

Seminole County Public Schools

The Mission of the Seminole County Public Schools is to ensure that all students acquire the knowledge, skills, and attitudes to be productive citizens.



www.scps.k12.fl.us

Goldsboro Elementary School

School Improvement Plan 2020-2021

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 Strategic Plan, designed to help district leadership make the necessary connections between school and district system initiatives. 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.

School Information

Provide the school's mission statement

The mission of Goldsboro Elementary Magnet School is to empower students to excel in a world of math, science, and technology through local and global collaboration in a nurturing and challenging environment.

Provide the school's vision statement

Goldsboro Elementary School will be the premier magnet elementary school in Seminole County. Goldsboro will be recognized in the district and the state level for high standards, academic performance, and offering students customized educational pathways in the areas of science. *Goldsboro will support the SCPS vision that all Early Childhood Program and Pre-K through Grade 5 students acquire the knowledge, skills, and attitudes to be productive citizens. *All students will make a year's growth in a year's time. *There will be equitable facilities and opportunities for all students. *The school's personnel will be highly qualified, diverse, innovative, enthusiastic, energetic, and dedicated to the mission.

List the members of the leadership team.

Name	Title	Email	Responsibilities
Dr. Chris Mulholland	Principal	Chris_mulholland@scps.k12.fl.us	Oversees overall operations and instruction
Angela Houle	Assistant Principal	houleal@scps.k12.fl.us	Oversees overall operations and Mathematics curriculum and instruction
Shannon Benninghove	ESE Teacher	Shannon_Benninghove@scps.k12.fl.us	Oversees ESE instruction
Jennifer Kellett	Instructional Coach	Jennifer_kellett@scps.k12.fl.us	Reading curriculum and instruction
Dr. Rachel Hallett	Science STEM Lab Teacher	Rachel_Hallett@scps.k12.fl.us	Science curriculum and instruction
Anthony Pagan	Behavior Interventionist	Paganaz1@scps.k12.fl.us	Behavior Strategies and Support
Robert Wakelyn	Technology STEM Lab Teacher	Robert_Wakelyn@scps.k12.fl.us	Technology Integration

Supportive Environment

Describe how the school involved parents and the community in developing this plan.

Goldsboro initiated a Parent Task Force who met periodically to discuss successes and challenges that need to be addressed as a school community. This input was used in the development of the SIP plan.

Describe how the school works at building positive relationships with families to increase involvement efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Goldsboro Elementary works very closely with its students and families with the intent to educate one another on each other's cultures, with the end result being to create a well-rounded school culture embracing each other's differences and similarities to build positive relationships. Goldsboro/PTA holds several community events throughout the year including a Fall Social, book fairs that accompany "picnic and paperbacks", parent curriculum nights, and family nights each month. The principal and leadership team members visit the local Boys and Girls club, churches, and other community outreach centers to develop relationships with the surrounding community members. Events, such as Teach-In, Space Day, and Math Moves You also gives our students and parents the opportunity to understand and embrace the mission and vision of the school. Goldsboro has two Conference Nights a year when parents are able to conference with their child's teacher on their current progress.

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.

Goldsboro Elementary has established various small group services for the needs of our students including anger management, peer resolution, social skills, and one-on-one when needed. Our behavior resource teacher, Alpha counselor, and School Social Worker meets with students regularly as a pro-active approach to resolving known issues our students deal with as children. It is very common to see our guidance counselor meeting with students one-on-one in which the child feels safe to share his/her feelings over lunch and/or other times during the day. In addition, we are providing a social/emotional curriculum for each classroom teacher to utilize with their students during class meetings.

Student Transition and Readiness

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.

Goldsboro is committed to customize learning to prepare students in the 21st century. On a daily basis, students are engaged in collaborative discussion, interacting with technology, developing a growth mindset, and connecting to real-world problem-solving. Through the use of our STEM lessons and computer science coding students can increase their ability for innovation, imagination, and digital literacy. In addition, Goldsboro builds upon our curriculum with the use of our STEM Labs (Bioscience, Space, Computer Science, and Robotics), community organizations, and events such as Teach-In, Aviation Day, Space Day, Math Moves You, and Planet Earth Day to enhance our students'™ broad understanding of careers and exploration of specific interests for the future. Our partnership with the Orlando Science Center and NASA is well established through grade-level field trips and on-site family engagement evenings.

