

Sterling Park Elementary School



2014-15 School Improvement Plan

Sterling Park Elementary School

905 EAGLE CIR S, Casselberry, FL 32707

<http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0611>

School Demographics

School Type

Elementary

Title I

No

Free/Reduced Price Lunch

58%

Alternative/ESE Center

No

Charter School

No

Minority

49%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

A

B

A

A

School Board Approval

This plan was approved by the Seminole County School Board on 11/18/2014.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the 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 resources available to support the goals and barriers that could hinder achieving those goals (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 is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

| DA Category | Region | RED |
|-------------|-------------------|-----------------------------|
| Not In DA | 2 | Wayne Green |
| Former F | Turnaround Status | |
| No | | |

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

We the students, parents and staff of Sterling Park Elementary commit ourselves to the dream of excellence. We strive to provide opportunities for each child to develop as a responsible, resourceful, contributing member of society who faces life tasks of work, play and friendship with courage and commitment.

Provide the school's vision statement

Sterling Park Elementary will support the SCPS vision:

- Every student will graduate from high school prepared for the future as a lifelong learner and a responsible citizen in a democratic society.
- All students and all schools will perform at the highest levels.
- There will be equitable facilities and opportunities for all students.
- The district's personnel will be highly qualified, diverse, innovative, enthusiastic, energetic, and dedicated to the mission.

School Environment

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

Sterling Park Elementary works closely with our students and families to ensure a positive relationship between teachers and students. Our intent is to educate one another on each others' cultures, with the goal being a well-rounded school culture embracing each others' differences and similarities. Our PTA plans events throughout the school year with the purpose of building a positive school community. Those events include; skate nights and ice-cream socials. Curriculum nights are also planned across all grade levels and programs such as ELL and gifted are represented. Spanish Heritage and Black History Months are recognized at Sterling Park and activities are planned by all grade levels. Teach-in is also a time when families and community members are invited to share their culture with our students.

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

Sterling Park has a school-wide positive behavior plan called SOARS. Soars is an acronym that stands for; Show respect for others, Offer help to others, Always do our best, Responsibility and Show our best manners. Students are rewarded with high flyer tickets for following SOARS and winners of the high flyer drawing are invited to a special lunch with administration. Sterling Park also has a PBS team, made up of teacher/faculty leaders. Their focus is working towards the success of all students, rather than negative consequences.

Doors are locked throughout the school day at our school and fire drills and code red drills are practiced throughout the school year. Sterling Park also has a safety team. Those members are aware of their responsibilities during any emergency.

Parents are aware of our safety procedures and follow the rules accordingly.

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 of our staff supports our Positive Behavior Support program called SOARS.

Sterling Park Elementary "SOARS"

Shows respect for others

Offers help to others

Always do our best

Responsibility

Show our best manners

We also have a bullying procedure. Each teacher is aware of the procedure and shares that information with their students. Students recite the bullying pledge each morning and are able to fill out our anonymous bullying form if needed.

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

Our guidance office supports students that need counseling. Ms. Crosby will meet with students one-on-one and at times in small groups to support needs such as anger management, social skills and divorce.

Sterling Park Elementary has a "food pantry" for those families in need. We also have set up procedures to deal with tragic incidents including a death in the family or for a fellow student.

Early Warning Systems

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

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

- a) Any time a student's attendance drops below 90%, the principal is notified and makes contact with the parents. If attendance issues continue, the School Resource Officer and Social Worker are notified and contact is made with the parents initiating truancy procedures.
- b) Any time a student is suspended, the parent is notified. If the student receives multiple suspensions, they are referred to the MTSS team and placed on a Behavior Improvement Plan. If the behavior plan is unsuccessful, the students will then be referred to the Student Study Team for determination of additional services.
- c) Any student that does not meet proficiency or shows academic deficiencies in ELA or Math is brought to the MTSS team. The MTSS team implements the multiple tiers of support with the input of parents. If the students continues to struggle, the students will be referred to the Student Study team for consideration of further services.
- d) All Level 1 students are referred to the MTSS team and placed on a tier for interventions.

