

Orange County Public Schools

Catalina Elementary



2015-16 School Improvement Plan

Catalina Elementary

2448 29TH ST, Orlando, FL 32805

www.ocps.net/lc/southwest/ect

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	86%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	98%

School Grades History

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

**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 Orange 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	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

To be the top producer of successful students in the nation.

School Environment

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

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

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

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

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

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

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

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

Early Warning Systems

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

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

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

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

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

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	23	25	28	21	16	9	122
One or more suspensions	4	0	9	15	6	11	45
Course failure in ELA or Math	28	47	62	59	57	44	297
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	2	3	4	5	
Students exhibiting two or more indicators	11	12	17	17	13	8	78

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

Catalina provides after-school tutoring for students performing below grade level. City Year Push-In (small group assistance during core academic blocks) Tier II and Tier III Interventions are provided for students performing below grade level. Interventions as outlined through the MTSS.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

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

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

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

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
Jackson Kimble, Myrlene	Principal
Austin, Michelle	Assistant Principal
Hird, Gregory	Administrative Support
Parra, Miluska	Instructional Coach
DiTullio, Brenda	Instructional Coach
Foust, Kacey	Instructional Coach
Matthew-Pryor, Rosalee	Instructional Coach
McMillion, Vanessa	Instructional Coach

Duties

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

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

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

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

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

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

interventions.

Kayla Graham, Behavior Specialist, serves as the specialist for behavior support and development of behavior interventions.

Kayla Graham, Staffing Specialist, LEA representative and ESE Department Chair

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

Roxanne Simpson, School Psychologist, serves as a member of the MTSS school-based team and conducts psychoeducational evaluations.

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

Miluska Parra, Curriculum Compliance Teacher, provides support to our ELL students and assists with district and state ESOL compliance.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Tier I

Planning for the MTSS process began at the end of the 2014-2015 school year for the 2015-2016 school year. To ensure the Catalina team is addressing all student needs with fidelity, the leadership team is broken into two segments: academic support and student support services. Both teams meet and collaborate weekly to ensure all student needs are being met and members from both teams comprise the MTSS team. Under the FCIM model, planning takes place weekly to ensure Tier I instruction both academic and behavioral is implemented with fidelity. Plans are implemented and plan results are monitored at the following team meetings. If a positive response is noted, no corrective action or intervention is needed. If a questionable or negative response is noted, action steps are developed for appropriate corrective actions and interventions.

Administration meets with grade-level leaders each Monday, academic support leaders meet with administration each Friday, and student support services leaders meet with administration each Wednesday. Through multiple systems of communication, plans are communicated throughout the school. The main communication tool is the Colt Express, which is published each Friday for the upcoming week.

Core instruction in Reading and Language Arts is delivered through Journeys to target grade-level Florida Standards. English Language Arts instruction is delivered in a 120-minute block, five-times a week, divided into 30 minutes of whole-group instruction in Reading and 60 minutes of small-group instruction in Reading. There are 30 minutes of whole-group and small-group Language Arts instruction. The 60 minutes of small-group instruction in Reading is broken down into 20-minute rotating sessions to target student deficiencies through differentiated instruction. The small groups consist of no more than six students.

Tier I for academics is monitored through weekly summative and formative assessments, classroom walk-throughs, and weekly data review during PLC meetings. Based upon student performance data, Tier I instruction is adjusted. Tier I for behavior is monitored and maintained through the School-Wide Discipline and Behavior Intervention Plan. The behavior support leaders meet weekly to monitor student behavior data and develop corrective action and interventions as needed.

Tier II

At the end of the 2014-2015 school year, the MTSS team met to develop plans for Tier I, Tier II, and Tier III support for students in grades 3-5 that are performing below grade level. These students are receiving academic and behavior (i.e., social-emotion) Tier II interventions. In addition to these students, students performing in the lowest quartile on the FSA are receiving targeted, academic Tier II interventions school-wide. All student data are monitored during weekly PLC data meetings respective to the 80%-15%-5% model for data-driven decision making, in order to implement Tier II

interventions or class-level, grade-level, or school-level re-teaching needs.