Identify the career and technical education programs available to students and industry or community organizations.

Goldsboro is a magnet school for science, technology, engineering and math. Ancillary curriculum that aligns with career and technical education includes Coding, Engineering Processes, Robotics Lab, Aviation and Flight, Lego Robotics Competitions, Math competitions, Science competitions and a STEM-based curriculum.

Elementary Essential Instructional Priority #1 – Quality Instruction

Essential Instructional Priority #1: Quality Instruction

All Seminole County Public Schools will strive for excellence in English/Language Arts, Mathematics and Science based on the current Florida Department of Education A+ Accountability Program.

- A. Lessons aligned to Florida Standards at the appropriate level of complexity
- B. Ongoing feedback loop between leadership and teacher, students and teachers and student with students
- C. PLC focused on data, instructional planning and student evidence of learning

All SCPS schools serving K-8 students have an Early Warning system in place that is in compliance with s. 1001.42(18)(b), F.S.; SCPS academic intervention/support programs and/or dropout prevention programs reflected per s. 1003.53(2)(b), F.S.

**All data targets are reported as percentages with the exception of 5E data targets, which are reported as scale scores.*

ELA		
Indicators	Strategic Plan	Target
Achievement	B.1.1	
Achievement for sub group: Black	B.1.1	
Achievement for sub group: Hispanic	B.1.1	
Achievement for sub group: White	B.1.1	
Achievement for sub group: Mul	B.1.1	
Achievement for sub group: SWD	B.1.1	
Achievement for sub group: FRL	B.1.1	
Achievement for sub group: ELL	B.1.1	
Learning Gains	B.1.1	
Learning Gains of the Low 25%	B.1.1	
Learning Gains for High 1 levels	B.1.1	
Learning Gains for High 2 levels	B.1.1	
Learning Gains for Low 3 levels	B.1.1	
Learning Gains for sub group: Black	B.1.1	
Learning Gains for sub group: Hispanic	B.1.1	
Learning Gains for sub group: White	B.1.1	
Learning Gains for sub group: Mul	B.1.1	
Learning Gains for sub group: SWD	B.1.1	
Learning Gains for sub group: FRL	B.1.1	
Learning Gains for sub group: ELL	B.1.1	
ELA iReady achieving growth target (K-5)	B.2.3	
ELA iReady at or above grade level (K-5)	B.2.3	

Math		
Indicators	Strategic Plan	Target
Achievement	B.1.1	
Achievement for sub group: Black	B.1.1	
Achievement for sub group: Hispanic	B.1.1	
Achievement for sub group: White	B.1.1	
Achievement for sub group: Mul	B.1.1	
Achievement for sub group: SWD	B.1.1	
Achievement for sub group: FRL	B.1.1	
Achievement for sub group: ELL	B.1.1	
Learning Gains	B.1.1	
Learning Gains of the Low 25%	B.1.1	
Learning Gains for High 1 levels	B.1.1	
Learning Gains for High 2 levels	B.1.1	
Learning Gains for Low 3 levels	B.1.1	
Learning Gains for sub group: Black	B.1.1	
Learning Gains for sub group: Hispanic	B.1.1	
Learning Gains for sub group: White	B.1.1	
Learning Gains for sub group: Mul	B.1.1	
Learning Gains for sub group: SWD	B.1.1	
Learning Gains for sub group: FRL	B.1.1	
Learning Gains for sub group: ELL	B.1.1	
Math iReady achieving growth target (K-5)	B.2.3	
Math iReady at or above grade level (K-5)	B.2.3	

Science		
Indicators	Strategic Plan	Target
Achievement	B.1.1	
Achievement for sub group: Black	B.1.1	
Achievement for sub group: Hispanic	B.1.1	
Achievement for sub group: White	B.1.1	
Achievement for sub group: Mul	B.1.1	
Achievement for sub group: SWD	B.1.1	
Achievement for sub group: FRL	B.1.1	
Achievement for sub group: ELL	B.1.1	

