

School Improvement Plan 2015-2016

Sutherland Elementary

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Superintendent



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School Improvement Plan

| PART I | | CURRENT SCHOOL STATUS |
|--|---|--------------------------------|
| Section A | | School Information |
| School Name Sutherland Elementary | Principal's First Name Kristy | Principal's Last Name Cantu |
| School Advisory Council Chair's First Name Anne | School Advisory Council Chair's Last Name Dapont | |

SCHOOL VISION - What is your school's vision statement?

100% Student Success.

SCHOOL MISSION - What is your school's mission statement?

The Sutherland family works together to provide a successful, quality education in a safe learning environment to prepare each student for college, career and, life.

SCHOOL ENVIRONMENT

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

There are various processes and procedures in place to address this goal. Before the start of school a Kindergarten orientation is held as well as school tours for incoming families. We also have a teacher Meet and Greet so students can have an easier transition prior to the opening of school. A new family orientation is held so that only those new to the school can have time with the administrators, see the school and ask questions. An Open House is scheduled for our primary and intermediate classrooms and our guidance counselor meets with students new to Sutherland in the first weeks of school. As school continues we continue to build relationships and understand the culture of students through our monthly Seahawk Salute, small group mentoring, ensuring instructional practices and corresponding assignments are culturally relevant, evening and community events such as Palm Harbor Library Night, Publix Math Night and Student Showcase. Teacher and student led conferences make that home/school connection. Each teacher has a recognition system in place that allows for lunch with the teacher and other relationship building opportunities.

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

Processes and procedures related to a safe school environment are in place and reviewed frequently with all stakeholders. The school Safety Team meets monthly to discuss areas of concern, as well as potential solutions. The entire school staff works to build positive relationships with all students through varied activities. Students can come before school to get additional support from teachers, visit the media center or have breakfast. A positive behavior plan is in place in all areas of the school including the cafeteria and Media Center. A process is in place for arrival and dismissal and staff members are available to assist students if needed. The processes for students are reviewed throughout the school year with their teacher.

Describe the school wide 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.

Our school wide behavior system incorporates positive supports for students. We use a combination of CHAMPS strategies for a common expectation as well as specific goals for Sutherland (SOAR). Expectations are in place and communicated to students for common areas of the school such as hallways, Media Center and cafeteria. Signs are posted around the school with our school wide behavior expectations and each classroom has them posted as well. At the start of school the guidance counselor visits every classroom and the teachers instruct students on the expectations during their opening week of school. The school administrators go on the morning news to share expectations and goals of the week. Students can earn "Sammy tickets" for following school expectations. A school process is in place for disciplinary needs that is progressive in nature. Teachers are made aware of this progressive process at the

start of every school year.
Behavior expectations are revisited throughout the school year in all areas.

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.

The school guidance counselor has a consistent schedule of lessons throughout every grade level. She receives input from teachers on areas of need that may need to be addressed whole group. The counselor also has various small groups throughout the year such as divorce, anxiety, and anger management. She conducts a lunch bunch where students can elect to eat with her if they choose. Through our MTSS team we review weekly conduct reports from teachers and determine if additional supports need to be put in place for specific students. Differentiated interventions are used based on student data/need.

PART I

CURRENT SCHOOL STATUS

Section B

School Advisory Council (SAC)

SAC MEMBERSHIP - Identify the name and stakeholder group for each member of the SAC ?

[Add Member](#)
[Delete Member](#)

| SAC Member First Name | SAC Member Last Name | SAC Member Stakeholder Group |
|-----------------------|----------------------|------------------------------|
| Kristy | Cantu | Principal |
| Jennifer | Mekler | Assistant Principal |
| Pam | Rasmussen | Business Representative |
| Kristie | Laine | Parent |
| Joseph | Kehoe | Parent |
| Tamara | Black | Parent |
| Kiki | Harduvel | Community Representative |
| Fatima | Gaudio | Parent |
| Maysoun | Suhwiel | Parent |
| Tina | Straub | Primary Rep |
| Kaye | Marudas | Specialist Rep |
| Danielle | Matthews | ESE Rep |
| Anne | Dapont | Intermediate Rep |
| Denise | Torro | Support Staff |

SIP LAST YEAR

Provide an evaluation of last year's school improvement plan.

At the end of the 2014-2015 school year the Sutherland SAC reviewed the goals and action plan and discussion took place regarding next steps. Data was shared from district end of year assessments to define a level of performance and a framework was developed with respect to the development of the 2015-2016 School Improvement Plan. At the beginning of the 2015-2016 school year, a comprehensive evaluation will be done on each of our goal areas as a SAC, using data collected within each defined goal. A draft SIP will be introduced based on the evaluation of our previous plan. FSA data is not expected to be available at the start of the school year, so we will do a preliminary evaluation based on data from district assessments.

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

. Professional books were purchased to complete two book studies faculty wide. \$700.00 was budgeted for this purpose.

SAC SIP INVOLVEMENT - Describe the involvement of the SAC in the development of this school improvement plan.

At the end of the 2014-2015 school year the Sutherland SAC reviewed the goals and action plan and discussion took place regarding next steps. Data was shared from district end of year assessments to define a level of performance and a framework was developed with respect to the development of the 2014-2015 School Improvement Plan.

SAC ACTIVITIES - Describe the activities of the SAC for the upcoming school year.

At the start of the 2015-2016 school year the SAC will convene in August to review a draft of the School Improvement Plan, as well as discuss the SIP budget and possible allocations. We will review progress on our goals after each district assessment cycle, as well as summarize data from grade level data chats to give a more frequent check of progress. The SAC will also be included in discussions regarding intervention and enrichment opportunities provided to our students. SAC will also be involved in discussion regarding professional development opportunities for teachers, attendance, technology and discipline updates, as well as progress on the Sutherland Strategic Plan.

PROJECTED USE OF SIP FUNDS - Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school's annual budget plan.

School Improvement funds that may be allocated will be reviewed as a SAC with a focus on professional development of staff, a college day for our 5th grade students, as well as other transition to middle school opportunities. SAC members will give input based on our School Improvement Goals and a final allocation will be determined based on need.

STATUTORY COMPLIANCE -

Is your school in compliance with Section 1001.452, F.S., regarding the establishment duties of the SAC? ☐ Yes ☒ No

If your school is not in compliance, describe the measures being taken to comply with SAC requirements below.

