRA, DAR, PASI, PSI, iReady, curriculum based assessments, and fluency reads.

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: Before School Program

Minutes added to school year: 2,160

Students will be provided extended learning time by participating in morning sessions (36 sessions at 60 minutes per session). Certified teachers will offer intensive instruction, focused on the skills required for the specific grade level.

Strategy Rationale

We will strategically focus on identified academic deficiencies of our LQ and struggling students in ELA and Math. This will not only hit our overall proficiency goals, but also our LQ making LGs.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Mulholland, Chris, chris_mulholland@scps.k12.fl.us

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

Data using DRAs, iReady Lexile, and Learning Gains on FSA is collected and analyzed. OPMs, such as DRAs, DE, and iReady are administered on a regular basis to see if programs are effective.

Strategy: After School Program

Minutes added to school year: 2,160

Students will be offered extended learning time by participating in afternoon sessions (36 sessions at 60 minutes per session). Certified teachers will offer acceleration learning groups (clubs), focused on enriching Goldsboro's highest academic performers, to include under-represented groups (African American). Some of these groups, but not limited to, are SECME, Robotics, and Math Competition clubs, just to name a few.

Strategy Rationale

Providing extended learning opportunities for our students will enhance their ability to retain information and required knowledge necessary to be productive citizens in our ever evolving STEM society.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Schreiner, Keaton, keaton_schreiner@scps.us

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

Performance on the Science FSA, Common Trimester Assessments (District CTAs) will determine the overall effectiveness of this acceleration strategy.

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.

N/A

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

N/A

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

N/A

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.

Goldsboro Elementary is working closely with all elementary, middle, and high schools in the Sanford/Seminole

Cluster to ensure that we have implemented vertical strategic planning with the intent that students graduate and are ready for post-secondary experiences.

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.** Goldsboro's teachers and staff will seek to develop appropriate relationships with their students, parents and each other; and implement research-based best teaching 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 ELA, Math and Science.

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. Goldsboro's teachers and staff will seek to develop appropriate relationships with their students, parents and each other; and implement research-based best teaching 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 ELA, Math and Science. **1a**

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Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	68.0
ELA/Reading Gains	65.0
FSA Mathematics Achievement	68.0
FCAT 2.0 Science Proficiency	75.0
Math Gains	65.0
ELA/Reading Lowest 25% Gains	51.0
Math Lowest 25% Gains	51.0

Targeted Barriers to Achieving the Goal **3**

- Time for professional development (analysis of student data, coaching and feedback, relationship building amongst peers)

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

- Professional Development
- Instructional Materials
- Two Instructional Coaches
- Student Support Services
- Instructional Technology
- Title I Funding
- Tutorial/Extended Learning Opportunities
- Standards-Based Intervention
- PLCs
- Administrative Support
- Multi Tiered Systems of Support Team (MTSS)
- Vertical Alignment Collaboration
- iReady
- OPMs
- DRA
- District Curriculum Support Team

Plan to Monitor Progress Toward G1. 8

Leadership Team Collaboration

Person Responsible

Keaton Schreiner

Schedule

On 5/26/2017

Evidence of Completion

Increased student achievement in reading, writing, math and science based on common trimester assessments (district CTAs), individual iObservation academic goals (one year's growth in one year's time), and unit assessments.

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. Goldsboro's teachers and staff will seek to develop appropriate relationships with their students, parents and each other; and implement research-based best teaching 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 ELA, Math and Science. **1**

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G1.B1 Time for professional development (analysis of student data, coaching and feedback, relationship building amongst peers) **2**

 **B229312**

G1.B1.S1 Schedule Wednesday professional development that focuses on research based best teaching practices while building professional relationships. **4**

 **S241833**

Strategy Rationale

Teachers need to continue to fine tune their practice of effective teaching.

