

The School District of Palm Beach County

Morikami Park Elementary School



2015-16 School Improvement Plan

Morikami Park Elementary School

6201 MORIKAMI PARK RD, Delray Beach, FL 33484

www.edline.net/pages/morikami_park_elementary

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	20%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	42%

School Grades History

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

**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 Palm Beach 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>.

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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, 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	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Working together with Open and Inquiring minds to develop Responsible and Respectful citizens who are Lifelong learners Dedicated to success within a global society

Provide the school's vision statement

Morikami Park Elementary School is committed to excellence in "Educating Today's Children for Tomorrow's World."

School Environment

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

As an International Baccalaureate Primary Years Programme this is a focus of our school. Teachers build relationships with students by incorporating community building activities during the first weeks of school.

Our school will infuse the content required by the Florida Statute 1003.42(2) and S.B. Policy 2.09 (8) (b), as applicable to appropriate grade levels, including but not limited to:

*History of Holocaust-5th grade will host a Holocaust survivor to speak to students

*History of Africans and African Americans

*Hispanic Contributions-World Language teachers cover this extensively through weekly lessons.

*Women's Contributions

*Sacrifices of Veteran's

All of the content is covered through literature and multimedia at all grade levels.

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

Our school-wide positive behavior support program has established an environment of safety and respect. Our IB program has a Learner Profile and Attitudes which resembles that of a character education program. Our students are exposed to these elements from Kindergarten on and are expected to display them on a daily basis. Teachers model the expectations and students are recognized through our Golden Globe program.

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 integrates a Single School Culture by sharing our universal guidelines for success, following our school wide behavior matrix and teaching expected behaviors, communicating with parents, and monitoring SwPBS.

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

Our guidance counselor provides a variety of group counseling to our students. She also meets with students individually to provide support when needed. Day to day, the staff affect students in a

positive manner. We are a visible presence in the hallways and classrooms, making ourselves available to students. Our students are very comfortable approaching us to discuss their concerns. We offer the best resources we know, human resources. Our teachers volunteer to mentor students and we regularly assign a mentor to a student that needs a push in the positive direction.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Our school's vision and mission statement is shared with parents at our Curriculum Night and our School Advisory Council meetings. Teachers hold two conferences a year with parents to keep them informed of their child's progress. Teachers update their Edline page twice a month to keep parents updated with school happenings. At the end of the school year, parents are invited to student led conferences. We also host a variety of evenings for our parents to keep updated with curriculum and participate with their child. They include:

Literacy Night

Math Night at Publix

Science Night

FSA Informational Night

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

We have an active Business Partnership program here at Morikami. We actively work with 25 businesses that support our school with student incentives such as a free meal or evening out with the children. The businesses also support our evening events for families by providing food and supplies. We also receive cash donations to purchase materials for our students. Our business partners are represented on our School Advisory Council.

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
Quinones, Stacey	Principal
Hodge-Hargrove, Tonya	Assistant Principal
Mercier, Amy	Teacher, K-12
Lamb, Michelle	Teacher, ESE
Saraceni, Eve	Guidance Counselor

Duties

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

The principal and assistant principal provide a common vision for the use of data-based decision-making to ensure:

- a sound, effective academic program is in place
- a process to address and monitor subsequent needs is created
- the MTSS/RTI Leadership Team is implementing Rtl processes
- assessment of Rtl skills of school staff is conducted
- fidelity of implementation of intervention support is documented
- adequate professional development to support Rtl implementation is provided
- effective communication with parents regarding school-based Rtl plans and activities

The other members of the Leadership Team will assist in the design and implementation of progress monitoring, collect and analyze data, contribute to the development of intervention plans, implement Tier 3 interventions, and offer professional development and technical assistance to teachers.

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

The Leadership Team will use the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive).

An intervention plan will be developed (PBCSD Form 2284) which identifies a student’s specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, Rtl/ Leadership Team, guidance counselor) and report back on all data collected for further discussion at future meetings.

