

The School Board of Highlands County

Park Elementary School



2015-16 School Improvement Plan

Park Elementary School

327 E PALMETTO ST, Avon Park, FL 33825

<http://www.highlands.k12.fl.us/~pes/>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	84%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	67%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	C	C	B

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Highlands County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	21
Appendix 1: Implementation Timeline	28
Appendix 2: Professional Development and Technical Assistance Outlines	30
Professional Development Opportunities	31
Technical Assistance Items	34
Appendix 3: Budget to Support Goals	0

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Park Elementary's mission statement is Purposely Empowering Success.

Provide the school's vision statement

Park Elementary's vision statement is Go Near and Far Leading Wherever You Are.

School Environment

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

The school and teachers learn about the students' cultures and build relationships by doing interest surveys/inventories at the beginning of the year. We have student placement forms that follow students to the next grade level, as well as cumulative folders with pertinent student information. We host an Open House prior to school beginning. We also have several Family Nights throughout the year.

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

The school creates an environment where students feel safe and respected before, during, and after school by providing supervision on campus before, during, and after school hours. During school hours, classroom doors are locked. After school hours students can attend PES Day Care.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Park Elementary has implemented the Leader in Me program school-wide which empowers students to all be leaders. We have a school-wide behavior management system that focuses on positive behaviors and rewards systems. All teachers implement both program with fidelity with students having a clear understanding of expectations. All teachers have been trained in by the Leader In Me program and the companion school-wide behavior plan.

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

Park Elementary ensures the social-emotional needs of all students are being met by providing monthly class meetings focused on social-emotional skills, providing a Bullying Box to allow for anonymous reporting of Bullying, buddy class system for the purpose of mentoring. We also implement Check In/Check Out systems for students who utilize point sheets for daily one-on-one adult contact.

Students are referred to Guidance Counselor for counseling needs. She provides counseling or connects families to community services such as Childrens' Advocacy Center as additional resources.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

1. SARC - attendance below 90% - excused or unexcused;
2. Monthly review of discipline report to identify one or more ISS or OSS;
3. Monitoring of PMPs Tier 2 monthly.
- 4, Monitoring of PMPs Tier 2 weekly.
5. Quarterly meetings to monitor school data by grade levels and by teacher.
6. Weekly Administrative Meetings to prioritize work for the week.
7. Weekly Rtl meeting.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	15	16	10	18	12	1	72
One or more suspensions	3	4	8	7	6	5	33
Course failure in ELA or Math	8	12	16	13	0	0	49
Level 1 on statewide assessment	0	0	0	25	14	22	61

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

1. Quarterly progress monitoring meetings with grade levels to discuss the progress and status of students academically and to identify any concerns teachers may have regarding students.
2. Weekly Grade level meetings (PLCs) to analyze SMART goals and discuss instructional strategies to improve student progress.
3. Monthly meetings to analyze Tier 2 students' data and discuss response to intervention.
4. Rosetta Stone is provided for ELL students on a daily basis to help in mastering the English language.
5. Students will utilize iReady computerized instruction to practice Reading and Math skills on the students' current achievement level.
6. In-school tutoring provided by retired, highly qualified teachers targeting performing below grade level.
- 7, MTSS Resource Teacher hired to manage and monitor instruction in small groups and curriculum with Tier 2 students.
8. Reading Coach to model effective instructional strategies.
9. District Curriculum Specialists to work with teachers with standards and materials.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

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

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Park Elementary provides several avenues for parents to be involved with our school. Listed below are several activities we provide in order us to build positive relationships, as well as keep parent informed of their child's academic progress.

Orientation - August, 2014

Report Card Pick Up - October, 2014

Family Movie Night - October, 2014

Thanksgiving Dinner - November, 2014

Christmas Dinner - December 2014

Jingle Bell Run - December 2014

Christmas on Main - December 2014

PTO/SAC - ongoing August - May 2015

Family Fun Night - February 2015

Report Card Pick Up - April 2015

5th Grade Parent Night - May 2015

Awards Day - May 2015

Each grade level will sponsor an in-school parent involvement activity twice a year. We are also providing Parent Tool Box monthly to provide parents with tools and resources to assist students at home.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

We have formed relationships with several area businesses to help provide resources for our school.

