

School District of Osceola County, FL

# Partin Settlement Elementary School



2017-18 Schoolwide Improvement Plan

## Partin Settlement Elementary School

2434 REMINGTON BLVD, Kissimmee, FL 34744

www.osceolaschools.net

### School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	85%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	78%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	B	B*	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 Osceola County School Board.

### SIP Authority and Template

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

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

### 2017-18 DA Category and Statuses for Partin Settlement Elementary School

DA Region and RED	DA Category and Turnaround Status
Central - <a href="#">Lucinda Thompson</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

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

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

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

#### 2. School Environment

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

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

Examples of some of the strategies used and taught include but are not limited to the following:

- \* finding out about other's feelings (empathy)
- \* problem solving and finding solutions
- \* conflict resolution
- \* use of clear expectations
- \* motivation strategies such as our rewards based system of Pioneer Bucks to reward appropriate behaviors
- \* provide students specific feedback and support
- \* intervention time prior to starting groups (first month of school) is used by all teachers to talk to students about growth mindset, getting to know each other activities, building class community through class meetings
- \* some teachers do timelines or all about me projects with students which share their students' cultures and background

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

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

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

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

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

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

Students are taught during PBIS orientation and through weekly announcements that they may go to any adult on campus with a "badge" (school id) with any concern. Typically students go to whichever adult they have the best rapport with and feel most comfortable. Students are taught that all adults on campus are here to help them in anyway that might be needed.

### 3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

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

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

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

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

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

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

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

PBIS supports, extended learning support, pull out interventions, and other strategies developed as necessary for the individual student.

## B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

**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.**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

No

### **1. PFEP Link**

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

### **2. Description**

Parent Portal through FOCUS  
Email  
Newsletters  
PTO  
SAC  
Open House-Family Nights  
Call Out System  
Remind  
Website

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

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

We acknowledge our business partners through various such as a annual luncheon, thank you candy treats delivered with cards from students.

Aamco Of Kissimmee –1. Will \$100 donation/banner, 2. Free check engine light reading total each \$39.95, 3. Free Transmission Check total \$39.95, 4. 30% off Transmission Service.

Andy's Auto Service Inc.- 1. Decorate a PBS Flag for display in the font of the school for a donation. Total \$550.00

Berkshire Hathaway Results Realty- 1.. Decorate a PBS Flag for display in the font of the school for a donation. Total \$100.00

Chick-fil-A- 1. Spirit Night-Cow at Car-Pick up area, Cow on announcements the day of Spirit Night.

2. Perfect attendance Reward- Cow visit, kids meal cards.

3. Donate 75 biscuits and 2 large fruit trays. Value \$282.75

Cici's Pizza- 1. Donate 8 dessert trays for Teacher Welcome Back Luncheon. 2. Teacher appreciation certificates- value \$7.28 each.

3. Students Award- Free buffet certificates. Value\$7.28

4. Spirit Night- 20% of school night sales.

Creative Dance Academy- 1. Donation 2 times a year \$40

2. Provide after school transportation. 3. Dance in the school.

Forever Florida- 1. \$100 donation/banner.

Gators Dockside- 1. Donate 15% back from spirit night. 2. \$200 in food donations throughout the year. 3. Student Rewards for Honor Roll.

Goal Oriented Learning- 1. Support Events by participation. 2. Support teacher apperception week by donating \$50.00. 3. Provide discounts (up to \$500 value) for PSE student through the year for tutoring services. 4. Provide 2 free sessions to any student in need. Value \$100.00

John's Electric Inc.- . 1. Decorate a PBS Flag for display in the font of the school for a donation. Total \$100.00

Kidsville Academy Inc.-1. Provide daycare and afterschool care 2.Offer tutoring services. 3.

Lewis and Massey, PA- 1. Decorate a PBS Flag for display in the font of the school for a donation. Total \$100.00

Magic Karate Academy- 1.Provide Bus Transportation. 2. After school program. 3. Homework assistance.

Modern Woodmen of America-1. Decorate a PBS Flag for display in the font of the school for a donation of Bicycles and helmets to support the PBIS program. Value \$180.00. 2. Volunteer at a school speech contest. 3. Youth education programs. 4. Volunteer when needed

One Stop Shop Consulting LLC- 1. \$100 donation/banner. 2. Will be the Treasurer for PTO and do any accounting needed. 3. Intend to donate a minimum of \$300.00. Making a donation once a quarter.

Strictly Brisket, LLC- 1. Will donate a luncheon for staff. Value \$1,000.00

## C. Effective Leadership

### 1. School Leadership Team

#### a. Membership

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

Name	Title
Corbett, Karen	Principal
Flowers, Amy	Assistant Principal
Czipulis, Sara	Instructional Coach
Jablonski, Jennifer	Other
Tryzbiak, Deborah	Instructional Coach
Oliver, Romy	Instructional Coach
Juste, Mernise	School Counselor

#### b. Duties

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

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

General Education Teachers: Provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff members to implement Tier 2 interventions and integrates Tier 1 materials/instruction with Tier 2 and Tier 3 activities.

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

MTSS Coaches: Develop, lead, and evaluate school core content standards/programs; identify and

analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches.

Reading, Math/Science Instructional Specialists: Provide guidance on K-12 reading plan; facilitate and support data collection activities; assist in data analysis; provide professional development and technical assistance to teachers regarding data based instructional planning; support the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

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

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

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

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

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

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

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

#### Title 1, Part A

To ensure students requiring additional remediation are assisted; extended learning opportunities, such as before and/or after school programs, and/or Saturday and/or summer school are offered. The district coordinates with Title II to ensure staff development needs are provided. Math/Science Coaches develop and lead programs based on Florida Standards curriculum/behavior assessment and intervention approaches.