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

Title I, Part C - Migrant - N/A

Title I, Part D – We partner with the middle school in our feeder pattern to assist 5th graders transitioning to middle school. We also provide "Super Kids" and "GREAT" through the Orlando Police Department.

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

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

Supplemental Academic Instruction (SAI) - SAI funds will be used to provide after school tutoring for students performing in the lowest quartile. The After-School Program will start at 3:30pm and end at 4:30pm.

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

Nutrition Programs - Universal breakfast and lunch program is provided to all students each day. The After-School Supper Program provides dinner for our Champion program each day. .

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

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Tamara Campbell	Business/Community
Everett Kimble, Sr.- Enlighten Enterprises	Business/Community
Myrlene Kimble	Principal
Rosalee Pryor	Teacher
Kim Galloway	Business/Community
Vanessa McMillion	Teacher
Sydney Galloway	Business/Community
Eliza Campbell	Teacher
Cordia Scott	Teacher

Duties

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

Evaluation of last year's school improvement plan

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

Development of this school improvement plan

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

Preparation of the school's annual budget and plan

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

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

No school improvement funds allocated.

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

Yes

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Jackson Kimble, Myrlene	Principal
Austin, Michelle	Assistant Principal
DiTullio, Brenda	Instructional Coach
Parra, Miluska	Instructional Coach
Hird, Gregory	Administrative Support
Matthew-Pryor, Rosalee	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

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

1. Get Caught Reading/ AR: Maryanne Kovar-Our Get Caught Reading program is an opportunity to recognize students who are observed reading outside their instructional day. Staff members who notice students that are reading will complete a form and submit to Mrs. Kovar. The students' names will be highlighted on the school-wide morning news and placed onto the board in the lobby. Each Reading Leadership team member will assist with planning, developing, and positively promoting one or more of the following scheduled reading events:

1. Get Caught Reading/ AR: Maryanne Kovar-Our Get Caught Reading program is an opportunity to recognize students who are observed reading outside their instructional day. Staff members who notice students that are reading will complete a form and submit to Mrs. Kovar. The students' names will be highlighted on the school-wide morning news and placed onto the board in the lobby.

2. Family Literacy Nights: Mrs. Di Tullio, Mrs. Pryor, Mrs. Parra, Miss Cook- LLT will work with their teams to develop a family literacy night for all grade levels.
3. Parade of Books- Brenda Di Tullio and Maryanne Kovar-This annual event will be held in October to promote reading. Students and staff members will be encouraged to come dressed as their favorite book character. The committee will be responsible for planning and promoting the event.
4. Family Literacy Night- Mrs. Pryor - An off campus family literacy event will be held for students and their families of all grade levels to develop and promote literacy.
5. Sunshine State Readers- Mrs. Walker and Ms. Green- Students in grade 3-5 are encouraged to read selected SSYR books each year. The committee will be responsible for working with Mrs. Kovar to develop a tracking system and a reward system for SSYR participation.
6. FRA- Mrs. Kovar and Mrs. Di Tullio- The Florida Reading Association has created a separate program for K-2 students. Eight picture books have been selected and students who read or listen to the stories will be able to vote for their favorite picture book. The committee will also be responsible for working with Mrs. Kovar and Mrs. Di Tullio to develop a tracking system that promotes FRA books.

Public and Collaborative Teaching

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

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

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

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

The Principal and the Assistant Principal work together to accomplish the following: recruiting teachers by attending job fairs, screening resumes, and interviewing qualified candidates to fill positions. Retaining teachers by assigning all new teachers a mentor. Teachers new to Catalina are automatically selected to be a part of the "Young Colts" committee in order to become acclimated to the school. Providing professional learning communities through vertical teaming, staff recognition/celebrations, and teacher appreciation incentives from administration.

