

Partin Elementary School

1500 TWIN RIVERS BLVD, Oviedo, FL 32766

<http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0701>

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	No	21%

Alternative/ESE Center	Charter School	Minority
No	No	33%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	B	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 Partin Elementary School is to provide quality learning experiences for students in a supportive environment to ensure academic and social growth. The mission of the Seminole County Public Schools is to ensure that all Early Childhood Program and PreK-Grade 12 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

Named for a teacher in the Oviedo community that worked tirelessly on behalf of her students, Partin Elementary School is determined to make every child a "star." Partin Elementary School faculty and staff, made up of diverse, highly caring, dedicated and qualified community members, work towards creating a school environment that provides meaningful educational opportunities for each and every student. Students are supported as they grow, as they learn, and as they achieve. The school will continue to be a recognized leader in the state of Florida for academic achievement, student learning gains, and for providing students with customizable educational pathways that supports the SCPS vision of having every student graduate from high school prepared for college and/or career choices.

School Environment

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

Partin Elementary works with our students and families with the intent to build strong relationships upon the understanding of our various cultures. The school climate provided by Partin Elementary teachers and staff is one of acceptance and respect. The ESOL teacher, along with many different members of the staff, work with Partin's PTA to provide PTA events that are not only fun for the students and their families, but a way to educate one another about cultural backgrounds that may or may not be represented in our student population. For the 2014-2015 school year, a Holidays Around the World Event is planned for December and during Teach-In in November, some guest speakers are being arranged to also directly teach students about various cultures.

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

Partin students are taught throughout the year to exhibit All-Star Character. Through the Positive Behavior Support (PBS) program, Partin faculty and staff have played a part in designing school-wide procedures for before, during, and after school. The procedures and expectations are taught to students both directly and indirectly through modeling and reminders on the announcements. This proactive approach to behavior allows to minimize behaviors that need to be reacted to with a negative consequence. Partin Elementary staff provides students with various positive incentives and recognition throughout the school day. There are many examples of these positive rewards from "StarBucks" that can be saved up and used for prizes to spirit sticks that can be collected on a key chain, to teachers nominating students for our monthly ACES (All-Star Character Equals Success) Lunch with the Principal/Assistant Principal.

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

Partin utilizes Positive Behavior Support (PBS), which is based on a problem-solving model and aims to prevent inappropriate behavior through teaching and reinforcing appropriate behaviors. PBS is a process that is consistent with the core principles of Rtl and MTSS. Similar to MTSS, PBS offers a range of interventions that are systematically applied to students based on their demonstrated level of need and addresses the role of the environment as it applies to development and improvement of behavior problems. Each grade level establishes rules for classroom behavior, which are submitted and approved by the principal. The rules should be posted in each teacher's classroom in print large enough for all students to read. The Discipline Plan is communicated to parents at the beginning of the school year and a copy should be given to each new student who enters during the year.

REWARD PROGRAMS

1. StarBucks
 2. All Star Character Equals Success (ACES)
 3. Classroom Plans
- Management of Student Behavior Forms (half sheet)

A. Written Warning (one): First communication between teacher and student regarding inappropriate behavior. Send this home with the student and/or call the parent to discuss.*

B. Written Warning (two): Second communication between teacher and student regarding inappropriate behavior. Send this home with the student and call the parent.*

*Note: Administrators will speak with a student after Warning One and/or Two if requested to do so by the teacher.

C. Written Warning (three): Third communication between teacher, student, parent, and administrator. Phone call home is required (conference may be scheduled). Option: Send the student to administration.

D. Written Warning (four): Fourth communication between teacher, student, parent, and administrator. Office visit and parent notification is required. Upon review of the infraction and timeline of written warnings, a SCPS Discipline Referral may be written. Consequences would be served at an administrative level.

Severe infractions of the Code of Student Conduct will be dealt directly with the SCPS provided Discipline Referral.

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

Partin Elementary has established both proactive and reactive responses that help to ensure the social-emotional needs of all students are being met. The Certified School Counselor works to visit classrooms with specific needs and also arranges support groups to provide students with various needs an outlet for dealing with the complicated issues that may arise in their lives. These groups include

1. Grief Group
2. Anger Management Group
3. Social Skills Group
4. Leadership Group

For students with intensive needs, the Partin School Counselor and School Social Worker utilizes the SCPS Access Agreement to provide counseling services.