Action Step 1 **5**

Wednesday Professional Development Calendar

Person Responsible

Chris Mulholland

Schedule

Quarterly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Agendas and sign-in sheets, Classroom Walkthroughs and Coaching logs. Walkthrough schedule and coaching with feedback to move developing teachers to highly effective teachers will be evidenced in iObservation. Increased student achievement will be reflected based on unit assessments and common trimester assessments (district CTAs).

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

Wednesday Professional Development Calendar

Person Responsible

Keaton Schreiner

Schedule

Quarterly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Attendance and engagement of instructional staff and implementation of strategies are observable in the classroom post training.

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

Wednesday Professional Development Calendar

Person Responsible

Chris Mulholland

Schedule

Quarterly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Attendance and engagement of instructional staff and implementation of strategies are observable in the classroom post training.

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

Wednesday Professional Development Calendar

Person Responsible

Chris Mulholland

Schedule

Quarterly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Effective implementation of instructional practices and improved student achievement

G1.B1.S2 Plan weekly Professional Learning Communities (PLCs) that are data driven to maximize student learning (all subgroups), adult learning and application of instructional practices. 4

S241834

Strategy Rationale

Data drives instructional decisions and careful planning.

Action Step 1 5

Develop and plan for effective Professional Learning Communities.

Person Responsible

Keaton Schreiner

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Agendas, Sign-in sheets and PLC Schedules. Increased student achievement will be reflected based on unit assessments and common trimester assessments (district CTAs).

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

Professional Learning Communities Schedule

Person Responsible

Chris Mulholland

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Attendance at PLC meetings and engagement of instructional staff, Implementation of strategies are observable in the classroom post training

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

Professional Learning Communities

Person Responsible

Chris Mulholland


Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Effective implementation of instructional practice and improved student achievement

G1.B1.S3 Plan weekly walkthroughs with prescriptive and immediate feedback on ways to improve instruction and to validate best practices in an effort to strengthen administrator/teacher relationships. 4

 S241835

Strategy Rationale

Feedback is a high yield strategy for all learners.

Action Step 1 5

Walkthroughs

Person Responsible

Keaton Schreiner

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Walkthrough schedule and coaching with feedback to move developing teachers to highly effective teachers. Increased student achievement will be reflected based on unit assessments and common trimester assessments (district CTAs).

Action Step 2 5

Walkthroughs

Person Responsible

Chris Mulholland

Schedule

On 5/26/2017

Evidence of Completion

Walkthrough schedule and coaching with feedback to move developing teachers to highly effective teachers. Increased student achievement will be reflected based on unit assessments and common trimester assessments (district CTAs).

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

Leadership Team Meetings

Person Responsible

Keaton Schreiner

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Observation notes and Coaching logs

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

Leadership Team Meetings

Person Responsible

Keaton Schreiner

Schedule

Weekly, from 8/17/2016 to 5/17/2017

Evidence of Completion

Effective implementation of instructional practice and Improved student achievement