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

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

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

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

Instructional Strategies

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

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

- Significantly Below
- Below
- On grade level
- Enrichment

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

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

Strategy: Extended School Day

Minutes added to school year: 10,800

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

5-10 minutes: Daily Interactive Read Aloud

45 minutes: Teacher Led Small Group instruction (explicit, systematic, differentiated and purposeful)

(Recommended 3 groups 12-15 minutes each day)

-Independent reading/practice (with accountability)

-Computer practice, writing opportunities, and books on tape

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

Strategy Rationale

Additional instruction will increase students' reading proficiency.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

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

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

Strategy: After School Program

Minutes added to school year: 3,650

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

Strategy Rationale

Additional instruction will increase students' reading proficiency.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

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

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

Student Transition and Readiness

PreK-12 Transition

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

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

Catalina's Parental Involvement Coordinator will provide program information to preschools located in our attendance zone. In addition to providing flyers about primary literacy and parent nights, we will also provide surrounding daycare providers with kindergarten registration packets and invitations to our "Kindergarten Round-up" for students entering school in 2016.

College and Career Readiness

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

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

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

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

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

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

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

N/A

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.** Student achievement will increase by implementation of a more effective MTSS process which focuses on data driven intervention support. (Division Priority #1: Accelerate Student Performance; Division Priority # 3: Ensure Career and College Readiness)

- G2.** Student achievement will increase through the use of rigorous standards-based instruction in all classrooms. (Division Priority #1 Accelerate Student Performance, Division Priority #3 Ensure College and Career Readiness)

Strategic Goals Detail

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

G1. Student achievement will increase by implementation of a more effective MTSS process which focuses on data driven intervention support. (Division Priority #1: Accelerate Student Performance; Division Priority # 3: Ensure Career and College Readiness) 1a

G072665

Targets Supported 1b

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

Resources Available to Support the Goal 2

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

Targeted Barriers to Achieving the Goal 3

- Instructional coaches will provide support for teachers to build capacity and knowledge on understanding differentiated curriculum.
- Teachers are unclear about how to interpret and use intervention data to make instructional decisions.

Plan to Monitor Progress Toward G1. 8

Teachers will use weekly mini-assessments in reading and math and data from Tier-II and Tier-III interventions to monitor student achievement.

Person Responsible

Myrlene Jackson Kimble

Schedule

Biweekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

The MTSS team will provide positive trends in assessment data to monitor student achievement.

G2. Student achievement will increase through the use of rigorous standards-based instruction in all classrooms. (Division Priority #1 Accelerate Student Performance, Division Priority #3 Ensure College and Career Readiness) **1a**

 G072666

Targets Supported **1b**

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

Resources Available to Support the Goal **2**

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

Targeted Barriers to Achieving the Goal **3**

- Teachers are learning how to effectively plan and implement rigorous standards-based instruction through common planning.

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

We will use classroom walkthrough data to identify teachers that need further support and implement the coaching cycle to maximize instruction and improve student achievement.

Person Responsible

Myrlene Jackson Kimble

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

We will analyze classroom walkthrough data and student work samples to looking for positive trends in student mastery.

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. Student achievement will increase by implementation of a more effective MTSS process which focuses on data driven intervention support. (Division Priority #1: Accelerate Student Performance; Division Priority # 3: Ensure Career and College Readiness) **1**

 G072665

G1.B1 Instructional coaches will provide support for teachers to build capacity and knowledge on understanding differentiated curriculum. **2**

 B189610

G1.B1.S1 The leadership team will provide professional development for teachers on data analysis to generate flexible grouping and appropriate scaffolding to support student learning. **4**

 S200950

Strategy Rationale

Providing teachers with professional development will enable them to appropriately tier students and provide differentiated instruction that address specific student needs.

Action Step 1 **5**

Administrators and Instructional Coaches will provide professional development to teachers and City Year staff to address effective differentiated instructional strategies and small group instruction.