We are actively recruiting members by advertising on our marquee, through School Messenger calls and our newsletter. I will also personally make phone calls to parents to invite them to join our SAC.

PART I **CURRENT SCHOOL STATUS**
Section C **Leadership Team**

For each of your school's administrators (Principal and all Assistant Principals), complete the following fields. If your school does not have more than one Assistant Principal, leave those respective fields blank.

| PRINCIPAL | | | |
|--|--|-------------------------------------|-----------------------------------|
| First Name Kristy | Last Name Cantu | Email Address cantuk@pcsb.org | |
| Highest Academic Degree Master of Education | Field of Study Educational Leadership | # of Years as an Administrator 9 | # of Years at Current School 4 |
| Certifications (if applicable) School Principal, ESOL, Specific Learning Disabilities, VE, Educational Leadership | | | |

ASSISTANT PRINCIPAL #1

| | | | |
|--|--|-------------------------------------|-------------------------------------|
| First Name Jennifer | Last Name Mekler | Email Address meklerj@pcsb.org | |
| Highest Academic Degree Master of Education | Field of Study Educational Leadership | # of Years as an Administrator 2 | # of Years at Current School 2.5 |
| Certifications (if applicable) | | | |

ASSISTANT PRINCIPAL #2

| | | | |
|--------------------------------|----------------|--------------------------------|------------------------------|
| First Name | Last Name | Email Address | |
| Highest Academic Degree | Field of Study | # of Years as an Administrator | # of Years at Current School |
| Certifications (if applicable) | | | |

PART I

CURRENT SCHOOL STATUS

Section D

Public and Collaborative Teaching

INSTRUCTIONAL EMPLOYEES

of instructional employees: 55

% receiving effective rating or higher: 97

% Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): 100

% certified infield, pursuant to Section 1012.2315(2), F.S.: 100

% ESOL endorsed: 45.5

% reading endorsed: 9.1

% with advanced degrees: 30.9

% National Board Certified: 5.5

% first-year teachers: 7.3

% with 1-5 years of experience: 25.5

% with 6-14 years of experience: 20

% with 15 or more years of experience: 47.3

PARAPROFESSIONALS

of paraprofessionals: 0

% Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23):

TEACHER RECRUITMENT AND RETENTION STRATEGIES

Describe your school's strategies to recruit, develop, and retain highly qualified, certified-in-field, effective teachers to the school.

Stringent interview process with "Highly Effective" criteria. The interview process is by committee with a cross representation of staff. A school based orientation is given to all new employees through the administrators to acclimate new personnel to our school and share framework for layers of support. Site based mentors are assigned to each new teacher. Site based mentors are selected to better serve

the differing needs of grade levels. They will provide operational as well as curriculum/classroom support. Three site based mentors have been identified for the 2015-2016 school year. Rachel Hart will support new teachers in K-1, Rebecca Preston will support new teachers in 2-3 and Biagia Turner will support new teachers in 4-5. Jackie Keller will serve as mentor for specialists new to our school. Site based mentors will meet with new teachers on a consistent schedule and will conduct various activities to provide training and support. Consistent and substantive feedback will be given through administrators/mentors that will assist in developing and refining the professional growth plan for new teachers throughout the school year. Staff input is received on school wide needs and that input is utilized to maintain a positive culture and high staff morale.

Describe your school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

The instructional /contracted day of teachers was reviewed as a staff to determine ways to provide consistent collaborative planning. A cross representation of teachers was assembled to complete a Master Schedule that provided collaborative planning time to teachers five days per week. PLC's were restructured so that teachers could meet during their collaborative time to discuss the achievement of students and planning. The school Learning Cadre met and created a scope of the school year to provide curriculum support based on our school needs to include a variety of formats. A recognition system for teachers is in place to recognize staff more consistently. Staff input was used to develop team building activities to commence during the school day as well as off-site opportunities.

TEACHER MENTORING PROGRAM/PLAN - Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities.

Our mentoring program provides consistent layered support to newer staff members by assigning site based mentors, Rachel Hart, Rebecca Preston and Biagia Turner will be site based mentors for the 2015-2016 school year. These site based mentors have both primary and intermediate experience, have implemented Common Core (now Florida) State Standards consistently in their rooms and have a proven track record of student success. Each site based mentor will develop a meeting schedule for newer staff members with topics of discussion for each meeting. Consistent feedback will be given to help guide the professional growth of the new teachers. Specified topics will be included in their formal meeting times to address immediate needs. Administrators will meet with new teachers regularly to provide support and give feedback. We will also utilize district level support through Embrace Pinellas.

PART I CURRENT SCHOOL STATUS

Section E Multi-Tiered System of Supports (MTSS) & Response to Instruction/Intervention (RtI)

PROBLEM-SOLVING PROCESSES - Describe your school's data-based problem solving processes for the implementation and monitoring of your SIP and MTSS structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs.

The MTSS team meets weekly to review academics and bi-weekly to review behavior. An agenda is created and shared with the team. Data is reviewed and discussed to determine effectiveness of core instruction through report card information, as well as formative assessments given in the classroom, and district assessments. Weekly conduct grades are collected and reviewed to determine effectiveness of Tier 1 behavior support. Through our weekly meetings progress monitoring results are reviewed and students in Tier 2 and Tier 3 are discussed. The SIP is reviewed after district assessments are given to check progress toward our goals.

MTSS SCHOOL-BASED LEADERSHIP TEAM - Identify the names and position titles of the members of your school-based leadership team for MTSS. What is the function and responsibility of each team member as it relates to MTSS and the SIP.

[Add Member](#)
[Delete Member](#)

| MTSS Team Member First Name | MTSS Team Member Last Name | Position |
|-----------------------------|----------------------------|--------------------|
| Kristy | Cantu | Principal |
| Danielle | Matthews | Guidance Counselor |

| MTSS Team Member First Name | MTSS Team Member Last Name | Position |
|-----------------------------|----------------------------|---------------------|
| Millie | Tibma | School Pscyhologist |
| Athena | Smalios | Social Worker |
| Tisha | Ordway | VE Resource Teacher |
| Pam | Hoffmann | VE Resource Teacher |
| Luisa | Frederickson | SLP |
| Leanne | Rademacher | Hourly Teacher |
| | | |

SYSTEMS IN PLACE - Describe the systems in place that the leadership team uses to monitor the school's MTSS and SIP.

