

Catalina Elementary



2014-15 School Improvement Plan

Catalina Elementary

2448 29TH ST, Orlando, FL 32805

[no web address on file]

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
100%

Alternative/ESE Center
No

Charter School
No

Minority
97%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	D	D	D

School Board Approval

This plan was approved by the Orange County School Board on 2/10/2015.

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To lead our students to success with the support and involvement of families and the community

Provide the school's vision statement

To be the top producer of successful students in the nation

School Environment

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

The Principal is a trainer for Ruby Payne and during pre-planning teachers are given an overview of strategies to work with students from poverty. During this training the importance of building relationships with families is highlighted in order to strengthen the home school connection. Additionally, throughout the year, teachers will participate in book studies to deepen their understanding of both registers of language when communicating with students and parents. The school team has created an environment in which parents are welcome to make suggestions for activities and events throughout the school year. The PTA and SAC sponsor events throughout the year to support our diverse community of learners.

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

The school provides many avenues for students to reach out to adults on campus when they are in need of assistance. On our campus, we have the availability of the following staff members to assist children before, during and after school: Classroom Teachers, Dean of Students, Program Specialist, Guidance Counselor, School Psychologist, Behavior Specialist, School Based Academic Coaches, Assistant Principal and Principal. Additionally, our Supervision Plan has strong systems and routines in place throughout the school day for students to follow. Lesson One is utilized throughout our campus to teach students self-control and to respect diversity. The Pledge for Success is woven throughout our school-wide discipline plan and students begin each day by reciting this so that it becomes an intrinsic part of the school day.

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

Our school wide behavior management system is Lesson One: The ABCs of Life. Teachers are given an overview during pre-planning and students are trained during the beginning of the school year. The program includes a Pledge for Success that students recite each morning after the Pledge of Allegiance. If students do not follow the pledge (school guidelines), interventions are put into place in the classroom to correct behavior. If the misconduct continues, outside support from the Dean is provided. We use in-house forms to document interventions and strategies to help students be successful. If it is determined that a student is not successful even when interventions have been put in place, the MTSS process is initiated.

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

In addition to our Guidance Counselor and Sednet Counselor, our school supports students social-emotional needs by providing a variety of programs such as Big Brother, Big Sister mentoring program, City Year Mentoring, Learning for Life(Character Education Curriculum), Safe Ambassadors Club, and Child Safety Matters (Bullying and Abuse Prevention). We also have food and clothing pantries to support those in need.

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

Our school team tracks attendance concerns, excessive tardies, and repeated patterns of discipline referrals. Once a student accumulates five absences and/or tardies, the school Social Worker is notified. The Social Worker assists the school team with contacting parents to schedule meetings to assist with increasing student attendance.

Interventions are put into place for students with more than one suspension in order to increase the chance of the student staying in school.

Progress monitoring is ongoing for our lowest 25% of students and they receive intensive remediation as a part of our Tier II and Tier III instruction. These students are also invited to before and after school tutoring and Saturday School.

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	31	29	20	16	7	10	113
One or more suspensions	4	0	9	15	6	11	45
Course failure in ELA or Math	0	0	17	12	23	10	62
Level 1 on statewide assessment	0	0	0	72	17	37	126

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

Indicator	Grade Level					Total
	K	2	3	4	5	
Students exhibiting two or more indicators	1	10	26	12	16	65

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

- Before and After school tutoring
- Tier II Intervention
- Tier III Intervention
- City Year Push In (small group assistance during core academic blocks)
- Interventions as outlined through MTSS

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?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/176883>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

The school team actively promotes partnerships with local businesses and community organizations. We have a staff member who works directly with our Partners in Education to support learning in our building.

Effective Leadership

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

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Jackson Kimble, Myrlene	Principal
Austin, Michelle	Assistant Principal
Hird, Gregory	Dean
Parra, Miluska	Instructional Coach
DiTullio, Brenda	Instructional Coach
Foust, Kacey	Instructional Coach
Matthew-Pryor, Rosalee	Instructional Coach
McMillion, Vanessa	Instructional Coach
Earl, Glendell	Teacher, ESE

Duties

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

Myrlene Kimble, Principal, is the school-based instructional leader for academic and behavior instruction

Michelle Durni-Austin, Assistant Principal, serves as the school-based lead of the behavior support team

Gregory Hird, Administrative Dean, is the curriculum and data manager

Brenda Di Tullio, Reading coach, provides instructional support to primary teachers, manages Reading interventions, and facilitates instructional support for training and implementation of the MTSS process.