Person Responsible

Myrlene Jackson Kimble

Schedule

Monthly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Evidence of completion will include training agendas, materials and exit slips from professional development.

Action Step 2 5

Instructional coaches will provide coaching and modeling for teachers to ensure implementation of differentiated instruction.

Person Responsible

Michelle Austin

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

iObservation will be utilized to provide timely feedback to teachers to ensure that effective implementation of lessons are occurring as outlined in the collaborative team planning sessions.

Action Step 3 5

Teachers will implement differentiated instruction on a daily basis in the classroom. Instructional Coaches will provide support through collaborative teacher planning to ensure implementation of differentiated instruction.

Person Responsible

Myrlene Jackson Kimble

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Classroom walkthroughs and planning notes will be utilized to provide evidence of collaborative planning and to ensure effective implementation of differentiated instruction.

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

Administrators and Instructional Coaches will conduct classroom walkthroughs with documented teacher feedback on lesson plans and teacher observational data recorded in iObservation.

Person Responsible

Michelle Austin

Schedule

Weekly, from 9/8/2015 to 6/10/2016

Evidence of Completion

Classroom instruction will improve based on teachers changing instruction as a result of receiving lesson plan feedback.

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

Administrators and Instructional Coaches will use trend data from classroom walkthroughs to identify teachers who need further support to build capacity utilizing student data.

Person Responsible

Myrlene Jackson Kimble

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Student engagement and mastery of concepts will improve based on effective implementation of rigorous instruction. This evidence will be captured using the iObservation instrument.

G1.B2 Teachers are unclear about how to interpret and use intervention data to make instructional decisions. **2**

 B189611

G1.B2.S1 Administrations and instructional coaches will provide teachers with professional development targeting data analysis, graphing, and intentional students' grouping. **4**

 S200951

Strategy Rationale

Ensuring that teachers fully understand how to use their students' data will allow for purposeful instruction and appropriate adjustments for all students.

Action Step 1 **5**

Administrators and Instructional Coaches will provide professional development to teachers addressing the interpretation and use of intervention data.

Person Responsible

Myrlene Jackson Kimble

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Instructional coaches and Administration will provide training agendas and materials in all Professional Development sessions. Teachers will be required to complete exit slips to demonstrate learning.

Action Step 2 **5**

The Principal and Assistant Principal will conduct Data Meetings to assist teachers with analyzing and interpreting data to make instructional decisions.

Person Responsible

Myrlene Jackson Kimble

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Teachers will make instructional changes based on data analyzed during Data Meetings and grade level PLCs.

Action Step 3 5

Teachers will utilize data to make instructional decisions.

Person Responsible

Myrlene Jackson Kimble

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Data from assessments will be analyzed by administration and teachers to identify trends. This information will be used to guide planning and instruction as evidenced in PLC notes.

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

Administration and instructional coaches will utilize data collected from MTSS meetings to ensure that teachers appropriately use data to make instructional decisions.

Person Responsible

Myrlene Jackson Kimble

Schedule

Weekly, from 8/17/2015 to 6/10/2016

Evidence of Completion

Teachers will provide graphed student data points, groups with data used for grouping, and groups showing fluidity based on data.

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

Administration and the leadership team will use classroom observation, documentation from data meetings, and PLC notes to monitor the effectiveness of implementation.

Person Responsible

Myrlene Jackson Kimble

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Student assessment data will increase as a result of effective implementation as identified in data discussions during PLC meetings.

G2. Student achievement will increase through the use of rigorous standards-based instruction in all classrooms. (Division Priority #1 Accelerate Student Performance, Division Priority #3 Ensure College and Career Readiness) **1**

 G072666

G2.B1 Teachers are learning how to effectively plan and implement rigorous standards-based instruction through common planning. **2**

 B189612

G2.B1.S1 Administration and instructional coaches will provide professional development and weekly support in PLC meetings to gain a better understanding of Webb's DOK and the Instructional Framework to support more rigorous instruction. **4**

 S200952

Strategy Rationale

Teachers will increase their understanding of standards-based instruction and this will allow them to plan rigorous lessons using all of the available resources.

