Meadow Park Elementary School

2015-16 School Improvement Plan

Meadow Park Elementary School

3131 LAKE VIEW BLVD, Port Charlotte, FL 33948

[no web address on file]

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	73%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	31%

School Grades History

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

Preliminary Informational Baseline School Grade

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

School Board Approval

This plan is pending approval by the Charlotte 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	4	Jim Browder
Former F		**Turnaround Status**
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To promote character and competence in a positive learning culture that ensures success and inspires purpose
for all.

Provide the school's vision statement

Together We Succeed through Leadership

School Environment

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

Implementation of Leader in Me provides an expectation of excellence that is echoed throughout the community, providing a sense of accountability by all involved, and involves students in leadership activities such as Safety Patrol, Family Leadership Day, Student Lighthouse Team, Student-Led Conferences, Leader in Me Curriculum, Leader in Me Workbooks, Classroom Jobs, Class Meetings, Ya-Ya Backpacks, Student Mentoring, iSTAY (Integration of Science, Technology, and Art for Youth), STEM Club, 3-D Scholars, National Elementary Honor Society, Adopt-A-Plot, Green Team, Data Days, and MPTV. Many of these programs are student-led with the guidance of our educators. These programs promote parental involvement, self-efficacy, personal accountability, and leadership traits. Our school goal is "Know Your Kids, Grow Your Kids, ALL of Them With Grit and Perservance". In addition, our Partnership and Performance Council (PPC) has chosen the Marzano Strategy of "Providing Opportunities for Students to Talk About Themselves".
In an attempt to celebrate the cultural differences among our students, Meadow Park has a hallway named "International Drive" in honor of our students that come from various foreign countries. In this hallway, large flags hang, representing each country along with the number of students who immigrated from those countries.
Another way teachers and students build relationships while learning about cultures is through class meetings. Once a week, students and their teachers gather to discuss topics that are interesting or discuss situations that have occurred in the classroom. The importance of class meetings is that students learn to value each others' differences. In addition, each classroom has created a mission statement where the students determined the goals and values that represented them as a class.

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

~A full-time guidance counselor who has a doctorate in psychology is utilized to improve the emotional and health awareness of our students and staff members.
~A part-time school social worker (2-days/week) offers home visits as needed and provides community resources for parents, as well as counseling for students (licensed therapist).
~A school resource officer is utilized to improve the wellness of our students in the areas of building relationships and strategies to avoid bullying as well as Stranger Danger, bike safety, and perimeter checks.
~Breakfast and Lunch in the cafeteria promote health awareness and wellness in the area of nutrition.
~Girls on the Run, a fitness program, promotes team work among our girls, encouraging wellness and increasing social skills.

~MPTV is our student-run news program, which highlights positive choices that students have made. For example, classrooms are recognized for their hard work in the cafeteria, for showing school pride, for supporting each other with leadership, and encourage the audience to follow the 7 Habits.
~Ya-Ya Backpacks is a program that feeds our high-needs population and enhances wellness of students.
~Leader in Me promotes using 7 Habits for Happy Kids.
~Teacher-directed lessons that speak specifically to wellness and identification and prevention of bullying are incorporated.
~Our school has created a Bully Prevention t-shirt. The front of the shirt states, "The person wearing this shirt is committed to be bully-free". The back of the shirt lists our school-wide expectation.
~PBiS rewards for students achieving their goals include gator tickets and treasure tokens.
~I-Stay is a before and after-school program that provides our students additional time with educators with emphasis on science, technology, and the arts.
~Structured Recess is an exceptional way to enhance wellness in the area of physical fitness.
~Family Recess Day is a day that allows parents the ability to become interactive with his or her child during the actual school day.

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

~Our PBiS program was implemented to increase positive behaviors and reduce negative behaviors among our students both in and out of school. Our students study the acronym GATOR, and are rewarded for displaying "Gatorrific Behavior". We believe that by leading by example, our students will build both character and competence. Each summer, the PBiS team is trained on best practices.
~GATOR: G=Get Ready to Learn, A=Act Responsibly, T=Try Your Best, O=Own Your Choices, R=Respect Yourself and Others.
~GATOR expectations are displayed throughout the school, every classroom, hallways, and multi-use areas such as the media center and cafeteria.
~Our school t-shirts display the GATOR expectations on the back.
~Our school is focused on becoming a Lighthouse School for Leader In Me. We are in the 5th year of implementing the character program of 7 Habits in all parts of the school day. We have also provided parent instruction to increase the school-home awareness and support of Leader In Me.
~The school-wide discipline program begins with PBiS (Positive Behavioral Interventions and Supports). As a consequence for misbehavior, students receive a warning on an infraction sheet, which is sent home to parents. If the same misbehavior continues, students receive a discipline referral after three infractions. Teachers are welcome to provide input on students' consequences.
~To minimize distractions in the classroom and keep students engaged, teachers implement Kagan Cooperative Learning Structures. These structures incorporate team and class-building activities.
~Teachers hold weekly classroom meetings to discuss topics that affect the classroom, including learning and behaviors.
~Treasure Tower is a reward system in which children receive tokens and use them to choose prizes.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