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.B1.S3.MA1 M322718	Leadership Team Meetings	Schreiner, Keaton	8/17/2016	Effective implementation of instructional practice and Improved student achievement	5/17/2017 weekly
G1.MA1 M322720	Leadership Team Collaboration	Schreiner, Keaton	8/10/2016	Increased student achievement in reading, writing, math and science based on common trimester assessments (district CTAs), individual iObservation academic goals (one year's growth in one year's time), and unit assessments.	5/26/2017 one-time
G1.B1.S1.MA1 M322713	Wednesday Professional Development Calendar	Mulholland, Chris	8/10/2016	Effective implementation of instructional practices and improved student achievement	5/26/2017 quarterly
G1.B1.S1.MA1 M322714	Wednesday Professional Development Calendar	Schreiner, Keaton	8/10/2016	Attendance and engagement of instructional staff and implementation of strategies are observable in the classroom post training.	5/26/2017 quarterly
G1.B1.S1.MA3 M322715	Wednesday Professional Development Calendar	Mulholland, Chris	8/10/2016	Attendance and engagement of instructional staff and implementation of strategies are observable in the classroom post training.	5/26/2017 quarterly
G1.B1.S1.A1 A313050	Wednesday Professional Development Calendar	Mulholland, Chris	8/10/2016	Agendas and sign-in sheets, Classroom Walkthroughs and Coaching logs. Walkthrough schedule and coaching with feedback to move developing teachers to highly effective teachers will be evidenced in iObservation. Increased student achievement will be reflected based on unit assessments and common trimester assessments (district CTAs).	5/26/2017 quarterly
G1.B1.S2.MA1 M322716	Professional Learning Communities	Mulholland, Chris	8/10/2016	Effective implementation of instructional practice and improved student achievement	5/26/2017 weekly
G1.B1.S2.MA1 M322717	Professional Learning Communities Schedule	Mulholland, Chris	8/10/2016	Attendance at PLC meetings and engagement of instructional staff, Implementation of strategies are observable in the classroom post training	5/26/2017 weekly
G1.B1.S2.A1 A313051	Develop and plan for effective Professional Learning Communities.	Schreiner, Keaton	8/10/2016	Agendas, Sign-in sheets and PLC Schedules. Increased student achievement will be reflected based on unit assessments and common trimester assessments (district CTAs).	5/26/2017 weekly
G1.B1.S3.MA1 M322719	Leadership Team Meetings	Schreiner, Keaton	8/10/2016	Observation notes and Coaching logs	5/26/2017 weekly
G1.B1.S3.A1 A313052	Walkthroughs	Schreiner, Keaton	8/10/2016	Walkthrough schedule and coaching with feedback to move developing teachers to highly effective teachers. Increased student achievement will be reflected based on unit assessments and common trimester assessments (district CTAs).	5/26/2017 weekly
G1.B1.S3.A2 A313053	Walkthroughs	Mulholland, Chris	8/10/2016	Walkthrough schedule and coaching with feedback to move developing teachers to highly effective teachers. Increased student achievement will be reflected based on unit assessments	5/26/2017 one-time

Seminole - 0271 - Goldsboro Elementary Magnet - 2016-17 SIP
Goldsboro Elementary Magnet

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				and common trimester assessments (district CTAs).	

V. Professional Development Opportunities

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

G1. Goldsboro's teachers and staff will seek to develop appropriate relationships with their students, parents and each other; and implement research-based best teaching 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 ELA, Math and Science.

G1.B1 Time for professional development (analysis of student data, coaching and feedback, relationship building amongst peers)

G1.B1.S1 Schedule Wednesday professional development that focuses on research based best teaching practices while building professional relationships.

PD Opportunity 1

Wednesday Professional Development Calendar

Facilitator

Administration and Instructional staff and coaches

Participants

All Instructional Staff

Schedule

Quarterly, from 8/10/2016 to 5/26/2017

G1.B1.S2 Plan weekly Professional Learning Communities (PLCs) that are data driven to maximize student learning (all subgroups), adult learning and application of instructional practices.

PD Opportunity 1

Develop and plan for effective Professional Learning Communities.

Facilitator

administration, academic coaches and team leaders

Participants

All instructional staff

Schedule

Weekly, from 8/10/2016 to 5/26/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Wednesday Professional Development Calendar					\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17	
	5000	510-Supplies	0271 - Goldsboro Elementary Magnet	School Improvement Funds		\$1,500.00	
2	G1.B1.S2.A1	Develop and plan for effective Professional Learning Communities.					\$15,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17	
			0271 - Goldsboro Elementary Magnet	Title I, Part A		\$15,000.00	
			Notes: Tutorial				
3	G1.B1.S3.A1	Walkthroughs					\$1,574.18
	Function	Object	Budget Focus	Funding Source	FTE	2016-17	
	5000	510-Supplies	0271 - Goldsboro Elementary Magnet	School Improvement Funds		\$1,574.18	
			Notes: Substitutes will cover classes to enable 1/2 day instructional rounds for new/developing teachers.				
4	G1.B1.S3.A2	Walkthroughs					\$0.00
Total:						\$18,074.18	