Escambia County School District

Molino Park Elementary

2015-16 School Improvement Plan

Molino Park Elementary

899 HIGHWAY 97, Molino, FL 32577

www.escambia.k12.fl.us

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	63%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	11%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	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 Escambia 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

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	1	[Melissa Ramsey](#)
Former F		**Turnaround Status**
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Molino Park Elementary endeavors to prepare each student to be a lifelong learner and a productive citizen. We utilize current research-based educational principles and practices to facilitate maximum student performance.

Provide the school's vision statement

Molino Park's vision is, "To promote joy in learning in a positive, safe and child-centered environment."

School Environment

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

The school year starts out with teachers contacting parents to introduce themselves and find out from parents if students have any specific needs or concerns. Before the end of the first nine weeks, each teacher meets with each parent at a designated time to further discuss social, emotional, academic needs. Communication is open and parents have a chance to relate any important information to the teacher. Student progress and individual student needs are discussed.
Teachers build relationships with students by interacting with them on a day to day basis as they provide quality student engagement. Teachers give students opportunities to discuss and engage in conversations in whole group, small groups, and as individuals, both student to student and student to teacher.

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

Students are greeted each morning at car riders by Principal and at buses by Assistant Principal. Teachers greet students as they enter classrooms each morning. The classroom environment is a collaborative environment with increasing student engagement. Teachers use Whole Brain activities and give students opportunities for choice. Students participate in whole group, small group, and individual assignments. After school programs are available for homework assistance, remediation, fine arts and physical activities with jogging club. During the day all doors are locked except the front door. An after school child care program is available. Visitors check in through the front office and license are run through the raptor program to insure safety. When students go around school they go in pairs. Safety drills are practiced regularly at Molino Park.

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

Teachers go over the District Rights and Responsibilities Student Handbook, Molino Park Handbook for Students and Parents, and discuss classroom rules the first week of school. Students take this book home to share with their parents and documentation is brought back that rules are clear and have been reviewed by the parents. The school wide acronym SOAR (Show respect; Offer Kindness, Always be prepared, Respect others) is used for student discipline.The school-wide behavioral plan is

reviewed each year by the school leadership team. Teachers handle minor distractions in their classrooms. When these infractions mount up, teacher provides the paper trail to administration and enters a referral in the FOCUS system. Administration handles the situation according to the District Matrix of Discipline and uses the adjudication guidelines in the student handbook as reference.

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

Teachers are vigilant in identifying student social - emotional needs. When a need is identified, the counselor is advised. Services are provided through school based counseling and Lakeview counseling. Mentors volunteer to support students at school to give them a boost in self esteem as well as academic assistance. We provide a home food program with the weekend "Backpack" program in which food is given to students in need to take home each Friday. We provide with our partners' assistance food for Thanksgiving and Christmas as well as gifts for the most needy at Christmas. When any of these needs are identified in RTI meetings the committee develops strategies to combat the problem. If problems are severe or noted to be harmful to a child, Child Protective Services are contacted.

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

Attendance below 90%
Behavior: One or more suspensions
Course failure in ELA or Math
Level 1 on statewide assessment

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	8	15	13	16	5	6	63
One or more suspensions	0	1	1	1	0	4	7
Course failure in ELA or Math	2	4	2	1	3	1	13
Level 1 on statewide assessment	0	0	0	4	1	2	7
	0	0	0	0	0	0	
	0	0	0	0	0	0	
	0	0	0	0	0	0	
	0	0	0	0	0	0	
	0	0	0	0	0	0	
	0	0	0	0	0	0	
	0	0	0	0	0	0	
	0	0	0	0	0	0	
	0	0	0	0	0	0	
	0	0	0	0	0	0	

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

Indicator	Grade Level					Total
	K	**1**	**2**	**3**	**5**	
Students exhibiting two or more indicators	1	2	2	3	1	9

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

Student with 2 or more early warning indicators will be identified and their records reviewed. The counselor will maintain contact and monitor all areas with these students. Counselor will monitor attendance closely and send Visiting Teacher when necessary and add these students to the MTSS process for attendance. Classroom teacher will progress monitor their academic, behavior, and attendance. If these students continue to exhibit the early warning indicators, they will be brought to the MTSS committee to identify strategies to correct deficiencies.