~In classrooms, teachers hold class meetings, model positive peer interaction and recognition, and highlight student leaders.
~Teachers provide social/emotional support to all students. They build relationships where students feel comfortable trusting the teacher with personal concerns.
~A full-time guidance counselor who has a doctorate in psychology is utilized to improve the emotional and health awareness of our students.
~A part-time school social worker (2 days/week) offers home visits as needed and provides

community resources for parents to assist in meeting the needs of their children. She is also a licensed therapist and counsels students as the need arises.
~Social Skills classes are taught by our Behavioral Specialist for those students in need of social/emotional support.
~We are a center school for students with emotional and behavioral needs. We provide a small classroom setting with additional personnel to decrease the student/adult ratio.
~Our School Resource Officer provides support for students in crisis.
~Student leaders are chosen to mentor others.
~Our school nurse provides physical and emotional support for students with medical needs.
~Each grade level meets weekly, and once a month the focus of the meetings is for children in need of assistance. A Core Team member is assigned a grade level and documents all needs so that no students slip through the cracks.

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

Meadow Park's Core Team meets weekly to discuss various sources of student data. The social worker prints weekly attendance reports and discusses her work to help students attend school regularly. Meadow Park Elementary has attempted to curb the number of students who have attendance issues by proactively calling parents, and the social worker has been making home visits when attendance begins to be a problem. The behavior specialist prints reports every two weeks on ESE behavior trends, and the Core Team discusses strategies to hinder upward trends in behavior. Discipline referrals are indicated as a "flag" when administration signs into FOCUS. This assures that discipline issues are handled in a timely manner. Meadow Park Elementary is a "Leader in Me" school where the "7 Habits of Happy Kids" is incorporated in all aspects of the school day. It is our intention that teaching the students leadership skills will negate the number of referrals issued and create students that proactively become active participants in their education. Teachers address student concerns during team meetings, and complete a spreadsheet for any student with an indicator of concern.
Our school provides various inclusive environments for ESE students in every grade level to provide our exceptional learners with a learning environment that includes non-disabled peers. These classrooms include conversion classrooms with one teacher and one para, and co-teach classrooms with two teachers (one of whom is ESE certified). Some of these classrooms use 1:1 technology with iPads or laptops.
Formative assessments were used in math and reading to measure the growth in learning. Meadow Park Elementary teachers shifted their instructional paradigm by creating math programs in their classrooms that were centered around small group instruction in an attempt to raise our students' math achievement.
Meadow Park Elementary has 88 students in grades kindergarten through fifth grades that have attendance below 90 percent. Eighteen students had one or more suspensions resulting in both in-school and out-of-school suspension. Twenty-five students have either a failing grade in English Language Arts or Mathematics. This data is a reflection of the first quarter of the school year 2015-2016. It indicates that attendance is an early warning indicator that needs attention during the school year 2015-2016.

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	13	18	12	13	17	15	88
One or more suspensions	2	3	0	1	2	0	8
Course failure in ELA or Math	0	0	0	16	8	1	25
Level 1 on statewide assessment	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	3	4	5	
Students exhibiting two or more indicators	1	1	3	6	5	16

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

Meadow Park Elementary has attempted to curb the number of students who have attendance issues by proactively calling parent, and the social worker has been making home visits when attendance begins to be a problem. Meadow Park Elementary is a "Leader in Me" school where the "7 Habits of Happy Kids" is incorporated in all aspects of the school day. It is our intention that teaching the students leadership skills will negate the number of referrals issued and create students that proactively become active participants in their education.

Our school provides various inclusive environments for ESE students in every grade level to provide our exceptional learners with a learning environment that includes non-disabled peers. These classrooms include conversion classrooms with one teacher and one para, and co-teach classrooms with two teachers (one of whom is ESE certified). Some of these classrooms use 1:1 technology with iPads or laptops. Meadow Park Elementary teachers shifted their instructional paradigm by creating math programs in their classrooms that were centered around small group instruction in an attempt to raise our students' math achievement.

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/191011.

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

Meadow Park Elementary School is proud to have strong relationships with community business partners, offering our students unique learning opportunities. In conjunction with a local landscaping company and Home Depot, our students were involved in a school-wide outdoor beautification project where students and volunteers refurbished the landscaping around the school building. Our Parent Involvement Team has partnered with Chick-Fil-A to sponsor a before-school parenting programs, All Pro Family, for both students and parents. Local businesses support student achievement in academics and character by providing incentives for our quarterly award assemblies. Meadow Park Elementary School encourages our students to give back to the community. Classrooms are involved in community outreach programs such as the United Way, Juvenile Diabetes, and Humane Society. In addition, Families First, located at the east end of our campus, offers support for families such as parent education programs, Early Steps, and counseling services.

