Carillon Elementary School

2014-15 School Improvement Plan

Carillon Elementary School

3200 LOCKWOOD BLVD, Oviedo, FL 32765

http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0441

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	No	28%

Alternative/ESE Center	Charter School	Minority
No	No	32%

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.

Table of Contents

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 Carillon Elementary School 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

Carillon Elementary School will be one of the highest performing elementary schools in SCPS, and will be recognized for high achievement levels and academic standards, and will offer enriching educational opportunities for all students. Carillon will support the SCPS vision that 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 will perform at the highest levels.
*There will be equitable facilities and opportunities for all students.
*The school's personnel will be highly qualified, diverse, innovative, enthusiastic, energetic, and dedicated to the mission.
Carillon Elementary will build a community of life-long learners who will seek educational excellence to become caring productive citizens.

School Environment

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

Carillon Elementary works together with its students and families to learn about, and embrace each others' differences and similarities. We have several community events throughout the year including Book Fairs, parent curriculum nights, and various PTA sponsored events such as Muffins for Moms, Donuts for Dads and Spirit Night events. Parents of varying cultural backgrounds meet with teachers to share their experiences during two ESOL Parent Leadership Council meetings. Students in grade 2 are offered a Mandarin Chinese instruction on a weekly basis, and Mandarin Chinese is available for the school wide enrichment program, "SPACE Teams".

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

"Be Safe, Be Respectful, Be Responsible and Be Recognized" is the foundation of our behavior management program and fundamental in building a positive, safe environment at Carillon Elementary. These school wide expectations form the basis for our Positive Behavior Support program, and are evident throughout the day in all settings. Our PBS team, has created a program based on positive behavior, incentives, and focused on the success of our students, rather than negative consequences.

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 Carillon staff is trained on our Positive Behavior Support expectations. The PBS model emphasizes student safety, responsibility, respect and recognition. The PBS expectations focus on the "ABC"s of Academics, Behavior, and Citizenship throughout the day, and supports and recognizes students efforts and accomplishments through the use of positive incentives.
The school wide expectations are posted and communicated to students during grade level assemblies, incentives are earned and recognition is provided via the school wide news. When disciplinary action is called for, the Student Code of Conduct is followed and adhered to.

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

Carillon Elementary has established various counseling opportunities to help meet the needs of our students. Classroom Guidance lessons focused on specific life skills and small group counseling is offered on topics such as anger management, social skills, grief, and divorce. A Guidance Counselor is available for one on one counseling if needed. Grades 2 and 5 participate in ongoing life skills lessons as part of their Specials rotation, and students in grade 5 participate in the FOCUS program.

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

Carillon Elementary has a Multi-Tiered System of Supports (MTSS) core problem solving team, comprised of members with expertise in academic and behavioral domains. The MTSS team utilizes the continuous problem solving process to identify students who are at-risk in academics and/or behavior and conducts root cause analysis to determine why the problem is occurring. The MTSS core problem solving team utilizes a student performance data management system to view aggregated student data. To aid in recognizing early school disengagement, the MTSS core problem solving team utilizes an early warning identification system and digitized response to intervention process. Student data are aggregated to form a predictive analytic risk score configuration, comprised of indicators that flag a student at risk of graduation (attendance, misconduct, course failure, mobility, grade point average, overage, and retention).
1. If a student's attendance drops below 90%, the administration is notified and parents are contacted. If attendance issues continue, the School Resource Officer and Social Worker are notified, parents contacted and truancy procedures implemented.
2. Parents are notified any time a student is suspended. If students are experiencing ongoing behavioral concerns, they are referred to the MTSS team to be placed on a Behavior Improvement Plan. If the BIP is not successful, the student will be referred to the Student Study Team to evaluate the need of additional services.
3. If a student struggles academically, and/or demonstrates the possibility of failure in ELA or Math, the student will be referred to the MTSS process. The MTSS team and teacher will define a tiered plan of interventions to support and monitor the student's growth and progress. If the student continues to struggle, after receiving interventions, he/she will be referred to the SST to evaluate the need of additional services.
4. All Level 1 students are immediately referred to the MTSS team and places in a tiered approach intervention.