Kristy Cantu, Principal manages the SIP and facilitates the discussion of progress monitoring and data analysis as it relates to SIP goals. The principal also engages in on-going dialogue regarding all facets of MTSS.

Jennifer Mekler, Assistant Principal assists the principal in progress monitoring and data analysis of the SIP goals.

Danielle Matthews, Guidance Counselor ,facilitates the MTSS weekly meetings, and takes notes on topics discussed. Mrs. Matthews also coordinates with all needed parties regarding essential meetings to discuss student progress. Her role assists the Principal and Assistant Principal in analyzing student data including weekly conduct reports of all students submitted by the classroom teacher.

Our school psychologist also serves as the Educational Diagnostician and updates data related to Tier 2 and Tier 3 intervention groups. She shares this data at the MTSS meetings on a consistent basis. The school psychologist provides support to the classroom teachers with respect to resources and behavior interventions as well.

Tom Fisher, School Social Worker manages the home/school connection for students who are struggling with attendance/tardies. He also facilitates any necessary resources needed to provide further assistance to students.

Grade level data chats are held every six weeks to discuss student progress and make necessary adjustments to address student needs.

Tisha Ordway and Pam Hoffmann, ESE Specialists provide progress monitoring of our students receiving special education services.

Classroom teachers are included in the MTSS meetings based on student need to address concerns or questions prior to the six week data chat.

DATA SOURCES AND MANAGEMENT SYSTEMS - Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance).

Sutherland utilizes Ongoing Progress Monitoring data such as Dibels 6 for Reading.

The GoMath Intervention kits will be utilized at each grade level to support student needs, as well as the PALS program. Common Assessment data for Math, Science and Writing are used to monitor progress, as well as FAIR data. Behavior data that is reviewed are the teacher weekly student conduct reports, Positive Behavior Intervention Plan data and Functional Behavior Assessment data. We access data using Decision Ed, EDS, Performance Matters and Focus.

After each report period the MTSS team reviews grades, both academic and conduct, and correlate that data to ongoing progress monitoring data to monitor effectiveness of interventions

STAFF UNDERSTANDING OF MTSS - Describe the plan to support staff's understanding of MTSS and build capacity in data-based problem solving.

MTSS problem solving strategies are shared during monthly faculty meetings of which support staff are a part of. Support staff members who work directly with students also participate in recurring data chats, and attend curriculum training that is provided on site. They collaborate during planning time with the classroom teacher, as well as with the grade level as a whole.

PART I

CURRENT SCHOOL STATUS

Section F

Ambitious Instruction and Learning

INSTRUCTIONAL PROGRAMS - Describe how your school ensures its core instructional programs and materials are aligned to Florida Standards.

Monthly curriculum meetings are held where standards are unpacked and discussed. A schedule for review of lesson plans has been created so that we are meeting with teachers in a consistent fashion to give feedback and ensure the alignment of the Florida Standards. Feedback given through frequent classroom walk-through's also provides us with the opportunity to monitor classroom instruction for alignment to the Florida Standards. A Resource Map has been created which lists all research based intervention programs available to us.

DIFFERENTIATED INSTRUCTION - Describe how your 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.

Many data sources are used to determine the instructional needs of students. Through these varied data sources such as Common Assessments, OPM of given interventions, classroom assessments and performance in extended learning opportunities. Based on this data teachers make the necessary adjustments to their instruction and document those changes in their lesson plans. Intervention groups are changed according to student performance data, interventions are also reviewed and/or changed to address specific learning needs.

Provide the following information for the top 4 strategies, at the most, your school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum.

INSTRUCTIONAL STRATEGY #1

Strategy Type

Teachers will become proficient in the utilization of goals and scales in order for teachers and students to understand the standards.

Minutes added to the school year: 5,400

What is/are the strategy's purpose(s) and rationale(s)?

The purpose of the strategy is to gain a better understanding of how goals and scales will direct student learning, as both the teacher and the student know where they are relevant to the learning goal. It also allows teachers to gain a deeper understanding of the standards as they have to unpack them in order to create the goal/scale.

Provide a description of the strategy below.

The teachers work in collaborative planning blocks to unpack standards. They will utilize the district given scale for their first unit and will continue the work on following units. With each new unit/module the teacher will introduce the goal and scale to students and how students will use this information to know where they are relevant to the learning goal.

How is data collected and analyzed to determine the effectiveness of this strategy?

Classroom walk-through's, student interviews, student journals.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

The Principal and Assistant Principal attend collaborative planning blocks and participate in discussion of unpacking standards. They also use data collected during classroom observations to determine the consistency of the implementation of the standards. Classroom teachers are responsible for monitoring student use of the strategy as well.

INSTRUCTIONAL STRATEGY #2

Strategy Type

The EQUIP rubric will be used across all grade levels to examine student work to ensure the appropriate level required for the standard (meeting the demands of the standard)

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

The purpose of the strategy is to ensure that every assignment is aligned and meets the demands of the standards so that student proficiency rates are accurate.

Provide a description of the strategy below.

Through weekly PLC's and collaborative planning blocks, teachers will become familiar with the EQUIP rubric and will use this tool when planning assignments that will be given to students.

How is data collected and analyzed to determine the effectiveness of this strategy?

Student work samples will be collected at various times by administration to determine if the use of the strategy is being implemented.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

School administrators

INSTRUCTIONAL STRATEGY #3

Strategy Type

Every teacher will use small group instruction to differentiate learning during the identified intervention blocks.

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

Teachers need to ensure that the varied learning needs of all students are being met. This would include remediation for our struggling students, as well as enrichment for our higher performing students.

Provide a description of the strategy below.

Through collaborative planning blocks teachers will look at student data to determine how to differentiate during the intervention blocks. Matched interventions and progress monitoring will be implemented during this time to track how well the student is responding to this differentiated support.

How is data collected and analyzed to determine the effectiveness of this strategy?

Progress monitoring data, classroom assessments, report card grades.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Classroom teachers, School Administrators.

INSTRUCTIONAL STRATEGY #4

Strategy Type

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

Provide a description of the strategy below.

How is data collected and analyzed to determine the effectiveness of this strategy?

Who is/are the person(s) responsible for monitoring implementation of this strategy?