The assistant principal maintains an inventory of all resources and is responsible for delivery of the materials to teachers. At weekly meetings data analysis is conducted to determine the impact of the resources being utilized.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Stacey Quinones	Principal
Jackie Breslin	Teacher
Linda Davis	Education Support Employee
Amy Mercier	Teacher
Theresa Thompson	Parent
Michelle McDonald	Teacher
Becky Brant	Teacher
Betsy Silverfine	Parent
Kristen Litten	Business/Community
Diana Riggs	Parent
Jenny Wang	Parent
Claudia Mendoza	Parent
Lara Crowe	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 our monthly SAC meetings, we reviewed our SIP goals and monitored our progress. Chairs from each of our academic committees were invited to share updates of our progress toward meeting our goals. Data was shared by school administration as to student performance toward meeting our goals. Adjustments were made to the plan if necessary.

Development of this school improvement plan

The School Advisory Council is responsible for developing the School Improvement Plan. The council gets input from the faculty and staff in creating strategies that are aligned to the schools academic goals. In addition, the council looks at school data and standardized test data in setting goals and creating a school improvement focus.

Preparation of the school's annual budget and plan

Our budget is prepared when writing our SIP and the plan is developed through SAC.

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

After-school tutorial-\$3500.00

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

Yes

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Quinones, Stacey	Principal
Cain, Kim	Teacher, K-12
Brant, Becky	Instructional Media
Benjamin, Taryn	Teacher, K-12
Hirsh, Hope	Teacher, K-12
Russell, Suzanne	Teacher, K-12
mandel, jennifer	Teacher, K-12
Deol, Darshan	Teacher, K-12
Basso, Michele	Teacher, K-12
Aboumahadi, Jodi	Teacher, K-12
Breslin, Jackie	Teacher, K-12
Williams, Lola	Teacher, K-12
Moldovan, Heather	Teacher, K-12
Hodge-Hargrove, Tonya	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

A major focus this year is aligning reading lessons to the Continuum; focusing on within, about and beyond the text.
 Support the grade levels in the implementation of lesson planning that support Critical Thinking Skills.
 Supporting the teachers in unpacking the Florida Standards.
 Supporting our lowest 25th in reading so that they will achieve a year's worth of growth.
 Supporting the teachers in Increasing students' independent reading stamina.
 Develop a school-wide reading incentive.
 Supporting the Morikami Families with literacy by hosting an annual Literacy Night and a Barnes and Noble Night.

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

Our teachers share a common planning time at each grade level. During an 8 day rotation our teachers are provided a common LTM time in which best practices are shared, data analysis is conducted and unpacking of the standards is done.

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

Stacey Quiñones, Principal recruits and retains highly qualified teachers by working closely with teachers on staff and getting recommendations for instructional openings at school. Additionally, our new staff members are supported by being assigned a mentor and meeting weekly with their mentor to discuss instructional strategies and school policies.

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

Teachers new to our staff are mentored by an experienced grade level team member. We pair teachers with someone from their grade level so that they can provide the necessary support and share a common planning time and lunch time. This enables the mentor and the mentee to meet during common planning and/or weekly team meetings to discuss grade level material and any concerns.

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

Our district provides curriculum aligned to the Florida Standards through Blender. Our teachers unpack the Florida Standards and align all classroom instruction to them. Any materials used are analyzed first to ensure their alignment to the Florida Standards.

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

Administration and teachers collect multiple measures of student learning data, such as our standardized tests, district diagnostic data, teacher observations of student abilities, and authentic assessments. When analyzing data we look at the number of students demonstrating proficiency and, the number of students not demonstrating learning gains, and we dig deeper to determine the strands in which the students are deficient. Teachers work collaboratively with their grade level; pooling their knowledge, talent, and ideas to structure lessons around the areas of deficiency. Students are placed in groups according to the areas in need of remediation; the groups are fluid and change as data is collected and analyzed. Our use of data allows us to identify students in need of enrichment or special assistance at any point during the school year.

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: 1,380

After school tutorial reading and math program will be offered to our lowest 25% in grades 3-5.