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/171406.

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 participates in the Partners in Education Program. Our partners provide volunteers, mentors, money, and supplies to support students at Molino Park. We have a commmunity member on our SAC that meets monthly. We welcome community members as volunteers to assist students academically, listen to them read, and participate in school activities.

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
Woodward, Alice	Principal
Evans, S	Assistant Principal

Duties

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

The school MTSS leadership team assists in identifying resources, setting school goals, and supporting grade level goals. Grade level chairs, ESE representative, special area representative, parent representative, curriculum coordinator, and principal make up the Leadership team. Each grade level chair gathers information/ideas from their team members and bring it before the team and disseminate decisions back to their areas of representation. These members are also members of other Molino Park Committees so they can bring initiatives/areas of concern or need to be discussed during Leadership Team meetings. Discussions from these meetings also become part of the SIP goals in identifying goals, barriers, and resources. Members of the MTSS have the opportunity to assist with development of strategies to be used in teaching Reading, Math, Science, Writing, and behavior. The team will use strategies from the School Improvement Plan for support of students and implementation of the School Improvement plan. The MTSS process helps identify strategies, goals, resources, and staff development to support the School Improvement Plan and promote student growth and support learning gains.

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

Teachers maintain a data notebook in which they keep data on weekly assessments, unit assessments, benchmark data, Study Island data, Discovery Education Assessments, Progress Monitoring data, Standardized test results, iii data, Go Math! Assessments, and any other data they may need to identify student progress. Teachers dig into data each summer to identify areas of strengths and weaknesses of students and examine implementation of core curriculum to develop strategies for growth which are incorporated into the School's Improvement Plan, needed funding and strategic placement of teacher support systems. We identify students in need of additional help or intensive interventions. As teachers identify students in need of interventions they gather data and complete appropriate records review, graphs, and forms to give to the Guidance Counselor. The guidance counselor sets up a MTSS meeting with team members. At this meeting we identify the problem and concern, analyze why the problem is occurring, and develop a plan of interventions. As the teacher implements the plan data is kept of time and length intervention occurs and progress. As these interventions are carried out the team then evaluates the effectiveness of the plan (Progress Monitoring). If needed the team meets again for more intensive interventions, problem-solving, and evaluating the effectiveness of the plan. If needed a school psychologist, school social worker, behavior intervention specialist, or nurse are consulted. If the intervention needs to be continued, changed, or intensified, another meeting is held to continue monitoring the student in need. We summarize everything that has occurred to this point in time (interventions, screenings, diagnostic results if available). It is then determined if the intervention was successful, if further evaluation is needed, or if the response to intervention data can be used to decide how best to help the student in need in other ways.Teachers use graphs of informational results over time identifying student progress in targeted areas. Some of which may include Reading Wonders Benchmark tests, fluency drills, Discovery Education Assessment, Study Island Reports, teacher made tests, FSA Grade level testing, Go Math! data, on going progress monitoring records, and report cards. Tier II and III forms are completed to evaluate data and make decisions based upon predetermined criteria for each child in need. If the committee deems further testing is needed, appropriate forms are completed to request testing from school psychologist.
Molino Park will be receiving Title I Grant money for 2015/2016. We will receive $42780.00 which will be used to purchase a .5 technology coordinator, Parental Involvement, staff development/instructor

training, supplies, and substitute teachers for staff development, parent conferences, and instructional technology staff development.

Services for migrant children are provided by the district level Title I office. After thorough checking of the MSIX system and our local Student Data Base, we have determined that there are no migrant children at Molino Park.

Services to neglected and delinquent students are provided by various district-operated programs. These services are overseen by the Title I office. Our school does not serve Title I, Part D students.

Professional development is offered at both the school and district level. Please see each goal area for specific professional development activities. Title II funds are used to provide additional training to school personnel on MTSS, School Leadership Team, Curriculum Programs, and other staff development as deemed necessary from staff analysis of curriculum needs. Staff development needs noted at this time are reading comprehension strategies, data analysis, small group instruction, and integration of technology in the classroom.