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

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

| Indicator | Grade Level | Total |
|---------------------------------|-------------|-------|
| Attendance below 90 percent | | |
| One or more suspensions | | |
| Course failure in ELA or Math | | |
| Level 1 on statewide assessment | | |

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

| Indicator | Grade Level | Total |
|--------------------------------------------|-------------|-------|
| Students exhibiting two or more indicators | | |

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

Family and Community Involvement

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

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. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

The goal at Sterling Park Elementary is to involve parents and community members in children's education in order to achieve lifelong student success. This goal is met through an active Parent Teacher Association (PTA), School Advisory Council (SAC), Dividends and Partners in Education. Currently, our PTA is made up of approximately 150 members. The PTA helps organize hard-working, dedicated volunteers. They also provide communication between the school and home through the production of information flyers, general meetings and updates on Face-book. Finally, the PTA organizes fundraisers that raise funds that are used for books, technology and other educational resources.

The SCHOOL ADVISORY COUNCIL (SAC) is an advisory board formed to work with the administration in adapting and adopting the School Improvement Plan (SIP). The members are elected to the council and serve for a specific period of time with monthly meetings.

Dividends are parents and community members that come into the school and volunteer their time and assistance to students. Currently, Sterling Park has 250 dividends. Business Partners offer support through teacher and student incentives, various reading programs, as well as donations. We currently have 16 partners in education.

Sterling Park believes in parent communication. Skyward's Family Access is a free internet based website that allows parents the ability to track their students' grades, assignments and attendance. Along with Family Access, Sterling Park has a school website that offers parents and community members up to date school information.

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

Sterling Park Elementary has established strong community relationships through various community events, school events and business partnerships. These events help build strong partnerships where Sterling Park acquires funds, supplies and volunteer support.

Effective Leadership

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

School Leadership Team

Membership

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

| Name | Title |
|------------------|---------------------|
| Dillard, Dumarie | Principal |
| Jose, Debbie | Assistant Principal |
| Crosby, Fallon | Guidance Counselor |
| Stanchina, Kathy | Instructional Coach |
| Timmerman, Mary | Teacher, K-12 |

Duties

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

Certified School Counselor - analyzes intervention data; keeps accurate record of interventions; maintains calendar of MTSS follow-up meetings; participates in MTSS meetings.

Instructional Coach - completes evaluations of students to determine area of need for intervention; records student progress; participates in MTSS meetings.

Teachers - identify students that are in need of intervention, maintain parent contact, participates in MTSS meetings, and monitors student progress

Administration - ensure implementation of intervention groups with various staff members; participate in MTSS meetings

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

Each grade level is assessed in the areas of phonics & comprehension reading skills. Students that are not performing at grade level expectation are flagged for intervention in the area of need. Small group instruction is provided by teachers, the reading specialist, and paraprofessionals. After 4 - 6 weeks of intervention, the MTSS team meets to discuss the progress of students participating in the intervention groups. Students that have mastered the skills are moved to the next area of need.

Students that do not master the intervention skill will continue to work on the skill, and MTSS team will determine if a different curriculum needs to be provided to the student or if the student is in need of evaluations for possible special education services.

Sterling Park Elementary School will coordinate Supplemental Academic Instruction and Exceptional Student Education funds to provide additional academic tutorial and/or intervention time for students in need of remediation. These funding sources are coordinated to maximize the number of students and the amount of services available for academic interventions. In addition, the school district coordinates IDEA funds to provide our school additional paraprofessionals that facilitate small group instruction during the school day. The coordination and integration of these funds and services ensure students are provided the time and support needed to master the standards and improve academic achievement.

School Advisory Council (SAC)

Membership

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

| Name | Stakeholder Group |
|--------------------------|----------------------------|
| Dumarie Rodriguez-Dilard | Principal |
| David Lamb | Teacher |
| Jill Fierle | Teacher |
| Margaret Glener | Education Support Employee |
| Peter Glener | Parent |
| Pat Amento | Business/Community |
| Erica Montalvo | Parent |
| Diane Couch | Parent |
| Nicole Sage | Parent |
| Lucie Beeler | Parent |
| Suzy Clark | Parent |
| Cindy Dancel | Parent |

Duties

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

Evaluation of last year's school improvement plan

The SAC met in September and reviewed the 2013-2014 FCAT scores as they correlated with the SIP. Reading, Math, Science and Writing in various subgroups were focused on in regards to growth or regression, and if we achieved our SIP goals. Handouts and reports were distributed and discussed.

