

Orange County Public Schools

Moss Park Elementary



2015-16 School Improvement Plan

Moss Park Elementary

9301 N SHORE GOLF CLUB BLVD, Orlando, FL 32832

www.ocps.net/lc/southeast/emp

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	36%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	55%

School Grades History

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

**Preliminary Informational Baseline School Grade*

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

School Board Approval

This plan is pending approval by the 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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	20
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	24
Appendix 1: Implementation Timeline	27
Appendix 2: Professional Development and Technical Assistance Outlines	28
Professional Development Opportunities	29
Technical Assistance Items	30
Appendix 3: Budget to Support Goals	0

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

At Moss Park Elementary School, our teachers and staff build strong relationships through a variety of methods. Student inventory surveys and positive reinforcement inventory data is used to determine a student's interests. There are many evening and weekend events scheduled for this 2015-2016 school year, such as Grandparents Night, The Moss Park Voices, Read and Roam and many others! These events allow for relationships to be developed and fostered outside of the classroom environment. Our school is also using our school-wide positive behavior support plan that incorporates fun into learning and gives teachers the opportunity to recognize students for both academic and non-academic accomplishments. We strive to create a feeling of community between our school, staff, teachers, families, students and community. With all these pieces involved, we are able to build positive relationships between all of our stakeholders. In addition, we are able to create traditions and a culture that lends itself to a positive learning environment for all with an emphasis on student success, growth and development in every aspect of their life. As this year's motto states, we are "Charting the Course for Learning Success" through building relationships with all of our stakeholders.

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

Moss Park Eagles! We are "S.O.A.R."-ing towards an exciting new school year! S.O.A.R is our academic and behavior initiative designed to invoke Safe, Organized, Accepting, and Respectful choices within all aspects of Moss Park. S.O.A.R. is specific strategies and expectations designed to assist and reward our students when making positive choices through the distribution of "Eagle Bucks." These bucks can then be used at the desired time to make a purchase from the "Eagles Nest" school store. Teachers and staff recognize that a Safe, Organized, Accepting, and Respectful student is a Moss Park Eagle, SOARing above the rest! We have morning duties where admin, staff, teachers, and safety patrols monitor hallways before school and students are able to earn "Eagle Bucks" for making great choices before school. We work closely with the YMCA so that they incorporate the SOAR initiative into their morning program and students have that consistency throughout their day. This also applies to the YMCA after school program as well. Our teachers go through training during preplanning to remain up to date on our SOAR positive behavior support system and we are able to review our SOAR program, discipline flowchart, and code of conduct. Our school allows for each classroom to use a daily "SOAR Report" which goes with them to specials and cafeteria. We continually monitor and gather data through daily SOAR reports and address areas of need. We have created a positive learning environment for our students which not only allows for them to feel safe and respected, but also organized and accepting of others.

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

In addition to the promotion of the Positive Behavioral System, SOAR, teachers follow a school-wide behavior flow chart that lays out the sequence in handling a classroom disruption and the referral process. Each class and common areas then have SOAR posters displayed that identify the expected behaviors for that area. We have posters/visuals of the expectations in each classroom, cafeteria, hallways, and even posters at special areas. We use our school-wide discipline flowchart to ensure that everyone knows the expectations and are consistent throughout the school year and from year-to-year. Our students know the expectation of S.O.A.R, and thus we are able to incorporate and tie them into the code of student conduct to have clear behavior expectations.

Teachers and staff may recognize students in these areas that are displaying the expected behaviors by giving them "Eagle Bucks" which they use to purchase items in our school store. During pre-planning, all staff members attended a break out session of the SOAR positive behavioral system, discipline flowchart procedures, interventions, and classroom management. We provide the teachers with lessons, classroom management strategies, support and interventions ideas, as well as incorporate the MTSS process through tiered support. Tier 1 being all students, Tier 2 targeted groups of students, and Tier 3 intensive small groups of students. This school-wide behavioral system and all of its components allows for consistent, clear, and fair expectations for behavior throughout the school while also keeping students positively engaged in academic instructional time. We strive, by using SOAR, to emphasize the use of preventative, proactive teaching, and reinforcement-based strategies to achieve meaningful and durable behavior, classroom management and lifestyle outcomes.