-Mid Florida Credit Union provides teachers with banking opportunities not afforded to other professions, as well as providing our school with goodie bags and sponsoring luncheons for our teachers.

-We have partnered with Bill Jarrett Ford to promote family fitness and a sense of community by sponsoring the Jingle Bell Run. Proceeds from this event jhelps fund our Leader In Me program.

-Wells Motor Company provides Drive For Kids

-Champions for Children provides multiply services for families and students.

-Masonic Lodge provides student ID program.

-Local churches provide students with school supplies

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Doty, Karin	Principal
Andrews, Deborah	Instructional Coach
Kogelschatz, Rick	Assistant Principal
Richards, Alisha	Teacher, K-12
Walley, Deborah	Guidance Counselor
Boscarino, Ayla	Teacher, K-12
McGee, Nikki	Teacher, K-12

Duties

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

Administration - attends meetings and provides input and guidance on resources and scheduling.
 Guidance Counselor - provides information to team, i.e. data, response to intervention, referral process
 Staff Specialist - if needed, attends to provide input and guidance on next steps
 Psychologists - provides input and testing and requirements for meeting needs of students
 Reading Coach - provides resources need for interventions
 Classroom Teacher - input on response to intervention

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

In order to address the effectiveness of our core instruction, the MTSS team meets three times a year to discuss the academic growth of students individually and make instructional decisions. Members meet more frequently to discuss individual student needs (Tier 3). Teachers, Reading Coach and Administration meet to discuss small group instruction and the effectiveness of interventions taking place in the classroom.

Title I, Part A will provide funds to all district Title 1 schools, in a school wide project format, to target academic assistance to all students, professional development for teachers and parent involvement activities. This grant is also funding source for implementing the requirements of NCLB which have been waived by the FLDOE's waiver.

Title I, Part C Migrant will provide services to migrant students (PreK-12) and their families. The primary goal of the Migrant program is to improve academic performance of migrant students, and provide health and guidance to them. The Migrant Early Childhood Program serves 4 year old children in a full time preschool program, fusing on readiness activities. Parent involvement and education is an integral part of the Migrant Program.

Title II provides for teacher professional development and supports all teachers and paraprofessionals to be highly qualified.

Title III supports activities to assist students become proficient in English, supports teacher professional development in ELL strategies, parent involvement, and education.

Title VI, Part B provides for our Career Academy at SFSC which gives students vocational opportunities as well as academic education.

Title X Homeless provides resources (school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education (FAPE).

SAI funds will be coordinated with Title I funds to provide summer school for FCAT Level 1 readers. Nutrition Programs provides federal Free/Reduced lunch programs and free breakfast for all students program. Snack is also provided for after school care and after school tutoring programs. Summer food programs are provided at various school sites and community locations.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Richard Kogelschatz	Principal
Noelia Martinez	Education Support Employee
Linda Sanchez	Education Support Employee
Ayla Boscarino	Teacher
Laura Wade	Business/Community
Helen Wilson	Parent
Shavonna Vasquez	Parent
Yamila Escalett	Parent
Marsha Barcina	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The SAC plays an active role in the review and evaluation of the last year's school improvement plan by deciding what was effective and areas for improvement. The SAC conducts needs assessments, analyzes results, and identifies needs when evaluation the school improvement plan.

Development of this school improvement plan

The School Improvement Committee is made aware of the SIP through the several meetings. They give input on the design of the plan as well as any additions. Before the plan is submitted to the district, the members are given an opportunity to give feedback.

Preparation of the school's annual budget and plan

The SAC assists with the annual school budget. Funds are allocated to provide resources for the implementation of research based practices and strategies. The SAC provides advisory input on the school's annual budget and us of school improvement funds.