Development of this school improvement plan

The Sterling Park School Advisory Council shall promote communications and involvement among the faculty, parents, students, and community of Sterling Park Elementary School. Such involvement shall be in accordance with Florida Statute 229.58, and shall include the following goals:

1. To serve as a resource for the principal, who remains responsible for all decisions affecting the school.
2. To identify the school's strengths and weaknesses, and to make recommendations to the principal regarding school-wide problems. The principal will make the final decision on recommendations.
3. To assist in the preparation and evaluation of the School Improvement Plan as defined in section 230.23 (16) Florida Statutes.
4. To provide such assistance as the principal may request in preparing the school's annual budget plan.
5. The SAC is actively involved in the evaluation of school performance data and preparation of the school's improvement plan and annual budget.

Preparation of the school's annual budget and plan

The SAC met on September 30, 2014 to discuss and pass the School Improvement budget. Funds were allocated to supplies that will directly correlate with the instructional goals of the SIP.

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

Some of the projected ideas for the school improvement funds include: additional library books to support the AR program, teacher resources to help in supporting the lowest quartile students, and technology resources (programs, mimio lessons) to support reading and math.

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

| Name | Title |
|------------------|---------------------|
| Dillard, Dumarie | Principal |
| Jose, Debbie | Assistant Principal |
| Stanchina, Kathy | Instructional Coach |
| Stumpf, Kelly | |

Duties

Describe how the LLT promotes literacy within the school

One of our major initiatives will be to increase the percentage of students who are at or above proficiency with an emphasis on reading across curriculum. Another important emphasis will be placed on those students identified as our lowest quartile and addressing their specific needs to aid in their success. The LLT will be knowledgeable about the District Reading Curriculum and literacy related information. The team will support the teachers with the Reading Street Series by ensuring that concerns are addressed and needs are supported through Staff Development and PLC's. Other initiatives include strengthening reading interventions, differentiated instruction and promote reading through the use of technology.

Public and Collaborative Teaching

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

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

Sterling Park Elementary utilizes Professional Learning Communities to address collaborative planning and instruction in order to implement district curriculum plans aligned with the Florida Standards. Teachers have a common plan time and have designated a day of the week to meet in grade level PLCs. Wednesday afternoons are also used to offer teacher professional development opportunities.

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 reputation of being an "A" school district brings to us thousands of highly qualified applicants. 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.

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 weekly with the mentor and other guest speakers for the first nine weeks of school. They hold monthly meetings after the first nine weeks to follow an agenda of recommended topics that are appropriate for each teacher's given situation. The mentor maintains a meeting log that lists dates of meetings, attendees, and topics. 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.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Sterling Park Elementary follows the Reading, Math, Science, Writing, and Social Studies SCPS instructional plans for K-5. All SCPS Instructional plans are aligned to the Florida Standards.

Instructional Strategies

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

Sterling Park uses a variety of data sources to provide and differentiate instruction to meet the diverse needs of our students. The various assessments used include Discovery Education, SRI, DRA, PASI, PSI, curriculum based assessments and fluency reads. These assessments are used as diagnostics to determine student needs and to track student growth. Various differentiated instructional practices are implemented, including intervention and acceleration, based on individual needs. The teachers will receive training on best practices for differentiation. These practices include: differentiation on content, process, product and learning environment.

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: After School Program

Minutes added to school year: 4

Sterling Park will after school tutorials with an emphasis on Reading and Math.

Strategy Rationale

We will strategically focus on identified academic deficiencies of our lowest quartile and struggling students in ELA and Math.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Jose, Debbie, debbie_jose@scps.k12.fl.us

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

There will be a pre-test, mid-test, and a post test to determine the effectiveness of the strategies used.