Services are provided, as required by law. Several ESOL centers are provided at various key locations in the district. Students who do not attend centrally located school-based sites attend their zoned school where ESOL-endorsed teachers provide services. All teachers who serve ELL identified students have ESOL endorsement on their teaching certificate. At the present time, Molino Park does not have any ELL students.

The school works with the district's Homeless Coordinator to provide resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. All homeless students receive free lunch.

SAI monies is supplied to each school as part of our Operating budget. SAI funds for 2015/2016 will be used to supplement teaching materials in the classroom and add much needed technology into the classrooms.

The school offers non-violence and anti-drug programs to students across all grade levels. The County Drug and Alcohol Commission of Escambia supplies a teacher and counselor to Molino Park through the RISE program. This team provides prevention training as well as academic assistance to identified students that will benefit from the program in third, fourth and fifth grades. The counselor provides drug, alcohol, violence, and bullying programs to all grade levels. As part of the behavior management program for the school, bullying training will be provided to all faculty and staff. SESIR data, if applicable, are reported to the district as required. Red Ribbon Week is held in October with school-wide activities and guest speakers. Through our school's School wide Behavior Management Plan, we provide training for faculty, staff, and students regarding bullying. Our district has launched the "Bullying Reporting" website where bullies may be reported anonymously.

Molino Park is committed to continue offering nutritional choices in its cafeteria. This includes salad bar, a-la- carte items, and self serve options. Our school is also a Healthier Generation Alliance School. The school follows the district's nutrition program for summer feeding at select sites.

Additional programs and staff will address the obesity issue. We also received a Fuel Up to Play 60 grant to provide students with educational opportunities on how to make healthy choices as they develop healthy eating habits and exercise.

Housing opportunities are offered at the district level and are overseen by the Title I District Office. This program is offered at the district.

The Head Start program is offered at the district and several Head Start programs are housed at various elementary schools. Molino Park does not have a Head Start program.

Adult Education evening programs are offered at all of Escambia County's high schools.

Teachers integrate career and technical awareness into the regular curriculum. We provide opportunities and resources for professionals to be a part of our resources and presentations to students.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Alice Woodward	Principal
Dawn Sims	Teacher
Dot Pryear	Education Support Employee
Deborah Floyd	Parent
Rachel Bradley	Parent
Charlene Wilson	Parent
Irene Lee	Business/Community
Kristine Wiggins	Parent
Gwen Abrams	Parent
Amanda Manning	Parent
Sabrina Youtzy	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

At the end of the 2015 school year School Improvement Plan was reviewed by the SAC committee and given the opportunity for suggestions for areas of parental importance and involvement. They also reviewed the Parent Involvement Plan and had opportunity for input.

Development of this school improvement plan

Each year the SAC is given an end of year data report of State and Discovery Education assessments. Along with the report and the input of other stakeholders, the committee reviews the SIP plan and gives their input for strategies. Their suggestions are incorporated into the plan.

Preparation of the school's annual budget and plan

The SAC reviews the annual budget each March for the following year. Each project is reviewed and an opportunity for input from the SAC is given.

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

Funds were used to increase the availability of technology to our students.

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

N/A

Literacy Leadership Team (LLT)

Membership:

Name	Title
Evans, S	Assistant Principal
Woodward, Alice	Principal
Abrams, Gwen	Other
Calhoun, Sara	Teacher, K-12
Cristofoletti, Helen	Teacher, K-12
Fryman, Danielle	Teacher, K-12
Madril, Rachel	Teacher, K-12
Powell, Katherine	Teacher, K-12
Ellis, Adrianna	Teacher, ESE
Fletcher, Karon	Teacher, K-12
Bethea, Tara	Teacher, K-12
Hamric, Rebecca	Teacher, PreK

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the LLT this year is to promote fidelity in implementing ELA standards, insure DE data is used to better develop student skills, close gaps, insure student success; and to meld Florida Core Standards in daily curriculum. The LLT will help plan activities, monitor consistency among grade levels, and insure opportunities for parent involvement to create a working partnership for student proficiency and improvement. They will set cut points for the Accelerated Reading program and identify reward categories. They will plan for activities for Literacy Week. Representatives for K-2 and 3-5 will participate in monthly district meetings and disseminate this information to colleagues.