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

Our school guidance counselor pulls small groups and works with children one on one based on their needs. We also use programs and curriculum such as the Superflex program with identified students to give them appropriate social thinking strategies which help them relate to their peers and handle conflict appropriately. Along with Superflex, we have social skills groups that meet during lunch and these lunch groups are able to continually work on student needs while not disrupting instructional time. We pair up students that have certain social-emotional needs with teachers as a mentoring program, and use the PE teachers and others to meet with students. We use reinforcement inventory data to address positive rewards for good choices.

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

At Moss Park Elementary the following early warning systems are in place:

Attendance-The registrar monitors SMS attendance on a daily basis to track student attendance.

When a students has multiple absences, the school contacts the parent to see if there is an issue that we can help resolve to ensure the child is in school. A letter is also sent home to inform the parent(s) of the FL attendance statute. Finally, the school will work with the social worker for a home visit to check on the well-being and status of the child.

Suspensions- The dean monitors the referral process and works with the support of the district behavior coach to observe students and collect behavioral data.The behavior leadership team meets every other Friday to look for trends and patterns in our school data. The SOAR reports are also analyzed to determine effectiveness and if any adjustments need to be made.

Course failure-Students that have failed or scored a level 1 on statewide assessments have been targeted for Tier II or Tier III interventions as well as additional tutoring opportunities during the school year.

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	25	17	11	9	10	4	76
One or more suspensions	0	2	2	1	1	2	8
Course failure in ELA or Math	22	38	46	83	57	43	289
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	3	7	5	7	4	2	28

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

Before and after school tutoring is offered for identified students in grades 3-5. We also meet weekly with teachers to plan and discuss formative and summative data. During these meeting teachers can bring up concerns they are having about students in their classrooms. The Behavior Leadership Team meets twice a month to discuss current behavior data, including referrals and suspensions, and monitors the effectiveness of our school-wide behavior plan. During these meetings, individual students can be identified and provided with additional support or counseling if needed.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

This year we have approximately 500 fewer students, however our parental involvement is still very high. On an average, we have more than half of our families attend the various evening and daytime events held at Moss Park. Our parents serve on committees such as, School Advisory Council, Parent Leadership Council, Parent and Teacher Association and the Golden Eagles (a group for males who want to be involved at the school). It is through a partnership with groups like this that decisions are made in order to increase student learning and strengthen the relationship between the

school, our families and the community.

In order to keep our parents informed about their child's progress, we have two designated conference nights during the school year. Teachers and parents are also encouraged to meet more often if the need is there. Teachers also communicate with weekly newsletters, as well as a principal's message that is emailed out every Sunday. Families in grades 2-5 are given access to Progress Book, the online grade book, which allows them to stay informed about their child's grades and progress. Teachers are also able to leave personalized notes about assignments for the parents to view.

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

Moss Park has a Partner in Education coordinator and an Additions coordinator who builds and sustains partnerships with community and business stakeholders to provide resources for students to support student achievement.

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
Cantrell, Eric	Principal
Sico, Sheri	Assistant Principal
Lohman, Scott	Dean
Castro, Kim	Instructional Coach
Peters, Tammie	Instructional Coach
LaFave, Heather	Instructional Coach

Duties

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

Principal - Meet with and instruct all members of the leadership team on instructional practices, provide observation feedback to teachers, run all areas of the school

Assistant Principal - Meet weekly with instructional staff to plan, review data and instructional strategies, provide observational feedback to teachers using Instructional Framework, support principal in all above areas

Instructional Coaches - Meet w/ grade level team members to guide planning using the Instructional Framework and state standards, provide observational feedback, coaching and modeling when appropriate

Dean- Meet with Behavior Leadership Team, provide coaching to individuals and small groups of teachers, hold social skills groups with students, work with teachers to analyze student behavior data and provide support when necessary

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

Resources are aligned to meet the needs of all students based upon summative assessment and teacher created formative assessment data. The methodologies for coordinating services and programs designed to maximize desired student outcomes are before and after school tutoring programs, small group interventions and computer based tutorial programs. The people responsible for providing these services are classroom teachers, instructional support personnel, academic coaches and school administrators. Problem solving discussions based upon formative and summative assessment data take place on a regular basis. Personnel providing interventions are redirected according to needs as evidenced through student data.