STUDENT TRANSITION AND READINESS - Describe strategies your school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

A Kindergarten orientation is held to help acclimate the parents and the students, and provide information for a successful transition. Incoming Kindergartners are screened prior to school starting to give us information on academic abilities. Kindergarten teachers articulate with the Pre-K teachers to discuss Kindergarten readiness and make adjustments to their processes and instruction accordingly. A Kindergarten Open House is also held where teachers go over expectations. A volunteer corp is recruited and placed to assist with transitional processes at the beginning of the year. A breakfast is held on the first day of school for Kindergarten parents to help establish a network of support for parents. A Kindergarten Roundup will also be held in the spring to meet with incoming Kindergarten families earlier.

Fifth grade parents attend a middle school night where the middle school counselors share information about the transition to middle school and answer parent questions. School administration also communicates with the administrators for the middle school to advertise parent information relating to the transition to middle school.

PART I

CURRENT SCHOOL STATUS

Section G

Literacy Leadership Team (LLT)

LLT MEMBERSHIP - Identify the name, email address, and title of each member of your school-based LLT, in accordance with Rule 6A6.053(3), F.A.C..

[Add Member](#)
[Delete Member](#)

| LLT Member First Name | LLT Member Last Name | Title | Email |
|-----------------------|----------------------|---------------------|--------------------|
| Kristy | Cantu | Principal | cantuk@pcsb.org |
| Jennifer | Mekler | Assistant Principal | meklerj@pcsb.org |
| Jackie | Keller | Media Specialist | kellerj@pcsb.org |
| Lani | Preston | K Teacher | prestonl@pcsb.org |
| Berry | Sarah | 1st Grade Teacher | berrysa@pcsb.org |
| Cook | Suzanne | 2nd Grade Teacher | cooku@pcsb.org |
| Sparkman | Aimee | 3rd Grade Teacher | sparkmana@pcsb.org |

| LLT Member First Name | LLT Member Last Name | Title | Email |
|-----------------------|----------------------|-------------------|-----------------------|
| Tisha | Ordway | VE Resource | ordwayt@pcsb.org |
| Jessica | Grandmaison | 5th Grade Teacher | grandmaisonj@pcsb.org |

PROMOTING LITERACY - Describe how the school-based LLT promotes literacy within your school and how the school ensures every teacher contributes to the reading improvement of every student.

By focusing on the following areas of literacy concern:

- Support for text complexity
- Support for instructional skills to improve reading comprehension
 - o Ensuring that text complexity, along with close reading and rereading of texts, is central to lessons
 - o Providing scaffolding that does not preempt or replace text reading by students
 - o Developing and asking text dependent questions from a range of question types
 - o Emphasizing students supporting their answers based upon evidence from the text
 - o Providing extensive research and writing opportunities (claims and evidence)
- Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects (a focus on text, task, and instruction).

The LLT meets monthly at various times. A year long professional development calendar was created to support the transition into CCSS. At monthly curriculum meetings, members of the team have designated topics to share. The team also reviews FAIR data after each assessment cycle to determine levels of support.

MAJOR INITIATIVES - What will be the major initiatives of the LLT this year?

Sutherland's major initiatives

are to continue to support teachers with implementation of the Florida Standards and the Marzano framework for evaluation. We will also provide support to ensure that instructional practices are being implemented with increased rigor. A professional development calendar was established to support teachers in continued implementation of the Florida Standards, as well as deepening understanding of the Marzano framework. The implemented initiatives should result in increased student performance in all grade levels.

PART II EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT

Section A

Area 1: English Language Arts (Reading)

For each data point below, unless otherwise directed, list the current year status (number and percentage) and the target (percentage) for next year. These are schoolwide data, not disaggregated by grade level. FAA and CELLA data shall be considered by schools with 10 or more students taking the assessment. Also, develop implementation plans for the school's highest-priority goals by engaging in a facilitated planning and problem-solving process. If needed, refer to the 8-step process by clicking the button below.

8-Step Problem-Solving Process

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at Achievement Level 3

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 25.1 | | 30 |

Students Scoring at or Above Achievement Level 4

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 47.6 | | 52 |

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| | | |

Students Scoring at or Above Level 7

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| | | |

LEARNING GAINS

Students Making Learning Gains (FCAT 2.0 and FAA)

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 82 | | 90 |

Students in Lowest 25% Making Learning Gains (FCAT 2.0)

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 75 | | 85 |

COMPREHENSIVE ENGLISH LANGUAGE LEARNING ASSESSMENT (CELLA)

Students Scoring Proficient in Listening/Speaking

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 55.6 | | 60 |

Students Scoring Proficient in Reading

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 37 | | 45 |

Students Scoring Proficient in Writing

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 29.6 | | 40 |

ANNUAL MEASURABLE OBJECTIVES (AMOs)

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

| | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|-----------------------------------|--------------------|--------------------|--------------------|
| White | 75 | | 80 |
| Black/African American | 27.3 | | 35 |
| Hispanic | 67.9 | | 75 |
| Asian | 100 | | 100 |
| American Indian | | | |
| English Language Learners (ELLs) | 33.3 | | 40 |
| Students with Disabilities (SWDs) | 28.1 | | 40 |
| Economically Disadvantaged | 61.2 | | 70 |

If you have a goal to support your reading targets, provide the following information for that goal.

READING GOAL

What is your school's reading goal? Provide a description of the goal below.

All teachers will implement effective teaching instruction aligned to the Florida Standards to include intervention and acceleration.

Our reading proficiency will meet or exceed state averages for reading achievement.

Provide possible data sources to measure your reading goal.