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

Park Elementary received \$13,000.00 in School Improvement funds 2014-15. 8400.00 was allotted for each grade level to meet to gain a deeper understanding of the Florida Standards and the Florida Standards Assessment. Teachers collaborated, set goals, evaluated strategies and resources to meet the demands of the new standards and assessments. 4600.00 was allotted for grade level planning to analyze student data to drive instruction, determine interventions and set up monitoring systems to best ensure teachers were meeting the needs of students and monitoring their progress in a timely manner.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Doty, Karin	Principal
Andrews, Deborah	Instructional Coach
Kogelschatz, Rick	Assistant Principal
Walley, Deborah	Guidance Counselor
Jackson, Mary Linda	Teacher, K-12
Barbour, Jennifer	Teacher, K-12
Virkler, Lacy	Teacher, K-12
Robles, Nikki	Teacher, K-12
Free, Stacie	Teacher, PreK
Ludwig, Jane	Teacher, ESE
Inagawa, Celia	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the LLT this year will be to provide ongoing support and professional development to all teachers on implementation of the Florida Standards and the newly adopted FSA - Florida Standards Assessment. The LLT will also provide support to grades 4-5 for the FSA Writing component.

The LLT will also be analyzing iReady data to determine how to best meet the needs of students instructionally.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

PES encourages positive working relationships between teachers by:

- 1) provided 1 1/2 days of planning before pre-week for teachers to plan STEM days as well as plan for the 1st nine weeks of school;
- 2) provide 1 full day 3 times a year for teachers to analyze data and Unwrap Standards;
- 3) provide staff family days throughout the year to promote a sense of community;
- 4) provide best practices at Faculty meetings for teachers to share positive instructional habits.

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

It is always our goal to provide the highest quality instructors in the classroom. We do this by hosting Level II and III interns on campus yearly to complete internships; review applications and interview those applicants who meet criteria; attend Teach-Ins and recruit teachers from in and around the state of Florida.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Amy Todd is mentored by Lynn Heacock and Debbie Andrews

Melissa Reeves is mentored by Shannon Turner and Ayla Boscarino-Cruz

Samantha Berry is mentored by Stacie Free

All mentor teachers have completed the Clinical Education training. Each group is following guidelines provided by the district for mentoring. They meet weekly and discuss pertinent information to the success of each teacher.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

All material for the core subjects - Language Arts, Mathematics, Science and Social Studies - are adopted based on the state approved adoption list. Based on the information provided to our district, we had teachers review materials and choose a series to best fit our district's needs.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Each grade level participates in weekly grade level meetings to analyze formative assessments in Language Arts and Math. Small/skills based groups are formed on those who need more direct instruction based on the data, and are reassessed to ensure growth is occurring.

We differentiate instruction in Language Arts and Math through small group instruction during centers. Teachers base instruction on data and areas of deficiencies.

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

Strategy: Extended School Day

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)

- Instruction in core academic subjects

Person(s) responsible for monitoring implementation of the strategy

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

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Park Elementary provides a Pre-K Migrant program that provides services to 3 - 4 year old children. The Migrant liaison assists families in registering and obtaining information concerning entrance into Kindergarten. The Handicap Pre-K classrooms also provide services to 3 - 4 year old children. Staffing Specialists assists these families in obtaining information concerning entrance into Kindergarten.

College and Career Readiness

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

N/A

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

The emphasis of Florida Standards is the rigor and relevance of Language Arts and Math. On a daily basis, teachers are promoting the relevance of subject matter to students' everyday lives.

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

N/A

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

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Park Elementary will increase the percentage of students at or above grade level in Reading to 55%.
- G2.** Park Elementary will increase the percentage of students at or above grade level in Writing to 60%.
- G3.** Park Elementary will increase the percentage of students at or above grade level in Math to 78%.
- G4.** Park Elementary will increase the percentage of students at or above grade level in Science to 49%.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Park Elementary will increase the percentage of students at or above grade level in Reading to 55%.

1a

G068756

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	71.0

Resources Available to Support the Goal 2

- Florida Standards District adopted core curriculum Pearson for all students Data from iReady to drive small group instruction Revisit curriculum used for Tier 2 and Tier 3 students and matching it to students' skill needs. MTSS Resource Teacher to manage and monitor instruction of foundational skills K - 2.

Targeted Barriers to Achieving the Goal 3

- Students not having necessary reading skills to be successful on grade level materials. Students not responding to strategic interventions.