Strategy: Extended School Day

Minutes added to school year:

Robotics and ISTF

Strategy Rationale

Build skills in STEM Areas.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Timmerman, Mary, mary_timmerman@scps.k12.fl.us

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

Math and Science FSA and DE data

Strategy: Extended School Day

Minutes added to school year:

Sterling Park will offer before school tutorial through I-Station, RAZZ kids and Ticket to Read. An AR test-taking opportunity will also be available to students during this time.

Strategy Rationale

We will strategically focus on identified academic deficiencies of our lowest quartile and struggling students in ELA and Math.

Through ongoing reading opportunities based on student tracking their own growth and earning incentives, students will increase fluency, comprehension and vocabulary skills.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Stanchina, Kathy, kathy_stanchina@scps.k12.fl.us

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

SRI, DE, FSA

Student Transition and Readiness

PreK-12 Transition

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

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.

College and Career Readiness

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

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

N/A

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

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

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.** All teachers will be able to implement best instructional practices and highly effective classroom strategies and behaviors aligned to the Florida Standards for ELA (reading and writing), math, and science (NGSSS) through the SCPS Instructional Model.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. All teachers will be able to implement best instructional practices and highly effective classroom strategies and behaviors aligned to the Florida Standards for ELA (reading and writing), math, and science (NGSSS) through the SCPS Instructional Model. 1a

G053285

Targets Supported 1b

| Indicator | Annual Target |
|--------------------------------|---------------|
| AMO Math - All Students | 83.0 |
| AMO Math - African American | 75.0 |
| AMO Math - SWD | 79.0 |
| Math Gains | 71.0 |
| Math Lowest 25% Gains | 57.0 |
| AMO Reading - All Students | 84.0 |
| AMO Reading - African American | 59.0 |
| AMO Reading - ED | 79.0 |
| AMO Math - ED | 78.0 |
| ELA/Reading Gains | 69.6 |
| ELA/Reading Lowest 25% Gains | 71.0 |
| FCAT 2.0 Science Proficiency | 78.8 |

Resources Available to Support the Goal 2

- Resources Include: instructional materials (Reading Street Series, Stars and Cars), staffing (Reading Teachers, Tutorial support), technology (Ticket to Read, RAZZ Kids, I-Station and Accelerated Reader), common Assessments (SRI, DE, DRA, PSI, PASI), MTSS, PLCs, Walk to Intervention, Super Scientist

Targeted Barriers to Achieving the Goal 3

- A lack of understanding of the SCPS Instructional Model.

Plan to Monitor Progress Toward G1. 8

DE, SRI, PSI, PASI, DRA , Oral Reading Fluency, and Reading Street benchmark assessments, Go Math Assessments, teacher checklist

Person Responsible

Dumarie Dillard

Schedule

Annually, from 9/10/2014 to 5/29/2015

Evidence of Completion

Data meetings will be scheduled for data analysis to better monitor student growth.

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. All teachers will be able to implement best instructional practices and highly effective classroom strategies and behaviors aligned to the Florida Standards for ELA (reading and writing), math, and science (NGSSS) through the SCPS Instructional Model. **1**

 G053285

G1.B1 A lack of understanding of the SCPS Instructional Model. **2**

 B134362

G1.B1.S1 PLCs scheduled with a focus on the Florida Standards. (Domain 2: Planning and Preparing-#42, 43 and 44) **4**

 S146208

Strategy Rationale

This will provide teachers with information and guidance on the new Florida Standards.

Action Step 1 **5**

Florida Standards trainings will be scheduled for a greater understanding of the new standards.

Person Responsible

Dumarie Dillard

Schedule

Monthly, from 8/11/2014 to 5/27/2015

Evidence of Completion

Summaries, learning logs, PLC notes, monitor classroom learning goals

Action Step 2 5

Encourage teachers to attend PDs that will enhance and improve instruction (Kagan, CHAMPS, District/School Florida Standards trainings)

Person Responsible

Dumarie Dillard

Schedule

Monthly, from 8/5/2014 to 5/18/2015

Evidence of Completion

Lesson plans, walk-throughs, PLC notes

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

Monitoring will include: Class Observations, Lesson plan reviews, PLC monitoring

Person Responsible

Dumarie Dillard

Schedule

Annually, from 8/11/2014 to 5/29/2015

Evidence of Completion

Lesson plan reviews for fidelity of the SCPS instructional plan, iObservation data, classroom observations