Running Records
 ELA Module Assessments
 Progress monitoring mini assessments
 Formative Assessments
 Istation

How will your school accomplish this reading goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

| Action 1 | Plan to Implement Action 1 |
|---|---|
| Teachers use data to differentiate and scaffold instruction to increase student performance. | Teachers utilize Jan Richardson's Guided Reading routine, and others to meet the unique needs of their students Teachers utilize Istation as a way to differentiate instruction and monitor student progress. |
| Action 2 | Plan to Implement Action 2 |
| Teachers regularly assess (both formally and informally) and utilize data to modify and adjust instruction. | Teachers will meet in weekly PLC's to conduct data chats to review student responses to tasks and plan for instruction based on data. Teachers will use state assessments, district assessments, observation data, anecdotal records and formative assessment to monitor progress. Teachers and students utilize scales and rubrics aligned to the learning goal to track student progress. |
| Action 3 | Plan to Implement Action 3 |
| Establish model classroom and schedule of observations | School based leadership will facilitate the implementation of model classrooms by September 2015 and develop a schedule and rotation for all teachers to observe implementation of a model literacy block. District Reading Coach will provide support through co-teaching, coaching, modeling, debriefing and assisting with materials and lesson plans. |
| Action 4 | Plan to Implement Action 4 |
| Develop master calendar for data collection on standards based instruction (walk-through feedback) | Administration will develop a master calendar of classroom visitations to collect data on instructional practices in reading and provide timely feedback. The Marzano framework will be embedded into the feedback. |

| | |
|---|--|
| PART II | EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT |
| Section B | Area 2: English Language Arts (Writing) |
| FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0) | |

Students Scoring at or Above 3.5

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 52.6 | | 70 |

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at or Above Level 4

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| | | |

If you have a goal to support your writing targets, provide the following information for that goal.

WRITING GOAL

What is your school's writing goal? Provide a description of the goal below.

All teachers will implement effective teaching instruction aligned to the Florida Standards to include intervention and acceleration.

Our writing proficiency will meet or exceed state averages.

Provide possible data sources to measure your writing goal.

Weekly writing notebook quantity and quality checks
 District writing assessments through modules
 Classroom based formative and summative assessments

How will your school accomplish this writing goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

| Action 1 | Plan to Implement Action 1 |
|---|---|
| Teachers use data to differentiate and scaffold instruction to increase student performance. | Teachers utilize small group routines to meet the unique needs of their students Teachers utilize writing journals as a way to differentiate instruction and monitor student progress. Teachers meet frequently with students in one-to-one conferences to support students individual needs. |
| Action 2 | Plan to Implement Action 2 |
| Teachers regularly assess (both formally and informally) and utilize data to modify and adjust instruction. | Teachers will meet in weekly PLC's to conduct data chats to review student responses to tasks and plan for instruction based on data. Teachers will use state assessments, district assessments, observation data, anecdotal records and formative assessment to monitor progress. Teachers and students utilize scales and rubrics aligned to the learning goal to track student progress. |

| Action 3 | Plan to Implement Action 3 |
|--|---|
| Establish model classroom and schedule of observations | School based leadership will facilitate the implementation of model classrooms by September 2015 and develop a schedule and rotation for all teachers to observe implementation of a model literacy block to include writing in response to reading and performance writing. District coaches will provide support through co-teaching, coaching, modeling, debriefing and assisting with materials and lesson plans. |
| Action 4 | Plan to Implement Action 4 |
| - Develop master calendar for data collection on standards based instruction (walk-through feedback) | Administration will develop a master calendar of classroom visitations to collect data on instructional practices in reading and provide timely feedback. The Marzano framework will be embedded into the feedback. |

| PART II | EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT |
|--|--|
| Section C | Area 3: Mathematics |
| FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0) | |

Students Scoring at Achievement Level 3

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 29.6 | | 40 |

Students Scoring at or Above Achievement Level 4

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 38.1 | | 50 |

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| | | |

Students Scoring at or Above Level 7

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| | | |

LEARNING GAINS

Students Making Learning Gains (FCAT 2.0, EOC, and FAA)

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 83 | | 90 |

Students in Lowest 25% Making Learning Gains (FCAT 2.0 and EOC)

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 86 | | 90 |

ANNUAL MEASURABLE OBJECTIVES (AMOs)

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

| | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|------------------------|--------------------|--------------------|--------------------|
| White | 67.3 | | 75 |
| Black/African American | 27.3 | | 70 |
| Hispanic | 71.4 | | 80 |
| Asian | 100 | | 100 |

| | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|-----------------------------------|--------------------|--------------------|--------------------|
| American Indian | | | |
| English Language Learners (ELLs) | 58.3 | | 70 |
| Students with Disabilities (SWDs) | 18.8 | | 70 |
| Economically Disadvantaged | 56.9 | | 70 |

If you have a goal to support your mathematics targets, provide the following information for that goal.

MATHEMATICS GOAL

What is your school's mathematics goal? Provide a description of the goal below.

All teachers will implement effective teaching instruction aligned to the Florida Standards to include intervention and acceleration.

The number of students meeting proficiency will exceed the state proficiency rates

Provide possible data sources to measure your mathematics goal.

Pre/Post test per unit, Focus Achieves, District Math Assessments, Progress Monitoring of students in Tier 2 and 3. Formative assessments, ST Math, MFAS

How will your school accomplish this mathematics goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

| Action 1 | Plan to Implement Action 1 |
|--|--|
| Teachers use data to differentiate and scaffold instruction to increase student performance. | Teachers utilize small group routines to meet the unique needs of their students Teachers utilize math journals as a way to differentiate instruction and monitor student progress. Teachers meet frequently with students in one-to-one conferences to support students individual needs. Students will use ST math for differentiated support |
| Action 2 | Plan to Implement Action 2 |
| Teachers regularly assess (both formally and informally) and utilize data to modify and adjust instruction.- | Teachers will meet in weekly PLC's to conduct data chats to review student responses to tasks and plan for instruction based on data. Teachers will use state assessments, district assessments, observation data, anecdotal records and formative assessment to monitor progress. Teachers and students utilize scales and rubrics aligned to the learning goal to track student progress. |
| Action 3 | Plan to Implement Action 3 |
| Establish model classroom and schedule of observations | : School based leadership will facilitate the implementation of model classrooms by September 2015 and develop a schedule and rotation for all teachers to observe implementation of a model math block to include implementation of the math practice standards. District Math resources will provide support through coaching, modeling, debriefing and assisting with materials and lesson plans. |
| Action 4 | Plan to Implement Action 4 |

| | |
|---|--|
| Develop a mentoring program for our African American subgroup | The school guidance counselor will implement a faculty friend (mentoring) program for our African American subgroup. An orientation will be scheduled in September for staff members, and students will be paired. Consistent meeting times will be scheduled throughout the year. |
|---|--|

| PART II | EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT |
|--|--|
| Section D | Area 4: Science |
| FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0) | |

Students Scoring at Achievement Level 3

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 27.8 | 30 | 40 |

Students Scoring at or Above Achievement Level 4

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 38.9 | 41 | 50 |

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| | | |

Students Scoring at or Above Level 7

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| | | |

If you have a goal to support your science targets, provide the following information for that goal.