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

1. Any time a student's attendance drops below 90%, the principal is notified and makes direct contact with the parents. If attendance issues continue, the School Resource Officer and Social Worker are notified and contact parent initiating truancy procedures if called for.
2. Any time a student is suspended, the parent is notified. If the student receives multiple suspensions, 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 Student Team to evaluate the need of additional services.
3. Any time a student begins to fail a course or shows academic deficiencies in ELA or Math through progress monitors, the student student is brought to the MTSS team. With parent input, the MTSS implements a tiered approach plan to address the students academic deficiencies and track growth through OPMs. If the student continues to struggle, 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
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

The school 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).

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. Some evening events planned for the 2014-2014 include: Curriculum Night, FCAT Nights, Book Fairs, Grade Level Musicals, Fall Fest, and Spring Basket Night, Back to School Bash, SAC, PTA. In addition to those evening events, Partin Elementary will provide the following parental involvement activities during the school day: BooHoo Breakfast, Dividend Coffee, Dividend Appreciation Luncheon, Room Parent Meeting, and SAC meetings.

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. One Heart of Central Florida is an organization we work with to provide toiletry items as well gifts during the holiday to families in our community. Partin has established a strong community relationship through various community events that meet weekly on campus such as Boy Scouts, Girl Scouts, and Waterstone Fellowship.

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
Urban, Nancy	Principal
Windish, Daniel	Assistant Principal
Moll, Pamela	Instructional Coach
Harris, Tanya	Instructional Coach
Ciupik, Tamara	Guidance Counselor
Peetz, Ryan	Instructional Technology
Willadsen, Emily	Instructional Media

Duties

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

The Principal and Assistant Principal are the instructional leaders of the school. Together, they coordinate PLC,'s professional development opportunities, and attend all meetings to oversee the MTSS process and make all decisions on the placement of students. They ensure adequate training and coordinate the alignment of all instructional decisions with the needs of the school. The Guidance Counselor oversees the MTSS process and ensures all staff is trained with following procedures and creates a schedule for our weekly MTSS team meetings. The Instructional Coaches coordinate, supervise, and provide suggestions for intervention programs. They also analyzes the data. The teachers provide data, feedback on interventions used in the classroom, and documentation on the student.

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

Partin 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.

Partin Elementary has a Multi-Tiered System of Support (MTSS) problem-solving team which has members that can support teachers with academic and behavior issues. The MTSS team meets with teachers to problem-solve issues and schedules follow-up progress monitoring to evaluate the problem-solving strategies. The school utilizes Edinsight to document all interventions, meetings, and the parent involvement process.

Partin 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.

Our students also participate in the D.A.R.E (Drug Abuse Resistance Education) program which provide students with the information and skills they need to live a drug free and violent free life. The funding for this program is from local city funds and PTA funds.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Nancy Urban	Principal
Irene Jenson	Parent
Christine Noorlander	Parent
Simone Small-Ali	Parent
Jin Su	Parent
Lisa Whaley	Parent
Carla Ehlers	Parent
Jennifer Obersoler	Parent
Amanda Danielovich	Parent
Louisa Berry	Parent
Katie Champlin	Parent
Michelle Carroll	Teacher
Connie Neary	Teacher
Michell Richka	Teacher
Gina Henken	Education Support Employee

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 Partin School Advisory Council met in the early part of the 2014-2015 school year to review and analyze student achievement data along with last year's School Improvement Plan. Specific targets were reached in some areas and in other areas the achievement data gave us some areas to improve in for the next school year. Specifically, the need for improved differentiated instruction became apparent.

Development of this school improvement plan

During our first SAC meeting, I reviewed with the members of the SAC committee and By-Laws. We discussed the involvement of the SIP committee in development of the SIP. The committee wanted to focus on us preparing our students for the Florida Standards with effective teaching strategies and differentiated instruction to meet the needs of all students. I shared that we have two instructional coaches that work with students in both reading and math to support our Tier III students as well as those students in our lowest quartile in reading and math. FSA will take the place of FCAT and SAC wants to focus on ensuring we make the transition to the new standards and the new assessment for our students so we guide them to success.

Preparation of the school's annual budget and plan

The SAC met early in the 2014-2015 school year to discuss and pass the School Improvement Plan budget. Funds were allocated to supplies that will directly correlate with the instructional goals of the SIP. Other school budgets were discussed as well including operating budget, internal accounts, Capital Outlay, human resources/allocations, various categorical, such as tutorial.