Glendell Earl, Staffing Coordinator, is the LEA representative and ESE Department Chair

Kacey Foust, Math Coach, provides instructional support to teachers and manages Math interventions

Joann Novak, Behavior Specialist, serves as the specialist for behavior support and development of behavior interventions.

Mary Walter-Noe, Guidance Counselor, serves as the student support services coordinator for social-emotional and physiological needs.

Simone Stainer, School Psychologist, serves as a member of the MTSS school based team and conducts psychoeducational evaluations

Nichol Rolle, School Social Worker, is the coordinator of school-home support services, and supports the school team with attendance related concerns

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

Tier 1

Planning for the MTSS process began at the end of the 2013-2014 school year for the 2014-2015 school year. To ensure the Catalina team is addressing all student needs with fidelity, the leadership team is broken into two segments: academic support and student support services. Both teams meet and collaborate weekly to ensure all student needs are being met and members from both teams comprise the MTSS team. Under the FCLM model, planning takes place weekly to ensure Tier 1 instruction both academic and behavioral is implemented with fidelity. Administration meets with grade-level leaders each Monday, academic support leaders meet with administration each Tuesday, and student support services leaders meet with administration each Wednesday. Through multiple systems of communication, plans are communicated throughout the school. The main communication tool is the Colt Express, which is published each Friday for the upcoming week. Plans are implemented, and plan results are checked (i.e., monitored) at the following team meetings. If a positive response is noted, no corrective action or intervention is needed. If a questionable or negative response is noted, action steps are developed for appropriate corrective actions and interventions.

Core instruction in Reading and Language Arts is delivered through Journeys to target grade-level Florida Standards. Reading and Language Arts instruction is delivered in a 130-minute block, five-times a week, divided into 30 minutes of whole-group instruction in Reading and 60 minutes of small-group instruction in Reading and 40 minutes of mixed whole-group and small-group Language Arts instruction. The 60 minutes of small-group instruction is broken down into 20-minute rotating sessions to target student deficiencies through differentiated instruction. The small groups consist of no more than six students.

Tier 1 is monitored, academically, through weekly summative and formative assessments, classroom walk-throughs, and weekly data review PLC meetings. Based upon student performance data, Tier 1 instruction is adjusted. Behavior Tier 1 instruction is monitored and maintained through the school-wide discipline and behavior intervention plan. The behavior support leaders meet weekly to monitor student behavior data and develop corrective action and interventions, as needed.

Tier 2

At the end of the 2013-2014 school year, the MTSS-Rtl team met to develop plans for Tier 1, Tier 2, and Tier 3 support for retained third graders and third graders promoted to fourth grade on a good cause exemption. These students are receiving academic and behavior (i.e., social-emotion) Tier 2

interventions. In addition to these students, FCAT Level 1 students and the bottom 25% of FCAT Level 2 students are receiving targeted, academic Tier 2 interventions. School-Wide, all student data are monitored during weekly PLC data meetings respective to the 80%-15%-5% model for data-driven decision making for implementation of Tier 2 interventions or class-level, grade-level, or school-level reteaching needs.

Title I, Part A - Our school team will collaborate together to meet the needs of the whole child with regards to academic remediation, counseling, and physiological needs. We will continue to implement "Lesson One, The ABC's of Life". This is our third year of implementation school wide. Teachers have received copies of the book . Title I funding is also responsible for the ATS tutoring program. Students in third, fourth and fifth grade who received a level 1 or 2 in Reading on the FCAT will receive ATS tutoring in school.

Title I, Part C - Migrant - N/A

Title I, Part D - In addition to partnering with the middle school in our feeder pattern to assist 5th graders transitioning to middle school, we also provide "Super Kids" and "GREAT" through the Orlando Police Department.

Title III - Funding from this area will be used to provide resources and tutoring for ELL students. Title III funding will allow us to provide teachers specific strategies and resources for our ELL students during tutoring. Students will have small group, visual cues, vocabulary as well as hands on experiences. Funding will also be used for Saturday tutoring and bus transportation for those participating.

Title X, Homeless - Our clinic provides basic hygienic supplies and clothing for students identified as homeless. School supplies are collected and distributed to all of our students and we also provide food as needed through the "Love Pantry."

Supplemental Academic Instruction (SAI) - SAI funds will be used to provide before school tutoring for all level 1 and 2 students. The before school program will be start at 7:00 AM and end at 7:4 AM, this will

allow students the opportunity to participate in the Universal Breakfast program.