Title II

Title II funds are not currently available for this year.

Title III

Title III monies are provided through the district for students that have been identified as English Language Learners as well as the education of immigrants. These monies are to provide services for these students as directed by Multilingual Services.

Title X - Homeless

The district homeless liaison works with the school homeless coordinator to ensure the needs of the students and parents of our homeless population are met. They have provided backpacks, hygiene products, and other essential items for the day to day needs of these families.

Supplemental Academic Instruction (SAI)

SAI funding is provided for schools based on the number of Level 1 readers on the FSA ELA Assessment. Moss Park will utilize these funds for tutoring for extended learning opportunities. Moss Park will not only target Level 1 students, but also additional students receiving Tier 2 or Tier 3 interventions in grades 3-5.

Violence Prevention Programs

The classroom teachers will provide four Code of Conduct reviews during the school year to ensure students are aware of the different levels of offenses. In addition, teachers will create a Buddy System to help each other when discipline issues arise. The School Resource Officer teaches GREAT to the students in 4th grade and MAGIC to the students in 5th grade to raise awareness for Drugs and Alcohol.

Nutrition Programs

The school implements a healthy school program. The school asks that parents adhere to the Healthy School Policy by not sending high sugar foods and treats, but instead send in healthy alternatives. The school food service staff will post the nutritional information for students, so that students are aware of the nutritional factors relating to the food which they eat.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Mary Beth Middleton	Parent
Georgina Roman	Parent
Eric Cantrell	Principal
Marika Irizzary	Parent
Joe Ann Lys	Teacher
Rene Griffith	Parent
Tijuanna Nunn	Business/Community
Gladys Limon	Education Support Employee
Amy Morris	Parent
Betsy Martin	Teacher
Melissa Rivera	Parent
Teri D'Amelio	Parent
Marjorie Jamilla	Parent
Erica Kail	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

The School Advisory Council meets to discuss and review the School Improvement Plan from the previous school year. When the SAC meets, the council will discuss the annual measurable objectives and the outcome of the student FSA scores for reading, math, writing, and science. The council also discusses the barriers that exist that may prevent our school from meeting the annual measurable objectives. The process is then initiated for the school improvement plan for the upcoming school year taking into consideration the following changes: continuing to implement the Florida Standards, the improvement in teacher craft to meet student needs, the need to align formative and summative assessments, and additional district initiatives.

Development of this school improvement plan

At each of the School Advisory Council meetings, one of the agenda items will tie to a part of the SIP. At the first SAC meeting the data from the previous school year is shared. As the school year progresses, the SAC discusses ongoing assessments for academics and provides input. The SAC is also able to provide input as to how parents can work with students at home to build a home-school relationships.

Preparation of the school's annual budget and plan

In preparation for the school's annual budget, the school first looks at the projected enrollment provided by the district and then subtracts the number of outgoing fifth graders and projects on the incoming kindergartners to determine if the projected enrollment is aligned. A staffing report is then run to determine staff needs and staff placements. After staff needs are determined, funds are set aside for the daily operations of the school such as copier rental, teacher and student supplies and substitutes. This is shared and discussed with SAC committee to determine the best use of the allocated funds. The school then uses Supplemental Academic Instruction funding to address the students in need of additional tutoring needs.

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

10% of the funds were allocated for professional development.
90% of the funds were allocated for staff bonuses.

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

The membership was approved at the Sept. 24th SAC meeting.

Literacy Leadership Team (LLT)

Membership:

Name	Title
Castro, Kim	Instructional Coach
Peters, Tammie	Instructional Coach
Beaumont, Kristin	Teacher, K-12
Cail, Caroline	Teacher, K-12
Garcia-Jenarine, Maritza	Teacher, K-12
Hyland, Jessica	Teacher, K-12
Lucas, Pamela	Teacher, K-12
Partidge, Misti	Teacher, K-12
Rosevear, Carolyn	Teacher, K-12
Vause, Sara	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The major initiative of the LLT this year will be to continue to provide support and professional development to classroom teachers during their planning. Using the Instructional Framework and the district MTPs, the LLT will help teachers intentionally plan for rigorous lessons that match the standards as well as create formative assessments that align with daily targets. The LLT will support teachers with identifying complex text to be used during close reading. Through this, the percentage of students scoring level 3 and above in grades 3-5 will increase. The LLT will also work through grade level PLC's to facilitate collaboration and perform data analysis to identify trends in instruction. As part of the monthly PLC meetings, grade levels will target specific strategies that will accelerate their students' reading ability. The LLT will also continue to promote the Accelerated Reader program and the Battle of the Books to our students.