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

School Improvement funds will be used to pay for supplies, professional development, and substitutes to support the SIP Goals and Action Plan.

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
Urban, Nancy	Principal
Windish, Daniel	Assistant Principal
Moll, Pamela	Instructional Coach
Harris, Tanya	Instructional Coach
Willadsen, Emily	Instructional Media

Duties

Describe how the LLT promotes literacy within the school

The LLT will continue to focus on being a support to the teachers with using reading programs with fidelity as well as for intervention, differentiated instruction, and enrichment. Our second major initiative is to revamp the focus of Tier 3 instruction. Students will be grouped in a fluid process with the intention of meeting the students needs and going back to Tier II or moving forward for additional special education screening through our MTSS team. As always, our team will promote the love of reading for all students, parents, and staff. We will also continue to promote the reading of the Sunshine State Books with incentives for each book read as well as recognition in our "All-Star Newsletter" and at an end of the year celebration. Our LLT will keep our staff informed on the latest trends in education. They will host book studies on topics such as Common Core in the classroom, differentiated instruction, increasing engagement in the classroom, and close reading.

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

Partin Elementary will utilize Professional Learning Communities to address collaborative planning and instruction in order to implement district curriculum plans aligned with the Florida Standards. Teachers have a common plan time and specific scheduled Wednesday afternoons for which to collaboratively plan their instruction.

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!

Partin Elementary is a Blue Ribbon School. To maintain our high academic status we need to ensure we are hiring highly qualified teachers. The Principal and Assistant Principal sit in on all interviews as well as any team members for that grade level. We ask questions of the candidate that reflect the high level of expectations we have for all our teachers. Through a staff panel we determine who is the best teacher for the job. Two great ways for us to learn the level of effective teaching of a potential teacher, before hiring, is observing the person teaching through his/her college internship or substituting at the school. Both have produced highly effective teachers at our school.

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.

At Partin Elementary we have a school-wide mentor who works with administration to coordinate all mentoring activities at our school. This mentor is trained by the county and given materials to support our new teachers throughout the year. The mentor met with the teachers before school started and monthly meetings throughout the school year. She is available to support, observe, and collaborate with the teacher.

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

Partin uses various data to provide and differentiate instruction to meet the needs of our students. Assessments are used as diagnostics and ongoing progress monitors to determine student needs and to track student growth. Determined by the data, various differentiated instructional practices are implemented, including intervention and acceleration, dependent on the student's needs. Students are looked at on an individual basis and their data is used to create student based services. Various assessments used include Discovery Education, FSA, SRI, DRA,PASI, PSI, curriculum based assessments, and fluency reads.

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

Strategy: Extended School Day

Minutes added to school year: 6,480

Before and after school tutorial for Tier II, Tier III and ESE students in Reading, Math, and Writing.

Strategy Rationale

We believe extending the school day for students by providing data-driven instruction will be critical in helping students in the bottom quartile achieve learning gains.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Windish, Daniel , daniel_windish@scps.k12.fl.us

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

The Partin Leadership Team and Instructional Staff will collect student achievement data including, but not limited to, DE, SRI, and on going progress monitoring in order to analyze the effectiveness of this strategy.

Strategy: Summer Program

Minutes added to school year: 360

Prevent the Summer Slide and typing club

Strategy Rationale

We believe students will need some sort of structured activity over the summer to prevent the Summer Slide of skills for the start of the new school year. By continuing to read over the summer is a great way to keep from sliding in your fluency and love of reading.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Urban, Nancy, nancy_urban@scps.k12.fl.us

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

Members of the Literacy Team will view AR points and typing reports to analyze the effectiveness of this strategy.

Strategy: Summer Program

Minutes added to school year: 5,760

Summer Learning Camp

Strategy Rationale

This strategy will help with students that have struggled with reading comprehension in the third grade.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Windish, Daniel , daniel_windish@scps.k12.fl.us

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

The Partin Leadership Team and Instructional Staff will collect student achievement data including, but not limited to, DE, SRI, FSA, SAT 10 and other on going progress monitoring in order to analyze the effectiveness of this strategy.

Strategy: Extended School Day

Minutes added to school year: 1,320

Accelerated Reader in the media center open for all families every Wednesday mornings to take AR tests.