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

Before preschool teachers participate in a retreat at the Principal's home to review data, identify strengths and weaknesses of student assessment, reflect on successes and unsuccessful teaching strategies, identify personal professional development needs and set goals for personal professional development, plan, and identify resources needed for the upcoming year. In addition, teachers meet weekly to plan together on grade levels and they meet monthly to discuss grade level issues. Each quarter teachers are given PD time to analyze current DE data, identify specific student needs, and plan strategies to improve student learning gains.

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

We provide University of West Florida students a place to practice teaching strategies, host student teachers, and provide opportunities to volunteer, encourage volunteers and parents to complete practicums and student teaching assignments. The principal hires Highly Qualified Teachers, Veteran teachers are assigned an experienced teacher new to the school worksite (mentors). START teachers are utilized for beginning teachers. Grade level chairs insure teachers on grade level are working together and compliant in instructions from administration and serve as a liason between teachers and

administration. The principal provides a survey to teachers at both the beginning of the year and the end of the year to gather information of teacher needs for professional development and resources, teacher satisfaction, and teacher goals for the year. The principal is responsible for recruitment and retention.

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

N/A

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

Principal and Assistant Principal visit classrooms almost daily to observe student engagement and teacher presentation. Objectives are noted in each classroom and principal and assistant principal talk with students about activities they are completing. Teacher lesson plans are available for review each day and principal and assistant principal spot check these occasionally. Teachers provide notes to administration after each grade level meeting. Data meetings are also held with administration and principal participates in the testing of administering quarterly assessments and pulling reports. Principal and Assistant Principal review report cards quarterly.

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

Teachers use assessments from curriculum, Discovery Education, STAR Program for Reading, and Think Central Go Math! Assessments. These results are kept in a data notebook and referred to often as they plan lessons. DE results are reported in levels by subjects and skills in Reading, Math, and Science. Teachers identify both the weaknesses and strengths of the students. These data are disagragated to identify skills needed to be taught as whole group, small group, and/or individual for teaching specific skills. Opportunity is provided for after school tutoring for students with the most difficulty. MTSS meetings are held to discuss student needs and strategies for both home and school implementation. The RISE program provides an after school homework club for students identified in need of intensified assistance to help with homework and remediate difficult skills. The RISE program also provides a floating teacher and a counselor for 3rd, 4th and 5th grade that goes into the classroom for daily assistance.

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: After School Program

Minutes added to school year: 2,610

Teachers identify students in need of assistance to improve their understanding and success of core curriculum through assessments in Discovery Ed, Reading Wonders, and Go Math! The teacher develops a plan to assist and group students in core curriculum. Activities are planned to extend, remediate, or enrich student learning.

Strategy Rationale

Extra time on task, a chance for remediation in a small group setting, and varying teaching strategies will assist a struggling student to overcome their deficiency in a particular skill/skills.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Evans, S, qevans@escambia.k12.fl.us

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

Teacher uses on going progress monitoring with Discovery Ed, curriculum tests, Study Island, and Moby Max data to identify progress. End of Year State Assessment is the final indicator of success. This information is shared during data meetings with administration.

Strategy: After School Program

Minutes added to school year: 5,400

The Rise program provides a Homework club for students preidentified in danger of failure.

Strategy Rationale

Many of these students do not have anyone that can help them with homework at home. Professionals are available to assist them with academics and encourage them to develop good study and work habits.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Evans, S, qevans@escambia.k12.fl.us

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

DE and curriculum data

Strategy: After School Program

Minutes added to school year: 5,400

The RISE program provides a homework club for participating students to complete assignments and receive remediation.