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
	K	**1**	**2**	**3**	**4**	**5**	
Attendance below 90 percent	2	2	4	2	2	1	13
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	7	5	14	26

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

Carillon Elementary employs various intervention strategies such as MTSS, Parent/Teacher Conferences, RSVP mentors, school based mentor programs, "SSS" Intervention, SIPPS, Making Meaning, My Sidewalks, Morning Tutorial, Morning Computer Lab, In-School Tutorial, Go-Math Online Intervention, Behavior Plans, and computer programs such as Reading Eggs, iStation, iReady and Success-maker, Education City, Typing Club, Xtramath, Ticket to Read.

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

Carillon Elementary has invited parents to access the Skyward information system to access student data and grades on a regular basis. The Skyward system is also used to communicate messages to parents/families via email messaging. Parents access school wide information via the Carillon Elementary website, Facebook page and Twitter, as those are updated on a continual basis. We have numerous school wide events including Book Fairs, Open House, Curriculum Nights, Galactic Galleries, Night of the Arts and various PTA/SAC sponsored events such as Muffins for Moms, Donuts for Dads, Game Night, Bike Rodeo, and Spirit Night events.

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

Carillon Elementary has established strong community relationships through various community events, school events and Business Partnerships. Some examples include Boy Scouts, Girl Scouts, Pop Warner

Cheerleading, Space Teams (our school wide enrichment program), UCF partnerships, PTA events and Teach In.

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
Jones, Analynn	Principal
King, Jeanne	Assistant Principal
Bontrager, Kristin	Instructional Coach
Bailey, Pam	Guidance Counselor
Flora, Jennifer	Guidance Counselor

Duties

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

The Assistant Principal, Guidance Counselors, and Instructional Coach collaborate to oversee the MTSS process. The Assistant Principal creates a schedule for MTSS Team meetings, participates in weekly meetings, coordinates and approves all designated intervention and tutorial programs. The Instructional Coach coordinates and supervises the actual interventions and intervention personnel. She also administers assessments, collects and analyzes data, and participates in all student MTSS meetings. When a student is identified as performing below proficiency, the Instructional Coach meets with the teacher to discuss intervention, differentiation, and the possible need to initiate MTSS. Guidance coordinates Tier 3 data review meetings and facilitates the Student Study referral process. The Gifted teacher helps to plan additional enrichment opportunities for students. The SLD teacher monitors students through her Support Facilitation in class, and provides consultation regarding the Tier 3 interventions and programs. Speech and Language provides consultation for Language interventions. Additional team members include the Psychologist, Social Worker, and related services such as PT and OT. These team members also provide support to ensure students' academic, emotional, behavioral and social success.

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 and response to interventions. The school utilizes the online MTSS module to document all interventions, meetings, and parent involvement in the process.
Carillon 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
AnaLynn_Jones@scps.k12.fl.us	Principal
Prudence Manolov	Parent
Melissa Saelzer	Parent
Krissy Yankeloff	Parent
Julianne Campese	Parent
Dennis Ferraro	Parent
Christine Jamrok	Teacher
Cindy Hill	Teacher
Kristin Bontrager	Teacher
Melanie Watters	Education Support Employee
Karen Crossan	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 Carillon Elementary SAC met September 9, 2014 and reviewed the 2013-2014 FCAT scores and school status. Levels of proficiency and trends of growth and regression over the past three years in Reading, Math, Writing and Science were discussed and the 2013-2014 SIP was reviewed.