Strategy Rationale

We are encouraging the love of reading by allowing students to take tests before school begins.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Urban, Nancy, nancy_urban@scps.k12.fl.us

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

AR test are given on the books read. The STAR test is given to measure reading gains as the year progresses. SRI, and DE are also administered. Members of the Literacy Team will view reports to analyze the effectiveness of this strategy.

Strategy: Extended School Day

Minutes added to school year: 2,400

Odyssey of the Mind

Strategy Rationale

Odyssey of the Mind provides creative problem solving opportunities for students. Team members apply their creativity to solve problems. By competing, these solutions provide real-world opportunities for students.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Urban, Nancy, nancy_urban@scps.k12.fl.us

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

The Partin Leadership Team and Instructional Staff will collect student achievement data including, but not limited to the Math FSA and the Science FCAT in order to analyze the effectiveness of this strategy.

Strategy: Extended School Day

Minutes added to school year: 2,400

Robotics

Strategy Rationale

By focusing on STEM activities like Robotics, students will be engaged in fun activities that will develop the skills necessary to take on advanced-level courses in middle school and high school.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Windish, Daniel , daniel_windish@scps.k12.fl.us

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

The Partin Leadership Team and Instructional Staff will collect student achievement data including, but not limited to the Math FSA and the Science FCAT in order to analyze the effectiveness of this strategy.

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.

At Partin, we have a wonderful VPK program. Families in that program are welcome to attend all school events and be an active part of our school. VPK also host several programs throughout the year to encourage parents to come to school and visit our campus. At the end of the school year, we host a Kindergarten Round Up to invite incoming preschool families to register for Kindergarten. We then invite all the families back to a Kindergarten Breakfast where we share a power point about the highlight of life at Partin Elementary, students get to eat breakfast, and then take a tour of the campus. With these positive interactions, we ensure the transition from preschool to elementary is smooth and a positive experience for all.

College and Career Readiness

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

N/A

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

N/A

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

N/A

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

Partin Elementary is working closely with all elementary, middle, and high schools in the Oviedo/Hagerty Cluster to ensure that we have implemented vertical strategic planning with the intent that students graduate and are ready for post-secondary experiences.

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 effective teaching instruction aligned to the Florida Standards by differentiating instruction to achieve proficiency in reading, writing, math, 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. All teachers will implement effective teaching instruction aligned to the Florida Standards by differentiating instruction to achieve proficiency in reading, writing, math, and science. **1a**

G053330

Targets Supported **1b**

Indicator	Annual Target
AMO Math - African American	76.0
AMO Math - ED	87.0
AMO Math - SWD	79.0
Math Gains	75.0
Math Lowest 25% Gains	65.0
AMO Reading - All Students	93.0
AMO Reading - African American	81.0
AMO Reading - ED	85.0
AMO Reading - SWD	75.0
ELA/Reading Gains	77.0
ELA/Reading Lowest 25% Gains	75.0
AMO Math - All Students	93.0
FCAT 2.0 Science Proficiency	91.0

Resources Available to Support the Goal **2**

- Instructional Coaches (Reading and Math) District Curriculum Support Team Professional Development for training and substitutes Professional Learning Communities Expert teachers to model instruction Access to lobservation and Discovery Education for instructional resources Progress Monitors including but not limited to DE, SRI, PSI, PASI, Reading Street Series Unit Tests, Go Math Chapter Tests

Targeted Barriers to Achieving the Goal **3**

- Lack of knowledge of teachers to differentiate strategies aligned with standards in reading, math, and writing
- Lack of time for teachers to differentiate instruction in their classroom with students for reading, math, and writing.

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

Student data will be collected using a school created data sheet in addition to the district provided sources that include EdInsight, DE growth reports, SRI growth reports, PASI, and PSI reports.

Person Responsible

Nancy Urban

Schedule

Biweekly, from 9/22/2014 to 5/28/2015

Evidence of Completion

The Data Sheet will be analyzed by the school Leadership Team to find proficiency rates and monitor learning gains made on DE, SRI, PASI, and PSI and school assessments.

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 effective teaching instruction aligned to the Florida Standards by differentiating instruction to achieve proficiency in reading, writing, math, and science. **1**

 G053330

G1.B1 Lack of knowledge of teachers to differentiate strategies aligned with standards in reading, math, and writing **2**

 B134545

G1.B1.S1 Provide professional development to learn how to improve differentiated instructional strategies. **4**

 S146376

Strategy Rationale

Effective professional development will lead to increase use and knowledge of differentiated instructional strategies.