Action Step 1 **5**

Administrators and Instructional Coaches will provide training on Webb's DOK and Marzano's Design Questions 3 and 4 and other rigorous elements. Training will also be provided on how to use HOT questions to practice instructional delivery of student collaboration in whole and small groups.

Person Responsible

Myrlene Jackson Kimble

Schedule

Weekly, from 9/10/2015 to 6/10/2016

Evidence of Completion

The Instructional Coaches will create training agendas and supply necessary tools/materials and collect exit slips after each Professional Development session.

Action Step 2 5

Administrators and Instructional Coaches will provide coaching and modeling on the incorporation of Webb's DOK and Marzano's Design Questions 3 and 4 and other rigorous elements.

Person Responsible

Myrlene Jackson Kimble

Schedule

Daily, from 8/17/2015 to 6/10/2016

Evidence of Completion

The Instructional Coaches will create training agendas and supply necessary tools/materials and collect exit slips after each Professional Development session.

Action Step 3 5

Administrators and Instructional Coaches will provide support during common planning on the incorporation of Webb's DOK and Marzano's Design Questions 3 and 4 and other rigorous elements into commonly planned lessons.

Person Responsible

Myrlene Jackson Kimble

Schedule

Daily, from 8/24/2015 to 6/10/2016

Evidence of Completion

All lesson plans will be reviewed to ensure lessons are designed to meet the depth of the standards.

Action Step 4 5

Teachers will implement Webb's DOK and Marzano's Design Questions 3 and 4 and other rigorous elements into commonly planned instruction.

Person Responsible

Myrlene Jackson Kimble

Schedule

Daily, from 8/24/2015 to 6/10/2016

Evidence of Completion

All lesson plans will be reviewed to ensure lessons meet the rigor of the standards. Teachers will receive feedback from classroom walkthroughs based on implementation of plans.

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

Administrators and Instructional Coaches will monitor intentionally planned instruction using Webb's DOK Thinking levels 3 and 4 and Marzano's Design Questions 3 and 4 through lesson plans feedback.

Person Responsible

Myrlene Jackson Kimble

Schedule

Weekly, from 9/10/2015 to 6/10/2016

Evidence of Completion

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

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

Administrators and Instructional Coaches will conduct classroom walk-throughs with documented teacher feedback and teacher observational data recorded in iObservation.

Person Responsible

Myrlene Jackson Kimble

Schedule

Daily, from 9/9/2015 to 6/10/2016

Evidence of Completion

Weekly classroom walkthroughs will show an improvement based on feedback given to teachers in iObservation.

G2.B1.S2 All grade levels will participate in weekly common planning 4

 S200953

Strategy Rationale

Leadership team will facilitate effective common planning to coach and model for teachers to build capacity related to standards-based instruction.

Action Step 1 5

Instructional Coaches will lead professional development sessions addressing Reading and Math standards every Wednesday afternoon.

Person Responsible

Myrlene Jackson Kimble

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

The Instructional Coaches will create training agendas and supply necessary tools/materials and collect exit slips after each Professional Development session.

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

Administrators and Instructional Coaches will conduct classroom walkthroughs focusing on the alignment with lesson plans and implementation.

Person Responsible

Myrlene Jackson Kimble

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Weekly classroom walkthroughs will show an improvement in instruction based on feedback given to teachers in iObservation.

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

Administrators and Instructional Coaches will attend common planning, provide feedback on lesson plans, and conduct classroom walkthroughs.

Person Responsible

Myrlene Jackson Kimble

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

The instruction will improve across grade levels for identified teachers as a result of continuous feedback through the coaching cycle and weekly classroom walk-through feedback sessions.

