

Stenstrom Elementary School

1800 ALAFAYA WOODS BLVD, Oviedo, FL 32765

<http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0681>

School Demographics

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

Alternative/ESE Center	Charter School	Minority
No	No	37%

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

Through the pursuit of collective excellence, Stenstrom Elementary emphasizes student centered, collaborative, process-driven learning, ensuring that our students have the knowledge and critical thinking skills required for success in an increasingly STEM-focused global community.

Provide the school's vision statement

Stenstrom Elementary will set the standard for STEM (Science, Technology, Engineering and Mathematics) education by preparing and inspiring generations of learners to meet the challenges of a competitive, global society through innovation, collaboration, and project-based learning for our 21st century learners.

School Environment

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

Stenstrom Elementary works closely with all of the students and families and has a well-rounded school culture. Several community events are planned throughout the year including ice cream socials, book fair, and PTA events. Curriculum nights are conducted to inform parents of expectations. Relationships are built between teachers and students within the classroom through personalized goal setting with the teacher and student. Teachers work one on one with their students to set goals and track their progress throughout the school years on learning goals. Teachers encourage students and celebrate their successes as well as guide them through challenges.

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

Throughout the year, students are taught the R.E.I.N.S. expectations at Stenstrom Elementary School. R.E.I.N.S. stands for Respect everyone by example, Engage in positive behavior, Ignite my learning potential, Nourish my mind and body, Strive to change the world through thought, word and deed. Through these expectations, we teach students ways to respect one another and show random acts of kindness toward their fellow peers. Grade level assemblies are conducted to create an environment where students feel safe and respected.

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

Through our Positive Behavior Support (PBS) team, we have developed school wide expectations. We call these expectations R.E.I.N.S. rules. R.E.I.N.S. stands for Respect everyone by example, Engage in positive behavior, Ignite my learning potential, Nourish my mind and body, Strive to change the world through thought, word and deed. Through PBS, teachers are trained and updated on behavioral expectations and protocol and bring input on ways to improve on our system. Through the use of R.E.I.N.S. tickets, students are rewarded for exhibiting our school wide expectations and can redeem the tickets for prizes twice a month. If disciplinary actions take place, teachers are trained on the proper chain of commands and how to report a disciplinary action.

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

Stenstrom Elementary has an on site school guidance counselor that is available for all students if the need for counseling arises. Various services for the needs of our students include anger management, peer resolution, social skills and one on one when needed. We also have established a food pantry for those families in need.

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

Parents are encouraged to participate as Dividend Volunteers, attend field trips or class activities with their students, and participate in PTA and SAC. We host parent information nights regarding FSA, STEM, FLorida Standards, and Disability Awareness. Parents are also given information on accessing Skyward, and are encouraged to sign up in order to stay abreast of their student's academic progress. Teachers hold parent conferences at least twice a semester; more if the student is involved in the MTSS process. Family Events, such as our Back to School Ice Cream Social, Fall Festival, STEM Night, and the Science Fair are hosted by PTA in order to encourage family involvement.

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
Morrison St. Amour, Michelle	Principal
White, Jamie	Assistant Principal
Baisden, Barry	Teacher, K-12
Gray, Michele	Instructional Coach
Hall, Katy	Teacher, K-12
Hodges, Kristen	Instructional Coach
Koepsell, Terri	Guidance Counselor
Koo, Melissa	Teacher, K-12
McDaniel, Patti	Teacher, K-12
Pate, Lisa	Teacher, K-12
Simmons, Jennefer	Teacher, K-12

Duties

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

Each member meets with their team to analyze progress monitoring data and determine if interventions are needed for struggling students, or are working for those already in the Tiered process. They bring this data to the core MTSS team who can provide additional information utilizing the online component, such as attendance issues, and behavioral concerns.

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.

Stenstrom 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 and Title I funds to provide our school additional paraprofessionals that facilitate small group instruction during the school day. The coordination and integration of these funds and services ensure students are provided the time and support needed to master the standards and improve academic achievement.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Barry Baisden	Teacher
Michele Gray	Teacher
Shannon Schumacher	Teacher
Debbi Pegel	Education Support Employee
JoAnn Archer	Parent
Desiree Cirrincione	Parent
Dominique Delaney	Parent
Yolanda Delgado	Parent
Jamie Dipaolo	Parent
Cheryl Drohan	Parent
Kari King	Parent
Stacey Kowalski	Parent
Lymaris Santana	Parent
Angelica Teply	Parent
Jennifer Walsh	Parent
	Student

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 committee discussed the previous year's student achievement data and survey data. The primary objective was to evaluate the topics listed below and to identify opportunities for improvement for 2014-2015.

- PRIMES
- Clustering/Departmentalization (Gifted, ESE, ELL)
- Project-based learning
- STEM (Science, Technology, Engineering & Math)
- Field Trips

Development of this school improvement plan

The SAC has reviewed the results of last year's FCAT and have agreed that our goals for the year of improving math, writing, and science are accurate. They have voted to provide their budgetary allotment for professional development, and will review this SIP before it is submitted.