#### Title I, Part C-Migrant

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

#### Title I, Part D

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

#### Title II

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

#### Title III

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

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

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

#### Title IX

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

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Jennifer Jablonski	Teacher
Karen Corbett	Principal
Stephanie Adams	Parent
Meredith Mazon	Parent
Colleen Schmidt	Teacher
Alecia Harvey	Parent
Lisa Decker	Parent
Ivy Fivey	Parent
Robert Fivey	Parent
Aileen Rivera	Parent
Christina Elliot	Parent
Jahaira Cardona	Parent
Sara Langley	Business/Community

#### b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

##### *a. Evaluation of last year's school improvement plan*

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

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

At the end of the 16-17 school year a discussion was held with the SAC committee. We discussed areas of concern and possible target areas for improvement for the upcoming 2017-2018 school year.

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

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

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

Funding received was allocated to the following:

Orlando Science Center=\$506

Standards Resource books for PD=\$482.40

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

School Agendas=\$1500

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

Yes

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

### 3. Literacy Leadership Team (LLT)

#### a. Membership

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

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

#### b. Duties

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

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

### D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

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

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

Team Building: Corbett and Flowers

Positive Work Environment that Promotes Student Achievement: Corbett and Flowers

Partnering new staff with appropriate veteran staff: Leadership Team

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

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

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

Mentors meet biweekly with their assigned mentee to provide support.

New teachers are paired with a veteran teacher in their grade level (buddy) -as well as an official mentor who teaches the same content area.  
Academic coaches offer support and touch base consistently throughout the year.

## E. Ambitious Instruction and Learning

### 1. Instructional Programs and Strategies

#### a. Instructional Programs

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

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

Leadership Team is participating in Learning Cycles in which classroom observations are completed with District Resource Personnel, in which reflection and feedback is provided to further support student achievement and rigorous instruction.

In addition, the Multi-Cultural Department is also participating to provide Learning Cycle feedback/ support to support instruction of ELL students.

#### b. Instructional Strategies

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

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

1. Schoolwide data is examined and analyzed to create groups of students in which additional intervention and remediation are provided to students throughout the school for each grade level.
2. Teachers are trained in Balanced Literacy and Flexible Facilitation to work in small groups of students to provide strategic instruction based on their individual needs.
3. Common/formative assessments and scales are developed during PLC's to be used to determine areas which require reteaching or enrichment.

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

**Strategy:** Extended School Day

**Minutes added to school year:** 3,360

Reading: I-Ready and Guided Reading Intervention Program  
Mathematics: I-Ready and small group Math Intervention Program

**Strategy Rationale**

To increase the intensive instruction given to struggling students.

**Strategy Purpose(s)**

- Enrichment

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

Flowers, Amy, amy.flowers@osceolaschools.net

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

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

## 2. Student Transition and Readiness

### a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

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

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

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

### b. College and Career Readiness

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

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

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

**4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.**

## II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

### 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.**      If our school increases the functioning of our Collaborative Teams through more strategic use of common assessments, data analysis, and feedback to ensure a rigorous, viable, and guaranteed curriculum is provided to all students, then student achievement will increase for all students.

## 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.** If our school increases the functioning of our Collaborative Teams through more strategic use of common assessments, data analysis, and feedback to ensure a rigorous, viable, and guaranteed curriculum is provided to all students, then student achievement will increase for all students. 1a

G095416

### Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	65.0
FSA ELA Achievement	65.0
Statewide Science Assessment Achievement	61.0
ELA/Reading Lowest 25% Gains	60.0
FSA ELA Achievement - SWD	30.0
FSA ELA Achievement - ELL	30.0
ELA/Reading Gains	72.0
FSA Math Achievement - SWD	35.0
FSA Math Achievement - ELL	30.0
Math Lowest 25% Gains	55.0
Math Gains	65.0

### Targeted Barriers to Achieving the Goal 3

- Teachers struggling to utilize strategies which scaffold learning in the lowest quartile, specifically ESE and ELL students.
- Collaborative Teams struggle with streamlining the process to correctly and strategically identify students who need support in a timely manner.
- Loss of instructional time due to discipline behaviors and attendance which interfere with instruction and the learning environment.

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

- Provide training in ESE & ELL high yield strategies; growth mindset implementation in classrooms; consistently and effectively tracking student data; research on high yield strategies for students; utilization of scales
- Provide weekly assistance/support from leadership team; Restructuring of PLC meetings; Provide training on creating timelines for units; Provide training on utilizing scales more effectively to identify and support struggling students in a timely manner.
- Multiple PBIS trainings/refreshers throughout the year; Promotion of Bucket Filling and Growth Mindset; Training on class community building; Utilize resources available from school counselor to support discipline and attendance concerns; Provide parent nights to promote sense of school community and importance of attendance; Develop schoolwide attendance incentive program; Target students who last year had 10 or more absences with individual incentives to promote higher attendance rate.

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

Tracking Data

**Person Responsible**

Karen Corbett

**Schedule**

Monthly, from 8/10/2017 to 5/24/2018

**Evidence of Completion**

Analyze and disaggregate the following: I-Ready data, class grade, quadrant reports, data chats, MTSS, common assessments, Scales (artifacts), FSA results, Portfolio (3rd only)

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

Monitor FOCUS reports

**Person Responsible**

Amy Flowers

**Schedule**

Weekly, from 8/10/2017 to 5/24/2018

**Evidence of Completion**

Leadership team minutes, FOCUS reports on discipline, attendance, and grades.

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

Monitor PLC productivity/increasing achievement

**Person Responsible**

Karen Corbett

**Schedule**

On 5/24/2018

**Evidence of Completion**

Artifacts from PLC, Leadership classroom observations, Leadership Team observation during PLC, Teacher PLC surveys.