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

Monitoring includes--Assessments: SRI, DE, PASI, PSI, Baseline assessments and FSA

Person Responsible

Dumarie Dillard


Schedule

Monthly, from 8/18/2014 to 5/18/2015

Evidence of Completion

SRI growth reports, DE growth reports, in-program formative and summative analysis

G1.B1.S2 PLCs scheduled with a focus on differentiation. (Domain 2: Planning and Preparing- #47, 48 and 49) **4**

 S146209

Strategy Rationale

This will provide teachers with information and guidance on the best practices and procedures to differentiation in the classroom.

Action Step 1 **5**

Differentiated instructional strategies will be implemented in Reading, Math and Writing K-5.

Person Responsible

Dumarie Dillard

Schedule

Weekly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Differentiation will be monitored through classroom walkthroughs and lesson plan reviews with an emphasis on differentiation as it relates to content, process, product and learning environment.

Action Step 2 **5**

Implement Walk to Intervention

Person Responsible

Kathy Stanchina

Schedule

Weekly, from 9/29/2014 to 5/18/2015

Evidence of Completion

Teachers will be observed following the instructional plan with fidelity. Teachers will meet within PLCs to discuss student needs and possible movements.

Action Step 3 5

Lowest quartile, Tier 2 and Tier 3 students will participate in before and after school tutorials (focused on math and reading).

Person Responsible

Debbie Jose

Schedule

Weekly, from 10/6/2014 to 5/15/2015

Evidence of Completion

Attendance sheets, monitoring through EdInsight, I-Station, Ticket to Read and teacher observation

Action Step 4 5

Invite SCPS County Personnel to support our teachers in the areas of Reading, Writing, Math and Science. Encourage teachers that are demonstrating a strong understanding of differentiation to conduct small group trainings.

Person Responsible

Debbie Jose

Schedule

Quarterly, from 9/16/2014 to 5/29/2015

Evidence of Completion

Attendance sheets, learning logs and teacher feedback

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

Monitoring will include: Attendance Records, Data Review meetings, lesson plan review, PLC monitoring, Walkthroughs

Person Responsible

Debbie Jose

Schedule

Weekly, from 8/5/2014 to 5/29/2015

Evidence of Completion

Assessment results, attendance records, teacher feedback

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

Monitoring will include: Pre tests, post tests results, Changes in instructional practice

Person Responsible

Dumarie Dillard


Schedule

Weekly, from 10/7/2014 to 3/12/2015

Evidence of Completion

Post test results, teacher and parent feedback

G1.B1.S3 PLCs scheduled with a focus on data analysis and SMART goals. (Domain 2: Reflecting on Teaching- #50, 51, 52, 53 and 54) (Domain 4: Collegiality and Professionalism- #55, 56, 59 and 60) 4

 S146210

Strategy Rationale

This will provide teachers with information and guidance on PLC collaboration, formation of smart goals and grade level data analysis.

Action Step 1 5

Teachers will develop SMART goals based on grade-level data analysis. Lesson studies will be scheduled to refine the lessons and to maximize learning.

Person Responsible

Dumarie Dillard

Schedule

Weekly, from 10/1/2014 to 5/18/2015

Evidence of Completion

Each grade-level will develop their SMART goals based on grade-level analysis. Individual teachers will monitor their student data and share results with their team. PLC notes will demonstrate that discussions are taking place regularly regarding goals.

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

Monitoring will include: PLC notes, PLC walkthroughs, attendance logs, team leader meetings

Person Responsible

Dumarie Dillard

Schedule

Monthly, from 10/1/2014 to 5/18/2015

Evidence of Completion

PLC notes, lesson plans, data analysis review and teacher discussions

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

Change in instruction correlating to increased student achievement

Person Responsible

Schedule

Monthly, from 10/1/2014 to 5/18/2015

Evidence of Completion

Assessment results - DE, SRI, PSI, Reading Assessments

G1.B1.S4 Thursday Think Map- Workshops planned and hosted by administration and emerging leaders that focus on the indicators in Domain 1. With a focus on the high-impact strategies. These workshops will be planned every other Thursday. 4

 S146211

Strategy Rationale

This will provide teachers with information and depth on the indicators under Domain 1. Videos and articles from the Marzano Library will be shared and discussed.