SCIENCE GOAL

What is your school's science goal? Provide a description of the goal below.

All teachers will implement effective teaching instruction aligned to FCAT 2.0 standards to include intervention and acceleration.

To increase the number of students scoring in a proficiency range from 71% to 80% on the 2016 FCAT 2.0 Science Assessment.

Provide possible data sources to measure your science goal.

Science Notebooks, Unit Assessments, District Common Assessments, formative assessments, SLAGS, Success Criteria

How will your school accomplish this science goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

| Action 1 | Plan to Implement Action 1 |
|----------|----------------------------|
|----------|----------------------------|

| | |
|--|---|
| Teachers use data to differentiate and scaffold instruction to increase student performance. | Teachers utilize small group routines to meet the unique needs of their students Teachers utilize science notebooks as a way to differentiate instruction and monitor student progress. Teachers meet frequently with students in one-to-one conferences to support students individual needs. Students will use SLAGS in conjunction with their science notebooks to increase conceptual understanding to be identified on their Success Criteria |
| Action 2 | Plan to Implement Action 2 |
| Design and deliver PD on the 5E's | School based leadership team and Data Champions team will establish a PD calendar to encompass FCAT 2.0 standards and the scaffold on instruction, formative assessment and effective implementation of the 5E's. Expectations will be shared at the first faculty meeting in August along with the plan for follow up support within the classrooms. |
| Action 3 | Plan to Implement Action 3 |
| Establish model classroom and schedule of observations | : School based leadership will facilitate the implementation of model classrooms by September 2015 and develop a schedule and rotation for all teachers to observe implementation of a model science instruction to include performance tasks and hands on application of science concepts . District resources will assist in providing support through , coaching, modeling, debriefing and assisting with materials and lesson plans. |
| Action 4 | Plan to Implement Action 4 |
| - Develop a mentoring program for our African American subgroup | The school guidance counselor will implement a faculty friend (mentoring) program for our African American subgroup. An orientation will be scheduled in September for staff members, and students will be paired. Consistent meeting times will be scheduled throughout the year. |

PART II
EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section E
Area 5: Science, Technology, and Mathematics (STEM)
Students Scoring at Achievement Level 3

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| | | |

Students Scoring at or Above Achievement Level 4

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| | | |

If you have a goal to support your STEM targets, provide the following information for that goal.

STEM GOAL

What is your school's STEM goal? Provide a description of the goal below.

Provide possible data sources to measure your STEM goal.

| |
|--|
| |
|--|

How will your school accomplish this STEM goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

| Action 1 | Plan to Implement Action 1 |
|----------|----------------------------|
| | |
| Action 2 | Plan to Implement Action 2 |
| | |
| Action 3 | Plan to Implement Action 3 |
| | |
| Action 4 | Plan to Implement Action 4 |
| | |

| | |
|----------------|---|
| PART II | EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT |
|----------------|---|

| | |
|------------------|--------------------------------------|
| Section H | Area 8: Early Warning Systems |
|------------------|--------------------------------------|

| |
|-------------------|
| ATTENDANCE |
|-------------------|

Students Tardy 10% or More, as Defined by District Attendance Policy

| | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------|--------------------|--------------------|--------------------|
| Kindergarten | | | 0 |
| Grade 1 | | | 0 |
| Grade 2 | | | 0 |
| Grade 3 | | | 0 |
| Grade 4 | | | 0 |
| Grade 5 | | | 0 |

Student Attendance Below 90%, Regardless of Whether Absence is Excused or a Result of Out-of-School Suspensions

| | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------|--------------------|--------------------|--------------------|
| Kindergarten | 12 | 14 | 7 |
| Grade 1 | 6 | 4 | 2 |
| Grade 2 | 13 | 11 | 5 |
| Grade 3 | 8 | 6 | 3 |
| Grade 4 | 8 | 4 | 2 |
| Grade 5 | 6 | 5 | 2 |

SUSPENSIONS

Students with One or More Referrals

| | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------|-----------------------|-----------------------|-----------------------|
| Kindergarten | | 0 | 0 |
| Grade 1 | | 2 | 0 |
| Grade 2 | | 0 | 0 |
| Grade 3 | | 0 | 0 |
| Grade 4 | | 3 | 0 |
| Grade 5 | | 4 | 0 |

Students with Five or More Referrals

| | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------|-----------------------|-----------------------|-----------------------|
| Kindergarten | | 0 | 0 |
| Grade 1 | | 0 | 0 |
| Grade 2 | | 0 | 0 |
| Grade 3 | | 0 | 0 |
| Grade 4 | | 0 | 0 |
| Grade 5 | | 0 | 0 |

Students with One or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

| | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------|-----------------------|-----------------------|-----------------------|
| Kindergarten | | 0 | 0 |
| Grade 1 | | 2 | 0 |
| Grade 2 | | 0 | 0 |
| Grade 3 | | 0 | 0 |
| Grade 4 | | 1 | 0 |
| Grade 5 | | 2 | 0 |

Students with Five or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

| | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------|-----------------------|-----------------------|-----------------------|
| Kindergarten | | 0 | 0 |
| Grade 1 | | 0 | 0 |
| Grade 2 | | 0 | 0 |
| Grade 3 | | 0 | 0 |

| | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|---------|-----------------------|-----------------------|-----------------------|
| Grade 4 | | 0 | 0 |
| Grade 5 | | 0 | 0 |

Students with One or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

| | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------|-----------------------|-----------------------|-----------------------|
| Kindergarten | | 0 | 0 |
| Grade 1 | | 2 | 0 |
| Grade 2 | | 0 | 0 |
| Grade 3 | | 0 | 0 |
| Grade 4 | | 0 | 0 |
| Grade 5 | | 0 | 0 |

Students with Five or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

| | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------|-----------------------|-----------------------|-----------------------|
| Kindergarten | | 0 | 0 |
| Grade 1 | | 0 | 0 |
| Grade 2 | | 0 | 0 |
| Grade 3 | | 0 | 0 |
| Grade 4 | | 0 | 0 |
| Grade 5 | | 0 | 0 |