5 Essentials		
Indicators	Strategic Plan	Target
5E_SM_Classroom Rigor	B.1.1	
5E Ambitious Instruction	B.1.1	
5E Collaborative Teachers	B.1.1	

Elementary School Essential Instructional Priority #1 - Quality Instruction

Action Plan

Student owned progress monitoring

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
Individualized Data Notebooks	Teacher/Student Instructional Coach/Admin	May 26, 2021	Y	Baseline, Progress Report, Weekly, Monthly, Quarterly, mid-year, end of year	Data Sharing Days and Student-Led Conferences, Interactive Journals for Math and Science Admin/Instructional Coach will conference with students weekly during walk-throughs	N/A
Interactive Journals	Teacher/Student Instructional Coach/Admin	May 26, 2021	Y	Baseline, Progress Report, Weekly, Monthly, Quarterly, mid-year, end of year	Data Sharing Days and Student-Led Conferences, Interactive Journals for Math and Science Admin/Instructional Coach will conference with students weekly during walk-throughs	N/A
Student-Led Conferences	Teacher/Student Instructional Coach/Admin	May 26, 2021	Y	Baseline, Progress Report, Weekly, Monthly, Quarterly, mid-year, end of year	Data Sharing Days Admin/Instructional Coach will conference with students weekly during walk-throughs	N/A

Low 30% Monitoring

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
Students paired with leadership team to monitor progress frequently	Instructional Coach/Admin	May 26, 2021	Y	Baseline, Progress Report, Monthly, Quarterly, mid-year, end of year	Data Tracking Spreadsheets utilizing Google Docs (iReady, DRAs, CTA Science, Fluency, Writing Sample, Unit Tests), Learning Gains Data Wall, PLC Notes, MTSS meetings, SST meetings	N/A
Check ins from assigned leadership team member to student and teachers	Instructional Coach/Admin	May 26, 2021	Y	Baseline, Progress Report, Monthly, Quarterly, mid-year, end of year	Data Tracking Spreadsheets utilizing Google Docs (iReady, DRAs, CTA Science, Fluency, Writing Sample, Unit Tests), Learning Gains Data Wall, PLC Notes, MTSS meetings, SST meetings	N/A
Weekly Teacher PLC meetings	Admin/Instructional Coach	May 26, 2021	Y	Bi-Weekly	Data Tracking Spreadsheets utilizing Google Docs (iReady, DRAs, CTA Science, Fluency, Writing Sample, Unit Tests), Learning Gains Data Wall,	N/A

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
One on One Teacher Meetings with Administration	Administration	May 26, 2021	N	Monthly	Notes, Conferences, Data Tracking Sheet	N/A

High Level 1 / Level 2 Monitoring

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
Monthly PLCs to monitor individual student data	Teachers/Coach/Admin	May 26, 2021	Y	Baseline, Weekly, Monthly, Quarterly, mid-year, end of year	Data Tracking Spreadsheets utilizing Google Docs (iReady, DRAs, CTA Science, Fluency, Writing Sample, Unit Tests), Learning Gains Data Wall, PLC Notes, MTSS meetings, SST meetings	N/A
Walkthroughs to ensure small group instruction with these students	Teachers/Coach/Admin	May 26, 2021	Y	Baseline, Weekly, Monthly, Quarterly, mid-year, end of year	Data Tracking Spreadsheets utilizing Google Docs (iReady, DRAs, CTA Science, Fluency, Writing Sample, Unit Tests), Learning Gains Data Wall, PLC Notes, MTSS meetings, SST meetings	N/A

Low Level 3 Monitoring

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
Monthly PLCs to monitor individual student data	Teachers/Coach/Admin	May 26, 2021	Y	Baseline, Weekly, Monthly, Quarterly, mid-year, end of year	Data Tracking Spreadsheets utilizing Google Docs (iReady, DRAs, CTA Science, Fluency, Writing Sample, Unit Tests), Learning Gains Data Wall, PLC Notes	N/A
Walkthroughs to ensure small group instruction with students	Teachers/Coach/Admin	May 26, 2021	Y	Baseline, Weekly, Monthly, Quarterly, mid-year, end of year	Data Tracking Spreadsheets utilizing Google Docs (iReady, DRAs, CTA Science, Fluency, Writing Sample, Unit Tests), Learning Gains Data Wall, PLC Notes	N/A

