

Sabal Point Elementary School



2014-15 School Improvement Plan

Sabal Point Elementary School

960 WEKIVA SPRINGS RD, Longwood, FL 32779

<http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0581>

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	No	34%

Alternative/ESE Center	Charter School	Minority
No	No	31%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	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

The mission of Sabal Point is to ensure that all students acquire the knowledge, skills, and attitudes to be productive citizens in our great country and in the global economy.

Provide the school's vision statement

Our vision is that children leave school with:

A set of moral values -- honesty, integrity and good judgement.

A complement of basic skills -- linguistic, mathematical, scientific, artistic, physical and social.

An inquiring and discriminating mind and a desire for knowledge.

Strong self-esteem and high personal expectation.

Tolerance and respect for others.

We value the partnership which exists between school, parents and community and the part it plays in realizing this vision.

School Environment

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

Sabal Point learns about students and their families by providing opportunities for the community to interact with the school with PTA events, school sponsored family fun nights, curriculum nights, the annual Teach-in event and teacher- parent conferences.

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

Teachers and staff provide the framework for Positive Behavior Support (PBS) during and after school. Students are taught the Sabal Point expectations for public areas, auditorium, cafeteria, playground and hallways. The positive behavior award system provides an opportunity for teachers and staff to recognize students who reach these high expectations.

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

The Positive Behavior System (PBS) includes clear behavioral expectations for common areas including the auditorium, cafeteria, hallways and playground. A ticket-based system is used to motivate and reward appropriate student behavior in the common areas and in the classroom to encourage engagement during instructional time. Discipline forms are recorded in the school information system and teachers maintain records of parent contact and classroom consequences.

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

Through our referral process to the school guidance counselor and social worker students are identified that may need additional emotional support through either internal or external support systems.

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

Teachers and administrators use multiple strategies to contact families, including but not limited to, (1) contacting families prior to the start of school to welcome the students to the new school year, (2) inviting families to curriculum nights and open house meetings to meet teachers and school staff and to learn about the curriculum, (3) providing access to school grades, progress monitoring data and other relevant achievement information through the SCPS Parent Information Network, (4) ensuring students show evidence of "owning their data" and scheduling student led conferences as applicable, (5) inviting families to participate in SAC and PTA Boards, (6) inviting families to attend PTA meetings and participate in school related events, (7) using multiple genres of social networking, as well as sending electronic/paper-based newsletters to families on a regular basis, (8) advertising events on school marquees, (9) and numerous other out-reach strategies developed by school staff. Encourage parent use of Skyward to monitor student academic progress at Sabal Point Elementary.

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

Teachers and administrators are continually involved in local events and often invited to participate in their community's celebrations. Administrators and teachers reach out to local businesses for participation in the school's business partners programs. As applicable, administrators serve on local rotary clubs, chambers, etc. In addition, faith-based leaders are invited to form relationships with local schools.

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
Senko, Paul	Principal
Kirkner, Julia	Assistant Principal

Duties

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

The MTSS Team shares observations and concerns related to patterns in data collected following assessments and progress monitoring. Resources and personnel assignments might be adjusted to increase student proficiency. Dialogue focuses on the instructional needs of the students and changes which might be necessary to increase achievement. All students in Tier I receive the core curriculum using differentiated instruction. If a student does not demonstrate proficiency they receive Tier II interventions using more targeted interventions such as small group/ individual assistance or computer assisted instruction. If these strategies do not allow the child to be successful within a period of time, the student would be referred for Tier III and possible testing for special education services. The MTSS Team also functions to facilitate decisions related to establishing expectations for behaviors and procedures. Students who experience continued difficulty with management of their own behavior will receive appropriate consequences according to the Seminole County Student Code of Discipline within their individual classrooms. Students with repeated discipline infractions requiring administrative involvement will be considered Tier II and brought to the MTSS Team for review and consideration of additional interventions. The MTSS Team will work with the school psychologist, social worker and school board nurse if the case requires their resources. Parent involvement will be critical. If the child fails to improve their behavior within a period of time, then the student would be referred for Tier III and possible testing for special education.

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 school has a core Multi-Tiered System of Supports (MTSS) problem solving team, comprised of members with expertise in academic and behavioral domains. The MTSS team utilizes the continuous problem solving process to identify students who are at-risk in academics and/or behavior and determines why the problem is occurring. The MTSS team designs and implements research-based interventions and regularly monitors student progress/response to interventions. The school utilizes the online MTSS module to document all interventions, meetings, and parent involvement in the process.