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	Administrators and Instructional Coaches will provide professional development to teachers and City Year staff to address effective differentiated instructional strategies and small group instruction.	Jackson Kimble, Myrlene	8/24/2015	Evidence of completion will include training agendas, materials and exit slips from professional development.	6/10/2016 monthly
G1.B2.S1.A1	Administrators and Instructional Coaches will provide professional development to teachers addressing the interpretation and use of intervention data.	Jackson Kimble, Myrlene	8/24/2015	Instructional coaches and Administration will provide training agendas and materials in all Professional Development sessions.	6/10/2016 weekly

Orange - 0701 - Catalina Elementary - 2015-16 SIP
Catalina Elementary

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				Teachers will be required to complete exit slips to demonstrate learning.	
G2.B1.S1.A1	Administrators and Instructional Coaches will provide training on Webb's DOK and Marzano's Design Questions 3 and 4 and other rigorous elements. Training will also be provided on how to use HOT questions to practice instructional delivery of student collaboration in whole and small groups.	Jackson Kimble, Myrlene	9/10/2015	The Instructional Coaches will create training agendas and supply necessary tools/materials and collect exit slips after each Professional Development session.	6/10/2016 weekly
G2.B1.S2.A1	Instructional Coaches will lead professional development sessions addressing Reading and Math standards every Wednesday afternoon.	Jackson Kimble, Myrlene	8/24/2015	The Instructional Coaches will create training agendas and supply necessary tools/materials and collect exit slips after each Professional Development session.	6/10/2016 weekly
G1.B1.S1.A2	Instructional coaches will provide coaching and modeling for teachers to ensure implementation of differentiated instruction.	Austin, Michelle	8/24/2015	iObservation will be utilized to provide timely feedback to teachers to ensure that effective implementation of lessons are occurring as outlined in the collaborative team planning sessions.	6/10/2016 weekly
G1.B2.S1.A2	The Principal and Assistant Principal will conduct Data Meetings to assist teachers with analyzing and interpreting data to make instructional decisions.	Jackson Kimble, Myrlene	8/24/2015	Teachers will make instructional changes based on data analyzed during Data Meetings and grade level PLCs.	6/10/2016 weekly
G2.B1.S1.A2	Administrators and Instructional Coaches will provide coaching and modeling on the incorporation of Webb's DOK and Marzano's Design Questions 3 and 4 and other rigorous elements.	Jackson Kimble, Myrlene	8/17/2015	The Instructional Coaches will create training agendas and supply necessary tools/materials and collect exit slips after each Professional Development session.	6/10/2016 daily
G1.B1.S1.A3	Teachers will implement differentiated instruction on a daily basis in the classroom. Instructional Coaches will provide support through collaborative teacher planning to ensure implementation of differentiated instruction.	Jackson Kimble, Myrlene	8/24/2015	Classroom walkthroughs and planning notes will be utilized to provide evidence of collaborative planning and to ensure effective implementation of differentiated instruction.	6/10/2016 weekly
G1.B2.S1.A3	Teachers will utilize data to make instructional decisions.	Jackson Kimble, Myrlene	8/24/2015	Data from assessments will be analyzed by administration and teachers to identify trends. This information will be used to guide planning and instruction as evidenced in PLC notes.	6/10/2016 weekly
G2.B1.S1.A3	Administrators and Instructional Coaches will provide support during common planning on the incorporation of Webb's DOK and Marzano's Design Questions 3 and 4 and other rigorous elements into commonly planned lessons.	Jackson Kimble, Myrlene	8/24/2015	All lesson plans will be reviewed to ensure lessons are designed to meet the depth of the standards.	6/10/2016 daily
G2.B1.S1.A4	Teachers will implement Webb's DOK and Marzano's Design Questions 3 and 4 and other rigorous elements into commonly planned instruction.	Jackson Kimble, Myrlene	8/24/2015	All lesson plans will be reviewed to ensure lessons meet the rigor of the standards. Teachers will receive feedback from classroom walkthroughs based on implementation of plans.	6/10/2016 daily