Tutorial

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
Goldsboro will provide traditional before school tutorial and virtual tutorial for targeted students in grades 4 and 5 with a focus on mathematics.	Teachers/Admin	April 30, 2021	Y	Before School and virtually 2 x week	Baseline, monthly	N/A
Math Interventionist to provide additional small group instruction based on identified academic weaknesses.	Admin	April 30, 2021	N	During school hours 3 x week	Baseline, weekly	N/A

Elementary Essential Instructional Priority #2 – Conditions for Learning

Essential Instructional Priority #2: Conditions for Learning

The district has identified the conditions for learning as physical safety, student wellness, attendance, teacher-student relationships, social-emotional learning and student conduct. System focus on continuous improvement of these conditions will benefit student learning.

- A. Cultivation of positive, appropriate relationships resulting in increasing engagement of all students
- B. Development of a student centered culture
- C. Continued focus on campus safety and building a culture of respect
- D. Sharing collective responsibility for the success of all students in the school

**All 5E data targets are reported as scale scores, SCPS Safety data targets are out of 10, and other data targets are reported as percentages.*

Indicators	Strategic Plan	Target
5E Supportive Environment	D.1	
SCPS Safety Survey	D.1	
5E_SE_Academic Personalism	D.3	

Indicators	Strategic Plan	Target
5E_SE_Student-Teacher Trust	D.3	
5E_CT_Collective Responsibility	B.1.1	
Students with 10+ Absences	D.2	

Elementary School Essential Instructional Priority # 2 - Conditions for Learning

Action Plan

Attendance Monitoring

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
Leadership Team Meeting to discuss attendance	Teacher/Admin/ School Social Worker	May 26, 2021	N	Weekly	Skyward Attendance, EdInsight, Truancy Letters, Conference Forms, Personal Phone Calls Home	N/A
Work with School Social Worker for those students who are chronic absent	Teacher/Admin/ School Social Worker	May 26, 2021	N	Weekly	Skyward Attendance, EdInsight, Truancy Letters, Conference Forms, Personal Phone Calls Home	N/A

Safety Survey

Name/ Topic of Strategy	Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
Promote Kindness and Bullying Prevention	Schoolwide initiative to help promote kindness throughout the school community. Address with students bullying and engage all students in lessons on empathy, self- control, problem- solving, conflict resolution, and peer relationships.	Administration, Guidance Counselor, Teachers	May 26, 2021	Y	Weekly during class meetings	Walk throughs	N/A
Continue to foster a positive school climate	Promote unity within the school with an emphasis on multicultural perspectives from staff and students by building relationships.	Administration/Guida nce Counselor	May 26, 2021	Y	Daily	Overall school positivity, attendance at school functions	N/A

Elementary Essential Instructional Priority #3 – Skills for Future Ready Graduates

Essential Instructional Priority #3: Skills for Future Ready Graduates

Seminole County Public Schools will prepare each student for academic and job related success in the 21st century by offering rigorous learning environments.

- A. Demonstrate a growth mindset with high expectations for all learners
- B. Provide opportunities for students to collaborate and develop personal and social responsibility
- C. Develop expectations for success in college and careers for all students

**All data targets are reported as percentages.*

Indicators	Strategic Plan	Target
AO students enrolled in an advanced academic experience: Black	B.2.7	
AO students enrolled in an advanced academic experience: Hispanic	B.2.7	
AO students enrolled in an advanced academic experience: ELL	B.2.7	

Elementary School Essential Instructional Priority # 3 - Skills for Future Ready Graduates