Violence Prevention Programs - The following prevention programs are in place at Catalina: "Super Kids" and "GREAT" (Orlando Police Department), and individual counseling and small groups through Intervention Services.

Nutrition Programs - Universal breakfast and lunch program – all students receive free breakfast and lunch each day.

Career and Technical Education - All 4th and 5th graders participate in the AVID program which focuses on college readiness. J

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Tamara Campbell	Business/Community
Everett Kimble, Sr.- Enlighten Enterprises	Business/Community
Myrlene Kimble	Principal
Rosalee Pryor	Teacher
Glendell Earl	Teacher
Rhonda Campbell	Business/Community
Carol Jackson	Parent
Kim Galloway	Business/Community
	Student

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 current SAC has met and based on the state's recommendation, we will continue with our plan from last year. All members were in agreement.

Development of this school improvement plan

Data is shared out throughout the year to the committee and members suggest and recommend ideas to improve in the various areas throughout our campus. The committee discusses/provides guidelines for the following: tutoring to improve student achievement, increasing parent involvement, implementation of uniforms for students to reduce student behaviors and increase school spirit; and various activities to increase parental involvement.

Preparation of the school's annual budget and plan

The SAC provides input to the school's principal regarding the annual budget.

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

No school improvement funds allocated.

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Jackson Kimble, Myrlene	Principal
Austin, Michelle	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

Each Reading Leadership team member will assist with planning developing, and positively promoting one or more of the following scheduled reading events:

1. Get Caught Reading/ AR: Maryanne Kovar-Our Get Caught Reading program is an opportunity to recognize students who are observed reading outside their instructional day. Staff members who notice students that are reading will complete a form and submit to Mrs. Kovar. The students' names will be highlighted on the school-wide morning news and placed onto the board in the lobby.
2. Family Literacy Nights: Mrs. Di Tullio, Mrs. Pryor, Mrs. Parra, Miss Cook- LLT will work with their teams to develop a family literacy night for all grade levels.

3. Parade Of Books- Brenda Di Tullio and Maryanne Kovar-This annual event will be held in October to promote reading. Students and staff members will be encouraged to come dressed as their favorite book character. The committee will be responsible for planning and promoting the event.

4. Family Literacy Night: Mrs. Pryor - An off campus family literacy event for students and their families of all grade levels to develop and promote literacy.

5. Sunshine State Readers: Mrs. Walker and Ms. Green- Students in grade 3-5 are encouraged to read selected SSYR books each year. The committee will be responsible for working with Mrs. Kovar to develop a tracking system and a reward system for SSYR participation.

6. FRA: Mrs. Kovar and Mrs. Di Tullio- The Florida Reading Association has created a separate program for K-2 students. Eight picture books have been selected and students who read or listen to the stories will be able to vote for their favorite picture book. The committee will also be responsible for working with Mrs. Kovar and Mrs. Di Tullio to develop a tracking system and promote FRA books.

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

Teachers collaborate during common planning with subject areas coaches two times each week to work on unit planning to ensure lesson plan progression to the depth of the standard is evident. All questions are planned out ahead of time to ensure proper scaffolding based on the overall learning goal. Additional planning days will be provided for teams to collaborate and create common assessments and lesson plans. Grade level PLCs focused on data analysis occur once each week to drive instruction.

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

The Principal and the Assistant Principal work together to accomplish the following: Recruiting: Attend job fairs, screen resumes, and interview qualified candidates to fill positions. Teacher Retention: Assign all new teachers a mentor; teachers new to Catalina are automatically selected to be a part of the "Young Colts" committee in order to become acclimated to the school; Professional Learning Communities; Vertical Teaming; Staff Recognition/Celebrations; Teacher Appreciation Incentives from Administration.

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

New teachers are paired with mentors that will work closely with them throughout the year. The mentor will provide feedback on classroom management, instruction and planning. The mentors will also work through the online portfolio modules. New teachers and mentors will attend new teacher meetings that will provide training on best practices and strategies. The new teacher will be paired with a teacher that is on their grade level when possible.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

“The district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the standards-based resources during daily instruction.”