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
Mott, Asena	Principal
Latta, Brenda	Assistant Principal
Greenwood, Rebecca	Instructional Coach
Bishop, Bo	Guidance Counselor
Jenkins, Deshon	Assistant Principal
Vida, Holly	Administrative Support
Auriemma, Natasha	Administrative Support
Morazes, Lisa	Attendance/Social Work

Duties

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

Asena Mott: Principal
~Leads (facilitates) the following meetings: Core Team, Program Planners, PPC (with co-chair), SAC (with co-chair). The topics for these vary, but they include: District and school initiatives, District and school expectations, best practices for student learning, best practices for instruction, data analysis, data-driven planning, and problem-solving. Synergy is the method used for arriving at a solution, with the goal of win-win. A talking stick is used to ensure each person has equal input into decisions and to appreciate the value of each person's ideas.
~Walk-through are conducted and cc paper slips are left with the teachers when leaving the rooms. Comments on instruction include: a positive point, lesson plans, reflection question, and additional comments on instruction. Teachers sometimes choose to respond to the reflection question with an email to the principal or a follow-up conversation. PD 360/Edivation is also used as a tool to assess current teacher strategies.
~The principal practices shared decisions by talking with stakeholders prior to making a decision. In addition, the APs, Lead Teacher, and Program Planners are often consulted when there is a decision that will directly affect teachers.
Brenda Latta: Assistant Principal
~Leads (facilitates) the following meetings: SPPC (with co-chair) and is back-up for principal at Core

Team, Program Planner, PPC, and SAC. Teachers often feel more comfortable in conversing with AP about instructional strategies and concerns in the classroom. Same procedures are followed as principal with regard to a talking stick and synergy.

~Does walk-throughs using PD 360/Edivation to assess current teacher strategies.

Provides PD for the staff in recent best instructional practices.

Ensures teachers and students have all necessary textbooks.

~Shared decision-making is protocol and AP consults with principal, Lead Teacher, others in our Core Team, and teachers to make the best decision possible.

Deshon Jenkins: Assistant Principal

~Leads (facilitates) the following meetings: EBD team meetings, Best Practices for EBD. As a specialist for behavior, Mr Jenkins' expertise is valued by the ESE team, and he leads our group in best instructional practices in the area of ESE. He incorporates the concerns for teachers and students during his meetings, allowing time for teachers to talk about the data and needs in their classrooms, and then arriving at a shared decision that is for the good of all.

Rebecca Greenwood: Lead Teacher

~Leads PD for the staff in recent best instructional practices. This is done during before and after-school times, Saturdays, and "Tool Times" from 8:45-10 am. Teachers "lean on" the Lead Teacher for quick, solid advice on issues such as: lesson plans, curriculum concerns, new FL standards questions, and much more.

~Our Lead Teacher remains in great communication with the principal, AP, and the remainder of the Core Team to solve the problem with synergy. She uses email, text, phone, and meeting time to make this happen.

Holly Vida - ESE Liaison

~ESE Liaison is available to provide mentorship to new ESE teachers, teaching how to use PEER and write IEPs. She facilitates IEP meetings and notifies teachers of requirements for these. She is available to assist with questions and leads ESE meetings for teachers.

~She participates in shared decision-making by discussing concerns at Core Team.

Bo Bishop - Guidance Counselor

~Provides instruction for teachers on RtI policy, District initiatives with MTSS, and offers advice to teachers with questions on needy students.

~He participates in shared decision-making by discussing concerns at Core Team, and communicating with all stake-holders, such as parents, teachers, and support personnel.

Natasha Auriemma - Behavior Specialist

~Provides behavioral strategies for teachers with students in need of a behavior intervention plan. Communicates with teacher on best practices and plans.

~Participates in shared decision-making by discussing concerns at Core Team and communicating with various stake-holders.

Lisa Morazes - Social Worker

~Provides strategies for teachers to use with students who are in high need of special services (such as attendance concerns, poor housing situations, or lack of food).

~Participates in shared decision-making by discussing concerns at Core Team and communicating with various stake-holders.

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

Data is the basis for all decisions. Data is reviewed by leadership at various intervals from weekly, to monthly, to quarterly, to annually.

Annually-

Title One Survey indicates percentages with success and/or need in Parent Involvement (parent-

school relations, home-school communication, parent awareness of activities, school quality satisfaction, availability of information, and attendance at school meetings). Meeting in May is attended by Principal, AP, Lead Teacher, SAC chair, additional SAC board member, Parent Involvement Specialist, and a teacher representative (at a minimum). Best practices are shared at the meeting, highlighting those with the highest impact. A problem-solving conversation is begun, which includes barriers and plans for elimination of them. A plan for improving weak areas is created, a timeline with names and responsibilities is created, and a calendar of events is written. During this time, the funding sources are considered and written into the plan. The plan includes alignment of personnel, instruction, and curriculum.

Accountability Report indicates trends for our school, and includes data ranging from demographics to climate surveys, to specific student group performance on standardized testing. This report is then reviewed in-depth by our Core Team, Program Planners (in the summertime meeting), teachers (at first day back-to-school meeting) and the initial SAC meeting. The principal is responsible for sharing this information.

FLKRS Data provides our KG teachers with information about strength and need of our newest students. When data arrives, teachers meet with Lead Teacher and/or AP to discuss curriculum needs, personnel support needed, and best strategies to meet needs.