Strategy Rationale

This program provides professional support for students to complete homework assignments to insure the skills are completed correctly and provide remediation or further explanation when needed. All students do not have parents that have either the time or knowledge to spend with their child to complete homework assignments. The student may not be proficient enough from the class presentation to successfully complete the homework alone.

Strategy Purpose(s)

- Core Academic Instruction

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Woodward, Alice, awoodward@escambia.k12.fl.us

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

Curriculum tests, Ongoing Progress Monitoring, DE and State Assessments

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

Preschoolers are included in all school based activities. They visit the Kindergarten classrooms at the end of the year. Preschoolers visit the school prior to the beginning of the year and participate in activities to gain an idea of how well they are prepared for Kindergarten.
Middle School Counselor and Principal come to talk with outgoing 5th graders about programs and expectations offered in middle school. Parents are given an opportunity for input in the child's 6th grade schedule. The 5th grade teacher also gives academic input to the counselor for the 5th graders.

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

N/A

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.   Increase student performance through active teacher/student engagement in the use of classroom structures/routines and active learning strategies in whole group, small group, and individual instruction.

G2.   Identify individual student needs and provide specific plans and students for small group instruction for improvement of student deficiencies.

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. Increase student performance through active teacher/student engagement in the use of classroom structures/routines and active learning strategies in whole group, small group, and individual instruction.

`1a`

🔍 G067874

Targets Supported `1b`

Indicator	Annual Target
ELA Achievement District Assessment	81.0

Resources Available to Support the Goal `2`

- ESE Resource teacher will provide additional time and resources to assist lower quartile students

- Teacher aides will be strategically placed in classrooms to assist lower quartile students in understanding and completion of assignments.

- Discovery Ed Assessment program will be used to assess, provide remediation activities, and assist teachers in identifying student needs.

- Study Island is an online program that will provide activities for skill development , remediation, and enrichment in Reading.

- School Based and classroom libraries will provide students with a variety of material for students to choose from that will match student interest and motivation for reading.

- Accelerated reader program will provide a platform to self selected reading to be assessed for comprehension and motivation to read.

- Various staff development training will be incorporated in faculty meetings and teacher planning days days to give teachers tools and resources to use in class.

- Sunshine Math problems are given weekly to students to increase their skill levels for students K-5.

- Whole Brain Teaching

Targeted Barriers to Achieving the Goal `3`

- Level of teacher knowledge of effective small group instruction and differentiating this instruction for students.

Plan to Monitor Progress Toward G1. `8`

Discovery Ed data, curriculum assessments, Study Island progress

Person Responsible

Alice Woodward

Schedule

Quarterly, from 8/17/2015 to 5/26/2016

Evidence of Completion

Discovery Education assessment data in Reading, Math, and Science will be collected quarterly. Reading Wonders, Go Math, and Science 9 week tests for 5th grade

Plan to Monitor Progress Toward G1. `8`

Individual student report cards will be reviewed by principal and assistant principal for student success. Students not being successful will be brought to RTI process.

Person Responsible

S Evans

Schedule

Quarterly, from 10/26/2015 to 5/26/2016

Evidence of Completion

Report cards will be monitored and strategies will be developed in RTI meetings to assist the struggling student.

G2. Identify individual student needs and provide specific plans and students for small group instruction for improvement of student deficiencies. 1a

🔑 G067875

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	79.0
Math Achievement District Assessment	83.0
FAA Writing Proficiency	65.0

Resources Available to Support the Goal 2

- ESE resource teacher will provide additional time and materials to assist lower quartile students.

- Teacher Aides will be strategically placed in classrooms to assist lower quartile students in understanding and completion of assignments.

- Reading Wonders will be implemented to fidelity in the classroom taking advantage of integrated curriculum and technology embedded in RW program.

- Discovery Education program will be used to assess, provide remediation activities, and assist teachers in identifying student needs,

- Study Island is an on-line Reading program that will provide activities for skill development, remediation, and enrichment.

- School Based and Classroom libraries will provide students with a variety of material for students to choose from that will match student interest and motivation.

- Accelerated Reader and RAZ Kids programs will provide a platform for self selected reading to be assessed for comprehension and motivation to read.