Preparation of the school's annual budget and plan

Each year the SAC committee reviews budgetary items. The principal provided information regarding the school educational plan, including the school budget. The SAC actively participated in the preparation of the school's budget, and made recommendations as to instructional staffing and aligning instructional materials to support the SIP.

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

School Improvement funds in the amount of \$573 will be used for providing substitutes for professional development opportunities. Funds in the amount of \$573 will also be allocated for supplies and resources.

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
Morrison St. Amour, Michelle	Principal
White, Jamie	Assistant Principal
Gray, Michele	Other
Hodges, Kristen	Other

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the LLT this year are providing professional development on new Florida Standards, working on text complexity and close reading strategies across the content areas, and teaching students how to identify text features in fiction and non-fiction literature. A strong emphasis on the implementation of the instructional writing plan has been established. Increased knowledge of the math Florida Standards and Test Specs are discussed in each PLC. These have been selected, as teachers felt they could use more training to help with entry into FSA. The outcome will be that students will be prepared for this more rigorous instruction.

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

Teachers are provided the opportunities on a weekly basis to common plan with their team. Each team is responsible for making sure all members of the team contribute. Teams are given time to plan on upcoming lesson, create common assessment, and come back together to dissect the data of the common assessments. They then use this information to plan future lessons. This collaborative planning gives teachers an opportunity to share their expertise and responsibilities of the team.

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 regularly with the mentor(s) who best fits their needs and follow an agenda of recommended topics that are appropriate for each teacher's given situation. Whether the new teacher is working with a school-wide mentor, peer teacher, or alternative certification mentor, he or she is working with an individual who has been trained by our county to support the teacher's various needs. Each of these mentor roles are fine-tuned each year based on the feedback from our new teachers the year before.

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

Stenstrom Elementary provides teachers opportunity to common plan for lessons and opportunity to common assess. After common assessment, teachers meet to gather and process the data using data charts and creating anchor papers. From this planning, teachers identify specific causes of success or difficulty and use this data to make instructional decisions moving forward. Instruction is modified or supplemented depending on this data. Progress monitoring, such as Discovery Education, FSA, DRA, PASI, curriculum based assessments and fluency reads, throughout the year are also used as data points to determine overall causes of success or difficulty.

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

Strategy: Before School Program

Minutes added to school year: 1,680

Stenstrom offers a tutorial program for our MTSS, ESE, and ESOL students in grades 3-5. These groups have no more than ten students. They meet two hours per week to work on specific core skills in reading and math. The SuccessMaker program is used to support student achievement.

Strategy Rationale

High expectations and opportunities will be provided for all students to achieve.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Morrison St. Amour, Michelle, michelle_morrison@scps.k12.fl.us

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

Reading data is collected utilizing a pre and post test, as well as information received from the Successmaker program. Math content is tracked through Successmaker and through unit tests. We will analyze the effectiveness of the program by tracking improvement in DE and FSA scores.

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

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Instructional staff will differentiate instruction to address student needs to improve student achievement in English language arts, mathematics, and science.

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. Instructional staff will differentiate instruction to address student needs to improve student achievement in English language arts, mathematics, and science. **1a**

G053295

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - All Students	84.0
AMO Math - All Students	85.0

Resources Available to Support the Goal **2**

- Professional Development with Dr. Kelley on teaching students how to identify and use text features in fiction and non-fiction literature.
- Professional Development on Florida Standards
- PLC's for Florida Standards lesson planning and creating resources in all subjects
- PLCs for creation of common assessments and common planning

Targeted Barriers to Achieving the Goal **3**

- lack of understanding of the new Florida Stand standards and new state assessment, Lack of knowledge on differentiated instruction, Time for scheduling

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

To monitor positive progress on the goal, administration will review grade and assessment data. Satisfactory progress will appear in the data as less second chance testing, and increased student achievement. If this is not the case, the teams will review student subgroup data and instructional strategies, and modify instruction to increase student achievement.

Person Responsible

Michelle Morrison St. Amour

Schedule

Every 6 Weeks, from 8/11/2014 to 5/29/2015

Evidence of Completion

iObservation data, Lesson planning, common assessment data

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. Instructional staff will differentiate instruction to address student needs to improve student achievement in English language arts, mathematics, and science. **1**

 G053295

G1.B1 lack of understanding of the new Florida Stand standards and new state assessment, Lack of knowledge on differentiated instruction, Time for scheduling **2**

 B134390

G1.B1.S2 Implement PLCs and PD **4**

 S146238

Strategy Rationale

This will ensure that teachers have access to the standards, the time and support to dig deeply into the standards to fully understand the instructional shifts, expectations and new assessments.

Action Step 1 **5**

Regularly scheduled PLCs and PD will be conducted and will have a focus on Writing Instructional plans, differentiation strategies in all areas, Florida State Standards, FSA, and working with our LQ and Tier 2/3 students

Person Responsible

Michelle Morrison St. Amour

Schedule

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

Evidence of Completion

Ongoing progress monitoring including common assessments, DE, DRA, and PMAs will be administered according to district guidelines.