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

School-wide interventions are offered daily in Reading and Math. Interventions are based on student data collected at the beginning of the year encompassing DRA, FCAT, ITBS, FAIR, SAT-10 and beginning of the year Math Assessments. Student groups are fluid based on on-going progress monitoring. Due to the high level of below level groups all instructional staff members are assigned to an intervention group. Students are separated into the following categories:

- Significantly Below
- Below
- On grade level
- Enrichment

Teachers meet bi-weekly to discuss student progress and make necessary adjustments based on student data. This data is used to assist with the MTSS process

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: 10,800

Catalina was selected to implement an additional hour of Reading instruction each day. This 60 minute block includes the following:

5-10 minutes -Daily Interactive Read Aloud

45 minutes -Teacher Led Small Group explicit, systematic, differentiated and purposeful instruction

(Recommended 3 groups 12-15 minutes each day)

-Independent reading/practice (with accountability)

-Computer practice writing opportunities, books on tape, etc.

5-10 minutes -Journal Writing/Conferencing with students on Writing and or Independent Reading

Strategy Rationale

Additional instruction will increase students' reading proficiency.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Jackson Kimble, Myrlene, myrlene.jackson-kimble@ocps.net

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

Students are assessed on skills throughout the school year to determine student growth.

Strategy: Before School Program

Minutes added to school year: 3,645

Additional assistance is provided for students who are performing below expectations based on previous FCAT Scores and District Benchmark Tests. Students selected will receive tutoring in math based on their identified needs. Students will have the benefit of working in a small group to receive specialized instruction from trained teachers. The Math Tutoring will incorporate 45 minutes of direct instruction. It is important that students are available to attend the full 45 minute tutoring program to make adequate learning gains. Our data shows that students who have participated in tutoring have shown academic growth.

Strategy Rationale

Additional instruction will increase students' math proficiency.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Jackson Kimble, Myrlene, myrlene.jackson-kimble@ocps.net

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

Students take a pre-assessment, mini assessments, and post assessments throughout the program to determine the effectiveness of the program and student growth. Our data shows that students who have participated in this before and after school program have shown academic growth.

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

Catalina's Parental Involvement Coordinator will provide program information to preschools located in our attendance zone. In addition to providing flyers about primary literacy and parent nights, we will also provide surrounding daycare providers with kindergarten registration packets and invitations to our "Kindergarten Round-up" for students entering school in 2015.

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

Fourth and fifth grade students are prepared through AVID organizational tools such as the use of planners and note taking strategies. These strategies give students the ability to organize and present their thoughts in a manner that promotes planning for future success. AVID skills are synonymous with college and career readiness skills.

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

Catalina hosts the AVID program for students in grades 4-5. The acronym stands for Advancement Via Individual Determination. AVID is a college readiness system that equips students with the organizational tools and skills needed for success in secondary school, college and beyond.

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

Students are taught AVID note taking strategies, self-check strategies, and self-advocacy skills. These strategies support students as they prepare for the post-secondary level.

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

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.** Student achievement will increase by implementation of a more effective MTSS process which focuses on data driven intervention support.

- G2.** Student achievement will increase through the use of rigorous standards-based instruction in all classrooms.

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. Student achievement will increase by implementation of a more effective MTSS process which focuses on data driven intervention support. 1a

G042977

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	57.0
AMO Reading - All Students	53.0

Resources Available to Support the Goal 2

- MTSS team, MTSS 10-Day cycle, Research-based instructional and intervention materials, progress monitoring and assessment data, monitoring and oversight by school leadership team- MTSS coordinator, coaches and administration.

Targeted Barriers to Achieving the Goal 3

- Teacher capacity and lack of knowledge and understanding differentiated curriculum.
- Teachers lack of knowledge and understanding regarding the interpretation and use of intervention data.

Plan to Monitor Progress Toward G1. 8

Weekly mini-assessments in reading and math, data from tier-2 and tier-3 interventions

Person Responsible

Myrlene Jackson Kimble

Schedule

Biweekly, from 8/27/2014 to 6/3/2015

Evidence of Completion

Positive trends in assessment data.

G2. Student achievement will increase through the use of rigorous standards-based instruction in all classrooms. 1a

G042978

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	57.0
AMO Reading - All Students	53.0

Resources Available to Support the Goal 2

- Florida Standards, Florida Standards Assessment, Webb's Depth of Knowledge, Marzano's Design Questions and Elements, Coaching led planning sessions, regularly scheduled and targeted professional development driven by student achievement data and teacher observational data, IMS, Performance Matters

Targeted Barriers to Achieving the Goal 3

- Teachers' lack of understanding and skill in planning and implementing rigorous standards-based instruction.

Plan to Monitor Progress Toward G2. 8

We will use classroom walk-through data to identify teachers who need further support via the coaching cycle and use trend data evidenced in common planning.

Person Responsible

Myrlene Jackson Kimble

Schedule

Weekly, from 8/20/2014 to 6/3/2015

Evidence of Completion

Positive trends in assessment data.