Quarterly-

i-Ready Assessment reports provide specific areas of strengths and weaknesses based upon the FL standards. These reports are measured against those of other schools as well. The reports are analyzed by the Core Team and then Program Planners at the meetings for each (led by principal/ AP), and then at the upcoming Tool Time meetings for each grade level (led by Lead Teacher). At the initial assessment review during Tool Time, an Action Plan is created for each grade level. The Action Plan includes resources needed, and funding sources for the resources. The following Tool Time will review the Action Plan and teachers/Lead Teacher determine next steps that may still be needed for implementation. Adjustment to instructional strategies may be made based upon best practices vs current practices.

Monthly-

Program Planners' Meeting- Each month, Program Planners meet with the Principal, AP, and Lead Teacher to create synergy for solutions to problems, combine resources, and determine whether or not current practice is meeting the needs for our students. This meeting is facilitated by the principal/ AP.

PPC Meeting- Each month, a representative from each of the following areas meet: ESE, K-2, 3-5, and Specials. In addition, there is a co-chair and a co-chair elect that join the principal, APs, and Lead Teacher in the meeting. The intent is to create synergy for solutions to problems or concerns, determine whether or not current practice is meeting the needs for our students and teachers, and how best to provide for resources to meet those needs. Data such as student discipline, student attendance, number of staff with similar concerns, etc. is used. This meeting is facilitated by the principal and PPC co-chair. The AP will facilitate in the principal's absence.

Weekly-

Core Team Meeting- This meeting is held in the principal's office each Thursday at 9 am. It includes: Principal, AP Latta, AP Jenkins, Lead Teacher, SRO, Behavior Specialist, ESE Liaison, Guidance Counselor, Social Worker, and Principal's Secretary. (The Secretary maintains a list of resources that are available, including budget, to assist in problem-solving. She also documents the meeting minutes.) During this meeting, we have "Child Talk" and determine the best possible ways to meet the needs of individual students. Reports are brought by various members of the team that provide data (eg. Attendance, Discipline, Restraint, Homeless, Early Warning System, etc.). The meeting is facilitated by the principal/AP, but synergy is expected and a talking stick is used to ensure all opinions are gathered. Best practices are used during each meeting, with an emphasis on the 13 Habits of High-Trust Leaders.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Adrian Shotwell	Parent
Asena Mott	Principal
Tracy Ott	Parent
Felicia Wilkie-Blake	Parent
Jessica Anderson	Parent
Suzanne Beiner	Parent
Jennifer Belmont	Parent
Jennifer Bernardi	Parent
Dani Bourke	Parent
Jennifer Brodak	Parent
Amanda Bulkowski	Parent
Stacey Christopher-Zeman	Parent
Jennifer Chumbley	Parent
Dennis Collett	Parent
Jennifer Cox	Parent
Wanda Delgado	Parent
Kristen Dempsey	Parent
Melissa Deleon	Parent
Priscilla Donnelly	Parent
Christina Dortona	Parent
Carey Garn	Parent
Candice Goodman	Parent
Shinnique Johnson	Parent
Jennifer Jurisko	Parent
Tammie Karalfa	Parent
Lori Krause	Parent
Tina Lawler	Parent
Cynthia Magallanes	Parent
Erin Miller	Parent
Darcey Oliviery	Parent
Sheena/John Owens	Parent
Cari Rack	Parent
Stephanie Robinson	Parent
Christina Rodriquez	Parent
Vicmari Rodriguez	Parent
Frances Ross	Parent
Christopher Sexton	Parent
Laurie Shipman	Parent

Name	Stakeholder Group
Joanne Vernon	Parent
Amber Zapf	Parent
Doreen Finnegan	Teacher
Melanie Gano	Parent
Felicia Wilkie-Blake	Parent
Linda Miralla	Parent
Wanda Delgado	Parent
Leon Blake	Parent
DeShon Jenkins	Parent
Jennifer Saunders	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

Our SAC (Student Advisory Council) provides feedback and/or suggestive recommendations for the success of the school. Our SAC reviews, discusses, and approves our SIP (School Improvement Plan). The SAC's feedback and/or recommendations are substantiated with internal data. Along with the public review, they propose that we continue our Parent Recess Day, enhance PBIS (Positive Behavior Interventions and Support), and continue our success of promoting increased parental involvement. These recommendations were taken in consideration and placed in our 2015-2016 School Success Plan. A few of the ideas brought forth by SAC members, which are now implemented, include gift card give-aways, Free Homework passes, and student-centered learning activities offered during child care at SAC meetings.

Development of this school improvement plan

All teachers were invited and asked to provide their opinions. At the end of the year, data from i-Ready and FCAT were analyzed to identify the strengths and weaknesses. Based on the data, recommendations were made as to the focus of academics for the school year 15-16.
At the beginning of the school year, teachers meet with their grade-level teams during Data Days to disaggregate grade-level and classroom data. The teachers identified strengths and weaknesses for their classrooms and students. Based on the identified weaknesses, grade levels created action plans that would address the weaknesses in reading and math.
Based on school-wide data and the work done during Data Days, Meadow Park will focus on improving the math and reading achievement of our students during the 15-16 school year.