Students Referred for Alternative School Placement

| | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------|-----------------------|-----------------------|-----------------------|
| Kindergarten | | 0 | 0 |
| Grade 1 | | 0 | 0 |
| Grade 2 | | 0 | 0 |
| Grade 3 | | 0 | 0 |
| Grade 4 | | 0 | 0 |
| Grade 5 | | 0 | 0 |

Students Expelled

| | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------|-----------------------|-----------------------|-----------------------|
| Kindergarten | | 0 | 0 |
| Grade 1 | | 0 | 0 |

| | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|---------|-----------------------|-----------------------|-----------------------|
| Grade 2 | | 0 | 0 |
| Grade 3 | | 0 | 0 |
| Grade 4 | | 0 | 0 |
| Grade 5 | | 0 | 0 |

RETENTIONS

Students Retained

| | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------|-----------------------|-----------------------|-----------------------|
| Kindergarten | | 0 | 0 |
| Grade 1 | | 1 | 0 |
| Grade 2 | | 0 | 0 |
| Grade 3 | | 1 | 0 |
| Grade 4 | | 0 | 0 |
| Grade 5 | | 0 | 0 |

Students with Level 1 Score on the Statewide, Standardized Assessments in English Language Arts or Mathematics

| | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------|-----------------------|-----------------------|-----------------------|
| Kindergarten | | N/A | |
| Grade 1 | | N/A | |
| Grade 2 | | N/A | |
| Grade 3 | 2 | | 0 |
| Grade 4 | 6 | | 0 |
| Grade 5 | 7 | | 0 |

Students with One or More Course Failures in English Language Arts or Mathematics

| | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------|-----------------------|-----------------------|-----------------------|
| Kindergarten | | 0 | 0 |
| Grade 1 | | 0 | 0 |
| Grade 2 | | 0 | 0 |
| Grade 3 | | 0 | 0 |
| Grade 4 | | 0 | 0 |
| Grade 5 | | 0 | 0 |

Students in 3rd Grade with One or More Course Failures on First Attempt in Core-Curricula Courses

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| | 0 | 0 |

MULTIPLE EARLY WARNING INDICATORS

Students Exhibiting Two or More Early Warning Indicators

| | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------|--------------------|--------------------|--------------------|
| Kindergarten | | 0 | 0 |
| Grade 1 | | 0 | 0 |
| Grade 2 | | 1 | 0 |
| Grade 3 | | 1 | 0 |
| Grade 4 | | 6 | 0 |
| Grade 5 | | 12 | 0 |

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators).

Sutherland's Child Study Team meets bi-weekly to review attendance and tardies. The social worker makes contact with families, as well as the teacher to determine why students are chronically late or missing school. Our school based leadership team meets weekly to review various data and grade level chats are scheduled consistently throughout the year to review academic progress and implement interventions if needed. Through our student mentoring program students who exhibit 2 or more of the early warning indicators will be paired with a staff member. This staff member will engage in a mentoring relationship with the student to provide support in various areas. Through our SBLT, student behavior and academic data is reviewed weekly and tiered support is discussed. Teachers participate in frequent data chats with the SBLT and interventions are reviewed. Students are progress monitored and their progress is reviewed at our SBLT meetings. Students who have been retained are monitored for academic success through the classroom teacher, as well as the SBLT. Areas of difficulty for these students are analyzed and classroom instruction is adjusted accordingly.

PART II EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT

Section I Area 9: Black Student Achievement

Identify goals, targets, and actions for Black student achievement.

[Add Target](#) [Delete Target](#)

| Description of Goals, Targets, and Actions for Black Student Achievement | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--|--------------------|--------------------|--------------------|
|--|--------------------|--------------------|--------------------|

| Description of Goals, Targets, and Actions for Black Student Achievement | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--|--------------------|--------------------|--------------------|
| <p>To increase performance of African American students scoring in the proficiency range to meet or exceed state averages on the 2016 Florida Standards Assessments for ELA.</p> <p>Plan to Implement Action 1: : School based leadership will collaborate to design professional development for all grade levels to include: quality instruction, data-based problem solving to drive instruction, data based differentiated instruction and tasks as it relates to our African American subgroup.</p> <p>Plan to Implement Action 2: School based leadership team and Data Champion's team will establish a PD calendar to encompass the scaffold on instruction, formative assessment and effective implementation of the Florida Standards, as well as culturally responsive classroom management. Expectations will be shared at the first faculty meeting in August along with the plan for follow up support within the classrooms.</p> <p>Plan to Implement Action 3: : School based leadership will facilitate the implementation of model classrooms by September 2015 and develop a schedule and rotation for all teachers to observe implementation of a model classroom instruction to include intervention and acceleration groups as it relates to our African American subgroup . District resources will be enlisted in providing support through , coaching, modeling, debriefing and assisting with materials and lesson plans.</p> <p>Plan to Implement Action 4: The school guidance counselor will implement a faculty friend (mentoring) program for our African American subgroup (among others). An orientation will be scheduled in September for staff members, and students will be paired. Consistent meeting times will be scheduled throughout the year.</p> | 27.3 | | 70 |
| | | | |

PART II

EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT

Section J

Area 10: Family and Community Involvement

Title I schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107110, NCLB, codified at 20 U.S.C. § 6314(b).

LEVEL OF PARENTAL INVOLVEMENT - Consider the level of parental involvement at your school (this may include, but is not limited to, number of parent engagement opportunities offered in the school year; average number of parents in attendance at parent engagement opportunities; percent of parents who participated in parent engagement opportunities; percent of students who are in lowest performing quartile or subgroups not meeting AMOs who parent(s) participated in one or more parent engagement opportunities).

Sutherland Elementary has many opportunities for parent involvement and the level of involvement depends on the event. We currently have a high participation rate (over 80%) for our Open House, Fall Festival and Student Showcase events. The latter two events require a high number of parent volunteers. We also have a tutoring program that is run through our volunteer core, however participation in this program is an area of growth for us.

BUILDING POSITIVE RELATIONSHIPS - Describe how your school works at building positive relationships with families to increase involvement, including efforts to increase communication to keep parents informed of their child's progress.