Plan to Monitor Progress Toward G1. 8

Using data to track progress on meeting the goal

Person Responsible

Karin Doty

Schedule

Monthly, from 10/5/2015 to 5/27/2016

Evidence of Completion

Students at or above grade level as indicated on Report Cards based on Grade Level Indicators

G2. Park Elementary will increase the percentage of students at or above grade level in Writing to 60%. 1a

G068757

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

- Pearson Weekly Writing Assignments/Rubrics -Pearson Writing to Sources Rubrics -Write Bright Program for Grades 4

Targeted Barriers to Achieving the Goal 3

- Students lack skills to elaborate on a given topic. -Basic foundations are solid.

Plan to Monitor Progress Toward G2. 8

Determining progress towards goals

Person Responsible

Deborah Andrews

Schedule

Evidence of Completion

Writing Samples Florida Ready Writing prompts/lessons FSA

G3. Park Elementary will increase the percentage of students at or above grade level in Math to 78%. 1a

G068758

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

60.0

Resources Available to Support the Goal 2

- Go Math! -iReady -In School Tutoring

Targeted Barriers to Achieving the Goal 3

- Students need concrete understanding of Florida standards. -Students need the necessary prerequisite skills in order to be successful at grade level materials. -Students lack mathematical vocabulary and deeper understanding of concepts.

Plan to Monitor Progress Toward G3. 8

Using data to determine progress toward goal.

Person Responsible

Karin Doty

Schedule

Every 2 Months, from 9/8/2014 to 5/22/2015

Evidence of Completion

iReady Go Math Assessments

G4. Park Elementary will increase the percentage of students at or above grade level in Science to 49%.

1a

G068759

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	49.0

Resources Available to Support the Goal 2

- Scott Foresman/Pearson Science STEM Resource Teacher Science Lab

Targeted Barriers to Achieving the Goal 3

- Lack of real world science experience, prior knowledge and comprehension of non fiction text.

Plan to Monitor Progress Toward G4. 8

Using data to determine effectiveness of progress towards goal.

Person Responsible

Karin Doty

Schedule

On 5/4/2015

Evidence of Completion

Performance Matters Pearson Assessments STEM projects

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key


G1. Park Elementary will increase the percentage of students at or above grade level in Reading to 55%. **1**

 G068756

G1.B1 Students not having necessary reading skills to be successful on grade level materials. Students not responding to strategic interventions. **2**

 B178612

G1.B1.S1 Teachers using data to drive instruction. Identifying areas of weaknesses and instructing students in these areas. Collaboration within grade level for best practices in Reading instruction. Analyzing student progress to make instructional decisions. Teachers will use strategies from the core curriculum - Tier II and III components to strengthen student achievement. **4**

 S190010

Strategy Rationale

Action Step 1 **5**

In School Tutoring

Person Responsible

Karin Doty

Schedule

Daily, from 9/8/2015 to 5/20/2016

Evidence of Completion

Student growth on iReady assessments

Action Step 2 5

Utilize Pearson Reading Street curriculum effectively and with fidelity.

Person Responsible

Deborah Andrews

Schedule

Daily, from 9/8/2015 to 5/31/2016

Evidence of Completion

Pearson Assessments iReady

Action Step 3 5

Grade level teams review the results of common assessment data and plan together weekly

Person Responsible

Rick Kogelschatz

Schedule

Weekly, from 8/31/2015 to 5/20/2016

Evidence of Completion

Report Card, Monthly Progress Monitoring - Grade Level Indicators

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

Progress Monitoring Meetings and Promotion/Retention Data Chats

Person Responsible

Karin Doty

Schedule

Every 6 Weeks, from 10/5/2015 to 5/31/2016

Evidence of Completion

Progress Monitoring data sheets based Grade Level Indicators Tier II probes Tier III probes
Progress Report and Report Cards

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

Looking for response to instruction and intervention to determine if strategies are effective and student growth is occurring.

Person Responsible

Karin Doty

Schedule

Monthly, from 10/5/2015 to 5/27/2016


Evidence of Completion

Alms Web probes, iReady, assessments from Pearson reading series


G2. Park Elementary will increase the percentage of students at or above grade level in Writing to 60%. 1

 G068757

G2.B1 -Students lack skills to elaborate on a given topic. -Basic foundations are solid. 2

 B178613

G2.B1.S1 -Teachers will meet bi-weekly to plan effective Writing instruction and analyze data. Teachers conference daily with students to assist them in adding elaboration to their writing. Students complete writing homework on a daily basis. 4

 S190011

Strategy Rationale

Action Step 1 5

Provide time for teachers to collaborate. Teachers will review writing samples.