## Action Plan for Improvement



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

### Problem Solving Key


**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

**G1.** If our school increases the functioning of our Collaborative Teams through more strategic use of common assessments, data analysis, and feedback to ensure a rigorous, viable, and guaranteed curriculum is provided to all students, then student achievement will increase for all students. **1**

 G095416

**G1.B1** Teachers struggling to utilize strategies which scaffold learning in the lowest quartile, specifically ESE and ELL students. **2**

 B256881

**G1.B1.S1** Lowest Quartile Strategies a. research high yield strategies b. provide training in ESE high yield strategies c. training on ELL high yield strategies d. implement growth mindset in the classrooms e. consistently and effectively track student data f. utilize scales in classrooms **4**

 S271749

### Strategy Rationale

- a. use of high yield strategies promotes higher levels of student achievement and growth
- b. use of high yield ESE strategies promotes higher levels of student achievement and growth
- c. use of high yield ELL strategies promotes higher levels of student achievement and growth

### Action Step 1 **5**

Research high yield strategies

#### Person Responsible

Karen Corbett

#### Schedule

Weekly, from 8/10/2017 to 5/30/2018

#### Evidence of Completion

Leadership team minutes

### Action Step 2 **5**

Training on ESE high yield strategies

#### Person Responsible

Jennifer Jablonski

#### Schedule

Quarterly, from 8/10/2017 to 5/30/2018

#### Evidence of Completion

PLC support agenda/notes/training session information

### Action Step 3 5

Training on ELL high yield strategies

**Person Responsible**

Karen Corbett

**Schedule**

Semiannually, from 8/10/2017 to 5/30/2018

**Evidence of Completion**

Training Powerpoint and/or agenda

### Action Step 4 5

Training on growth mindset

**Person Responsible**

Karen Corbett

**Schedule**

Quarterly, from 8/10/2017 to 5/30/2018

**Evidence of Completion**

Training Powerpoint and/or agenda/PBS Orientation Notes

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

Members of Leadership Team research high yield strategies

**Person Responsible**

Karen Corbett

**Schedule**

Weekly, from 8/10/2017 to 5/30/2018

**Evidence of Completion**

Leadership team minutes will reflect sharing from scholarly articles and Hattie text regarding high yield strategies.

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

Training on ESE high yield strategies

**Person Responsible**

Jennifer Jablonski

**Schedule**

On 8/10/2017

***Evidence of Completion***

Training presentation notes from VE Lead Teachers and RCS

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

Training on high yield ELL strategies

**Person Responsible**

Amy Flowers

**Schedule**

Semiannually, from 8/10/2017 to 5/30/2018

***Evidence of Completion***

Presentation notes from ECS

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

Training on growth mindset

**Person Responsible**

Amy Flowers

**Schedule**

Quarterly, from 8/10/2017 to 5/30/2018

***Evidence of Completion***

PBS Orientation notes/morning announcement calendar

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

Training on Balanced Literacy

**Person Responsible**

Sara Czipulis

**Schedule**

Quarterly, from 8/10/2017 to 5/30/2018

**Evidence of Completion**

Lesson plans, classroom walkthroughs, and discussion at PLC's

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

Membership of leadership team research high yield strategies

**Person Responsible**

Karen Corbett

**Schedule**

Weekly, from 8/10/2017 to 5/30/2018

**Evidence of Completion**

Leadership team minutes will also discuss and problem solve which high yield strategies would best serve our students based on diagnostic data. Use of strategic high yield strategies promotes higher achievement and growth. Lesson plans and walk through data will reflect implementation.

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

Training on ESE high yield strategies

**Person Responsible**

Jennifer Jablonski

**Schedule**

On 5/30/2018

**Evidence of Completion**

Training presentation notes from VE Lead Teachers and RCS. Classroom walk throughs should reflect a use of ELL strategies with identified students to increase achievement.

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

Training on high yield ELL Strategies

**Person Responsible**

Amy Flowers

**Schedule**

Semiannually, from 8/10/2017 to 5/30/2018

***Evidence of Completion***

Training presentation notes from ECS. Classroom walk throughs should reflect a use of ELL strategies with identified students to increase achievement.

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

Training on growth mindset

**Person Responsible**

Karen Corbett

**Schedule**

Quarterly, from 8/10/2017 to 5/30/2018

***Evidence of Completion***

PBS Orientation notes, morning announcements calendar

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

Training on Balanced Literacy

**Person Responsible**

Sara Czipulis

**Schedule**

Quarterly, from 8/10/2017 to 5/30/2018

***Evidence of Completion***

Lesson plans, classroom walk throughs and discussion at PLC's. Tracking competency of standards enables teachers to accurately target student's area of need for support.

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

Training on creating and utilizing scales

**Person Responsible**

Karen Corbett

**Schedule**

Quarterly, from 8/10/2017 to 5/30/2018

***Evidence of Completion***

Lesson plans, PLC artifacts, classroom walk throughs, data chats. Use of scales will reflect teachers' ability to accurately identify student progression of learning and build student's ownership of their own learning progression.

**G1.B2** Collaborative Teams struggle with streamlining the process to correctly and strategically identify students who need support in a timely manner. **2**

 B256882

**G1.B2.S1** Collaborative Teams a. one member of leadership team will attend weekly PLC to provide support b. restructure PLC to create common meeting place c. training on PLC cycles d. training on flexible facilitation e. training on balanced literacy f. continue training in creating, using scales **4**

 S271750

### Strategy Rationale

- a. enable PLC's to get answers to questions or assistance from leadership in real time in order to be more efficient and productive
- b. this will ensure that the DOK (depth of knowledge) is taught at appropriate grade level and increases through the years
- c. ability to do this will increase efficiency and enable teachers to provide strategic interventions in a more timely manner
- d. this will assist with the PLC and providing differentiation
- e. to strengthen core instruction in the area of Reading
- f. effective use of scales enables teachers to determine who needs further assistance in what area

### Action Step 1 **5**

One member of leadership team will attend weekly PLC meeting

#### Person Responsible

Amy Flowers

#### Schedule

Weekly, from 8/10/2017 to 5/30/2018

#### Evidence of Completion

Leadership team minutes

### Action Step 2 **5**

Restructure PLC to create common meeting place(s)

#### Person Responsible

Karen Corbett

#### Schedule

On 5/30/2018

#### Evidence of Completion

Pre-planning agenda/notes/training session information

### Action Step 3 5

Training on creating PLC cycle units

**Person Responsible**

Sara Czipulis

**Schedule**

Semiannually, from 8/10/2017 to 5/30/2018

***Evidence of Completion***

Training Powerpoint and/or agenda

### Action Step 4 5

Training on Flexible Facilitation

**Person Responsible**

Deborah Tryzbiak

**Schedule**

Quarterly, from 8/10/2017 to 5/24/2018

***Evidence of Completion***

Training Powerpoint and/or agenda

### Action Step 5 5

Training on balanced literacy

**Person Responsible**

Sara Czipulis

**Schedule**

Quarterly, from 8/10/2017 to 5/30/2018

***Evidence of Completion***

Training Powerpoint and/or agenda

**Action Step 6** 5

Training on creating and utilizing scales

**Person Responsible**

Deborah Tryzbiak

**Schedule**

Quarterly, from 8/10/2017 to 5/30/2018

***Evidence of Completion***

Pre-planning agenda/notes/training session information

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

Member of leadership team attends weekly PLC meeting

**Person Responsible**

Karen Corbett

**Schedule**

Weekly, from 8/10/2017 to 5/30/2018

***Evidence of Completion***

Leadership team minutes will reflect sharing from PLC meetings and progress on improving proficiency.