Preparation of the school's annual budget and plan

SAC chair and additional SAC board member participate in annual planning for student support, based upon student needs. The collected data for the year is analyzed in the spring, and the group discusses ways to improve the environment, parent involvement, and student learning. This includes determining strengths and areas for growth, reviewing best practices by ourselves and others, eliminating barriers, creating a plan for the upcoming year, allocating funding, determining timelines and responsibilities, allocating resources, and creating a calendar with exact dates. SAC chair participates in the School Improvement Planning process and offers suggestions and advice.
The SAC members approve the School Improvement Plan.

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

i-Ready MAFS - purchased MAFS workbooks for 330 students in grades 3-5 - $4,000
Apple iPads - purchased 18 iPads plus cases - $5,000
Apple iPad Minis - purchased 12 iPads plus cases - $5,000
Model Schools Conference for 4 people - $3,500
Kagan and Thinking Maps Conferences - $3,000

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
Greenwood, Rebecca	Instructional Coach
Mott, Asena	Principal
Latta, Brenda	Assistant Principal
Kachmar, Eileen	Teacher, K-12
Peters, Darlene	Teacher, K-12
Williams, Roxanne	Teacher, K-12
Taylor, Michelle	Teacher, K-12
Baker, Karen	Teacher, K-12
Colleen, Beth	Instructional Media
Laws-Barber, Jessica	Teacher, K-12
Maksymiak, Amber	Teacher, K-12
Mathewson, Brandy	Teacher, K-12
Mosser, Nicole	Teacher, K-12
Szynal, Diane	Teacher, K-12
Wolfe, Jill	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT Committee lead the school in the full implementation of Accelerated Reader (AR) with "AR Kickstart" at the beginning of the year. The LLT Committee will talk about barriers to AR reading, especially engagement. They will provide classroom support to teachers needing help with goal setting in AR. The LLT Team provided paper to teachers so that reports could be printed. In addition, the team is planning for several reading celebrations through the year.

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

~PPC (Partnership and Performance Council) collaborates to create a positive school environment for staff and students.
~Teachers collaborate using student performance data to create Action Plans to remediate and address student strengths and weaknesses during District Data Days.
~PLC (Professional Learning Communities) provide teachers the opportunity to enhance their professional repertoire through investigation and collegial inquiry of best practices.
~The county NET (New Educator Training) program pairs new teachers with experienced mentors in a structured program providing support in curriculum and best practices.
~Tool Time is a bi-monthly professional development opportunity provided by the Lead Teacher. Teachers gather by grade-level to receive targeted support on instructional practices and resources.
~Grade level teachers meet weekly to discuss student progress, lesson plan, and school activities.
~Program Planners from each grade level meet with the principal and assistant principal to disseminate district/school initiatives, upcoming events, and school procedures.
~Six classrooms are equipped with two co-teachers who have been trained in best practices for co-teaching.
~Our school hosts a weekly EBD Teachers Support Group (emotional/behavioral disabled students) to provide those teachers the support needed.
~The ESE (exceptional student education) teachers meet bimonthly to consult on the progress of their students to ensure the IEPs (Individualized Education Plan) is being followed to the specifications and needed accommodations are being met.

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

We advertise for positions, representatives of our stakeholders participate in the interview process and assist in hiring highly qualified personnel. Each grade-level's program planner offers support in many ways to their team
members, as do members of the core team. The Lead Teacher offers PD and curricular support, the AP takes care of discipline and textbook concerns, the Principal offers additional support as needed.

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

The rationale for pairing is to find a mentor teacher who is Clin-ed trained and is familiar with the new teacher's grade-level and specialty (ie VE or EBD). Planned mentoring activities take place each month, and include all FEAP and additional CCPS policies and procedures.

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

~We teach using State-approved, district-adopted textbooks and curriculum.
~SBIS (Standards Based Instructional Systems) framework is a district-adopted system used to ensure Florida Standards are being taught in our classrooms.
~Teachers create lesson plans with the core curriculum. Administrators periodically review lesson plans to ensure alignment.
~Curriculum Maps and Pacing Guides have been provided to teachers as a tool for standards-based

lesson planning.
~Data Days are provided to teachers to ensure alignment between standards and Action Plans.
~i-Ready is a computer-based program which provides students instruction on standards in math and ELA (English Language Arts). There is also a diagnostic component which provides teachers with reports of students strengths and weaknesses in specific domains. This allows teachers to differentiate instruction to meet the needs of all students.
~DLT (District Leadership Team) meets monthly to provide alignment between district and schools as we implement the state-approved instructional programs. They determine best policies and practices for dissemination of materials, programs, and professional development at the school level.