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. Student achievement will increase by implementation of a more effective MTSS process which focuses on data driven intervention support. **1**

 G042977

G1.B1 Teacher capacity and lack of knowledge and understanding differentiated curriculum. **2**

 B105025

G1.B1.S1 Building teachers' knowledge and understanding regarding differentiated curriculum through professional development specifically focusing on: differentiated instructional strategies in small group instruction, scaffolding instruction and flexible grouping driven by data. **4**

 S116290

Strategy Rationale

Providing teachers with the tools and resources to be successful when planning for differentiated instruction.

Action Step 1 **5**

Provide professional development to our teachers and City Year staff addressing effective differentiated instructional strategies and small group instruction.

Person Responsible

Myrlene Jackson Kimble

Schedule

Monthly, from 9/30/2014 to 6/3/2015

Evidence of Completion

Training agendas, materials and exit slips

Action Step 2 5

Coaching and modeling will occur for teachers to ensure implementation of differentiated instruction

Person Responsible

Michelle Austin

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Support Team planning sessions, modeling lessons, and feedback provided during the process.

Action Step 3 5

Collaborative planning will occur with teachers to ensure implementation of differentiated instruction

Person Responsible

Myrlene Jackson Kimble

Schedule

Weekly, from 9/30/2014 to 6/3/2015

Evidence of Completion

Planning notes

Action Step 4 5

Teachers will implement differentiated instruction on a daily basis in the classroom

Person Responsible

Myrlene Jackson Kimble

Schedule

Daily, from 10/1/2014 to 5/29/2015

Evidence of Completion

Classroom observations, lesson plans, student achievement

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

Classroom walk-throughs with documented teacher feedback and teacher observational data recorded in iObservation

Person Responsible

Schedule

Weekly, from 9/8/2014 to 6/3/2015

Evidence of Completion

Clear evidence of applying what teachers' have learned in their trainings regarding differentiated curriculum to include: differentiated small group instruction, scaffolding of instruction and tiered assignments, effective use of grouping based on data and lessons driven by data.

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

We will use classroom walk-through data to identify teachers who need further support via the coaching cycle and use trend data evidenced in common planning.

Person Responsible

Myrlene Jackson Kimble

Schedule

Weekly, from 9/8/2014 to 6/3/2015

Evidence of Completion

Leadership/Support Team meeting agendas and minutes along with determined action steps based on discussions.

G1.B2 Teachers lack of knowledge and understanding regarding the interpretation and use of intervention data. **2**

 B105026

G1.B2.S1 Building teachers' knowledge and understanding regarding the interpretation and use of intervention data through professional development specifically focusing on: graphing data, analyzing data, using data to intentionally plan and group students. **4**

 S116291

Strategy Rationale

Educating our teachers on the process of analyzing will allow them to use data to drive instruction.

Action Step 1 **5**

Provide professional development to our teachers addressing the interpretation and use of intervention data.

Person Responsible

Myrlene Jackson Kimble

Schedule

Weekly, from 9/3/2014 to 5/27/2015

Evidence of Completion

Training agendas, materials and exit slips

Action Step 2 **5**

Data Meetings

Person Responsible

Myrlene Jackson Kimble

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Data meeting agendas and action plan based on data.

Action Step 3 5

Teacher utilization of data to drive instruction

Person Responsible

Myrlene Jackson Kimble

Schedule

On 6/3/2015

Evidence of Completion

Student data collected from teachers that identify trends.

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

Person Responsible

Myrlene Jackson Kimble

Schedule

Weekly, from 9/3/2014 to 5/27/2015

Evidence of Completion

Clear evidence of applying what teachers' have learned in their trainings regarding the interpretation and use of intervention data to include: graphing data, analyzing data, using data to intentionally plan and group students for intervention.

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

Observation and documentation from data meetings and PLCs.

Person Responsible

Myrlene Jackson Kimble

Schedule

Weekly, from 9/10/2014 to 5/27/2015

Evidence of Completion

Leadership/Support Team meeting agendas and minutes along with determined action steps based on discussions.

G2. Student achievement will increase through the use of rigorous standards-based instruction in all classrooms. 1

G042978

G2.B1 Teachers' lack of understanding and skill in planning and implementing rigorous standards-based instruction. 2

B105027

G2.B1.S1 Provide our staff ongoing professional development and weekly support in PLC meetings in: Webb's DOK and Marzano's Design Questions/Elements that are identified as providing more rigorous instruction. 4

S116292

Strategy Rationale

Educating our teachers will provide an understanding of standards based instruction and this will allow them to plan rigorous lessons using all of the available resources.