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

Restructure PLC to create common meeting place(s)

**Person Responsible**

Karen Corbett

**Schedule**

On 5/30/2018

***Evidence of Completion***

Preplanning presentation and rotation notes reflect common meeting place for PLC

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

Training on creating PLC Units

**Person Responsible**

Sara Czipulis

**Schedule**

Semiannually, from 8/10/2017 to 5/24/2018

***Evidence of Completion***

Lesson plans, PLC artifacts, classroom walk-throughs

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

Training on Flexible Facilitation

**Person Responsible**

Deborah Tryzbiak

**Schedule**

Quarterly, from 8/10/2017 to 5/30/2018

***Evidence of Completion***

Lesson plans, classroom walk-throughs, and discussion at PLC's.

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

Training on balanced literacy

**Person Responsible**

Sara Czipulis

**Schedule**

Quarterly, from 8/10/2017 to 5/10/2018

***Evidence of Completion***

Lesson plans, classroom walk-throughs, and discussion at PLC's.

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

Training on creating and utilizing scales

**Person Responsible**

Amy Flowers

**Schedule**

Quarterly, from 8/10/2017 to 5/10/2018

**Evidence of Completion**

Lesson plans, PLC artifacts, classroom walk-throughs, and data chats.

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

Member of Leadership Team attends weekly PLC meeting

**Person Responsible**

Karen Corbett

**Schedule**

Weekly, from 8/10/2017 to 5/31/2018

**Evidence of Completion**

Leadership team minutes will also discuss and problem solve concerns and/or questions from PLC members which support streamlining the process.

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

Restructure PLC to create common meeting place(s)

**Person Responsible**

Karen Corbett

**Schedule**

On 5/31/2018

**Evidence of Completion**

Common meeting in media and surrounding classrooms enable vertical conversations within PLC's and allows leadership team to assist multiple grade levels at the same time, which ensures fidelity of implementation.

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

Training on PLC units

**Person Responsible**

Deborah Tryzbiak

**Schedule**

Semiannually, from 8/10/2017 to 5/10/2018

***Evidence of Completion***

Through implementation of PLC units, I-ready student data should reflect higher achievement levels, classroom walkthroughs should reflect higher levels of student engagement and time on task in a rigorous learning environment.

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

Training on Flexible Facilitation

**Person Responsible**

Deborah Tryzbiak

**Schedule**

Quarterly, from 8/10/2017 to 5/31/2018

***Evidence of Completion***

Through implementation of PLC units, I-ready student data should reflect higher achievement levels, classroom walkthroughs should reflect higher levels of student engagement and time on task in a rigorous learning environment.

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

Training on Balanced Literacy

**Person Responsible**

Sara Czipulis

**Schedule**

On 5/31/2018

***Evidence of Completion***

Through implementation of PLC units, I-ready student data should reflect higher achievement levels, classroom walkthroughs should reflect higher levels of student engagement and time on task in a rigorous learning environment.

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

Training on creating and utilizing scales

**Person Responsible**

Sara Czipulis

**Schedule**

On 5/31/2018

***Evidence of Completion***

Through implementation of PLC units, I-Ready student data should reflect higher achievement levels, classroom walkthroughs should reflect students tracking learning process/progress and be able to articulate how scales are used for growth towards proficiency.

**G1.B3** Loss of instructional time due to discipline behaviors and attendance which interfere with instruction and the learning environment. **2**

 B256883

**G1.B3.S1** Discipline/Attendance a. provide multiple PBIS trainings/refreshers throughout the year b. promote Growth Mindset/Bucket Filling c. provide training on class community building d. school counselor will provide support for discipline/attendance concerns e. host parent nights to promote sense of community f. schoolwide attendance incentive program g. target 10 or more absences **4**

 S271751

### Strategy Rationale

- a. discipline referrals spiked in October, January, February, and May, indicating a need for ongoing and embedded schoolwide behavior expectation training specifically in the area of respect for authority and classroom rules for K-3
- b. based on classroom observations it was determined students needed to be supported in developing a growth mindset and bucket filling as well as perseverance which lead to higher academic growth
- c. based on discipline data reflecting a spike in referrals related to defiance and classroom rules, it was determined that classrooms had a need for community building which research shows will assist in decreasing these discipline concerns
- d. teacher surveys indicated a need for more support from school counselor related to discipline and attendance concerns
- e. parent surveys indicated a need for more events which promoted a sense of school community
- f. higher absences from attendance data reflects a need for schoolwide incentive program to promote attendance in order to increase achievement
- g. higher number of students with 10 or more absences from attendance data and EWS reflects a need for more individual incentives for certain students to promote higher attendance rate in order to increase achievement

### Action Step 1 **5**

Provide multiple PBIS training/refreshers throughout the year

#### Person Responsible

Amy Flowers

#### Schedule

Quarterly, from 8/10/2017 to 5/30/2018

#### Evidence of Completion

School calendar

## Action Step 2 5

Promote and implement growth mindset and bucket filling

### **Person Responsible**

Amy Flowers

### **Schedule**

Quarterly, from 8/10/2017 to 5/30/2018

### **Evidence of Completion**

PBS notes, morning announcements calendar, lesson plans

## Action Step 3 5

Training on class community building

### **Person Responsible**

Amy Flowers

### **Schedule**

Semiannually, from 8/10/2017 to 5/30/2018

### **Evidence of Completion**

Training Powerpoint and/or agenda

## Action Step 4 5

School counselor will provide support for discipline/attendance concerns

### **Person Responsible**

Mernise Juste

### **Schedule**

Quarterly, from 8/10/2017 to 5/30/2018

### **Evidence of Completion**

MTSS meeting minutes, anecdotal notes, attendance meeting notes.