Sabal Point 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 support 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
Allison Graham	Teacher
Paul Senko	Principal
Eunice Padilla	Education Support Employee
Susan Bostic	Parent
Heather Barkin	Parent
Aдриene Huddleston	Parent
Heather Doyle	Teacher
Kathleen Ochab	Parent
Natalie Thompson	Parent
Krista Dusey	Parent
Julie Moore	Parent
Nan Koskosky	Teacher

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 team will review the previous school improvement plan at a monthly meeting and discuss the goals that were met as well as the school's testing data for the 2013-2014 school year.

Development of this school improvement plan

The SAC is involved in the development of the school improvement plan with regard to school goals and parental involvement goals for the upcoming school year.

Preparation of the school's annual budget and plan

The SAC reviews the school and PTA activities on a monthly basis and is asked for input and suggestions. The SAC reviews the current testing data in reading and math on a quarterly basis. Presentations are planned throughout the year with topics to include common core, reading, math, robotics, and instructional technology.

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

The SAC approved the use of school improvement funds to be used toward the purchase of educational materials in the content areas of reading, math, writing, and/or science.

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
Kirkner, Julia	Assistant Principal
Senko, Paul	Principal
King, Sally	Instructional Coach
Olvey, Maura	Instructional Coach
Grooms, Laura	Instructional Coach
Ruffin, Amanda	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the LLT for the 2014-2015 school year will be Reading and Math learning gains, writing, and unpacking the Florida Standards to ensure teachers are implementing the standards with the most effective instructional practices from the SCPS Instructional Model.

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

The leadership team will ensure that teachers have the time and support necessary to work in effective professional learning communities where teachers will analyze data from common assessments and plan instruction. During PLC's teachers will develop lessons that will ensure students receive targeted instruction in all subject areas including intervention and enrichment times.

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 is trained by our county's new teacher facilitator and is given materials and agendas to support the new teachers during this calendar year. Before school begins, our school-wide mentor meets the new teachers at our school and gives a campus tour while orienting our new teachers to important procedures and policies that will affect them as they begin the school year. Once school begins, our new teachers meet regularly with the mentor(s) who best fits their needs and follow an agenda of recommended topics that are appropriate for their given situations. Whether the new teacher is working with a school-wide mentor, peer teacher, or alternative certification mentor, he or she

is working with an individual who has been trained by our county to support the teacher's various needs. Each of these mentor roles are fine-tuned each year based on the feedback from our new teachers the year before.

Additionally, our school arranges for each new teacher to be accompanied by a well-chosen mentor for visits to classrooms of highly effective teachers. Both this mentor and the new teacher utilize a classroom visitation sheet to guide their post-visit discussions around our county's instruction model, room arrangements, and classroom management. The goal of these visits is to provide models of instructional practice and time for reflection that will allow the new teacher to fine-tune his or her teaching abilities.

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

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

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

Teachers collect academic data through observations, class assignments and student projects. Ongoing progress monitoring results from Discovery Education, Scholastic Reading Inventory and writing prompts. Parent conferences regarding MTSS academic and behavior concerns are held regularly to keep parents informed of student achievement level and tier placement. Students needing additional support in reading and math work with resources teachers in small groups based on their ability level. High performing students are clustered in classes with an accelerated math and reading curriculum.

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: Summer Program

Minutes added to school year: 4,950

Third grade students who score a level 1 or 2 on the FSA will attend Summer Learning Camp 15 days for 5.5 hours a day. Reading Street Benchmark materials will be used for all Level 1 Third Grade students. Intermediate students that attend SLC will have an emphasis on reading strategies across the curriculum. ESSS and ELL remediation strategies will be incorporated according to IEP/LEP goals.

Appropriate accommodations for students with disabilities will be based on the individual needs of each student as documented on the IEP or 504 Accommodation Plan.

Strategy Rationale

Provide additional support to assist students having difficulty attaining the proficient level on state assessments.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Kirkner, Julia, julia_kirkner@scps.k12.fl.us

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

Discovery Education Test C will be given as a Pre-Test and post test for 3rd Graders. The Portfolio Reading Assessment and the computer-based SAT 10 will be administered to Level 1 Third Graders. ESE students will receive appropriate assessment accommodations based on individual needs as documented on their IEP or 504 Accommodation Plan.

Strategy: Before School Program

Minutes added to school year: 630

Students identified as the lowest 25% in reading and math for grades three, four and five will attend small group before school tutorial. Students will work on the reading and math core curriculum to provide additional assistance in order to increase their academic success.

Strategy Rationale

Provide additional support to assist students having difficulty attaining the proficient level on state assessments.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Kirkner, Julia, julia_kirkner@scps.k12.fl.us

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

Discovery Education progress monitoring assessment will be used as well as FSA data at the end of the school year.