Person Responsible

Deborah Andrews

Schedule

Evidence of Completion

-District wide Writing Indicators -FSA -Teachers determine progress by quarterly prompts

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

-Looking at implementation of strategies to determine fidelity and areas of needed improvement.

Person Responsible

Deborah Andrews

Schedule

Evidence of Completion

GLI in Writing FSA Florida Ready Writing lessons

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Monitor strategies for effectiveness.

Person Responsible

Deborah Andrews

Schedule

Evidence of Completion

Writing Samples Writing Indicators Florida Ready Writing prompts FSA sample practice

G3. Park Elementary will increase the percentage of students at or above grade level in Math to 78%. 1

G068758

G3.B1 -Students need concrete understanding of Florida standards. -Students need the necessary prerequisite skills in order to be successful at grade level materials. -Students lack mathematical vocabulary and deeper understanding of concepts. 2

B178614

G3.B1.S1 -Teachers will implement Florida standards with fidelity. -Teachers will incorporate manipulative and hands on activities to build concrete understanding of math concepts. -Teachers will incorporate direct instruction to build knowledge of vocabulary terms. 4

S190012

Strategy Rationale

Action Step 1 5

In school tutoring

Person Responsible

Karin Doty

Schedule

Daily, from 9/2/2014 to 3/13/2015

Evidence of Completion

student progress/growth on iReady assessment

Action Step 2 5

Utilize Go Math effectively and with fidelity

Person Responsible

Deborah Andrews

Schedule

On 5/29/2015

Evidence of Completion

Go Math Assessments iReady

Action Step 3 5

Grade level teams review the results of common assessment data (i.e. Performance Matters) and plan together weekly.

Person Responsible

Rick Kogelschatz

Schedule

Weekly, from 9/8/2014 to 5/4/2015

Evidence of Completion

-iReady -Go Math Assessments

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Grade level teams will review the results of data.

Person Responsible

Rick Kogelschatz

Schedule

Weekly, from 9/8/2014 to 5/4/2015

Evidence of Completion

iReady Go Math Assessments

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Grade levels will use data to identify areas of weaknesses.

Person Responsible

Deborah Andrews

Schedule

Weekly, from 9/15/2014 to 5/4/2015

Evidence of Completion

iReady Go Math Assessments

G4. Park Elementary will increase the percentage of students at or above grade level in Science to 49%. 1

G068759

G4.B1 Lack of real world science experience, prior knowledge and comprehension of non fiction text. 2

B178615

G4.B1.S1 -Implementation of STEM days -Increase the availability of non fiction text -Exposure to real world, hands on science -Utilize Science Lab 4

S190013

Strategy Rationale

Action Step 1 5

District Science Specialist

Person Responsible

Karin Doty

Schedule

On 10/15/2015

Evidence of Completion

pre and post tests

Action Step 2 5

Non fiction books for classroom libraries

Person Responsible

Deborah Andrews

Schedule

On 8/18/2015

Evidence of Completion

Improved scores and increase number of non fiction books in classroom libraries

Action Step 3 5

Grade Level team meets weekly to discuss instructional strategies

Person Responsible

Rick Kogelschatz

Schedule

Weekly, from 9/8/2015 to 5/4/2016

Evidence of Completion

Performance Matters Pearson assignments and assessments

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Grade level team meets weekly

Progress Monitor team meets quarterly to assess students' needs

Person Responsible

Rick Kogelschatz

Schedule

Weekly, from 9/8/2015 to 5/4/2016

Evidence of Completion

Performance Matters Scott Foresman Assessments Participation in STEM days

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Teachers will meet weekly to discuss instructional strategies