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

~i-Ready is a computer-based program which provides diagnostic assessments in math and ELA (English Language Arts). Teachers are able to access reports of students' profiles that identify strengths and weaknesses in specific domains. This allows our school to review the data and differentiate instruction to meet the needs of all students through small group instruction, additional materials and homogeneous grouping.
~Our school focus is "Know Your Kids, Grow Your Kids, ALL of Them With Grit and Perseverance." Teachers are expected to collaborate frequently to determine best practices for 'growing' all students, especially those who have difficulty attaining proficiency of our standards.
~Our school provides various inclusive environments for ESE students in every grade level to provide our exceptional learners with a learning environment that includes non-disabled peers. These classrooms include conversion classrooms with one teacher and one para, and co-teach classrooms with two teachers (one of whom is ESE certified). Some of these classrooms use 1:1 technology with iPads or laptops.
~The school will purchase the technology program "MyOn". It is an individualized eBook account in which students can access thousands of fiction and nonfiction books at their individual reading level.
~Accelerated Reader, an online reading program that offers students the ability to read books within their Zone of Proximal Development and take comprehension quizzes on those books. Monthly, students are rewarded for their reading accomplishments at the AR (Accelerated Reader) store. Items can be 'purchased' with points earned from passed comprehension quizzes.

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

Strategy: Extended School Day
Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

Student Transition and Readiness

PreK-12 Transition

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

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

Pre-K to KG: In May, students from PK classes at MPE and those from private PK facilities participate in a day of visitation to our KG classrooms. The time is spent introducing students to the set-up of a KG classroom, routines and procedures, and an overview of the expectations for the first days of school. Students enter KG with a delayed entry, with only half attending the first day and half the next. This allows students to receive more individualized attention to start of the children's educational experience. In addition, KG has a separate Open House night for the families of our littlest students. This ensures a smaller environment that is less likely to overwhelm the students or the parents. Elementary to Middle School: In May, students are invited to their respective middle schools for an introduction to their new schools. Students are provided with transportation to the schools where they are given a presentation by the admin staff and a few teachers on basic policies and procedures, and the students are then allowed to ask questions. Students with an IEP will have an IEP meeting prior to transitioning to the middle school so that all supports needed for the student in the new school can be put into place.

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

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

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

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.

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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:
.

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 the percentage of proficient students in ELA by 10%, as evidenced by iReady scores comparing '14-'15 window 3 EOY view to '15-'16 window 3 EOY view, specifically from 54% to 64%.

G2.   Increase the percentage of proficient students in Math by 10%, as evidenced by iReady scores comparing '14-'15 window 3 EOY view to '15-'16 window 3 EOY view, specifically from 62% to 72%.

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 the percentage of proficient students in ELA by 10%, as evidenced by iReady scores comparing '14-'15 window 3 EOY view to '15-'16 window 3 EOY view, specifically from 54% to 64%. `1a`

`G071013`

Targets Supported `1b`

Indicator	Annual Target
ELA Achievement District Assessment	64.0

Resources Available to Support the Goal `2`

- Lead teacher, Data Days, Tool Time, LAFS books

Targeted Barriers to Achieving the Goal `3`

- There are some staff members with low expectations, teaching using the textbook as the focus instead of standards, students find it difficult to push through the "hard stuff",and not enough differentiation.

Plan to Monitor Progress Toward G1. `8`

iReady progress monitoring, writing samples turned in to admin, formative and summative classroom assessments

Person Responsible

Asena Mott

Schedule

Quarterly, from 9/28/2015 to 5/20/2016

Evidence of Completion

iReady progress monitoring reports, writing samples, report cards, student work samples

G2. Increase the percentage of proficient students in Math by 10%, as evidenced by iReady scores comparing '14-'15 window 3 EOY view to '15-'16 window 3 EOY view, specifically from 62% to 72%. `1a`

🔍 G071014

Targets Supported `1b`

Indicator	Annual Target
Math Achievement District Assessment	72.0

Resources Available to Support the Goal `2`

- Lead Teacher, i-Ready, MAFS books, Tool Time PD, Title One funding (iPads, paras)

Targeted Barriers to Achieving the Goal `3`

- Higher-order questioning needed

- Deep understanding of content/standards

Plan to Monitor Progress Toward G2. `8`

Action plans will be collected. Student achievement in i-Ready will be discussed at core team and in grade-level groups.

Person Responsible
Asena Mott

Schedule
Quarterly, from 8/24/2015 to 5/26/2016

Evidence of Completion
Student achievement in i-Ready classroom walk-throughs

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 the percentage of proficient students in ELA by 10%, as evidenced by iReady scores comparing '14-'15 window 3 EOY view to '15-'16 window 3 EOY view, specifically from 54% to 64%. 1

🔑 G071013

G1.B1 There are some staff members with low expectations, teaching using the textbook as the focus instead of standards, students find it difficult to push through the "hard stuff",and not enough differentiation. 2

🔑 B185180

G1.B1.S1 Tool Time and Data Days will focus on UBD, learning the Growth Mindset, how to differentiate instruction, disaggregating data (i-Ready, MyOn), and how to use formative assessments. 4

🔑 S196611

Strategy Rationale

To provide teachers with the opportunity to learn in a safe, collegial setting, where brainstorming and problem-solving are encouraged.

Action Step 1 5

During Tool Time and Data Days, teachers will learn methods for effective ELA instruction.