### Action Step 5 5

Host parent nights to promote a sense of school community and importance of student attendance in relationship to achievement.

**Person Responsible**

Karen Corbett

**Schedule**

Semiannually, from 8/10/2017 to 5/30/2018

***Evidence of Completion***

Event flyers, log sheet of those in attendance

### Action Step 6 5

Develop schoolwide attendance incentive program

**Person Responsible**

Amy Flowers

**Schedule**

Annually, from 8/10/2017 to 5/30/2018

***Evidence of Completion***

Description of schoolwide incentive program, PSES Newsletter (Pioneer Express)

### Action Step 7 5

Target students who had 10 or more absences with individual incentives to promote higher attendance rate.

**Person Responsible**

Amy Flowers

**Schedule**

Monthly, from 8/10/2017 to 5/30/2018

***Evidence of Completion***

Artifacts, sample incentives, anecdotal notes, attendance meeting notes

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

Provide multiple PBIS training/refreshers throughout the year.

**Person Responsible**

Amy Flowers

**Schedule**

Quarterly, from 8/10/2016 to 5/24/2018

***Evidence of Completion***

Master calendar, training notes, information from outside presenters/photos of event, classroom walk throughs should reflect more on task behavior and respect for authority and classroom rules by students. Discipline data will reflect a reduction in referrals related to defiance disrespect for authority/classroom rules.

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

Promote and implement growth mindset and bucket filling.

**Person Responsible**

Karen Corbett

**Schedule**

Monthly, from 8/10/2017 to 5/24/2018

***Evidence of Completion***

Lesson plans and classroom walk throughs will reflect students demonstrating perseverance and growth mindset.

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

School counselor will provide support for discipline and attendance concerns.

**Person Responsible**

Mernise Juste

**Schedule**

Quarterly, from 8/10/2017 to 5/24/2018

***Evidence of Completion***

Attendance meeting notes, counselor's parent contact log related to attendance concerns, artifacts which reflect support of discipline concerns (example: behavior chart)

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

Host parent nights to promote a sense of school community and importance of student attendance in relationship to achievement.

**Person Responsible**

Karen Corbett

**Schedule**

Semiannually, from 8/10/2017 to 5/24/2018

***Evidence of Completion***

Event flyers, participant log sheets, photos of events

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

Develop schoolwide attendance incentive program.

**Person Responsible**

Amy Flowers

**Schedule**

Annually, from 8/10/2017 to 5/24/2018

***Evidence of Completion***

Sample incentives, description of program, meeting notes

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

Target students who had 10 or more absences with individual incentives to promote higher attendance rate.

**Person Responsible**

Amy Flowers

**Schedule**

Monthly, from 8/10/2017 to 5/24/2018

***Evidence of Completion***

Artifacts, sample incentives, attendance meeting notes, anecdotal notes

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

Provide multiple PBIS training/refreshers throughout the year.

**Person Responsible**

Amy Flowers

**Schedule**

Quarterly, from 8/10/2017 to 5/24/2018

**Evidence of Completion**

Discipline data will reflect a reduction in referrals related to respect for authority, defiance, and classroom rules.

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

Promote and implement growth mindset and bucket filling.

**Person Responsible**

Karen Corbett

**Schedule**

Quarterly, from 8/10/2017 to 5/24/2018

**Evidence of Completion**

Classroom observations will reflect students persevering and utilizing a growth mindset.

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

Training on class community building.

**Person Responsible**

Amy Flowers

**Schedule**

Semiannually, from 8/10/2017 to 5/24/2018

**Evidence of Completion**

Discipline data will show a reduction in referrals related to defiance and classroom rules.

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

School counselor will provide support for discipline and attendance concerns.

**Person Responsible**

Mernise Juste

**Schedule**

Quarterly, from 8/10/2017 to 5/24/2018

**Evidence of Completion**

Teacher surveys should reflect positive feedback regarding stronger support for discipline and attendance concerns.

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

Host parent nights to promote sense of school community and importance of student attendance in relationship to student achievement.

**Person Responsible**

Karen Corbett

**Schedule**

Semiannually, from 8/10/2017 to 5/24/2018

**Evidence of Completion**

Parent surveys will reflect positive feedback related to sense of school community and importance of student attendance.

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

Develop schoolwide attendance incentive program.

**Person Responsible**

Amy Flowers

**Schedule**

On 5/24/2018

**Evidence of Completion**

Attendance rate data will increase with implementation of schoolwide incentive program.

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

Target students who had 10 or more absences with individual incentives to promote higher attendance rate.

**Person Responsible**

Amy Flowers

**Schedule**














Monthly, from 8/10/2017 to 5/24/2018























***Evidence of Completion***





Individual attendance rate data for identified students will increase with implementation of individual incentive program.