Person Responsible

Karin Doty

Schedule

Weekly, from 9/8/2015 to 5/4/2016

Evidence of Completion

Performance Matters Pearson Assessments STEM days activities and projects

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Highlands - 0061 - Park Elementary School - 2015-16 SIP
Park Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	In School Tutoring	Doty, Karin	9/8/2015	Student growth on iReady assessments	5/20/2016 daily
G2.B1.S1.A1	Provide time for teachers to collaborate. Teachers will review writing samples.	Andrews, Deborah	-District wide Writing Indicators - FSA - Teachers determine progress by quarterly prompts	one-time	
G3.B1.S1.A1	In school tutoring	Doty, Karin	9/2/2014	student progress/growth on iReady assessment	3/13/2015 daily
G4.B1.S1.A1	District Science Specialist	Doty, Karin	10/15/2015	pre and post tests	10/15/2015 one-time
G1.B1.S1.A2	Utilize Pearson Reading Street curriculum effectively and with fidelity.	Andrews, Deborah	9/8/2015	Pearson Assessments iReady	5/31/2016 daily
G3.B1.S1.A2	Utilize Go Math effectively and with fidelity	Andrews, Deborah	8/20/2014	Go Math Assessments iReady	5/29/2015 one-time
G4.B1.S1.A2	Non fiction books for classroom libraries	Andrews, Deborah	8/18/2015	Improved scores and increase number of non fiction books in classroom libraries	8/18/2015 one-time
G1.B1.S1.A3	Grade level teams review the results of common assessment data and plan together weekly	Kogelschatz, Rick	8/31/2015	Report Card, Monthly Progress Monitoring - Grade Level Indicators	5/20/2016 weekly
G3.B1.S1.A3	Grade level teams review the results of common assessment data (i.e. Performance Matters) and plan together weekly.	Kogelschatz, Rick	9/8/2014	-iReady -Go Math Assessments	5/4/2015 weekly
G4.B1.S1.A3	Grade Level team meets weekly to discuss instructional strategies	Kogelschatz, Rick	9/8/2015	Performance Matters Pearson assignments and assessments	5/4/2016 weekly
G1.MA1	Using data to track progress on meeting the goal	Doty, Karin	10/5/2015	Students at or above grade level as indicated on Report Cards based on Grade Level Indicators	5/27/2016 monthly
G1.B1.S1.MA1	Looking for response to instruction and intervention to determine if strategies are effective and student growth is occurring.	Doty, Karin	10/5/2015	Alms Web probes, iReady, assessments from Pearson reading series	5/27/2016 monthly
G1.B1.S1.MA1	Progress Monitoring Meetings and Promotion/Retention Data Chats	Doty, Karin	10/5/2015	Progress Monitoring data sheets based Grade Level Indicators Tier II probes Tier III probes Progress Report and Report Cards	5/31/2016 every-6-weeks
G2.MA1	Determining progress towards goals	Andrews, Deborah	Writing Samples Florida Ready Writing prompts/ lessons FSA	one-time	
G2.B1.S1.MA1	Monitor strategies for effectiveness.	Andrews, Deborah	Writing Samples Writing Indicators Florida Ready Writing prompts FSA sample practice	one-time	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.MA1	-Looking at implementation of strategies to determine fidelity and areas of needed improvement.	Andrews, Deborah	GLI in Writing FSA Florida Ready Writing lessons	one-time	
G3.MA1	Using data to determine progress toward goal.	Doty, Karin	9/8/2014	iReady Go Math Assessments	5/22/2015 every-2-months
G3.B1.S1.MA1	Grade levels will use data to identify areas of weaknesses.	Andrews, Deborah	9/15/2014	iReady Go Math Assessments	5/4/2015 weekly
G3.B1.S1.MA1	Grade level teams will review the results of data.	Kogelschatz, Rick	9/8/2014	iReady Go Math Assessments	5/4/2015 weekly
G4.MA1	Using data to determine effectiveness of progress towards goal.	Doty, Karin	5/4/2015	Performance Matters Pearson Assessments STEM projects	5/4/2015 one-time
G4.B1.S1.MA1	Teachers will meet weekly to discuss instructional strategies	Doty, Karin	9/8/2015	Performance Matters Pearson Assessments STEM days activities and projects	5/4/2016 weekly
G4.B1.S1.MA1	Grade level team meets weekly Progress Monitor team meets quarterly to assess students' needs	Kogelschatz, Rick	9/8/2015	Performance Matters Scott Foresman Assessments Participation in STEM days	5/4/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Park Elementary will increase the percentage of students at or above grade level in Reading to 55%.