Strategy: Extended School Day

Minutes added to school year: 750

Students work as teams to learn the components of robotics and programming the robot to complete simple commands. Teams work on engineering components of the robot and inputting steps for the robot to complete using a computer program.

Strategy Rationale

To enrich the science and math curriculum for high performing students.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Senko, Paul, paul_senko@scps.k12.fl.us

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

Students compete in robotic competitions that ask them to use the robot to complete challenges.

Strategy: Extended School Day

Minutes added to school year: 750

Students work on math skills to compete in the Math Olympiad. Students work individually and with small groups to dissect math problems and extend their math skills beyond grade level math skills taught in the classroom.

Strategy Rationale

To enrich the math curriculum for high performing students.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Senko, Paul, paul_senko@scps.k12.fl.us

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

Students work on Math Olympiad problems throughout the year with the math resource teacher and receive scores on their practice problems. Students also compete as a group and individual in a county wide competition.

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 Ready Set Learn to help prepare them for success in kindergarten. Schools offer an Open House before school starts and kindergarten teachers are available for individual conferences. The VPK Assessment Grant was used to provide private and faith based kindergartens transition in elementary catchment areas.

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

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

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

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Sabal Point Elementary will close the achievement gap by increasing student learning gains in reading, math and writing proficiency for our lowest quartile students. Student subgroups (students with disabilities, economically disadvantaged, ELL, and minority subgroups) will be targeted and tracked for achievement using progress monitoring assessments.

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. Sabal Point Elementary will close the achievement gap by increasing student learning gains in reading, math and writing proficiency for our lowest quartile students. Student subgroups (students with disabilities, economically disadvantaged, ELL, and minority subgroups) will be targeted and tracked for achievement using progress monitoring assessments. 1a

G053291

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	72.0
Math Lowest 25% Gains	77.0
FSA - English Language Arts - Proficiency Rate	86.0

Resources Available to Support the Goal 2

- Reading Resources: Florida State Standards and FSA test item specifications, Reading Street, Making Meaning, SIPPS, Discovery Education, Scholastic Reading Inventory, Reading Resource Teachers, School based professional development, Kagan Trained Teachers, Lesson Study Training, Tutorial
- Math Resources: Florida State Standards and FSA test item specifications, Go Math, ThinkCentral, Math Resource Teacher, School based professional development, Kagan Trained Teachers, Lesson Study Training, Tutorial
- Writing Resources: Florida State Standards and FSA test item specifications, Writing Action Plan, District/School based professional development, Kagan Trained Teachers, Lesson Study Training

Targeted Barriers to Achieving the Goal 3

- Time for effective reading, math and writing intervention for students
- Knowledge of the Florida Standards Assessment for reading, writing and math

Plan to Monitor Progress Toward G1. 8

Reading, math and writing progress monitoring data (DE, SRI, writing prompts)

Person Responsible

Paul Senko

Schedule

Weekly, from 10/13/2014 to 4/6/2015

Evidence of Completion

Increased learning gains in reading, math, and writing.

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. Sabal Point Elementary will close the achievement gap by increasing student learning gains in reading, math and writing proficiency for our lowest quartile students. Student subgroups (students with disabilities, economically disadvantaged, ELL, and minority subgroups) will be targeted and tracked for achievement using progress monitoring assessments. **1**

 G053291

G1.B1 Time for effective reading, math and writing intervention for students **2**

 B134383

G1.B1.S1 Tutorial funds are being used to pay staff members to work with students before the school day to provide remediation as well as after school at an offsite location for select students. Reading and Math resource teachers are providing instruction to MTSS Tier 3 students during the school day. **4**

 S146228

Strategy Rationale

Provide additional support to assist students having difficulty attaining the proficient level on state assessments.

Action Step 1 **5**

Intervention in reading and math

Person Responsible

Julia Kirkner

Schedule

Weekly, from 10/13/2014 to 4/6/2015

Evidence of Completion

Daily attendance logs and intervention progress monitoring will be kept for each student being served.

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

Student intervention sessions.

Person Responsible

Julia Kirkner

Schedule

Weekly, from 10/13/2014 to 4/6/2015

Evidence of Completion

Walkthrough observations and teacher feedback during intervention sessions.

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

Intervention sessions

Person Responsible

Julia Kirkner


Schedule

Weekly, from 10/13/2014 to 4/6/2015


Evidence of Completion

Learning gains on DE testing, grades, intervention logs.