Action Step 1 5

Training on Webb's DOK and Marzano's Design Questions 3 and 4 and other rigorous elements. Also, train to use HOT questions to practice instructional delivery of student collaboration in whole and small groups; use video to debrief with teachers on instructional practices.

Person Responsible

Myrlene Jackson Kimble

Schedule

Weekly, from 9/10/2014 to 6/3/2015

Evidence of Completion

Training agendas, materials and exit slips

Action Step 2 5

Coaching and modeling on the incorporation of Webb's DOK and Marzano's Design Questions 3 and 4 and other rigorous elements.

Person Responsible

Myrlene Jackson Kimble

Schedule

Daily, from 8/18/2014 to 6/3/2015

Evidence of Completion

Planning and feedback session notes.

Action Step 3 5

Common planning on the incorporation of Webb's DOK and Marzano's Design Questions 3 and 4 and other rigorous elements into commonly planned elements.

Person Responsible

Myrlene Jackson Kimble

Schedule

Daily, from 8/18/2014 to 6/3/2015

Evidence of Completion

Team Lesson Plans

Action Step 4 5

Teacher implementation of Webb's DOK and Marzano's Design Questions 3 and 4 and other rigorous elements into commonly planned instruction.

Person Responsible

Myrlene Jackson Kimble

Schedule

Daily, from 8/18/2014 to 6/3/2015

Evidence of Completion

Teacher observations and feedback.

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

Evidence of intentionally planned instruction using Webb's DOK Thinking levels 3 and 4 and Marzano's Design Questions 3 and 4

Person Responsible

Myrlene Jackson Kimble

Schedule

Weekly, from 9/9/2014 to 6/3/2015

Evidence of Completion

Clear evidence of applying what teachers' have learned in their trainings in Webb's DOK and Marzano's Design Questions 3 and 4 to include: evidence in lesson plans, observations in planning sessions and PLCs, classroom instruction consistently using learned strategies.

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

Classroom walk-throughs with documented teacher feedback and teacher observational data recorded in iObservation

Person Responsible

Myrlene Jackson Kimble

Schedule

Daily, from 9/9/2014 to 6/3/2015

Evidence of Completion

Leadership/Support Team meeting agendas and minutes along with determined action steps based on discussions.

G2.B1.S2 Implement effective common planning on all teams. 4

 S116293

Strategy Rationale

Supporting each grade level through planning to ensure that effective common planning is taking place.

Action Step 1 5

Each Wednesday afternoon Catalina Coaches will lead professional development sessions addressing Reading and Math standards.

Person Responsible

Myrlene Jackson Kimble

Schedule

Weekly, from 8/20/2014 to 4/29/2015

Evidence of Completion

Lesson plans and observed improved instructional practices

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Classroom walk-throughs with documented teacher feedback and teacher observational data recorded in iObservation

Person Responsible

Myrlene Jackson Kimble

Schedule

Weekly, from 8/20/2014 to 5/27/2015

Evidence of Completion

Clear evidence of applying what teachers' have learned in their trainings and what they agreed upon in common planning sessions. Evidence would include lesson plans containing appropriate and increased use of Webb's DOK thinking levels, intentionally planned use of Marzano's Design Questions 3 and 4 and data from classroom walk-throughs and observations.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

We will use classroom walk-through data to identify teachers who need further support via the coaching cycle, review lesson plans and use data evidenced in common planning.

Person Responsible

Myrlene Jackson Kimble

Schedule

Weekly, from 8/20/2014 to 5/27/2015

Evidence of Completion

Leadership/Support Team meeting agendas and minutes along with determined action steps based on discussions.

