

SUTHERLAND ELEMENTARY SIP 2013-14 EXECUTIVE SUMMARY

Sutherland Elementary School has 539 students grades Prek to 5th, two administrators, 43 teachers, and 22 staff members. The mission of Sutherland Elementary is to provide a positive learning environment where personal success is an achievable objective every student, family, and staff member believes and actively pursues to help grow young scholars.

To accomplish this mission, Sutherland Elementary has 6 Goals:

- 1) Increase Reading scores to 83% of students achieving at level 3 and above on the 2014 FCAT 2.0;
- 2) Increase Mathematics scores to 80% of students achieving at level 3 and above on the 2014 FCAT 2.0;
- 3) Increase Science scores to 80% of students achieving at level 3 and above on the 2014 FCAT 2.0;
- 4) Increase Writing scores to 70% of students scoring 3.5 and above on the 2014 FCAT;
- 5) Close the achievement gap between Black and non-black students to our AMO 2014 targets;
- 6) Increase parent involvement hours by 30%

The core instructional strategies included in our action plans are: providing in-class modeling and coaching on a consistent basis with a district coach during instruction time; utilizing data to differentiate and scaffold instruction; use data based problem solving to drive instruction, using research-based strategies in core instruction (e.g., 5E, Gradual Release, Text Dependent Questioning, Collaboration, Speaking and Listening, Content Enhancement); facilitate the implementation of model classrooms for literacy, math and science; and utilizing project-based learning in appropriate settings.

The professional development efforts include the use of the literacy team to train and guide teachers in differentiating and scaffolding instruction. The teacher of the gifted will host workshops to address instructional strategies that can be used to provide students with opportunities for acceleration. The LLC team will provide support with implementation of the CCSS for math. During weekly PLC's student data and reflection on instructional practices will be shared. During this weekly discussion student subgroups will be evaluated for their performance in relation to the goals and an instruction plan will be developed and monitored to address the needs of each of our subgroups. A mentoring program will be implemented for students with identified need, as well as for students in our African American subgroup. A faculty friend will be assigned to those students. A staff training will be held in the early part of the school year to discuss the achievement gap we currently face and instructional practices to address the gap. The LLC team, along with school leadership, will provide monthly curriculum training to provide ongoing resources and support for CCSS implementation.

The parent involvement efforts are a challenge for our school as many parents have gone back to work. As a strategy to increase volunteer hours, the school is partnering with our PTA to provide parents with multiple opportunities for families to become engaged with their child's education, as well as with the school. A list of all school events and school wide needs went home with every student and it was posted on the PTA website. This list allows parents to indicate interest in areas that fit their schedule. Our Family/Community liaison created a distribution list and makes personal contact with families regarding their area of interest. We were also cognizant of time barriers parents may face when we developed our school calendar, and made adjustments to better address those barriers. A volunteer fair/orientation was held in combination with a school wide event to try and recruit more volunteers.

For more information about Sutherland Elementary's School Improvement Plan, please visit our website at www.sutherland-es.pinellas.k12.fl.us