Development of this school improvement plan

The 2013-2014 school grade data was shared through a power-point presentation with the 2014-2015 SAC team at the first official meeting. District and school based initiatives and needs were highlighted and discussed. Through this process the SAC committee was able to provide input regarding the outlined major goals, which in turn assists with the problem solving process. Areas of concern include maintaining or increasing levels of Writing proficiency, Math proficiency and increasing levels of Learning Gains for all students in all subject areas. Kristin Bontrager (SAC) and Pam Bailey (Leadership Team) participated in the problem-solving process. The draft plan is scheduled to be reviewed during the October 2014 meeting. The SAC committee will help to progress monitor student achievement through the review of school wide data, following assessment periods. The SAC committee will review and approve the proposed plan.

Preparation of the school's annual budget and plan

The SAC met on September 9, 2014 to discuss and pass the SIP budget. The SAC determined that the funds were to allocated for Technology and/or Professional Development needs that directly correlate to the instructional goals of the 2014-2015 SIP.

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

The School Improvement funds ($2,547.00 and $3,541.00 carryover) have been designated for technology and/or to help fund Professional Development opportunities for teachers, related to the SIP objectives/goals and Action Plan. There have been no expenditures to date.

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
Jones, Analynn	Principal
King, Jeanne	Assistant Principal
Bontrager, Kristin	Instructional Coach
Bailey, Pam	Guidance Counselor
Dennen, Susan	Teacher, K-12
Everett, CarolLynn	Teacher, ESE
Flora, Jennifer	Guidance Counselor
Rollins, Zenaida	Instructional Media

Duties

Describe how the LLT promotes literacy within the school

Two major initiatives for 2014-2015 are the clustering of Gifted and talented students to meet their enrichment needs, and to guide the implementation of the new Florida Standards. Additional initiatives include:
- To provide motivation and the love of reading for ALL students, parents and staff.
- To communicate the school initiatives and help to resolve concerns in relation to reading and writing
- To update the staff about the best practices and updates in literacy education.
- To plan and implement Family Literacy Events - in collaboration with Book Fairs - 2X year
- To participate in the Oviedo Cluster Standards training, providing Reading and Writing information to parents
- To promote participation in Florida Literacy Week events

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

Carillon Elementary has implemented Professional Learning Communities (PLCs) to support collaborative planning and discussion of best practices in instruction, which are aligned to the SCPS instructional plans and Florida Standards. Grade levels have been provided with a common planning time and PLC time daily as well as designated Wednesday afternoons for additional collaborative planning and unpacking of the Florida Standards. Additionally, grade 2 has elected to implement an adjusted PLC schedule to provide one extended (80 minute) PLC weekly.

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.
Carillon Elementary follows the SCPS Elementary Instructional Plans for Reading, Writing, Math, Science and Social Studies. The SCPS Instructional Plans are aligned to the Florida Standards and specific to each grade level.

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

Carillon Elementary uses multiple data to guide and differentiate instruction to meet the diverse needs of students. Assessments are used as baseline, progress monitors, and as diagnostic tools to help track student growth over time, and determine specific needs. Based on the data and student growth, differentiation is determined, including enrichment and extension as well as remediation and acceleration. Assessments included are FCAT, Discovery Education, SRI, DAR, PASI, PSI, SIPPS, Go-Math, Reading Street, as well as the upcoming FSA.

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: 9,000

Supplemental Academic Instruction funds will be used to provide "Before School" tutorial. One hundred sixteen sessions of 1 hour each, will be provided for students receiving Tier 2 and/or Tier 3 interventions in Reading and/or Math in grades 2-5. Additional opportunities will be provided to support students in grades 3-5 with an in-school model, providing intensive small group instruction for twenty weeks, three times a week, for 3 hours. The Teen Trendsetters program is a reading support and motivational program provided to students in grades 2 & 3 for a minimum of 24 hours student contact hours.
A school-wide enrichment program, "Advanced Academic Program" (AAP) is being implemented weekly, to provide enriching experiences to all students, based in Science, Technology, Engineering, Arts, and Math (STEAM) standards All students participate in this enrichment initiative.