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Provide professional development to our teachers and City Year staff addressing effective differentiated instructional strategies and small group instruction.	Jackson Kimble, Myrlene	9/30/2014	Training agendas, materials and exit slips	6/3/2015 monthly
G1.B2.S1.A1	Provide professional development to our teachers addressing the	Jackson Kimble, Myrlene	9/3/2014	Training agendas, materials and exit slips	5/27/2015 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	interpretation and use of intervention data.				
G2.B1.S1.A1	Training on Webb's DOK and Marzano's Design Questions 3 and 4 and other rigorous elements. Also, train to use HOT questions to practice instructional delivery of student collaboration in whole and small groups; use video to debrief with teachers on instructional practices.	Jackson Kimble, Myrlene	9/10/2014	Training agendas, materials and exit slips	6/3/2015 weekly
G2.B1.S2.A1	Each Wednesday afternoon Catalina Coaches will lead professional development sessions addressing Reading and Math standards.	Jackson Kimble, Myrlene	8/20/2014	Lesson plans and observed improved instructional practices	4/29/2015 weekly
G1.B1.S1.A2	Coaching and modeling will occur for teachers to ensure implementation of differentiated instruction	Austin, Michelle	8/18/2014	Support Team planning sessions, modeling lessons, and feedback provided during the process.	6/3/2015 weekly
G1.B2.S1.A2	Data Meetings	Jackson Kimble, Myrlene	8/18/2014	Data meeting agendas and action plan based on data.	6/3/2015 weekly
G2.B1.S1.A2	Coaching and modeling on the incorporation of Webb's DOK and Marzano's Design Questions 3 and 4 and other rigorous elements.	Jackson Kimble, Myrlene	8/18/2014	Planning and feedback session notes.	6/3/2015 daily
G1.B1.S1.A3	Collaborative planning will occur with teachers to ensure implementation of differentiated instruction	Jackson Kimble, Myrlene	9/30/2014	Planning notes	6/3/2015 weekly
G1.B2.S1.A3	Teacher utilization of data to drive instruction	Jackson Kimble, Myrlene	8/18/2014	Student data collected from teachers that identify trends.	6/3/2015 one-time
G2.B1.S1.A3	Common planning on the incorporation of Webb's DOK and Marzano's Design Questions 3 and 4 and other rigorous elements into commonly planned elements.	Jackson Kimble, Myrlene	8/18/2014	Team Lesson Plans	6/3/2015 daily
G1.B1.S1.A4	Teachers will implement differentiated instruction on a daily basis in the classroom	Jackson Kimble, Myrlene	10/1/2014	Classroom observations, lesson plans, student achievement	5/29/2015 daily
G2.B1.S1.A4	Teacher implementation of Webb's DOK and Marzano's Design Questions 3 and 4 and other rigorous elements into commonly planned instruction.	Jackson Kimble, Myrlene	8/18/2014	Teacher observations and feedback.	6/3/2015 daily
G1.MA1	Weekly mini-assessments in reading and math, data from tier-2 and tier-3 interventions	Jackson Kimble, Myrlene	8/27/2014	Positive trends in assessment data.	6/3/2015 biweekly
G1.B1.S1.MA1	We will use classroom walk-through data to identify teachers who need further support via the coaching cycle and use trend data evidenced in common planning.	Jackson Kimble, Myrlene	9/8/2014	Leadership/Support Team meeting agendas and minutes along with determined action steps based on discussions.	6/3/2015 weekly
G1.B1.S1.MA1	Classroom walk-throughs with documented teacher feedback and teacher observational data recorded in iObservation		9/8/2014	Clear evidence of applying what teachers' have learned in their trainings regarding differentiated curriculum to include: differentiated small group instruction, scaffolding of instruction and tiered assignments, effective use of grouping based on data and lessons driven by data.	6/3/2015 weekly
G1.B2.S1.MA1	Observation and documentation from data meetings and PLCs.	Jackson Kimble, Myrlene	9/10/2014	Leadership/Support Team meeting agendas and minutes along with determined action steps based on discussions.	5/27/2015 weekly
G1.B2.S1.MA1	[no content entered]	Jackson Kimble, Myrlene	9/3/2014	Clear evidence of applying what teachers' have learned in their trainings	5/27/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				regarding the interpretation and use of intervention data to include: graphing data, analyzing data, using data to intentionally plan and group students for intervention.	
G2.MA1	We will use classroom walk-through data to identify teachers who need further support via the coaching cycle and use trend data evidenced in common planning.	Jackson Kimble, Myrlene	8/20/2014	Positive trends in assessment data.	6/3/2015 weekly
G2.B1.S1.MA1	Classroom walk-throughs with documented teacher feedback and teacher observational data recorded in iObservation	Jackson Kimble, Myrlene	9/9/2014	Leadership/Support Team meeting agendas and minutes along with determined action steps based on discussions.	6/3/2015 daily
G2.B1.S1.MA1	Evidence of intentionally planned instruction using Webb's DOK Thinking levels 3 and 4 and Marzano's Design Questions 3 and 4	Jackson Kimble, Myrlene	9/9/2014	Clear evidence of applying what teachers' have learned in their trainings in Webb's DOK and Marzano's Design Questions 3 and 4 to include: evidence in lesson plans, observations in planning sessions and PLCs, classroom instruction consistently using learned strategies.	6/3/2015 weekly
G2.B1.S2.MA1	We will use classroom walk-through data to identify teachers who need further support via the coaching cycle, review lesson plans and use data evidenced in common planning.	Jackson Kimble, Myrlene	8/20/2014	Leadership/Support Team meeting agendas and minutes along with determined action steps based on discussions.	5/27/2015 weekly
G2.B1.S2.MA1	Classroom walk-throughs with documented teacher feedback and teacher observational data recorded in iObservation	Jackson Kimble, Myrlene	8/20/2014	Clear evidence of applying what teachers' have learned in their trainings and what they agreed upon in common planning sessions. Evidence would include lesson plans containing appropriate and increased use of Webb's DOK thinking levels, intentionally planned use of Marzano's Design Questions 3 and 4 and data from classroom walk-throughs and observations.	5/27/2015 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. Student achievement will increase by implementation of a more effective MTSS process which focuses on data driven intervention support.