Strategy Rationale

Provide students with targeted additional support in areas of need.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Hodge-Hargrove, Tonya, tonya.hodge-hargrove@palmbeachschools.org

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

A pre and post test will be given to the students in the tutorial program.

Strategy: Extended School Day

Minutes added to school year: 1,000

Informal small group tutorials targeting specific deficiencies in standards are provided throughout the year before and after school by classroom teachers.

Strategy Rationale

The additional support will assist students in mastery benchmarks

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Quinones, Stacey, stacey.quinones@palmbeachschools.org

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

classroom assessments collected by individual teachers.

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

Strategies used to assist preschool children in their transition are:

*Parents and students attended an orientation in May to receive information to assist in preparing students for kindergarten

*Teachers assess students literacy development prior to the start of the school year

*A staggered start schedule is implemented to assist students in transitioning

*Kindergarten students are assigned 5th grade buddies at the beginning of the school year to assist with classroom adjustment and confidence in being a Morikami student. They read together once a week.

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

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.** If teachers incorporate The Continuum of Literacy Learning and differentiate their literacy practices, then student learning will increase for all learners.

- G2.** If teachers incorporate the teaching of conceptual understanding into their daily math instruction, then student proficiency will increase.

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. If teachers incorporate The Continuum of Literacy Learning and differentiate their literacy practices, then student learning will increase for all learners. 1a

G070030

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	90.0
ELA/Reading Lowest 25% Gains	90.0

Resources Available to Support the Goal 2

- .

Targeted Barriers to Achieving the Goal 3

- Teachers understanding the Continuum of Literacy and how to implement it into successful guided instruction.

Plan to Monitor Progress Toward G1. 8

Classroom walk through data will be analyzed looking for evidence of teachers using the Continuum and aligning their instructional practices to meet the rigor of the Florida State Standards. Administration will attend weekly LTMs to monitor and assist with the successfully meeting the goal.

Person Responsible

Stacey Quinones

Schedule

Weekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

iobservation data, Performance Matters data, EDW reports, Reading Plus reports, LTM agendas.

G2. If teachers incorporate the teaching of conceptual understanding into their daily math instruction, then student proficiency will increase. **1a**

G070031

Targets Supported **1b**

Indicator	Annual Target
FSA Mathematics - Achievement	92.0
Math Lowest 25% Gains	86.0

Resources Available to Support the Goal **2**

- K-5 MAFS, Solving for Why- Understanding, Assessing K-8, Kahn Academy and Learn Zillion, Marzano Revising Knowledge.

Targeted Barriers to Achieving the Goal **3**

- Teachers understanding the conceptual knowledge students need for the math benchmark being taught.

Plan to Monitor Progress Toward G2. **8**

Data analysis of each classroom assessment given using an analysis sheet. Each question will be analyzed and areas of difficulty will be retaught through small group lessons.

Person Responsible

Tonya Hodge-Hargrove

Schedule

Monthly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Administration will collect data analysis sheets, review lesson plans, and conduct data chats.

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. If teachers incorporate The Continuum of Literacy Learning and differentiate their literacy practices, then student learning will increase for all learners. **1**

 G070030

G1.B1 Teachers understanding the Continuum of Literacy and how to implement it into successful guided instruction. **2**

 B182261

G1.B1.S1 Teachers participation in Learning Team Meetings **4**

 S193985

Strategy Rationale

Participating in LTMS allows teachers to collaborate and gain insight into the Continuum and share their understanding and best practices.

Action Step 1 **5**

Teachers will attend and actively participate in LTM meetings every 8 days.

Person Responsible

Stacey Quinones

Schedule

Monthly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Teachers will provide agendas from LTMs.

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

Monitoring will be done through walkthroughs, lesson plan checks, and administration attending LTMs.

Person Responsible

Stacey Quinones

Schedule

Weekly, from 8/17/2015 to 7/2/2016

Evidence of Completion

Observation reports, agendas, lesson plans

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

Assessment data from diagnostics, Performance Matters, and RRR will be analyzed. An increase in proficiency will be expected and if not seen, instructional strategies will be altered.