Strategy Rationale

We will focus on the academic needs of our students who comprise the lowest quartile and exhibit deficiencies in ELA and Math. This targeted support will support our proficiency levels as well as the learning gains for our lowest quartile.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
King, Jeanne, jeanne_king@scps.k12.fl.us

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

Data such as SRI Lexile, Discovery Education, GoMath and FCAT is collected, analyzed and monitored to measure student need and growth. These programs also serve to progress monitor the students and ensure effectiveness of the tutorial instruction.
A "Galactic Gallery" showcase will be held, for students to share and demonstrate their new skills with parents and visitors from the community.

Strategy: Summer Program

Minutes added to school year: 4,950

Summer Learning Camp

Strategy Rationale

Students in grade 3 who score below proficiency (Level 1 or Level 2) will be provided intensive intervention services in an effort to achieve Good Cause Exemption.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
King, Jeanne, jeanne_king@scps.k12.fl.us

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

SAT 10

Strategy: Before School Program

Minutes added to school year: 3,000

Carillon Elementary will offer before school computer lab time for students receiving ESOL service and/or Tier 2/Tier 3 interventions in Reading and/or Math in grades 2-5.

Strategy Rationale

We will focus on the academic needs of our students who comprise the lowest quartile and exhibit deficiencies in ELA and Math. This targeted support will support our proficiency levels as well as the learning gains for our lowest quartile.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Bontrager, Kristin, kristin_bontrager@scps.k12.fl.us

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

Data such as SRI Lexile, Discovery Education, GoMath and FCAT is collected, analyzed and monitored to measure student need and growth. These programs also serve to progress monitor the students and ensure effectiveness of the tutorial instruction.

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   All teachers will implement standards based instruction using highly effective teaching strategies and differentiated instruction in Reading, Writing, Math and Science to maintain high levels of proficiency and learning gains for all students.

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 implement standards based instruction using highly effective teaching strategies and differentiated instruction in Reading, Writing, Math and Science to maintain high levels of proficiency and learning gains for all students. 1a

🔍 G042240

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	88.0
AMO Math - African American	71.0
AMO Math - ED	81.0
AMO Math - ELL	86.0
AMO Math - Hispanic	85.0
AMO Math - SWD	66.0
AMO Math - White	89.0
AMO Reading - All Students	91.0
AMO Reading - Asian	100.0
AMO Reading - African American	83.0
AMO Reading - ED	81.0
AMO Reading - ELL	91.0
AMO Reading - Hispanic	91.0
AMO Reading - SWD	71.0
AMO Reading - White	91.0

Resources Available to Support the Goal 2

- District Curriculum Support Team, Expert teachers who are willing to share and model their knowledge, New faculty members with a broad range of experiences, Teachers trained in Cooperative Learning Strategies, Parental Support, Support Staff / Gifted, technology, Reading Coach, Assistants, Supportive Administration, Dividends / Mentors, High levels of student achievement, Accessibility of iObservation resources, Lesson Study, Before and during school Tutorial program, AAP enrichment program, Acceleration opportunities, Common planning time, Technology resources, Reading Street materials, Teen Trendsetters, PRIMES Math, Mandarin Chinese, PD Funds, SAC Budget for PD, Professional Learning times,

Targeted Barriers to Achieving the Goal 3

- Lack of knowledge of effective instructional strategies,

- Lack of differentiation for Math and Reading,

- Lack of active student engagement,

Plan to Monitor Progress Toward G1. 8

review of student assessment data results to ensure proficiency and growth

Person Responsible

Jeanne King

Schedule

Monthly, from 9/1/2014 to 5/1/2015

Evidence of Completion

All assessment data such as SRI, Discovery Education, Go Math and Reading Street assessments, Additional assessments such as PASI, PSI, & ORF

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 implement standards based instruction using highly effective teaching strategies and differentiated instruction in Reading, Writing, Math and Science to maintain high levels of proficiency and learning gains for all students. 1

🔍 G042240

G1.B4 Lack of knowledge of effective instructional strategies, 2

🔍 B102944

G1.B4.S1 Implement PLCs and PD on a weekly basis 4

🔍 S114086

Strategy Rationale

Effective instruction will increase with ongoing data analysis and lesson development.