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

Effective teaching strategies will take place in the classrooms. Teachers will implement common assessments created by their grade level teams.

Person Responsible

Michelle Morrison St. Amour

Schedule

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

Evidence of Completion

Improvements in instructional practices and students will show a year's growth in a year's time.

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

Administration will meet with teams during PLCs and PDs to discuss effective teaching strategies

Person Responsible

Michelle Morrison St. Amour

Schedule

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

Evidence of Completion

PLC and PD calendars, agendas from meetings, iObservation

G1.B1.S3 Implement Differentiated Instructional Strategies 4

 S146239

Strategy Rationale

This will allow teachers to determine student's instructional needs and deliver need based instruction.

Action Step 1 5

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

Person Responsible

Michelle Morrison St. Amour

Schedule

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

Evidence of Completion

Ongoing progress monitoring include DE, PASI, DE, FSA, and common assessments will be administered according to district or assessment guidelines.

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

PLC Meetings, Classroom Observation, Implementation of district instructional plans

Person Responsible

Jamie White

Schedule

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

Evidence of Completion

Learning logs, iObservation, PLC agendas

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

Assessments: DE, DRA, PASI, PSA, Curriculum Based Assessments, FSA, SBA's

Person Responsible

Jamie White

Schedule

Every 6 Weeks, from 8/11/2014 to 5/29/2015

Evidence of Completion

Class data sheets, DE Growth Reports, DRA growth reports, FSA 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.S2.A1	Regularly scheduled PLCs and PD will be conducted and will have a focus on Writing Instructional plans, differentiation strategies in all areas, Florida State Standards, FSA, and working with our LQ and Tier 2/3 students	Morrison St. Amour, Michelle	8/11/2014	Ongoing progress monitoring including common assessments, DE, DRA, and PMAs will be administered according to district guidelines.	5/29/2015 weekly
G1.B1.S3.A1	Differentiated instructional strategies will be implemented in Reading, Math and Writing K-5	Morrison St. Amour, Michelle	8/11/2014	Ongoing progress monitoring include DE, PASI, DE, FSA, and common assessments will be administered according to district or assessment guidelines.	5/29/2015 daily
G1.MA1	To monitor positive progress on the goal, administration will review grade and assessment data. Satisfactory progress will appear in the data as less second chance testing, and increased student achievement. If this is not the case, the teams will review student subgroup data and instructional strategies, and modify instruction to increase student achievement.	Morrison St. Amour, Michelle	8/11/2014	iObservation data, Lesson planning, common assessment data	5/29/2015 every-6-weeks
G1.B1.S2.MA1	Administration will meet with teams during PLCs and PDs to discuss effective teaching strategies	Morrison St. Amour, Michelle	8/11/2014	PLC and PD calendars, agendas from meetings, iObservation	5/29/2015 weekly
G1.B1.S2.MA1	Effective teaching strategies will take place in the classrooms. Teachers will implement common assessments created by their grade level teams.	Morrison St. Amour, Michelle	8/11/2014	Improvements in instructional practices and students will show a year's growth in a year's time.	5/29/2015 weekly
G1.B1.S3.MA1	Assessments: DE, DRA, PASI, PSA, Curriculum Based Assessments, FSA, SBA's	White, Jamie	8/11/2014	Class data sheets, DE Growth Reports, DRA growth reports, FSA data	5/29/2015 every-6-weeks
G1.B1.S3.MA1	PLC Meetings, Classroom Observation, Implementation of district instructional plans	White, Jamie	8/11/2014	Learning logs, iObservation, PLC agendas	5/29/2015 weekly

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. Instructional staff will differentiate instruction to address student needs to improve student achievement in English language arts, mathematics, and science.

G1.B1 lack of understanding of the new Florida Stand standards and new state assessment, Lack of knowledge on differentiated instruction, Time for scheduling

G1.B1.S2 Implement PLCs and PD

PD Opportunity 1

Regularly scheduled PLCs and PD will be conducted and will have a focus on Writing Instructional plans, differentiation strategies in all areas, Florida State Standards, FSA, and working with our LQ and Tier 2/3 students

Facilitator

Michelle St. Amour, Jamie White, Michele Gray, Kristen Hodges,

Participants

All instructional staff

Schedule

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

G1.B1.S3 Implement Differentiated Instructional Strategies

PD Opportunity 1

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

Facilitator

Michelle St. Amour, Jamie White

Participants

All instructional staff

Schedule

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

Budget Rollup

Summary

Description	Total
Goal 1: Instructional staff will differentiate instruction to address student needs to improve student achievement in English language arts, mathematics, and science.	10,760
Grand Total	10,760

Goal 1: Instructional staff will differentiate instruction to address student needs to improve student achievement in English language arts, mathematics, and science.

Description	Source	Total
B1.S1.A1 - School Tutorial Funds	Other	5,000
B1.S2.A1 - School PD Funds	Other	5,760
Total Goal 1		10,760