Person Responsible

Rebecca Greenwood

Schedule

Monthly, from 9/28/2015 to 5/20/2016

Evidence of Completion

Action Plans, sign-in sheets

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

Admin walk-throughs, iReady scores

Person Responsible

Asena Mott

Schedule

Weekly, from 8/24/2015 to 5/26/2016

Evidence of Completion

Feedback sheets, iReady scores, walkthroughs in Edivation

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

Admin walkthroughs, iReady scores

Person Responsible

Asena Mott

Schedule

Daily, from 8/24/2015 to 5/26/2016

Evidence of Completion

Feedback forms, iReady scores, walkthroughs in Edivation

G2. Increase the percentage of proficient students in Math by 10%, as evidenced by iReady scores comparing '14-'15 window 3 EOY view to '15-'16 window 3 EOY view, specifically from 62% to 72%. `1`

🔍 G071014

G2.B1 Higher-order questioning needed `2`

🔍 B185181

G2.B1.S1 During Tool Time and Data Days, the facilitator provides PD on backwards design model (UBD), inquiry-based instruction/learning, and incorporating a growth-mindset in instruction (grit and perseverance). `4`

🔍 S196612

Strategy Rationale

Providing a safe atmosphere for teachers to learn about best practices in a collegial environment led by a facilitator with experience in the topic. Problem-solving and brainstorming are the expectation for the learning process for teachers.

Action Step 1 `5`

Teachers will participate in a Tool Time professional development and Data Days to learn best practices for backwards design model (UBD), inquiry-based instruction/learning and incorporating a growth-mindset in instruction (grit and perseverance).

Person Responsible

Rebecca Greenwood

Schedule

Monthly, from 9/28/2015 to 5/20/2016

Evidence of Completion

Agenda, Sign-in sheet, minutes, and questions produced

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

Walk through sessions by APs and Principal.

Person Responsible

Asena Mott

Schedule

Weekly, from 8/24/2015 to 5/20/2016

Evidence of Completion

Walk through sheets with questions asked being noted on the sheets. Teachers are given one copy, and one copy remains with principal.

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

i-Ready progress monitoring, admin walk-throughs, feedback sheets, Walk-throughs through Edivation

Person Responsible

Asena Mott

Schedule

Weekly, from 8/24/2015 to 5/20/2016

Evidence of Completion

I-Ready reports, feedback sheets, walk-throughs through Edivation

G2.B2 Deep understanding of content/standards `2`

🔍 B185182

G2.B2.S1 During Data Days, teams take an in-depth study of relative standards. `4`

🔍 S196613

Strategy Rationale

To emphasize the need for deeper level understanding of each standard. Teachers need to have a clear and full understanding of what students are expected to know and do.

Action Step 1 `5`

Teachers will unpack standards in their specific grade-levels. They will have a thorough understanding of what students should know and be able to do. This will be done in grade-level PD with the Lead Teacher.

Person Responsible

Rebecca Greenwood

Schedule

Every 2 Months, from 9/1/2015 to 5/26/2016

Evidence of Completion

Agenda, sign-in sheets, minutes

Plan to Monitor Fidelity of Implementation of G2.B2.S1 [6]

Administration will monitor teachers' lesson plans and observe the use of standards during walkthroughs and observation.

Person Responsible

Brenda Latta

Schedule

Monthly, from 8/17/2015 to 5/20/2016

Evidence of Completion

Teachers will post the standards in the classroom and write them in their lesson plans. Lesson plans will be checked by admin.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 [7]

Teachers create Action Plans during Data Days with strategies to implement standards. The deeper understanding of the standards will help teachers determine best practices and create meaningful lessons.

Person Responsible

Rebecca Greenwood

Schedule

Quarterly, from 9/21/2015 to 5/20/2016

Evidence of Completion

Teachers will produce action plans with the LAFS and MAFS as the goal for student understanding. They will update the plans during each Data Day. The ultimate goal is for student achievement to increase.