## 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>2018</b>					
G1.B1.S1.MA3 M389806	Training on ESE high yield strategies	Jablonski, Jennifer	8/10/2017	Training presentation notes from VE Lead Teachers and RCS	8/10/2017 one-time
G1.B2.S1.MA9 M389812	Training on PLC units	Tryzbiak, Deborah	8/10/2017	Through implementation of PLC units, I-ready student data should reflect higher achievement levels, classroom walkthroughs should reflect higher levels of student engagement and time on task in a rigorous learning environment.	5/10/2018 semiannually
G1.B2.S1.MA6 M389820	Training on balanced literacy	Czipulis, Sara	8/10/2017	Lesson plans, classroom walk-throughs, and discussion at PLC's.	5/10/2018 quarterly
G1.B2.S1.MA7 M389821	Training on creating and utilizing scales	Flowers, Amy	8/10/2017	Lesson plans, PLC artifacts, classroom walk-throughs, and data chats.	5/10/2018 quarterly
G1.MA1 M389835	Tracking Data	Corbett, Karen	8/10/2017	Analyze and disaggregate the following: I-Ready data, class grade, quadrant reports, data chats, MTSS, common assessments, Scales (artifacts), FSA results, Portfolio (3rd only)	5/24/2018 monthly
G1.MA2 M389836	Monitor FOCUS reports	Flowers, Amy	8/10/2017	Leadership team minutes, FOCUS reports on discipline, attendance, and grades.	5/24/2018 weekly
G1.MA3 M389837	Monitor PLC productivity/increasing achievement	Corbett, Karen	8/10/2017	Artifacts from PLC, Leadership classroom observations, Leadership Team observation during PLC, Teacher PLC surveys.	5/24/2018 one-time
G1.B2.S1.MA4 M389818	Training on creating PLC Units	Czipulis, Sara	8/10/2017	Lesson plans, PLC artifacts, classroom walk-throughs	5/24/2018 semiannually
G1.B2.S1.A4 A364365	Training on Flexible Facilitation	Tryzbiak, Deborah	8/10/2017	Training Powerpoint and/or agenda	5/24/2018 quarterly
G1.B3.S1.MA1 M389822	Provide multiple PBIS training/ refreshers throughout the year.	Flowers, Amy	8/10/2017	Discipline data will reflect a reduction in referrals related to respect for authority, defiance, and classroom rules.	5/24/2018 quarterly
G1.B3.S1.MA8 M389823	Promote and implement growth mindset and bucket filling.	Corbett, Karen	8/10/2017	Classroom observations will reflect students persevering and utilizing a growth mindset.	5/24/2018 quarterly
G1.B3.S1.MA9 M389824	Training on class community building.	Flowers, Amy	8/10/2017	Discipline data will show a reduction in referrals related to defiance and classroom rules.	5/24/2018 semiannually
G1.B3.S1.MA10 M389825	School counselor will provide support for discipline and attendance concerns.	Juste, Mernise	8/10/2017	Teacher surveys should reflect positive feedback regarding stronger support for discipline and attendance concerns.	5/24/2018 quarterly
G1.B3.S1.MA11 M389826	Host parent nights to promote sense of school community and importance of student attendance in...	Corbett, Karen	8/10/2017	Parent surveys will reflect positive feedback related to sense of school community and importance of student attendance.	5/24/2018 semiannually
G1.B3.S1.MA12 M389827	Develop schoolwide attendance incentive program.	Flowers, Amy	8/10/2017	Attendance rate data will increase with implementation of schoolwide incentive program.	5/24/2018 one-time
G1.B3.S1.MA13 M389828	Target students who had 10 or more absences with individual incentives to promote higher attendance...	Flowers, Amy	8/10/2017	Individual attendance rate data for identified students will increase with implementation of individual incentive program.	5/24/2018 monthly
G1.B3.S1.MA1 M389829	Provide multiple PBIS training/ refreshers throughout the year.	Flowers, Amy	8/10/2016	Master calendar, training notes, information from outside presenters/	5/24/2018 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				photos of event, classroom walk throughs should reflect more on task behavior and respect for authority and classroom rules by students. Discipline data will reflect a reduction in referrals related to defiance disrespect for authority/classroom rules.	
G1.B3.S1.MA2  M389830	Promote and implement growth mindset and bucket filling.	Corbett, Karen	8/10/2017	Lesson plans and classroom walk throughs will reflect students demonstrating perseverance and growth mindset.	5/24/2018 monthly
G1.B3.S1.MA3  M389831	School counselor will provide support for discipline and attendance concerns.	Juste, Mernise	8/10/2017	Attendance meeting notes, counselor's parent contact log related to attendance concerns, artifacts which reflect support of discipline concerns (example: behavior chart)	5/24/2018 quarterly
G1.B3.S1.MA4  M389832	Host parent nights to promote a sense of school community and importance of student attendance in...	Corbett, Karen	8/10/2017	Event flyers, participant log sheets, photos of events	5/24/2018 semiannually
G1.B3.S1.MA5  M389833	Develop schoolwide attendance incentive program.	Flowers, Amy	8/10/2017	Sample incentives, description of program, meeting notes	5/24/2018 annually
G1.B3.S1.MA6  M389834	Target students who had 10 or more absences with individual incentives to promote higher attendance...	Flowers, Amy	8/10/2017	Artifacts, sample incentives, attendance meeting notes, anecdotal notes	5/24/2018 monthly
G1.B1.S1.MA1  M389799	Membership of leadership team research high yield strategies	Corbett, Karen	8/10/2017	Leadership team minutes will also discuss and problem solve which high yield strategies would best serve our students based on diagnostic data. Use of strategic high yield strategies promotes higher achievement and growth. Lesson plans and walk through data will reflect implementation.	5/30/2018 weekly
G1.B1.S1.MA7  M389800	Training on ESE high yield strategies	Jablonski, Jennifer	8/10/2017	Training presentation notes from VE Lead Teachers and RCS. Classroom walk throughs should reflect a use of ELL strategies with identified students to increase achievement.	5/30/2018 one-time
G1.B1.S1.MA8  M389801	Training on high yield ELL Strategies	Flowers, Amy	8/10/2017	Training presentation notes from ECS. Classroom walk throughs should reflect a use of ELL strategies with identified students to increase achievement.	5/30/2018 semiannually
G1.B1.S1.MA9  M389802	Training on growth mindset	Corbett, Karen	8/10/2017	PBS Orientation notes, morning announcements calendar	5/30/2018 quarterly