- Teachers will use separate plan books for lessons identifying specifics of lesson and targeted students.

- Genius Time will be provided to students daily within their classrooms

- A school-wide Innovation Center will be created for students to explore and create.

- Increase use and review of Thinking Maps for use of writing to set a framework for writing in response to reading a passage.

Targeted Barriers to Achieving the Goal 3

- Time for professional development when teachers are focused and fresh.

- Documentation of plans/activities for small group instruction for follow through

Plan to Monitor Progress Toward G2. 8

Classroom walk throughs, Assessment results, review lesson plans

Person Responsible
Alice Woodward

Schedule
Quarterly, from 8/17/2015 to 5/26/2016

Evidence of Completion
DE, Reading wonders assessment results, lesson plan books

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. Increase student performance through active teacher/student engagement in the use of classroom structures/routines and active learning strategies in whole group, small group, and individual instruction. `1`

🔑 G067874

G1.B1 Level of teacher knowledge of effective small group instruction and differentiating this instruction for students. `2`

🔑 B175860

G1.B1.S1 Professional development for small group differentiated instruction with district Primary Specialist. `4`

🔑 S187142

Strategy Rationale

Teachers will be provided the tools and knowledge to implement effective small group differentiated instruction.

Action Step 1 `5`

Teachers will participate in professional development with primary specialist on purposeful small group learning activities and structures.

Person Responsible

S Evans

Schedule

Semiannually, from 6/17/2015 to 5/26/2016

Evidence of Completion

Professional Development log, small group lesson plans, and walk through documentation.

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

Visible Objectives, student engagement, lesson plan review

Person Responsible

S Evans

Schedule

On 5/26/2016

Evidence of Completion

E3 documentation and administrative anecdotal notes.

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

Classrom walk throughs and Teacher/administrator conversations

Person Responsible

Alice Woodward

Schedule

Weekly, from 8/17/2015 to 5/26/2016

Evidence of Completion

E3 data and comments

G2. Identify individual student needs and provide specific plans and students for small group instruction for improvement of student deficiencies. `1`

`G067875`

G2.B1 Time for professional development when teachers are focused and fresh. `2`

`B175861`

G2.B1.S1 Provide subs for teachers during each semester to analyze student strengths and weaknesses and plan for student needs and small group instruction. `4`

`S187143`

Strategy Rationale

Teachers will be able to focus on task at hand during regular working hours without putting more on their plates after school.

Action Step 1 `5`

Provide time for data meetings for grade levels

Person Responsible

S Evans

Schedule

Quarterly, from 10/26/2015 to 5/26/2016

Evidence of Completion

Teacher small group plans and data notebooks

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

Classroom Walk Throughs for follow up

Person Responsible

Alice Woodward

Schedule

Weekly, from 8/17/2015 to 5/26/2016

Evidence of Completion

Feedback to teachers, E3 evaluations, Reading assessments

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

Teachers will provide a summery to administration that identifies students needs and how they are met through small group instruction. Any students identified in need of MTSS will be referred to guidance counselor to implement the tier process.

Person Responsible

S Evans

Schedule

Semiannually, from 10/26/2015 to 3/14/2016

Evidence of Completion

DE Data, DRA Data, small group lesson plans, summary from grade-level data meetings.

G2.B2 Documentation of plans/activities for small group instruction for follow through `2`

🔑 B175862

G2.B2.S1 Teachers will keep separate plan books for small group instruction identifying activities and specific students in group. `4`

🔑 S187144

Strategy Rationale

Teachers are held accountable and can follow what they have done and progress monitor student success.

Action Step 1 `5`

Monitor small group lesson plan books and assess them during data meetings.

Person Responsible

Alice Woodward

Schedule

Monthly, from 8/17/2015 to 5/26/2016

Evidence of Completion

Teacher plan books, DE data, and DRA data.