Sutherland Elementary has various activities to increase family engagement. Opportunity for family involvement include school wide events, tutoring and mentoring program, parent conferences, open house, Meet the Teacher, Library, Cafeteria, Field Days etc. Parents of students in our lowest quartile have a lower percentage of attending parental involvement opportunities. Our Family and Community liason will make personal contact with families to invite them to school events and find a way for them to become involved. At each open house

teachers will encourage families to become actively involved in their child's education. A volunteer orientation will be held in September, 2015. School information will be shared in a variety of formats such as school newsletter, School Messenger, school website and teacher planner . hard to make sure that we are in constant communication with families. At Sutherland we provide a monthly newsletter, a monthly Seahawk Salute, weekly telephone messages and e-mails to all families. We have a Sutherland web site that is updated regularly. Classroom teachers provides newsletters, e-mails, phone calls and daily use of agenda books to keep parents informed about what is taking place in the classroom. Sutherland teachers communicate regularly regarding student progress. We take pride in knowing that no parent is "caught off guard" by their child's grades or conduct. We also communicate with parents and families individually if a need is indicated. Sutherland teachers conference with every family once a semester and we provide many opportunities for families to get involved with the extra school activities.

2. Culture: Sutherland has over 15,000 hours of volunteer time A huge portion of that time represents families being part of the school day or part of after school hours activities. This supports the culture of Sutherland which welcomes and encourages families to be part of their child's educational experience. We believe it is our responsibility to maintain a welcoming environment for all families. We work hard to make sure we have a respectful community for our children and families.

3. Connections: Sutherland is very fortunate to be in a very supportive community. We use our community to make our students educational experience rich. At Sutherland we try to connect with our families in such a way that they can use their gifts, talents and strengths to enrich the educational experience of our students. During the 2015-2016 school year we will connect with our parents ' strengths through enrichment groups, Great American Teach-In, mentoring opportunities, tutoring opportunities and many extra-curricular opportunities. Making connections through relationships is a huge part of making Sutherland an inviting place for families.

LEARNING ABOUT LOCAL COMMUNITY - Describe the process by which your school learns about the local community for the purpose of utilizing available resources to support student achievement.

. Sutherland Elementary partners with its PTA to recruit membership and increase partnerships within the community. Through this process Sutherland Elementary has increased its community partners. For the 2015-2016 school year we have connected with a several local businesses that will provide support and resources for various activities on our campus. We also have an active recruitment effort to find adults that are skilled in specific areas to assist with our enrichment groups. We have also connected with our local high school and middle school to get support for students struggling in specific areas. The high school honors students have assisted us each year with working with students after school for Science and Math enrichment.

PART II EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT

Section K Area 11: Additional Targets

This section is optional and may be used as needed for data targets in areas not already addressed in the SIP.

| | | Add Target | Delete Target |
|-----------------------------------|--------------------|--------------------|--------------------|
| Description of Additional Targets | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
| | | | |
| | | | |

PART III PROFESSIONAL DEVELOPMENT

For all professional development identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information for each activity.

| | | Add PD | Delete PD |
|-------------------------------------|--|--------|-----------|
| Professional Development Identified | | | |

| | |
|---|---|
| Related Goal(s) | Development of scales based on FL Standards in content areas - Reading, Writing and Math goals. |
| Topic, Focus, and Content | Core content areas. |
| Facilitator or Leader | Grade Level PLC facilitators, Principal/Assistant Principal |
| Participants (e.g., Professional Learning Community, grade level, school wide) | School-wide participation |
| Target Dates or Schedule (e.g., professional development day, once a month) | On-going through weekly PLC meetings and monthly site based PD. |
| Strategies for Follow-Up and Monitoring | Walk-through feedback from classroom visitations |
| Person Responsible for Monitoring | Principal/Assistant Principal |

PART IV COORDINATION AND INTEGRATION

FEDERAL/STATE/LOCAL FUNDS/SERVICES/PROGRAMS - Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C - Migrant; Title I, Part D; Title II; Title III; Title IV, Part B; Title X - Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school.

Sutherland Elementary School's funds are coordinated to promote highest student achievement for all students. Federal funding at Sutherland is primarily used in the service of students receiving ESE services. State funds are coordinated through the district and are generated through Sutherland's student enrollment. The allocation of these funds are primarily designated categorically through the district and are spent, coordinated and aligned with the district's strategic direction. For the 2015-2016 school year the district will allocate ELP funds and SIP funds, and discretionary budget funds to be spent at the school level. The allocation of these funds are described under Part V budget in this document.

MEETING STUDENT NEEDS - 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.

School leadership at Sutherland reviews data in a systematic fashion all core content areas. Based on the data, and through input from our school based Leadership Team, resources are identified and decisions are made as to the allocation of funds to support needed resources. District guidelines on funding and use of resources guides our process when making decisions. Our PTA also works in partnership with school administration to fiscally supplement areas of need for our school. Several key personnel, including the Assistant Principal, Principal and Principal's secretary inventory resources.

PART V BUDGET

Create a budget for each school-funded activity.

[Add Item](#)
[Delete Item](#)

| Budget Item Description | |
|-------------------------|---|
| Related Goal(s) | Development of scales based on FL Standards in content areas - Reading, Writing and Math goals. |

| | |
|---|--|
| Actions/Plans | Book Studies using Marzano's Essentials for Achieving Rigor series for all grade levels. TDE's will also be used to visit model classrooms to see implementation |
| Type of Resource (i.e., evidence-based programs/materials, PD, technology, etc.) | PD, |
| Description of Resources | Marzano's Essentials for Achieving Rigor series, TDE's |
| Funding Source | School Improvement budget |
| Amount Needed | \$3,000.00 |

PART VI

MID-YEAR REFLECTION

This section is to be completed after mid-year assessment data is available. Reflect on the plan created through the problem-solving process at the beginning of the year and answer the following questions for each goal created in Part II.

[Add Goal](#)
[Delete Goal](#)

| Goal Area | |
|---|----------------------|
| Has the goal been achieved? | <input type="text"/> |
| If yes, what evidence do you see to indicate you have achieved the goal? If no, is desired progress being made to accomplish the goal? | |
| If yes, what evidence do you see to indicate desired progress has been made to accomplish the goal? If no, have the originally targeted barriers been eliminated or reduced? | |
| If yes, what evidence do you see to indicate barriers have been eliminated or reduced? If no, are the original strategies being implemented with fidelity as designed? | |
| If yes, re-engage the problem solving process at Step 5, making edits as needed to Part II of the SIP. If no, engage in a problem solving process around implementation fidelity of the original plan, and make edits as desired to Part II of the SIP. | |

8-Step Planning and Problem-Solving Process