G1.B1.S1.MA10  M389803	Training on Balanced Literacy	Czipulis, Sara	8/10/2017	Lesson plans, classroom walk throughs and discussion at PLC's. Tracking competency of standards enables teachers to accurately target student's area of need for support.	5/30/2018 quarterly
G1.B1.S1.MA11  M389804	Training on creating and utilizing scales	Corbett, Karen	8/10/2017	Lesson plans, PLC artifacts, classroom walk throughs, data chats. Use of scales will reflect teachers' ability to accurately identify student progression of learning and build student's ownership of their own learning progression.	5/30/2018 quarterly
G1.B1.S1.MA1  M389805	Members of Leadership Team research high yield strategies	Corbett, Karen	8/10/2017	Leadership team minutes will reflect sharing from scholarly articles and Hattie text regarding high yield strategies.	5/30/2018 weekly
G1.B1.S1.MA4  M389807	Training on high yield ELL strategies	Flowers, Amy	8/10/2017	Presentation notes from ECS	5/30/2018 semiannually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA5  M389808	Training on growth mindset	Flowers, Amy	8/10/2017	PBS Orientation notes/morning announcement calendar	5/30/2018 quarterly
G1.B1.S1.MA6  M389809	Training on Balanced Literacy	Czipulis, Sara	8/10/2017	Lesson plans, classroom walkthroughs, and discussion at PLC's	5/30/2018 quarterly
G1.B1.S1.A1  A364358	Research high yield strategies	Corbett, Karen	8/10/2017	Leadership team minutes	5/30/2018 weekly
G1.B1.S1.A2  A364359	Training on ESE high yield strategies	Jablonski, Jennifer	8/10/2017	PLC support agenda/notes/training session information	5/30/2018 quarterly
G1.B1.S1.A3  A364360	Training on ELL high yield strategies	Corbett, Karen	8/10/2017	Training Powerpoint and/or agenda	5/30/2018 semiannually
G1.B1.S1.A4  A364361	Training on growth mindset	Corbett, Karen	8/10/2017	Training Powerpoint and/or agenda/ PBS Orientation Notes	5/30/2018 quarterly
G1.B2.S1.MA1  M389816	Member of leadership team attends weekly PLC meeting	Corbett, Karen	8/10/2017	Leadership team minutes will reflect sharing from PLC meetings and progress on improving proficiency.	5/30/2018 weekly
G1.B2.S1.MA1  M389817	Restructure PLC to create common meeting place(s)	Corbett, Karen	8/10/2017	Preplanning presentation and rotation notes reflect common meeting place for PLC	5/30/2018 one-time
G1.B2.S1.MA5  M389819	Training on Flexible Facilitation	Tryzbiak, Deborah	8/10/2017	Lesson plans, classroom walk-throughs, and discussion at PLC's.	5/30/2018 quarterly
G1.B2.S1.A1  A364362	One member of leadership team will attend weekly PLC meeting	Flowers, Amy	8/10/2017	Leadership team minutes	5/30/2018 weekly
G1.B2.S1.A2  A364363	Restructure PLC to create common meeting place(s)	Corbett, Karen	8/10/2017	Pre-planning agenda/notes/training session information	5/30/2018 one-time
G1.B2.S1.A3  A364364	Training on creating PLC cycle units	Czipulis, Sara	8/10/2017	Training Powerpoint and/or agenda	5/30/2018 semiannually
G1.B2.S1.A5  A364366	Training on balanced literacy	Czipulis, Sara	8/10/2017	Training Powerpoint and/or agenda	5/30/2018 quarterly
G1.B2.S1.A6  A364367	Training on creating and utilizing scales	Tryzbiak, Deborah	8/10/2017	Pre-planning agenda/notes/training session information	5/30/2018 quarterly
G1.B3.S1.A1  A364368	Provide multiple PBIS training/ refreshers throughout the year	Flowers, Amy	8/10/2017	School calendar	5/30/2018 quarterly
G1.B3.S1.A2  A364369	Promote and implement growth mindset and bucket filling	Flowers, Amy	8/10/2017	PBS notes, morning announcements calendar, lesson plans	5/30/2018 quarterly
G1.B3.S1.A3  A364370	Training on class community building	Flowers, Amy	8/10/2017	Training Powerpoint and/or agenda	5/30/2018 semiannually
G1.B3.S1.A4  A364371	School counselor will provide support for discipline/attendance concerns	Juste, Mernise	8/10/2017	MTSS meeting minutes, anecdotal notes, attendance meeting notes.	5/30/2018 quarterly
G1.B3.S1.A5  A364372	Host parent nights to promote a sense of school community and importance of student attendance in...	Corbett, Karen	8/10/2017	Event flyers, log sheet of those in attendance	5/30/2018 semiannually
G1.B3.S1.A6  A364373	Develop schoolwide attendance incentive program	Flowers, Amy	8/10/2017	Description of schoolwide incentive program, PSES Newsletter (Pioneer Express)	5/30/2018 annually
G1.B3.S1.A7  A364374	Target students who had 10 or more absences with individual incentives to promote higher attendance...	Flowers, Amy	8/10/2017	Artifacts, sample incentives, anecdotal notes, attendance meeting notes	5/30/2018 monthly
G1.B2.S1.MA1  M389810	Member of Leadership Team attends weekly PLC meeting	Corbett, Karen	8/10/2017	Leadership team minutes will also discuss and problem solve concerns and/or questions from PLC members which support streamlining the process.	5/31/2018 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.MA8  M389811	Restructure PLC to create common meeting place(s)	Corbett, Karen	8/10/2017	Common meeting in media and surrounding classrooms enable vertical conversations within PLC's and allows leadership team to assist multiple grade levels at the same time, which ensures fidelity of implementation.	5/31/2018 one-time
G1.B2.S1.MA10  M389813	Training on Flexible Facilitation	Tryzbiak, Deborah	8/10/2017	Through implementation of PLC units, I-ready student data should reflect higher achievement levels, classroom walkthroughs should reflect higher levels of student engagement and time on task in a rigorous learning environment.	5/31/2018 quarterly
G1.B2.S1.MA11  M389814	Training on Balanced Literacy	Czipulis, Sara	8/10/2017	Through implementation of PLC units, I-ready student data should reflect higher achievement levels, classroom walkthroughs should reflect higher levels of student engagement and time on task in a rigorous learning environment.	5/31/2018 one-time
G1.B2.S1.MA12  M389815	Training on creating and utilizing scales	Czipulis, Sara	8/10/2017	Through implementation of PLC units, I-Ready student data should reflect higher achievement levels, classroom walkthroughs should reflect students tracking learning process/progress and be able to articulate how scales are used for growth towards proficiency.	5/31/2018 one-time