G1.MA1	Teachers will use weekly mini-assessments in reading and math and data from Tier-II and Tier-III interventions to monitor student achievement.	Jackson Kimble, Myrlene	8/24/2015	The MTSS team will provide positive trends in assessment data to monitor student achievement.	6/10/2016 biweekly
G1.B1.S1.MA1	Administrators and Instructional Coaches will use trend data from classroom walkthroughs to identify teachers who need further support to build capacity utilizing student data.	Jackson Kimble, Myrlene	8/24/2015	Student engagement and mastery of concepts will improve based on effective implementation of rigorous instruction. This evidence will be	6/10/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				captured using the iObservation instrument.	
G1.B1.S1.MA1	Administrators and Instructional Coaches will conduct classroom walkthroughs with documented teacher feedback on lesson plans and teacher observational data recorded in iObservation.	Austin, Michelle	9/8/2015	Classroom instruction will improve based on teachers changing instruction as a result of receiving lesson plan feedback.	6/10/2016 weekly
G1.B2.S1.MA1	Administration and the leadership team will use classroom observation, documentation from data meetings, and PLC notes to monitor the effectiveness of implementation.	Jackson Kimble, Myrlene	8/24/2015	Student assessment data will increase as a result of effective implementation as identified in data discussions during PLC meetings.	6/10/2016 weekly
G1.B2.S1.MA1	Administration and instructional coaches will utilize data collected from MTSS meetings to ensure that teachers appropriately use data to make instructional decisions.	Jackson Kimble, Myrlene	8/17/2015	Teachers will provide graphed student data points, groups with data used for grouping, and groups showing fluidity based on data.	6/10/2016 weekly
G2.MA1	We will use classroom walkthrough data to identify teachers that need further support and implement the coaching cycle to maximize instruction and improve student achievement.	Jackson Kimble, Myrlene	8/24/2015	We will analyze classroom walkthrough data and student work samples to looking for positive trends in student mastery.	6/10/2016 weekly
G2.B1.S1.MA1	Administrators and Instructional Coaches will conduct classroom walk-throughs with documented teacher feedback and teacher observational data recorded in iObservation.	Jackson Kimble, Myrlene	9/9/2015	Weekly classroom walkthroughs will show an improvement based on feedback given to teachers in iObservation.	6/10/2016 daily
G2.B1.S1.MA1	Administrators and Instructional Coaches will monitor intentionally planned instruction using Webb's DOK Thinking levels 3 and 4 and Marzano's Design Questions 3 and 4 through lesson plans feedback.	Jackson Kimble, Myrlene	9/10/2015	Clear evidence of applying what teachers' have learned in their trainings on Webb's DOK and Marzano's Design Questions 3 and 4 to include: evidence in lesson plans, observations in planning sessions/PLCs, and classroom instruction consistently demonstrating learned strategies.	6/10/2016 weekly
G2.B1.S2.MA1	Administrators and Instructional Coaches will attend common planning, provide feedback on lesson plans, and conduct classroom walkthroughs.	Jackson Kimble, Myrlene	8/24/2015	The instruction will improve across grade levels for identified teachers as a result of continuous feedback through the coaching cycle and weekly classroom walk-through feedback sessions.	6/10/2016 weekly
G2.B1.S2.MA1	Administrators and Instructional Coaches will conduct classroom walkthroughs focusing on the alignment with lesson plans and implementation.	Jackson Kimble, Myrlene	8/24/2015	Weekly classroom walkthroughs will show an improvement in instruction based on feedback given to teachers in iObservation.	6/10/2016 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. Student achievement will increase by implementation of a more effective MTSS process which focuses on data driven intervention support. (Division Priority #1: Accelerate Student Performance; Division Priority # 3: Ensure Career and College Readiness)

G1.B1 Instructional coaches will provide support for teachers to build capacity and knowledge on understanding differentiated curriculum.

G1.B1.S1 The leadership team will provide professional development for teachers on data analysis to generate flexible grouping and appropriate scaffolding to support student learning.