Action Step 1 **5**

Regular schedule of PLCs and Professional Development will be created and conducted.

Person Responsible

Daniel Windish

Schedule

Biweekly, from 8/20/2014 to 5/6/2015

Evidence of Completion

Data from DE growth reports, SRI growth reports, and other ongoing progress monitoring reports including but not limited to : PASI, PSI, Reading Street Unit Tests, and Go Math Chapter Tests

Action Step 2 5

Conduct a book study of "Daily 5- 2nd Edition."

Person Responsible

Daniel Windish

Schedule

On 5/21/2015

Evidence of Completion

Learning Logs, Book Study Agendas

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

Classroom Observations

Person Responsible

Nancy Urban

Schedule

On 5/28/2015

Evidence of Completion

iObservation

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

Teachers reflection activities and learning logs will show that strategies and skills learned from Professional Development and PLCs are being implemented into the differentiated instruction.

Person Responsible

Daniel Windish


Schedule

On 5/28/2015

Evidence of Completion

Student growth in progress monitors including, but not limited to, DE, SRI, Reading Street Unit Assessments, Go Math Chapter Tests, and writing prompt assessments.

G1.B1.S2 Provide substitutes and release time for teacher to observe model teachers using differentiated strategies successfully. 4

 S146377

Strategy Rationale

Teachers need time to observe model teachers on their own grade level and in different grade levels and schools. Just observing during their 40 minutes of planning or PLC time is not enough to see a complete lesson and reflect on what was just observed.

Action Step 1 5

Schedule substitutes for teachers and have teacher observe model teachers during their PLC times.

Person Responsible

Nancy Urban

Schedule

On 5/1/2015

Evidence of Completion

School leadership team will collect student achievement data after each DE assessments in order to show evidence of student progress and effectiveness. In addition, walkthrough data collected through IObservation will be analyzed to show evidence of this action step. Lesson plan checks done by administration will be another source of evidence for this action step.

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

Teacher will participate in observations of their colleagues.

Person Responsible

Nancy Urban

Schedule

Semiannually, from 10/27/2014 to 5/7/2015

Evidence of Completion

School administration, through IObservation, will check on reflection in Deliberate Practice Plans.

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

Teachers will implement the strategies observed during the observation.

Person Responsible

Schedule

Semiannually, from 10/20/2014 to 4/10/2015


Evidence of Completion

School administration, through IObservation, will analyze ratings of teachers conducted during walkthroughs and formal observations. The school leadership team will also collect and analyze student achievement data by focusing on proficiency rates and learning gains.

G1.B2 Lack of time for teachers to differentiate instruction in their classroom with students for reading, math, and writing. 2

 B134546

G1.B2.S1 Provide substitutes and release time for teachers to differentiate instruction. 4

 S146378

Strategy Rationale

Providing teachers with time for both observing other teachers and for planning will help teachers better differentiate instruction.

Action Step 1 5

Provide additional tutorial teachers and opportunities to help do small group instruction to meet the differentiated needs of the students.

Person Responsible

Daniel Windish

Schedule

On 3/10/2015

Evidence of Completion

Progress Monitoring including, but not limited to, DE growth reports and SRI growth reports

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

Classroom observations and PLC meetings

Person Responsible

Nancy Urban

Schedule

On 5/28/2015

Evidence of Completion

The Partin Leadership team will show evidence of this implementation by conducting walkthroughs through lobservation. By conducting through lobservation, the Leadership Team will be able to analyze reports about the feedback.

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

Use of assessments such as DE, District Writing Prompts, PASI, PSI, and SRI

Person Responsible

Nancy Urban

Schedule

On 5/28/2015

Evidence of Completion

The Partin Leadership Team and Instructional Staff will analyze achievement through reports from EdInsight, our school created Data Sheet of All-Star Students, DE growth reports, and SRI growth 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.B1.S1.A1	Regular schedule of PLCs and Professional Development will be created and conducted.	Windish, Daniel	8/20/2014	Data from DE growth reports, SRI growth reports, and other ongoing progress monitoring reports including but not limited to : PASI, PSI, Reading Street Unit Tests, and Go Math Chapter Tests	5/6/2015 biweekly
G1.B1.S2.A1	Schedule substitutes for teachers and have teacher observe model teachers during their PLC times.	Urban, Nancy	9/10/2014	School leadership team will collect student achievement data after each DE assessments in order to show evidence of student profess and effectiveness. In addition, walkthrough data collected through lObservation will	5/1/2015 one-time