Action Step 1 5

Provide Instructional Rounds for Teachers

Person Responsible

Pam Bailey

Schedule

Monthly, from 9/1/2014 to 5/1/2015

Evidence of Completion

Observation Notes, Learning Logs, Lesson Plans

Action Step 2 `5`

Provide Professional Development & planning opportunities for teachers about the Gifted Framework and instructional implications.

Person Responsible

Zenaida Rollins

Schedule

Monthly, from 9/1/2014 to 5/1/2015

Evidence of Completion

Sign in Sheet, Learning logs, lesson Plans

Action Step 3 `5`

Schedule and conduct ongoing PLCs and PD focused on standards based instruction and practices aligned to the new Florida Standards and developing digital learning opportunities.

Person Responsible

Kristin Bontrager

Schedule

Monthly, from 9/1/2014 to 5/1/2015

Evidence of Completion

PD Schedule, PLC schedule, sign in sheets, PLC Learning Logs, Lesson Plans

Plan to Monitor Fidelity of Implementation of G1.B4.S1 `6`

Monitor teacher participation and classroom implementation through walk-throughs and the examination of student assessment data

Person Responsible

Jeanne King

Schedule

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

Evidence of Completion

Learning logs, sign in sheets, iObservation reports, assessment data reports (SRI, Discover Ed)

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 `7`

Monitor teacher's application of effective instruction practices through weekly walk-throughs, and review of data following benchmark assessments

Person Responsible

Jeanne King

Schedule

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

Evidence of Completion

iObservation reports, data reports

G1.B8 Lack of differentiation for Math and Reading, `2`

🔧 B102948

G1.B8.S1 Provide extended education for all students through interventions, tutorial, enrichment and gifted clusters. `4`

🔧 S114087

Strategy Rationale

Providing extended learning opportunities will enhance the levels of differentiation for each student.

Action Step 1 `5`

Continue to develop a school wide enrichment program, "AAP" (Advance Academic Program) to provide a range of STE(A)M experiences to all students

Person Responsible

Zenaida Rollins

Schedule

Weekly, from 9/24/2014 to 4/8/2015

Evidence of Completion

Teacher activity proposals, student sign up sheets

Action Step 2 `5`

Provide Tutorial for students identified as needing Tier 2, Tier 3 or ESE support.

Person Responsible

Kristin Bontrager

Schedule

Weekly, from 10/1/2014 to 4/1/2015

Evidence of Completion

Tutorial schedule and student attendance rosters

Plan to Monitor Fidelity of Implementation of G1.B8.S1 `6`

Tutorial planning sheets, schedule, invitations, rosters and attendance sheets
AAP activity menus, schedule, participation/attendance sheets

Person Responsible

Jeanne King

Schedule

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

Evidence of Completion

Attendance sheets for Tutorial and AAP. Student data such as SRI, Discovery Ed, Reading Street, Go Math

Plan to Monitor Effectiveness of Implementation of G1.B8.S1 `7`

Monitor student growth over time, using benchmark assessment data

Person Responsible

Jeanne King

Schedule

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

Evidence of Completion

Student data reports - SRI, Discovery Ed, Reading Street, Go math assessments

G1.B10 Lack of active student engagement, 2

🔧 B102950

G1.B10.S1 Implement the Lesson Study Cycle and provide opportunities to observe Cooperative Learning strategies via teacher/peer observations 4

🔧 S114088

Strategy Rationale

Planning model lessons and observing model classrooms will provide teachers greater insight into effective teaching strategies.

Action Step 1 5

Schedule and provide opportunities for expert teachers to model Cooperative Learning strategies in the classroom.