Action Step 1 5

Workshops will be scheduled throughout the school year that focus on the indicators within Domain One of the SCPS Instructional Map. These workshops will take place every other Thursday with a focus on the high-impact strategies.

Person Responsible

Dumarie Dillard

Schedule

Biweekly, from 7/24/2014 to 5/18/2015

Evidence of Completion

attendance records

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Teachers understanding the expectation to earn highly effective. Teachers using the strategies correctly so that the proper evidences are seen in teachers and students (as outlined in the SCPS Instructional Map).

Person Responsible

Dumarie Dillard

Schedule

Biweekly, from 7/24/2014 to 5/18/2015

Evidence of Completion

Attendance records, observation/walkthrough results

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

Administrators will note a positive change in student learning (both formative and summative).

Person Responsible

Dumarie Dillard


Schedule

Quarterly, from 8/11/2014 to 5/18/2015

Evidence of Completion

Greater amount of student engagement, rigor and relevance, effective higher-level questioning techniques, planning for differentiation in the classroom

G1.B1.S5 Book Studies will take place during the school year. 1. "The Core Six Essential Strategies for Achieving Excellence with the Common Core"- H. Silver, R.T. Dewing and M. Perini 2. "Mindset"- Carol Dweck 3. "The Differentiated Classroom" - Carol Tomlinson 4. "Visible Learning for Teachers"- John Hattie 4

 S146212

Strategy Rationale

Action Step 1 5

Book studies will be planned throughout the school year. The books chosen will offer research-based strategies/techniques to improve/enhance instruction.

Person Responsible

Schedule

Quarterly, from 7/22/2014 to 5/18/2015

Evidence of Completion

Teachers will be able to discuss the content of the book.

Plan to Monitor Fidelity of Implementation of G1.B1.S5 6

Team leader notes will be taken. Teachers will lead the book talks and prepare chapters for discussion.

Person Responsible

Dumarie Dillard

Schedule

Quarterly, from 7/22/2014 to 5/18/2015

Evidence of Completion

Team leader notes, administration observation, book discussions

Plan to Monitor Effectiveness of Implementation of G1.B1.S5 7

Administration will review lesson plans and conduct walkthroughs and observations.

Person Responsible

Dumarie Dillard

Schedule

Quarterly, from 7/22/2014 to 5/18/2015

Evidence of Completion

iObservation data

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| G1.B1.S1.A1 | Florida Standards trainings will be scheduled for a greater understanding of the new standards. | Dillard, Dumarie | 8/11/2014 | Summaries, learning logs, PLC notes, monitor classroom learning goals | 5/27/2015 monthly |
| G1.B1.S2.A1 | Differentiated instructional strategies will be implemented in Reading, Math and Writing K-5. | Dillard, Dumarie | 8/11/2014 | Differentiation will be monitored through classroom walkthroughs and lesson plan reviews with an emphasis on differentiation as it relates to content, process, product and learning environment. | 5/29/2015 weekly |
| G1.B1.S3.A1 | Teachers will develop SMART goals based on grade-level data analysis. Lesson studies will be scheduled to refine the lessons and to maximize learning. | Dillard, Dumarie | 10/1/2014 | Each grade-level will develop their SMART goals based on grade-level analysis. Individual teachers will monitor their student data and share results with their team. PLC notes will demonstrate that discussions are taking place regularly regarding goals. | 5/18/2015 weekly |

Seminole - 0611 - Sterling Park Elementary Schl - 2014-15 SIP
Sterling Park Elementary School