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				be analyzed to show evidence of this action step. Lesson plan checks done by administration will be another source of evidence for this action step.	
G1.B2.S1.A1	Provide additional tutorial teachers and opportunities to help do small group instruction to meet the differentiated needs of the students.	Windish, Daniel	10/7/2014	Progress Monitoring including, but not limited to, DE growth reports and SRI growth reports	3/10/2015 one-time
G1.B1.S1.A2	Conduct a book study of "Daily 5- 2nd Edition."	Windish, Daniel	9/18/2014	Learning Logs, Book Study Agendas	5/21/2015 one-time
G1.MA1	Student data will be collected using a school created data sheet in addition to the district provided sources that include EdInsight, DE growth reports, SRI growth reports, PASI, and PSI reports.	Urban, Nancy	9/22/2014	The Data Sheet will be analyzed by the school Leadership Team to find proficiency rates and monitor learning gains made on DE, SRI, PASI, and PSI and school assessments.	5/28/2015 biweekly
G1.B1.S1.MA1	Teachers reflection activities and learning logs will show that strategies and skills learned from Professional Development and PLCs are being implemented into the differentiated instruction.	Windish, Daniel	9/20/2014	Student growth in progress monitors including, but not limited to, DE, SRI, Reading Street Unit Assessments, Go Math Chapter Tests, and writing prompt assessments.	5/28/2015 one-time
G1.B1.S1.MA1	Classroom Observations	Urban, Nancy	8/11/2014	iObservation	5/28/2015 one-time
G1.B2.S1.MA1	Use of assessments such as DE, District Writing Prompts, PASI, PSI, and SRI	Urban, Nancy	9/22/2014	The Partin Leadership Team and Instructional Staff will analyze achievement through reports from EdInsight, our school created Data Sheet of All-Star Students, DE growth reports, and SRI growth reports.	5/28/2015 one-time
G1.B2.S1.MA1	Classroom observations and PLC meetings	Urban, Nancy	8/11/2014	The Partin Leadership team will show evidence of this implementation by conducting walkthroughs through iobservation. By conducting through iobservation, the Leadership Team will be able to analyze reports about the feedback.	5/28/2015 one-time
G1.B1.S2.MA1	Teachers will implement the strategies observed during the observation.		10/20/2014	School administration, through iObservation, will analyze ratings of teachers conducted during walkthroughs and formal observations. The school leadership team will also collect and analyze student achievement data by focusing on proficiency rates and learning gains.	4/10/2015 semiannually
G1.B1.S2.MA1	Teacher will participate in observations of their colleagues.	Urban, Nancy	10/27/2014	School administration, through iObservation, will check on reflection in Deliberate Practice Plans.	5/7/2015 semiannually

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. All teachers will implement effective teaching instruction aligned to the Florida Standards by differentiating instruction to achieve proficiency in reading, writing, math, and science.

G1.B1 Lack of knowledge of teachers to differentiate strategies aligned with standards in reading, math, and writing

G1.B1.S1 Provide professional development to learn how to improve differentiated instructional strategies.

PD Opportunity 1

Regular schedule of PLCs and Professional Development will be created and conducted.

Facilitator

District Level Curriculum Training Support and Instructional Coaches

Participants

All instructional employees

Schedule

Biweekly, from 8/20/2014 to 5/6/2015

PD Opportunity 2

Conduct a book study of "Daily 5- 2nd Edition."

Facilitator

Pam Moll and Tanya Harris

Participants

Classroom Teachers

Schedule

On 5/21/2015

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 effective teaching instruction aligned to the Florida Standards by differentiating instruction to achieve proficiency in reading, writing, math, and science.	13,300
Grand Total	13,300

Goal 1: All teachers will implement effective teaching instruction aligned to the Florida Standards by differentiating instruction to achieve proficiency in reading, writing, math, and science.		
Description	Source	Total
B1.S1.A1	School Improvement Funds	5,000
B1.S1.A2 - Professional Development	Other	1,300
B1.S2.A1	School Improvement Funds	2,000
B2.S1.A1 - SAI Tutorial funds	Other	5,000
Total Goal 1		13,300