## V. Professional Development Opportunities

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

**G1.** If our school increases the functioning of our Collaborative Teams through more strategic use of common assessments, data analysis, and feedback to ensure a rigorous, viable, and guaranteed curriculum is provided to all students, then student achievement will increase for all students.

**G1.B1** Teachers struggling to utilize strategies which scaffold learning in the lowest quartile, specifically ESE and ELL students.

**G1.B1.S1** Lowest Quartile Strategies a. research high yield strategies b. provide training in ESE high yield strategies c. training on ELL high yield strategies d. implement growth mindset in the classrooms e. consistently and effectively track student data f. utilize scales in classrooms

### PD Opportunity 1

Training on ESE high yield strategies

#### Facilitator

Jennifer Jablonski/ESE instructional team members

#### Participants

All Staff

#### Schedule

Quarterly, from 8/10/2017 to 5/30/2018

### PD Opportunity 2

Training on ELL high yield strategies

#### Facilitator

Maria Serrano - ECS

#### Participants

Instructional staff

#### Schedule

Semiannually, from 8/10/2017 to 5/30/2018

### PD Opportunity 3

Training on growth mindset

#### Facilitator

Classroom teachers/Leadership team

#### Participants

Instructional staff and students

#### Schedule

Quarterly, from 8/10/2017 to 5/30/2018

**G1.B2** Collaborative Teams struggle with streamlining the process to correctly and strategically identify students who need support in a timely manner.

**G1.B2.S1** Collaborative Teams a. one member of leadership team will attend weekly PLC to provide support b. restructure PLC to create common meeting place c. training on PLC cycles d. training on flexible facilitation e. training on balanced literacy f. continue training in creating, using scales

### PD Opportunity 1

One member of leadership team will attend weekly PLC meeting

#### Facilitator

Leadership team members

#### Participants

All Stakeholders

#### Schedule

Weekly, from 8/10/2017 to 5/30/2018

### PD Opportunity 2

Restructure PLC to create common meeting place(s)

#### Facilitator

Casey Corbett,

#### Participants

All Stakeholders

#### Schedule

On 5/30/2018

### **PD Opportunity 3**

Training on creating PLC cycle units

#### **Facilitator**

Sara Czipulis/Deborah Tryzbiak

#### **Participants**

Instructional staff

#### **Schedule**

Semiannually, from 8/10/2017 to 5/30/2018

### **PD Opportunity 4**

Training on Flexible Facilitation

#### **Facilitator**

Deborah Tryzbiak

#### **Participants**

Instructional staff

#### **Schedule**

Quarterly, from 8/10/2017 to 5/24/2018

### **PD Opportunity 5**

Training on balanced literacy

#### **Facilitator**

Sara Czipulis

#### **Participants**

Instructional staff

#### **Schedule**

Quarterly, from 8/10/2017 to 5/30/2018

## PD Opportunity 6

Training on creating and utilizing scales

### Facilitator

Leadership Team

### Participants

Instructional staff

### Schedule

Quarterly, from 8/10/2017 to 5/30/2018

**G1.B3** Loss of instructional time due to discipline behaviors and attendance which interfere with instruction and the learning environment.

**G1.B3.S1** Discipline/Attendance a. provide multiple PBIS trainings/refreshers throughout the year b. promote Growth Mindset/Bucket Filling c. provide training on class community building d. school counselor will provide support for discipline/attendance concerns e. host parent nights to promote sense of community f. schoolwide attendance incentive program g. target 10 or more absences

## PD Opportunity 1

Training on class community building

### Facilitator

District Resource Teacher

### Participants

Instructional staff

### Schedule

Semiannually, from 8/10/2017 to 5/30/2018

## 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	Research high yield strategies				\$0.00
2	G1.B1.S1.A2	Training on ESE high yield strategies				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0904 - Partin Settlement Elem. School	General Fund		\$0.00
3	G1.B1.S1.A3	Training on ELL high yield strategies				\$0.00
4	G1.B1.S1.A4	Training on growth mindset				\$0.00
5	G1.B2.S1.A1	One member of leadership team will attend weekly PLC meeting				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0904 - Partin Settlement Elem. School	Other		\$0.00
6	G1.B2.S1.A2	Restructure PLC to create common meeting place(s)				\$0.00
7	G1.B2.S1.A3	Training on creating PLC cycle units				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	1020-DEFAULT AVERSION FEE	0904 - Partin Settlement Elem. School	Other		\$1,000.00
			Notes: Training on PLC cycles			
8	G1.B2.S1.A4	Training on Flexible Facilitation				\$1,600.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	1020-DEFAULT AVERSION FEE	0904 - Partin Settlement Elem. School	Other		\$1,600.00
9	G1.B2.S1.A5	Training on balanced literacy				\$1,100.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	1020-DEFAULT AVERSION FEE	0904 - Partin Settlement Elem. School	Other		\$1,100.00
10	G1.B2.S1.A6	Training on creating and utilizing scales				\$2,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	1020-DEFAULT AVERSION FEE	0904 - Partin Settlement Elem. School	Other		\$2,400.00
			Notes: Math & Reading			

**Osceola - 0904 - Partin Settlement Elem. School - 2017-18 SIP**  
*Partin Settlement Elementary School*

11	G1.B3.S1.A1	Provide multiple PBIS training/refreshers throughout the year				\$0.00
12	G1.B3.S1.A2	Promote and implement growth mindset and bucket filling				\$0.00
13	G1.B3.S1.A3	Training on class community building				\$0.00
14	G1.B3.S1.A4	School counselor will provide support for discipline/attendance concerns				\$0.00
15	G1.B3.S1.A5	Host parent nights to promote a sense of school community and importance of student attendance in relationship to achievement.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	1020-DEFAULT AVERSION FEE	0904 - Partin Settlement Elem. School	Other		\$1,000.00
16	G1.B3.S1.A6	Develop schoolwide attendance incentive program				\$0.00
17	G1.B3.S1.A7	Target students who had 10 or more absences with individual incentives to promote higher attendance rate.				\$0.00
Total:						\$7,100.00