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|--------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| G1.B1.S4.A1 | Workshops will be scheduled throughout the school year that focus on the indicators within Domain One of the SCPS Instructional Map. These workshops will take place every other Thursday with a focus on the high-impact strategies. | Dillard, Dumarie | 7/24/2014 | attendance records | 5/18/2015 biweekly |
| G1.B1.S5.A1 | Book studies will be planned throughout the school year. The books chosen will offer research-based strategies/ techniques to improve/enhance instruction. | | 7/22/2014 | Teachers will be able to discuss the content of the book. | 5/18/2015 quarterly |
| G1.B1.S1.A2 | Encourage teachers to attend PDs that will enhance and improve instruction (Kagan, CHAMPS, District/School Florida Standards trainings) | Dillard, Dumarie | 8/5/2014 | Lesson plans, walk-throughs, PLC notes | 5/18/2015 monthly |
| G1.B1.S2.A2 | Implement Walk to Intervention | Stanchina, Kathy | 9/29/2014 | Teachers will be observed following the instructional plan with fidelity. Teachers will meet within PLCs to discuss student needs and possible movements. | 5/18/2015 weekly |
| G1.B1.S2.A3 | Lowest quartile, Tier 2 and Tier 3 students will participate in before and after school tutorials (focused on math and reading). | Jose, Debbie | 10/6/2014 | Attendance sheets, monitoring through EdInsight, I-Station, Ticket to Read and teacher observation | 5/15/2015 weekly |
| G1.B1.S2.A4 | Invite SCPS County Personnel to support our teachers in the areas of Reading, Writing, Math and Science. Encourage teachers that are demonstrating a strong understanding of differentiation to conduct small group trainings. | Jose, Debbie | 9/16/2014 | Attendance sheets, learning logs and teacher feedback | 5/29/2015 quarterly |
| G1.MA1 | DE, SRI, PSI, PASI, DRA , Oral Reading Fluency, and Reading Street benchmark assessments, Go Math Assessments, teacher checklist | Dillard, Dumarie | 9/10/2014 | Data meetings will be scheduled for data analysis to better monitor student growth. | 5/29/2015 annually |
| G1.B1.S1.MA1 | Monitoring includes--Assessments: SRI, DE, PASI, PSI, Baseline assessments and FSA | Dillard, Dumarie | 8/18/2014 | SRI growth reports, DE growth reports, in-program formative and summative analysis | 5/18/2015 monthly |
| G1.B1.S1.MA1 | Monitoring will include: Class Observations, Lesson plan reviews, PLC monitoring | Dillard, Dumarie | 8/11/2014 | Lesson plan reviews for fidelity of the SCPS instructional plan, iObservation data, classroom observations | 5/29/2015 annually |
| G1.B1.S2.MA1 | Monitoring will include: Pre tests, post tests results, Changes in instructional practice | Dillard, Dumarie | 10/7/2014 | Post test results, teacher and parent feedback | 3/12/2015 weekly |
| G1.B1.S2.MA1 | Monitoring will include: Attendance Records, Data Review meetings, lesson plan review, PLC monitoring, Walkthroughs | Jose, Debbie | 8/5/2014 | Assessment results, attendance records, teacher feedback | 5/29/2015 weekly |
| G1.B1.S3.MA1 | Change in instruction correlating to increased student achievement | | 10/1/2014 | Assessment results - DE, SRI, PSI, Reading Assessments | 5/18/2015 monthly |
| G1.B1.S3.MA1 | Monitoring will include: PLC notes, PLC walkthroughs, attendance logs, team leader meetings | Dillard, Dumarie | 10/1/2014 | PLC notes, lesson plans, data analysis review and teacher discussions | 5/18/2015 monthly |
| G1.B1.S4.MA1 | Administrators will note a positive change in student learning (both formative and summative). | Dillard, Dumarie | 8/11/2014 | Greater amount of student engagement, rigor and relevance, effective higher-level questioning techniques, planning for differentiation in the classroom | 5/18/2015 quarterly |
| G1.B1.S4.MA1 | Teachers understanding the expectation to earn highly effective. Teachers using the strategies correctly so that the proper evidences are seen in teachers | Dillard, Dumarie | 7/24/2014 | Attendance records, observation/ walkthrough results | 5/18/2015 biweekly |

Seminole - 0611 - Sterling Park Elementary Schl - 2014-15 SIP
Sterling Park Elementary School