Action Plan

AO Support and Monitoring

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
Identify Advanced Opportunity students and monitor progress	Gifted Teacher/Guidance/ StemTeachers/ Admin	May 26, 2021	N	Quarterly	Gifted Enrollment, Talented Enrollment, PRIMES Enrollment, Young Men and Women of Excellence, Math Club, Science Club, Odyssey of the Mind, Monitoring Student Data	N/A
Ensure students have the ability to join before and after school clubs	Gifted Teacher/Guidance/ StemTeachers/ Admin	May 26, 2021	N	Quarterly	Gifted Enrollment, Talented Enrollment, PRIMES Enrollment, Young Men and Women of Excellence, Math Club, Science Club, Odyssey of the Mind, Monitoring Student Data	N/A

Best Practices for Inclusive Education (BPIE)

- A. Supports implementation of improved inclusive practices for students with disabilities
- B. Designed to identify priority needs and organize resources
- C. Supports development of short and long term improvement strategies
- D. Aligns with the district level BPIE

Once every 3 years, each school shall complete a Best Practices in Inclusive Education (BPIE) assessment and include improvement efforts in the school district's exceptional student education policies and procedures. The due date of the new BPIE is 3 years of less from the written date. § 1003.57, Florida Statutes

The school leadership team analyzes data to identify barriers and initiate improvement steps that increase the number of students with low-and high incidence disabilities, across all grades, in general education and natural contexts. Partially Beginning

School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications. Partially Beginning

School leaders provide job-embedded professional development for all school based personnel, as appropriate for their job role, on best practices for inclusive education for all SWDs. Partially Beginning

Action Plan

Indicator 1

The school leadership team analyzes data to identify barriers and initiate improvement steps that increase the number of students with low-and high incidence disabilities, across all grades, in general education and natural contexts.

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
Strategies for effective inclusion are provided and modeled in the classroom setting.	Instructional Coach ESE Teachers	May 26, 2021	Y	Weekly	Walkthroughs, Data Tracking, PLC discussions	Yes
Data chats are conducted with students to create strong accountability and high expectations.	Teachers/Coaches/Administration	May 26, 2021	N	Monthly	Walk throughs, PLCs	Yes

Indicator 2

School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications.

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
Administrators clearly and consistently articulate the following expectations for all school personnel during faculty meetings, School Advisory Committee meetings, PLCs, staff newsletters, etc.:	Administration	May 26, 2021	N	Daily	PLCs, Newsletters, Discussions	Yes
Creating a climate of shared responsibility for all students	Administration	May 26, 2021	Y	Daily	5 Essentials Survey, PLCs	Yes
Administrators provide strategies to eliminate the use of disability-related labels in all written, electronic and verbal communication.	Administration	May 26, 2021	N	Monthly	Correspondence, PLCs	Yes

Indicator 3

School leaders provide job-embedded professional development for all school based personnel, as appropriate for their job role, on best practices for inclusive education for all SWDs.

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
School administrators provide, train, and monitor the use of resources (assisted technologies, supplemental materials, etc.) across all school teams.	Administration	May 26, 2021	Y	Quarterly	Walk throughs, PLCs	Yes
Administrators obtain input from IEP teams to identify specific PD needed to support individual students.	Administration/Guidance Counselor	May 26, 2021	Y	Quarterly	Walk throughs, PLCs, MTSS, SST	Yes

Professional Development Plan

PD Activity	SIP Priority #	Date or Schedule	How Will PD Activity Improve Instruction and Use of Assessment Data?	PD Participants	# Anticipated Participants	Position(s) Responsible
Instructional Rounds	1	Quarterly	Instruction	Grade Level PLC	46	Instructional Coach Administration
Foundational Skills to Support Reading for Understanding in K-2	1	Weekly	Instruction	Kindergarten, 1st Grade, 2nd Grade	24	Instructional Coach/Administration
Best Practices for Mathematics Instruction	1	Quarterly	Instructional	Math Teachers/ESE/ELL	39	Assistant Principal/ District Math Specialist
School Safety	2	Quarterly	Safety/Social/Emotional	School wide	85	Administration/SRO
Environmental Factors and Behavior	2	Quarterly	Behavioral/Social Emotional	School wide	85	Administration
STEM Problem Solving and Argument Based Inquiry in Science	1	Quarterly	Instructional	School wide	85	Stem Resource Teachers/Administration
5 Essentials School Climate	1,2	Quarterly	Instructional/Social Emotional	School wide	85	Administration