Person Responsible

Kristin Bontrager

Schedule

Every 2 Months, from 9/1/2014 to 5/1/2015

Evidence of Completion

Schedule & Lesson Plan

Action Step 2 5

Schedule Lesson Study Cycles with teams to plan standards aligned lessons, observe and reflect on effective engagement and instructional practices

Person Responsible

Kristin Bontrager

Schedule

Quarterly, from 10/1/2014 to 4/1/2015

Evidence of Completion

Schedule, & Lesson Plan

Plan to Monitor Fidelity of Implementation of G1.B10.S1 `6`

Provide opportunities for peer observations, and reflection

> **Person Responsible**
>
> Jeanne King
>
> **Schedule**
>
> Quarterly, from 10/1/2014 to 4/1/2015
>
> *Evidence of Completion*
>
> Observation notes, data collection during observations, reflection notes

Plan to Monitor Effectiveness of Implementation of G1.B10.S1 `7`

Review student assessment data & classroom walk-throughs

> **Person Responsible**
>
> Jeanne King
>
> **Schedule**
>
> Quarterly, from 10/1/2014 to 4/1/2015
>
> *Evidence of Completion*
>
> Assessment data & iObservation reports

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.B4.S1.A1	Provide Instructional Rounds for Teachers	Bailey, Pam	9/1/2014	Observation Notes, Learning Logs, Lesson Plans	5/1/2015 monthly
G1.B8.S1.A1	Continue to develop a school wide enrichment program, "AAP" (Advance Academic Program) to provide a range of STE(A)M experiences to all students	Rollins, Zenaida	9/24/2014	Teacher activity proposals, student sign up sheets	4/8/2015 weekly
G1.B10.S1.A1	Schedule and provide opportunities for expert teachers to model Cooperative Learning strategies in the classroom.	Bontrager, Kristin	9/1/2014	Schedule & Lesson Plan	5/1/2015 every-2-months
G1.B4.S1.A2	Provide Professional Development & planning opportunities for teachers about the Gifted Framework and instructional implications.	Rollins, Zenaida	9/1/2014	Sign in Sheet, Learning logs, lesson Plans	5/1/2015 monthly
G1.B8.S1.A2	Provide Tutorial for students identified as needing Tier 2, Tier 3 or ESE support.	Bontrager, Kristin	10/1/2014	Tutorial schedule and student attendance rosters	4/1/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B10.S1.A2	Schedule Lesson Study Cycles with teams to plan standards aligned lessons, observe and reflect on effective engagement and instructional practices	Bontrager, Kristin	10/1/2014	Schedule, & Lesson Plan	4/1/2015 quarterly
G1.B4.S1.A3	Schedule and conduct ongoing PLCs and PD focused on standards based instruction and practices aligned to the new Florida Standards and developing digital learning opportunities.	Bontrager, Kristin	9/1/2014	PD Schedule, PLC schedule, sign in sheets, PLC Learning Logs, Lesson Plans	5/1/2015 monthly
G1.MA1	review of student assessment data results to ensure proficiency and growth	King, Jeanne	9/1/2014	All assessment data such as SRI, Discovery Education, Go Math and Reading Street assessments, Additional assessments such as PASI, PSI, & ORF	5/1/2015 monthly
G1.B4.S1.MA1	Monitor teacher's application of effective instruction practices through weekly walk-throughs, and review of data following benchmark assessments	King, Jeanne	10/1/2014	iObservation reports, data reports	5/1/2015 weekly
G1.B4.S1.MA1	Monitor teacher participation and classroom implementation through walk-throughs and the examination of student assessment data	King, Jeanne	10/1/2014	Learning logs, sign in sheets, iObservation reports, assessment data reports (SRI, Discover Ed)	5/1/2015 monthly
G1.B8.S1.MA1	Monitor student growth over time, using benchmark assessment data	King, Jeanne	10/1/2014	Student data reports - SRI, Discovery Ed, Reading Street, Go math assessments	5/1/2015 monthly
G1.B8.S1.MA1	Tutorial planning sheets, schedule, invitations, rosters and attendance sheets AAP activity menus, schedule, participation/attendance sheets	King, Jeanne	10/1/2014	Attendance sheets for Tutorial and AAP. Student data such as SRI, Discovery Ed, Reading Street, Go Math	5/1/2015 monthly
G1.B10.S1.MA1	Review student assessment data & classroom walk-throughs	King, Jeanne	10/1/2014	Assessment data & iObservation reports	4/1/2015 quarterly
G1.B10.S1.MA1	Provide opportunities for peer observations, and reflection	King, Jeanne	10/1/2014	Observation notes, data collection during observations, reflection notes	4/1/2015 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 Opportuntities