G1.B1 Students not having necessary reading skills to be successful on grade level materials. Students not responding to strategic interventions.

G1.B1.S1 Teachers using data to drive instruction. Identifying areas of weaknesses and instructing students in these areas. Collaboration within grade level for best practices in Reading instruction. Analyzing student progress to make instructional decisions. Teachers will use strategies from the core curriculum - Tier II and III components to strengthen student achievement.

PD Opportunity 1

Utilize Pearson Reading Street curriculum effectively and with fidelity.

Facilitator

Tina Starling Debbie Andrews

Participants

Teachers

Schedule

Daily, from 9/8/2015 to 5/31/2016

PD Opportunity 2

Grade level teams review the results of common assessment data and plan together weekly

Facilitator

Tina Starling, District Reading Specialist Debbie Andrews, Reading Coach

Participants

All teachers

Schedule

Weekly, from 8/31/2015 to 5/20/2016

G2. Park Elementary will increase the percentage of students at or above grade level in Writing to 60%.

G2.B1 -Students lack skills to elaborate on a given topic. -Basic foundations are solid.

G2.B1.S1 -Teachers will meet bi-weekly to plan effective Writing instruction and analyze data. Teachers conference daily with students to assist them in adding elaboration to their writing. Students complete writing homework on a daily basis.

PD Opportunity 1

Provide time for teachers to collaborate. Teachers will review writing samples.

Facilitator

Debbie Andrews

Participants

All teachers

Schedule

G3. Park Elementary will increase the percentage of students at or above grade level in Math to 78%.

G3.B1 -Students need concrete understanding of Florida standards. -Students need the necessary prerequisite skills in order to be successful at grade level materials. -Students lack mathematical vocabulary and deeper understanding of concepts.

G3.B1.S1 -Teachers will implement Florida standards with fidelity. -Teachers will incorporate manipulative and hands on activities to build concrete understanding of math concepts. -Teachers will incorporate direct instruction to build knowledge of vocabulary terms.

PD Opportunity 1

Utilize Go Math effectively and with fidelity

Facilitator

Go Math Consultants Jennifer Westergom MCC Representatives

Participants

All teachers

Schedule

On 5/29/2015

PD Opportunity 2

Grade level teams review the results of common assessment data (i.e. Performance Matters) and plan together weekly.

Facilitator

Jennifer Westergom MCC Representatives

Participants

All Teachers

Schedule

Weekly, from 9/8/2014 to 5/4/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

G4. Park Elementary will increase the percentage of students at or above grade level in Science to 49%.

G4.B1 Lack of real world science experience, prior knowledge and comprehension of non fiction text.

G4.B1.S1 -Implementation of STEM days -Increase the availability of non fiction text -Exposure to real world, hands on science -Utilize Science Lab

PD Opportunity 1

Grade Level team meets weekly to discuss instructional strategies

Facilitator

Participants

Schedule

Weekly, from 9/8/2015 to 5/4/2016

Budget

Budget Data

1	G1.B1.S1.A1	In School Tutoring				\$0.00
2	G1.B1.S1.A2	Utilize Pearson Reading Street curriculum effectively and with fidelity.				\$0.00
3	G1.B1.S1.A3	Grade level teams review the results of common assessment data and plan together weekly				\$0.00
4	G2.B1.S1.A1	Provide time for teachers to collaborate. Teachers will review writing samples.				\$0.00
5	G3.B1.S1.A1	In school tutoring				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0061 - Park Elementary School			\$0.00
6	G3.B1.S1.A2	Utilize Go Math effectively and with fidelity				\$0.00
7	G3.B1.S1.A3	Grade level teams review the results of common assessment data (i.e. Performance Matters) and plan together weekly.				\$0.00
8	G4.B1.S1.A1	District Science Specialist				\$0.00
9	G4.B1.S1.A2	Non fiction books for classroom libraries				\$0.00
10	G4.B1.S1.A3	Grade Level team meets weekly to discuss instructional strategies				\$0.00

Budget Data

Total:	\$0.00
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