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

Moss Park Elementary works hard establish a positive school climate and culture. Teachers and staff are encouraged to bring fun into learning every day. Grade level teams have common planning time in the morning and during their special areas. Administration and coaches join in the planning meetings once a week to provide support and ensure that standards are being taught to the level of rigor required, examine formative and summative assessment data and use the Marzano Instructional Framework to collaborate on strategies.

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

The administration is responsible for the recruitment and retention of highly qualified, certified in-field, and effective teachers at Moss Park Elementary School. The following strategies are being initiated at Moss Park:

1. Common planning times are provided for all grade levels to plan, discuss data and function as Professional Learning Communities
2. Members of the leadership team are assigned to each grade level to provide ongoing support and assistance, as well as act as a liason to the administration
3. Faculty and staff are provided ongoing professional development to meet district initiatives as well as target specific needs as identified
4. Teachers new to the district and school are provided mentors as an additional support

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

Moss Park Elementary School follows the district's guidelines for the teacher induction program. Each mentor has participated in both the Clincial Educator and Coaching and Mentoring courses. The rationale for pairing is to partner teachers with members of the staff that are on the same grade level, who can provide instructional support and monitor for the use of best practices. Mentoring activities this year include monthly meetings, coaching opportunities, collaborative planning time, completion of the Beginning Teacher portfolio, and professional development on Domain One of the Marzano Protocol. The instructional coach will also lend support to both groups of teachers as needed throughout the school year.

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

Core Reading Program: Journeys
Core Math Program: Go Math
Core Science Program: Fusion
Core Social Studies: McGraw Hill

All resources have met the adoption criteria developed by the state and the district has centralized purchasing to ensure equity. Teachers and coaches use district MTPs, item specifications and the Florida DOE website to analyze the lessons in the core programs and align them to state standards. Teacher lesson plans are monitored by administration to ensure that the activities planned meet the level or rigor required in the standard.

Instructional Strategies

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

Teachers and instructional staff collect and use student performance data to determine student grouping for reteaching, interventions, and enrichment. Teachers modify instruction to assist students having difficulty through teacher-led guided reading and math groups, iii interventions, enrichment, and differentiated classroom assignments. The student groupings are fluid and reflect students' needs as determined by the most current standards-based student performance assessments.

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: 4,500

Moss Park Elementary School provides an additional 60 minutes in the morning for math 2 days per week and an additional 60 minutes 2 days a week for reading from October to March for additional tutoring for struggling students. Sessions will be in a small group setting for accelerated support. Florida Instruction Coach and iReady are the programs that are used for tutoring instruction.

Strategy Rationale

We need to provide additional academic support for students who continue to struggle after receiving instruction in the core subjects or ELA and math.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

LaFave, Heather, heather.lafave@ocps.net

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

Data is collected through teacher observation, formative and summative assessments. Students are selected to participate based on the results of the beginning of the year student performance assessments, teacher observations, and iReady assessments.

Strategy: Extended School Day

Minutes added to school year: 3,050

Moss Park Voices is an enrichment activity that incorporates the arts to contribute to the well roundness of students. The group teaches children to become better singers, more fluent readers, comfortable on stage, and life long learners.

Strategy Rationale

This activity promotes collaboration among students and increases reading fluency.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Sico, Sheri, sheri.sico@ocps.net

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

Data is collected through teacher observation and attendance at performances. The effectiveness of the activity is measured by the increased number of students getting involved in the program, as well as the confidence gained by the students. Attendance is for parents, staff, and the other students of the school.