Person Responsible

Stacey Quinones


Schedule

Monthly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Teacher action plans, data chat notes, EDW reports, Performance Matters reports, and observation notes.

G1.B1.S2 Teachers will attend school-based professional development in the use of the Continuum and RRR. **4**

 S193986

Strategy Rationale

Develop school-wide essential agreements so that everyone speaks a common language and implements assessments and the Continuum with fidelity.

Action Step 1 **5**

Professional Development will be provided on the use of the Continuum.

Person Responsible

Tonya Hodge-Hargrove

Schedule

On 6/2/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S2 **6**

Lesson plans

Person Responsible

Tonya Hodge-Hargrove

Schedule

Semiannually, from 9/20/2015 to 6/2/2016

Evidence of Completion

Lesson plan check list and iobservation data

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

LTM's

Person Responsible

Tonya Hodge-Hargrove

Schedule

Daily, from 9/20/2015 to 6/2/2016

Evidence of Completion

LTM agendas, RRR data, lesson plans

G2. If teachers incorporate the teaching of conceptual understanding into their daily math instruction, then student proficiency will increase. 1

 G070031

G2.B1 Teachers understanding the conceptual knowledge students need for the math benchmark being taught. 2

 B182262

G2.B1.S1 Teachers will collaboratively unpack the Standards to determine the conceptual knowledge required to meet each Standard and learning goal. 4

 S193987

Strategy Rationale

With an increased understanding, teachers will be able to incorporate the teaching of conceptual knowledge.

Action Step 1 5

Teachers will have weekly LTM's to identify conceptual knowledge and how to implement in their math lessons.

Person Responsible

Stacey Quinones

Schedule

Weekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Teachers will provide administration with LTM agendas and math units developed and regular lesson plan checks will be conducted on a scheduled basis.

Action Step 2 5

Teachers will be provided professional development on identifying conceptual knowledge of math concepts.

Person Responsible

Amy Mercier

Schedule

On 6/2/2016

Evidence of Completion

PD agenda and follow up activity and lesson plan

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

Administration will attend LTMs and assist with identifying conceptual concepts.

Person Responsible

Stacey Quinones

Schedule

Weekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Agendas, MAFS, lesson plans, classroom walkthroughs

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

Through inclusive practices successful implementation will produce an increase in proficiency and learning gains with the lowest 25%. Classroom assessments, Performance Matters reports, and EDW diagnostic reports will be collected and analyzed.

Person Responsible

Tonya Hodge-Hargrove

Schedule

Monthly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Administration will collect math units of study, teachers' action plans for students, and classroom observation notes.