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

G1. All teachers will implement standards based instruction using highly effective teaching strategies and differentiated instruction in Reading, Writing, Math and Science to maintain high levels of proficiency and learning gains for all students.

G1.B4 Lack of knowledge of effective instructional strategies,

G1.B4.S1 Implement PLCs and PD on a weekly basis

PD Opportunity 1

Provide Instructional Rounds for Teachers

Facilitator

Administration, Instructional Coach, Guidance/School Mentor

Participants

Grade Level Teachers

Schedule

Monthly, from 9/1/2014 to 5/1/2015

PD Opportunity 2

Provide Professional Development & planning opportunities for teachers about the Gifted Framework and instructional implications.

Facilitator

Zenaida Rollins, Gifted Resource Teacher

Participants

Gifted Teachers, Gifted Resource Teacher, Administration

Schedule

Monthly, from 9/1/2014 to 5/1/2015

PD Opportunity 3

Schedule and conduct ongoing PLCs and PD focused on standards based instruction and practices aligned to the new Florida Standards and developing digital learning opportunities.

Facilitator

Instructional Coach & Digital Learning Leader, in collaboration with SCPS District Coaches (Reading, Math, Writing)

Participants

Classroom Teachers, Support teachers, Instructional Coach, Administration

Schedule

Monthly, from 9/1/2014 to 5/1/2015

G1.B10 Lack of active student engagement,

G1.B10.S1 Implement the Lesson Study Cycle and provide opportunities to observe Cooperative Learning strategies via teacher/peer observations

PD Opportunity 1

Schedule and provide opportunities for expert teachers to model Cooperative Learning strategies in the classroom.

Facilitator

Instructional Coach, Administration

Participants

Grade Level Teams, Instructional Coach, Administration

Schedule

Every 2 Months, from 9/1/2014 to 5/1/2015

PD Opportunity 2

Schedule Lesson Study Cycles with teams to plan standards aligned lessons, observe and reflect on effective engagement and instructional practices

Facilitator

Instructional Coach, School Mentor

Participants

Grade Level Teams, Instructional Coach, Administration

Schedule

Quarterly, from 10/1/2014 to 4/1/2015

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 implement standards based instruction using highly effective teaching strategies and differentiated instruction in Reading, Writing, Math and Science to maintain high levels of proficiency and learning gains for all students.	11,050
Grand Total	**11,050**

Goal 1: All teachers will implement standards based instruction using highly effective teaching strategies and differentiated instruction in Reading, Writing, Math and Science to maintain high levels of proficiency and learning gains for all students.		
Description	**Source**	**Total**
B4.S1.A1 - Notes: Cost of substitutes for 20 days.	School Improvement Funds	1,600
B4.S1.A3 - Notes: Copies of the FSA Item Specs for grades 3-5 & binders	School Improvement Funds	250
B4.S1.A3 - Notes: "Using Common Core Standards to Enhance Classroom Instruction & Assessment" by Marzano et all,	School Improvement Funds	350
B8.S1.A1 - Notes: Technology - HP 210 Tablet	School Improvement Funds	750
B8.S1.A2 - Notes: SAI Tutorial Budget	Other	5,000
B10.S1.A1 - Notes: KAGAN Summer Trainings		1,600
B10.S1.A2 - Notes:	School Improvement Funds	1,500
Total Goal 1		**11,050**