G1.B1 Teacher capacity and lack of knowledge and understanding differentiated curriculum.

G1.B1.S1 Building teachers' knowledge and understanding regarding differentiated curriculum through professional development specifically focusing on: differentiated instructional strategies in small group instruction, scaffolding instruction and flexible grouping driven by data.

PD Opportunity 1

Provide professional development to our teachers and City Year staff addressing effective differentiated instructional strategies and small group instruction.

Facilitator

Principal (Myrlene Kimble), Assistant Principal (Michelle Austin), CRT (Greg Hird), Reading Coach (Brenda DiTullio), Intermediate Reading Coach/CCT (Miluska Parra), Academic Coach (Vanessa McMillion), Math Coach (Kacey Foust)

Participants

All instructional staff K-5, all supporting classroom paraprofessional, City Year staff

Schedule

Monthly, from 9/30/2014 to 6/3/2015

G1.B2 Teachers lack of knowledge and understanding regarding the interpretation and use of intervention data.

G1.B2.S1 Building teachers' knowledge and understanding regarding the interpretation and use of intervention data through professional development specifically focusing on: graphing data, analyzing data, using data to intentionally plan and group students.

PD Opportunity 1

Provide professional development to our teachers addressing the interpretation and use of intervention data.

Facilitator

Principal (Myrlene Kimble), Assistant Principal (Michelle Austin), CRT (Greg Hird), Reading Coach (Brenda DiTullio), Intermediate Reading Coach/CCT (Miluska Parra), Academic Coach (Vanessa McMillion), Math Coach (Kacey Foust)

Participants

All instructional staff K-5, all supporting classroom paraprofessional, City Year staff

Schedule

Weekly, from 9/3/2014 to 5/27/2015

G2. Student achievement will increase through the use of rigorous standards-based instruction in all classrooms.

G2.B1 Teachers' lack of understanding and skill in planning and implementing rigorous standards-based instruction.

G2.B1.S1 Provide our staff ongoing professional development and weekly support in PLC meetings in: Webb's DOK and Marzano's Design Questions/Elements that are identified as providing more rigorous instruction.

PD Opportunity 1

Training on Webb's DOK and Marzano's Design Questions 3 and 4 and other rigorous elements. Also, train to use HOT questions to practice instructional delivery of student collaboration in whole and small groups; use video to debrief with teachers on instructional practices.

Facilitator

Principal (Myrlene Kimble), Assistant Principal (Michelle Austin), CRT (Greg Hird), Reading Coach (Brenda DiTullio), Intermediate Reading Coach/CCT (Miluska Parra), Academic Coach (Vanessa McMillion), Math Coach (Kacey Foust)

Participants

All instructional staff K-5, all supporting classroom paraprofessionals, City Year staff

Schedule

Weekly, from 9/10/2014 to 6/3/2015

G2.B1.S2 Implement effective common planning on all teams.

PD Opportunity 1

Each Wednesday afternoon Catalina Coaches will lead professional development sessions addressing Reading and Math standards.

Facilitator

Principal (Myrlene Kimble), Assistant Principal (Michelle Austin), CRT (Greg Hird), Reading Coach (Brenda DiTullio), Intermediate Reading Coach/CCT (Miluska Parra), Academic Coach (Vanessa McMillion), Math Coach (Kacey Foust).

Participants

All instructional staff grades 3-5, ESE teachers and assigned paraprofessionals.

Schedule

Weekly, from 8/20/2014 to 4/29/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	Total
Grand Total	0