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 attend and actively participate in LTM meetings every 8 days.	Quinones, Stacey	8/17/2015	Teachers will provide agendas from LTMs.	6/2/2016 monthly
G1.B1.S2.A1	Professional Development will be provided on the use of the Continuum.	Hodge-Hargrove, Tonya	9/17/2015		6/2/2016 one-time
G2.B1.S1.A1	Teachers will have weekly LTM's to identify conceptual knowledge and how to implement in their math lessons.	Quinones, Stacey	8/17/2015	Teachers will provide administration with LTM agendas and math units developed and regular lesson plan checks will be conducted on a scheduled basis.	6/2/2016 weekly
G2.B1.S1.A2	Teachers will be provided professional development on identifying conceptual knowledge of math concepts.	Mercier, Amy	9/7/2015	PD agenda and follow up activity and lesson plan	6/2/2016 one-time
G1.MA1	Classroom walk through data will be analyzed looking for evidence of teachers using the Continuum and aligning their instructional practices to meet the rigor of the Florida State Standards. Administration will attend weekly LTMs to monitor and assist with the successfully meeting the goal.	Quinones, Stacey	8/17/2015	iobservation data, Performance Matters data, EDW reports, Reading Plus reports, LTM agendas.	6/2/2016 weekly
G1.B1.S1.MA1	Assessment data from diagnostics, Performance Matters, and RRR will be analyzed. An increase in proficiency will be expected and if not seen, instructional strategies will be altered.	Quinones, Stacey	8/17/2015	Teacher action plans, data chat notes, EDW reports, Performance Matters reports, and observation notes.	6/2/2016 monthly
G1.B1.S1.MA1	Monitoring will done through walkthroughs, lesson plan checks, and administration attending LTMs.	Quinones, Stacey	8/17/2015	Observation reports, agendas, lesson plans	7/2/2016 weekly
G1.B1.S2.MA1	LTMs	Hodge-Hargrove, Tonya	9/20/2015	LTM agendas, RRR data, lesson plans	6/2/2016 daily
G1.B1.S2.MA1	Lesson plans	Hodge-Hargrove, Tonya	9/20/2015	Lesson plan check list and iobservation data	6/2/2016 semiannually
G2.MA1	Data analysis of each classroom assessment given using an analysis sheet. Each question will be analyzed and areas of difficulty will be retaught through small group lessons.	Hodge-Hargrove, Tonya	8/17/2015	Administration will collect data analysis sheets, review lesson plans, and conduct data chats.	6/2/2016 monthly
G2.B1.S1.MA1	Through inclusive practices successful implementation will produce an increase in proficiency and learning gains with the lowest 25%. Classroom assessments, Performance Matters reports, and EDW diagnostic reports will be collected and analyzed.	Hodge-Hargrove, Tonya	8/17/2015	Administration will collect math units of study, teachers' action plans for students, and classroom observation notes.	6/2/2016 monthly
G2.B1.S1.MA1	Administration will attend LTMs and assist with identifying conceptual concepts.	Quinones, Stacey	8/17/2015	Agendas, MAFS, lesson plans, classroom walkthroughs	6/2/2016 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. If teachers incorporate The Continuum of Literacy Learning and differentiate their literacy practices, then student learning will increase for all learners.

G1.B1 Teachers understanding the Continuum of Literacy and how to implement it into successful guided instruction.

G1.B1.S1 Teachers participation in Learning Team Meetings

PD Opportunity 1

Teachers will attend and actively participate in LTM meetings every 8 days.

Facilitator

District staff/school staff

Participants

K-5 Teachers

Schedule

Monthly, from 8/17/2015 to 6/2/2016

G1.B1.S2 Teachers will attend school-based professional development in the use of the Continuum and RRR.

PD Opportunity 1

Professional Development will be provided on the use of the Continuum.

Facilitator

Assistant Principal/District Literacy Team

Participants

Teachers K-5

Schedule

On 6/2/2016

G2. If teachers incorporate the teaching of conceptual understanding into their daily math instruction, then student proficiency will increase.

G2.B1 Teachers understanding the conceptual knowledge students need for the math benchmark being taught.

G2.B1.S1 Teachers will collaboratively unpack the Standards to determine the conceptual knowledge required to meet each Standard and learning goal.

PD Opportunity 1

Teachers will have weekly LTM's to identify conceptual knowledge and how to implement in their math lessons.

Facilitator

Grade Level Champions

Participants

Teachers K-5

Schedule

Weekly, from 8/17/2015 to 6/2/2016

PD Opportunity 2

Teachers will be provided professional development on identifying conceptual knowledge of math concepts.

Facilitator

Area 1 math specialist

Participants

K-5 teachers

Schedule

On 6/2/2016

Budget

Budget Data						
1	G1.B1.S1.A1	Teachers will attend and actively participate in LTM meetings every 8 days.				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1951 - Morikami Park Elementary School			\$0.00

Budget Data						
			1951 - Morikami Park Elementary School	School Improvement Funds		\$3,000.00
			<i>Notes: Reading tutorial</i>			
2	G1.B1.S2.A1	Professional Development will be provided on the use of the Continuum.				\$0.00
3	G2.B1.S1.A1	Teachers will have weekly LTM's to identify conceptual knowledge and how to implement in their math lessons.				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1951 - Morikami Park Elementary School	School Improvement Funds		\$3,000.00
			<i>Notes: Math Tutorial</i>			
4	G2.B1.S1.A2	Teachers will be provided professional development on identifying conceptual knowledge of math concepts.				\$0.00
					Total:	\$6,000.00