G1.B2 Knowledge of the Florida Standards Assessment for reading, writing and math **2**

 B134384

G1.B2.S1 All teachers will participate in assessment and data PLC's to better understand the FSA test item specifications for each subject being tested. **4**

 S146229

Strategy Rationale

Provide additional support to teachers to help students attain a proficient level on state assessments.

Action Step 1 **5**

Teacher participation in assessment and data PLC's to better understand the FSA test item specifications for each subject being tested.

Person Responsible

Paul Senko

Schedule

Monthly, from 10/1/2014 to 5/4/2015

Evidence of Completion

Teacher sign-in logs

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

Book study using "Mastering Basic Math Facts in Addition and Subtraction grades 1-2" and "Mastering Basic Math Facts in Multiplication and Division grades 3-5."

Person Responsible

Paul Senko

Schedule

Biweekly, from 11/3/2014 to 2/9/2015

Evidence of Completion

PLC discussions and classroom implementation of math strategies.

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

Understanding of Florida standards and the Florida Standards Assessment

Person Responsible

Paul Senko

Schedule

Monthly, from 10/6/2014 to 4/27/2015

Evidence of Completion

Observation feedback and ongoing progress monitoring

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	Intervention in reading and math	Kirkner, Julia	10/13/2014	Daily attendance logs and intervention progress monitoring will be kept for each student being served.	4/6/2015 weekly
G1.B2.S1.A1	Teacher participation in assessment and data PLC's to better understand the FSA test item specifications for each subject being tested.	Senko, Paul	10/1/2014	Teacher sign-in logs	5/4/2015 monthly
G1.MA1	Reading, math and writing progress monitoring data (DE, SRI, writing prompts)	Senko, Paul	10/13/2014	Increased learning gains in reading, math, and writing.	4/6/2015 weekly
G1.B1.S1.MA1	Intervention sessions	Kirkner, Julia	10/13/2014	Learning gains on DE testing, grades, intervention logs.	4/6/2015 weekly
G1.B1.S1.MA1	Student intervention sessions.	Kirkner, Julia	10/13/2014	Walkthrough observations and teacher feedback during intervention sessions.	4/6/2015 weekly
G1.B2.S1.MA1	Understanding of Florida standards and the Florida Standards Assessment	Senko, Paul	10/6/2014	Observation feedback and ongoing progress monitoring	4/27/2015 monthly
G1.B2.S1.MA1	Book study using "Mastering Basic Math Facts in Addition and Subtraction grades 1-2" and "Mastering Basic Math Facts in Multiplication and Division grades 3-5.	Senko, Paul	11/3/2014	PLC discussions and classroom implementation of math strategies.	2/9/2015 biweekly

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. Sabal Point Elementary will close the achievement gap by increasing student learning gains in reading, math and writing proficiency for our lowest quartile students. Student subgroups (students with disabilities, economically disadvantaged, ELL, and minority subgroups) will be targeted and tracked for achievement using progress monitoring assessments.

G1.B2 Knowledge of the Florida Standards Assessment for reading, writing and math

G1.B2.S1 All teachers will participate in assessment and data PLC's to better understand the FSA test item specifications for each subject being tested.

PD Opportunity 1

Teacher participation in assessment and data PLC's to better understand the FSA test item specifications for each subject being tested.

Facilitator

Paul Senko, Julia Kirkner

Participants

All teachers

Schedule

Monthly, from 10/1/2014 to 5/4/2015

Budget Rollup

Summary

Description	Total
Goal 1: Sabal Point Elementary will close the achievement gap by increasing student learning gains in reading, math and writing proficiency for our lowest quartile students. Student subgroups (students with disabilities, economically disadvantaged, ELL, and minority subgroups) will be targeted and tracked for achievement using progress monitoring assessments.	6,750
Grand Total	6,750

Goal 1: Sabal Point Elementary will close the achievement gap by increasing student learning gains in reading, math and writing proficiency for our lowest quartile students. Student subgroups (students with disabilities, economically disadvantaged, ELL, and minority subgroups) will be targeted and tracked for achievement using progress monitoring assessments.

Description	Source	Total
B1.S1.A1 - Tutorial funds for before school and after school tutorial at an offsite location.	General Fund	5,000
B2.S1.A1 - Title: Mastering Basic Math Facts in Addition and Subtraction (including CD-rom)--grades 1-2 AND Mastering Basic Math Facts in Multiplication and Division (including CD-rom)--grades 3-5 Authors: Susan O'Connell and John SanGiovani Publisher: Heinemann, Portsmouth, NH Year: 2011	General Fund	1,750
Total Goal 1		6,750