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	Teachers will participate in professional development with primary specialist on purposeful small group learning activities and structures.	Evans, S	6/17/2015	Professional Development log, small group lesson plans, and walk through documentation.	5/26/2016 semiannually
G2.B1.S1.A1	Provide time for data meetings for grade levels	Evans, S	10/26/2015	Teacher small group plans and data notebooks	5/26/2016 quarterly
G2.B2.S1.A1	Monitor small group lesson plan books and assess them during data meetings.	Woodward, Alice	8/17/2015	Teacher plan books, DE data, and DRA data.	5/26/2016 monthly
G1.MA1	Discovery Ed data, curriculum assessments, Study Island progress	Woodward, Alice	8/17/2015	Discovery Education assessment data in Reading, Math, and Science will be collected quarterly. Reading Wonders, Go Math, and Science 9 week tests for 5th grade	5/26/2016 quarterly
G1.MA2	Individual student report cards will be reviewed by principal and assistant principal for student success. Students not being successful will be brought to RTI process.	Evans, S	10/26/2015	Report cards will be monitored and strategies will be developed in RTI meetings to assist the struggling student.	5/26/2016 quarterly
G1.B1.S1.MA1	Classrom walk throughs and Teacher/ administrator conversations	Woodward, Alice	8/17/2015	E3 data and comments	5/26/2016 weekly
G1.B1.S1.MA1	Visible Objectives, student engagement, lesson plan review	Evans, S	8/17/2015	E3 documentation and administrative anecdotal notes.	5/26/2016 one-time
G2.MA1	Classroom walk throughs, Assessment results, review lesson plans	Woodward, Alice	8/17/2015	DE, Reading wonders assessment results, lesson plan books	5/26/2016 quarterly
G2.B1.S1.MA1	Teachers will provide a summery to administration that identifies students needs and how they are met through small group instruction. Any students identified in need of MTSS will be referred to guidance counselor to implement the tier process.	Evans, S	10/26/2015	DE Data, DRA Data, small group lesson plans, summary from grade-level data meetings.	3/14/2016 semiannually
G2.B1.S1.MA1	Classroom Walk Throughs for follow up	Woodward, Alice	8/17/2015	Feedback to teachers, E3 evaluations, Reading assessments	5/26/2016 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. Increase student performance through active teacher/student engagement in the use of classroom structures/routines and active learning strategies in whole group, small group, and individual instruction.

G1.B1 Level of teacher knowledge of effective small group instruction and differentiating this instruction for students.

G1.B1.S1 Professional development for small group differentiated instruction with district Primary Specialist.

PD Opportunity 1

Teachers will participate in professional development with primary specialist on purposeful small group learning activities and structures.

Facilitator

District Staff

Participants

Classroom teacher

Schedule

Semiannually, from 6/17/2015 to 5/26/2016

G2. Identify individual student needs and provide specific plans and students for small group instruction for improvement of student deficiencies.

G2.B1 Time for professional development when teachers are focused and fresh.

G2.B1.S1 Provide subs for teachers during each semester to analyze student strengths and weaknesses and plan for student needs and small group instruction.

PD Opportunity 1

Provide time for data meetings for grade levels

Facilitator

Grade Level Chair/Assistant Principal

Participants

K - 5th Grade

Schedule

Quarterly, from 10/26/2015 to 5/26/2016

Technical Assistance Items

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

G2. Identify individual student needs and provide specific plans and students for small group instruction for improvement of student deficiencies.

G2.B2 Documentation of plans/activities for small group instruction for follow through

G2.B2.S1 Teachers will keep separate plan books for small group instruction identifying activities and specific students in group.

PD Opportunity 1

Monitor small group lesson plan books and assess them during data meetings.

Facilitator

A. Woodward/Q. Evans

Participants

Classroom teachers grades K-5

Schedule

Monthly, from 8/17/2015 to 5/26/2016

Budget

Budget Data

1	G1.B1.S1.A1	**Teachers will participate in professional development with primary specialist on purposeful small group learning activities and structures.**				**$0.00**
2	G2.B1.S1.A1	**Provide time for data meetings for grade levels**				**$1,500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1261 - Molino Park Elementary	School Improvement Funds		$1,500.00
3	G2.B2.S1.A1	**Monitor small group lesson plan books and assess them during data meetings.**				**$0.00**
					Total:	**$1,500.00**