PD Opportunity 1

Administrators and Instructional Coaches will provide professional development to teachers and City Year staff to address effective differentiated instructional strategies and small group instruction.

Facilitator

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

Participants

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

Schedule

Monthly, from 8/24/2015 to 6/10/2016

G1.B2 Teachers are unclear about how to interpret and use intervention data to make instructional decisions.

G1.B2.S1 Administrations and instructional coaches will provide teachers with professional development targeting data analysis, graphing, and intentional students' grouping.

PD Opportunity 1

Administrators and Instructional Coaches will provide professional development to teachers addressing the interpretation and use of intervention data.

Facilitator

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

Participants

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

Schedule

Weekly, from 8/24/2015 to 6/10/2016

G2. Student achievement will increase through the use of rigorous standards-based instruction in all classrooms. (Division Priority #1 Accelerate Student Performance, Division Priority #3 Ensure College and Career Readiness)

G2.B1 Teachers are learning how to effectively plan and implement rigorous standards-based instruction through common planning.

G2.B1.S1 Administration and instructional coaches will provide professional development and weekly support in PLC meetings to gain a better understanding of Webb's DOK and the Instructional Framework to support more rigorous instruction.

PD Opportunity 1

Administrators and Instructional Coaches will provide training on Webb's DOK and Marzano's Design Questions 3 and 4 and other rigorous elements. Training will also be provided on how to use HOT questions to practice instructional delivery of student collaboration in whole and small groups.

Facilitator

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

Participants

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

Schedule

Weekly, from 9/10/2015 to 6/10/2016

G2.B1.S2 All grade levels will participate in weekly common planning

PD Opportunity 1

Instructional Coaches will lead professional development sessions addressing Reading and Math standards every Wednesday afternoon.

Facilitator

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

Participants

The Instructional Coaches will create training agendas and supply necessary tools/materials and collect exit slips after each Professional Development session.

Schedule

Weekly, from 8/24/2015 to 6/10/2016

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	Administrators and Instructional Coaches will provide professional development to teachers and City Year staff to address effective differentiated instructional strategies and small group instruction.				\$3,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0701 - Catalina Elementary			\$3,500.00
2	G1.B1.S1.A2	Instructional coaches will provide coaching and modeling for teachers to ensure implementation of differentiated instruction.				\$0.00
3	G1.B1.S1.A3	Teachers will implement differentiated instruction on a daily basis in the classroom. Instructional Coaches will provide support through collaborative teacher planning to ensure implementation of differentiated instruction.				\$0.00
4	G1.B2.S1.A1	Administrators and Instructional Coaches will provide professional development to teachers addressing the interpretation and use of intervention data.				\$0.00
5	G1.B2.S1.A2	The Principal and Assistant Principal will conduct Data Meetings to assist teachers with analyzing and interpreting data to make instructional decisions.				\$0.00
6	G1.B2.S1.A3	Teachers will utilize data to make instructional decisions.				\$0.00
7	G2.B1.S1.A1	Administrators and Instructional Coaches will provide training on Webb's DOK and Marzano's Design Questions 3 and 4 and other rigorous elements. Training will also be provided on how to use HOT questions to practice instructional delivery of student collaboration in whole and small groups.				\$0.00
8	G2.B1.S1.A2	Administrators and Instructional Coaches will provide coaching and modeling on the incorporation of Webb's DOK and Marzano's Design Questions 3 and 4 and other rigorous elements.				\$0.00
9	G2.B1.S1.A3	Administrators and Instructional Coaches will provide support during common planning on the incorporation of Webb's DOK and Marzano's Design Questions 3 and 4 and other rigorous elements into commonly planned lessons.				\$0.00
10	G2.B1.S1.A4	Teachers will implement Webb's DOK and Marzano's Design Questions 3 and 4 and other rigorous elements into commonly planned instruction.				\$0.00
11	G2.B1.S2.A1	Instructional Coaches will lead professional development sessions addressing Reading and Math standards every Wednesday afternoon.				\$0.00
Total:					\$3,500.00	