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|--------------|---------------------------------------------------------------------------------------------------------|------------------|-------------------------------|-----------------------------------------------------------------|---------------------|
| | and students (as outlined in the SCPS Instructional Map). | | | | |
| G1.B1.S5.MA1 | Administration will review lesson plans and conduct walkthroughs and observations. | Dillard, Dumarie | 7/22/2014 | iObservation data | 5/18/2015 quarterly |
| G1.B1.S5.MA1 | Team leader notes will be taken. Teachers will lead the book talks and prepare chapters for discussion. | Dillard, Dumarie | 7/22/2014 | Team leader notes, administration observation, book discussions | 5/18/2015 quarterly |

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. All teachers will be able to implement best instructional practices and highly effective classroom strategies and behaviors aligned to the Florida Standards for ELA (reading and writing), math, and science (NGSSS) through the SCPS Instructional Model.

G1.B1 A lack of understanding of the SCPS Instructional Model.

G1.B1.S1 PLCs scheduled with a focus on the Florida Standards. (Domain 2: Planning and Preparing- #42, 43 and 44)

PD Opportunity 1

Florida Standards trainings will be scheduled for a greater understanding of the new standards.

Facilitator

Dumarie Rodriguez-Dillard

Participants

All staff

Schedule

Monthly, from 8/11/2014 to 5/27/2015

PD Opportunity 2

Encourage teachers to attend PDs that will enhance and improve instruction (Kagan, CHAMPS, District/School Florida Standards trainings)

Facilitator

Dumarie Rodriguez-Dillard, Debbie M. Jose

Participants

teachers

Schedule

Monthly, from 8/5/2014 to 5/18/2015

G1.B1.S3 PLCs scheduled with a focus on data analysis and SMART goals. (Domain 2: Reflecting on Teaching- #50, 51, 52, 53 and 54) (Domain 4: Collegiality and Professionalism- #55, 56, 59 and 60)

PD Opportunity 1

Teachers will develop SMART goals based on grade-level data analysis. Lesson studies will be scheduled to refine the lessons and to maximize learning.

Facilitator

Dumarie Rodriguez-Dillard

Participants

All Staff

Schedule

Weekly, from 10/1/2014 to 5/18/2015

G1.B1.S5 Book Studies will take place during the school year. 1. "The Core Six Essential Strategies for Achieving Excellence with the Common Core"- H. Silver, R.T. Dewing and M. Perini 2. "Mindset"- Carol Dweck 3. "The Differentiated Classroom" - Carol Tomlinson 4. "Visible Learning for Teachers"- John Hattie

PD Opportunity 1

Book studies will be planned throughout the school year. The books chosen will offer research-based strategies/techniques to improve/enhance instruction.

Facilitator

Dumarie Rodriguez-Dillard

Participants

Team leaders, faculty

Schedule

Quarterly, from 7/22/2014 to 5/18/2015

Technical Assistance Items

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

Budget Rollup

| Summary | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Description | Total |
| Goal 1: All teachers will be able to implement best instructional practices and highly effective classroom strategies and behaviors aligned to the Florida Standards for ELA (reading and writing), math, and science (NGSSS) through the SCPS Instructional Model. | 18,340 |
| Grand Total | 18,340 |

| Goal 1: All teachers will be able to implement best instructional practices and highly effective classroom strategies and behaviors aligned to the Florida Standards for ELA (reading and writing), math, and science (NGSSS) through the SCPS Instructional Model. | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|---------------|
| Description | Source | Total |
| B1.S1.A1 - Professional Development Funds will be used to fund registration for Educators Conference | Other | 350 |
| B1.S1.A1 - Professional Development funds will be used to fund a conference that Kindergarten teachers will attend with a focus on the Florida Standards. Substitutes will be needed. | Other | 1,226 |
| B1.S1.A2 - Professional Development funds will be used for registrations for Kagan Inservices. | Other | 4,794 |
| B1.S1.A2 - Professional Development funds will be used for teachers to attend CHAMPS training. | Other | 525 |
| B1.S2.A3 - Sterling Park has been given \$10, 000.00 for tutorial. | School Improvement Funds | 10,000 |
| B1.S3.A1 - substitutes for teachers to attend lesson studies | School Improvement Funds | 540 |
| B1.S5.A1 - Professional Development funds will be used to purchase books for book studies. | Other | 905 |
| Total Goal 1 | | 18,340 |