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	During Tool Time and Data Days, teachers will learn methods for effective ELA instruction.	Greenwood, Rebecca	9/28/2015	Action Plans, sign-in sheets	5/20/2016 monthly
G2.B1.S1.A1	Teachers will participate in a Tool Time professional development and Data Days to learn best practices for backwards design model (UBD), inquiry-based instruction/learning and incorporating a growth-mindset in instruction (grit and perseverance).	Greenwood, Rebecca	9/28/2015	Agenda, Sign-in sheet, minutes, and questions produced	5/20/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B2.S1.A1	Teachers will unpack standards in their specific grade-levels. They will have a thorough understanding of what students should know and be able to do. This will be done in grade-level PD with the Lead Teacher.	Greenwood, Rebecca	9/1/2015	Agenda, sign-in sheets, minutes	5/26/2016 every-2-months
G1.MA1	iReady progress monitoring, writing samples turned in to admin, formative and summative classroom assessments	Mott, Asena	9/28/2015	iReady progress monitoring reports, writing samples, report cards, student work samples	5/20/2016 quarterly
G1.B1.S1.MA1	Admin walkthroughs, iReady scores	Mott, Asena	8/24/2015	Feedback forms, iReady scores, walkthroughs in Edivation	5/26/2016 daily
G1.B1.S1.MA1	Admin walk-throughs, iReady scores	Mott, Asena	8/24/2015	Feedback sheets, iReady scores, walkthroughs in Edivation	5/26/2016 weekly
G2.MA1	Action plans will be collected. Student achievement in i-Ready will be discussed at core team and in grade-level groups.	Mott, Asena	8/24/2015	Student achievement in i-Ready classroom walk-throughs	5/26/2016 quarterly
G2.B1.S1.MA1	i-Ready progress monitoring, admin walk-throughs, feedback sheets, Walk-throughs through Edivation	Mott, Asena	8/24/2015	I-Ready reports, feedback sheets, walk-throughs through Edivation	5/20/2016 weekly
G2.B1.S1.MA1	Walk through sessions by APs and Principal.	Mott, Asena	8/24/2015	Walk through sheets with questions asked being noted on the sheets. Teachers are given one copy, and one copy remains with principal.	5/20/2016 weekly
G2.B2.S1.MA1	Teachers create Action Plans during Data Days with strategies to implement standards. The deeper understanding of the standards will help teachers determine best practices and create meaningful lessons.	Greenwood, Rebecca	9/21/2015	Teachers will produce action plans with the LAFS and MAFS as the goal for student understanding. They will update the plans during each Data Day. The ultimate goal is for student achievement to increase.	5/20/2016 quarterly
G2.B2.S1.MA1	Administration will monitor teachers' lesson plans and observe the use of standards during walkthroughs and observation.	Latta, Brenda	8/17/2015	Teachers will post the standards in the classroom and write them in their lesson plans. Lesson plans will be checked by admin.	5/20/2016 monthly

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 the percentage of proficient students in ELA by 10%, as evidenced by iReady scores comparing '14-'15 window 3 EOY view to '15-'16 window 3 EOY view, specifically from 54% to 64%.

G1.B1 There are some staff members with low expectations, teaching using the textbook as the focus instead of standards, students find it difficult to push through the "hard stuff",and not enough differentiation.

G1.B1.S1 Tool Time and Data Days will focus on UBD, learning the Growth Mindset, how to differentiate instruction, disaggregating data (i-Ready, MyOn), and how to use formative assessments.

PD Opportunity 1

During Tool Time and Data Days, teachers will learn methods for effective ELA instruction.

Facilitator

Rebecca Greenwood, Asena Mott

Participants

Teachers K-5

Schedule

Monthly, from 9/28/2015 to 5/20/2016

G2. Increase the percentage of proficient students in Math by 10%, as evidenced by iReady scores comparing '14-'15 window 3 EOY view to '15-'16 window 3 EOY view, specifically from 62% to 72%.

G2.B1 Higher-order questioning needed

G2.B1.S1 During Tool Time and Data Days, the facilitator provides PD on backwards design model (UBD), inquiry-based instruction/learning, and incorporating a growth-mindset in instruction (grit and perseverance).

PD Opportunity 1

Teachers will participate in a Tool Time professional development and Data Days to learn best practices for backwards design model (UBD), inquiry-based instruction/learning and incorporating a growth-mindset in instruction (grit and perseverance).

Facilitator

Rebecca Greenwood

Participants

Teachers K-5

Schedule

Monthly, from 9/28/2015 to 5/20/2016

G2.B2 Deep understanding of content/standards

G2.B2.S1 During Data Days, teams take an in-depth study of relative standards.

PD Opportunity 1

Teachers will unpack standards in their specific grade-levels. They will have a thorough understanding of what students should know and be able to do. This will be done in grade-level PD with the Lead Teacher.

Facilitator

Rebecca Greenwood

Participants

Teachers K-5 and Specials teachers

Schedule

Every 2 Months, from 9/1/2015 to 5/26/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	**During Tool Time and Data Days, teachers will learn methods for effective ELA instruction.**				**$15,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	360-Rentals	0141 - Meadow Park Elementary School	Title I Part A		$5,000.00
			Notes: Purchased the reading program, MyOn.			
	5100	640-Furniture, Fixtures and Equipment	0141 - Meadow Park Elementary School	Title I Part A		$10,000.00
			Notes: Purchased 1:1 i-Pads for classrooms.			
2	G2.B1.S1.A1	**Teachers will participate in a Tool Time professional development and Data Days to learn best practices for backwards design model (UBD), inquiry-based instruction/learning and incorporating a growth-mindset in instruction (grit and perseverance).**				**$999.94**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400	510-Supplies	0141 - Meadow Park Elementary School	Title I Part A		$999.94
			Notes: "Grit Kits" were purchased for each grade level, and the Core Team, which included various books and resources for staff and blackline masters for instruction, as well as student picture books for teaching growth mindset.			
3	G2.B2.S1.A1	**Teachers will unpack standards in their specific grade-levels. They will have a thorough understanding of what students should know and be able to do. This will be done in grade-level PD with the Lead Teacher.**				**$0.00**
					Total:	**$15,999.94**