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

Many of the children that enter school in kindergarten have had the opportunity to attend VPK or some other form of child care. Moss Park Elementary School holds an annual Tissue and Tears program allowing parents to walk their kindergartners to class on the first day of school. During this time, the administration shares procedures and policies as well as the academic expectations of the school. Parents are able to ask questions and receive instant feedback. As 5th grade students are preparing to enter middle school, Moss Park hosts a cross over ceremony. Parents are invited and students are recognized for their accomplishments.

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

To advance college and career awareness, Moss Park provides multiple exposures to college and career options for students including providing a college bound atmosphere campus wide. The first exposure is collegiate flags posted around the campus. Moss Park also has a college shirt day monthly where staff and students are encouraged to wear collegiate apparel to bring attention and support towards college readiness. The fifth grade students participate in a research study to learn more about a college of their choice and integrate reading, writing, and speaking skills to present the demographics, academics available, admission criteria, highlights, and specialties to their peers and school staff. In addition independent learning and leadership is fostered to prepare students for

college and career readiness through the implementation of teacher assistants, safety patrols, and the MAGIC program.

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

To prepare our students for 21st century careers with technology and industry, Moss Park has increased access to digital curriculum and access through the use of i-Ready Reading, i-Ready Math, Accelerated Reader, and HMH Think Central for interactive lessons and digital experiments to provide real world experiences. Every classroom is equipped with Smart Boards and technology integration in the classroom is implemented to prepare 21st century learners for careers involving computers, virtual manipulatives and labs, Additional laptop carts are available to provide students additional opportunities to use technology in a classroom setting. Students also work with learning how to utilize and monitor technology through the news production crew which rotates throughout the year to provide fifth grade students with the opportunity to learn and experience the multimedia production process. This year we also have student response cards where students use clickers to send their answers to the classroom teacher.

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

STEM inquiry investigations and experiments are taking place weekly within the academic instruction to provide hands on experience with science, math, engineering, and technology integration and problem solving in real world situations. STEM club is held once a week for 4th and 5th grade students to enhance their learning focus on science, math, engineering, and technology.

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

The strategies implemented at Moss Park for improving student readiness based on the annual analysis of the High School Feedback report include immediate assessments, intensive interventions, and strategic fluid instructional groups. Beginning of the year diagnostic assessments provided through DRA, Journeys and Go Math will be used to identify deficiencies. Teachers will form fluid and strategic intervention groups to provide remediation and enrichment support starting in September and continuing throughout the school year to increase reading and math proficiency to prepare students for on grade level or above coursework in their later academic career. In addition, STEM activities are embedded in the instruction to provide real world problem solving integration and prepare 21st century learners for future academics in science, math, engineering, or technology fields. Another strategy is the implementation and digital access through the use of computer programs and digital curriculum to prepare learners for communicating and demonstrating knowledge with technology as a means of communication. Besides strategies for instruction, recognition strategies are in place to honor academic achievement and motivate student goal setting, The quarterly honor roll award ceremonies recognize academic achievement for K-5 students earning A and B letter grades. The Cross Over Ceremony recognizes students accomplishments in elementary school and prepares them for their middle school experience by honoring students and creating a vision of learning for future years in front of their families at the middle school campus.

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:

.

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.** Teachers will use collaborative planning to focus on standards-based instruction and thereby, improve teacher craft knowledge and student achievement. (Division Priority: Accelerate student performance)

- G2.** Teachers will gain a deeper understanding of the Instructional Framework and effectively use the strategies to increase rigor and, thereby, student achievement. (Division Priority: Ensure career and college 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. Teachers will use collaborative planning to focus on standards-based instruction and thereby, improve teacher craft knowledge and student achievement. (Division Priority: Accelerate student performance) **1a**

 G073179

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - ELL	77.0
AMO Math - ELL	77.0
AMO Reading - ED	78.0
AMO Reading - SWD	66.0
AMO Math - ED	78.0
AMO Math - SWD	74.0

Resources Available to Support the Goal **2**

- Instructional Coaches
- Item Specifications
- Measurement Topic Plans
- Teacher Tool Box

Targeted Barriers to Achieving the Goal **3**

- Lack of Time

Plan to Monitor Progress Toward G1. **8**

Student formative assessment data

Person Responsible

Sheri Sico

Schedule

Weekly, from 9/1/2015 to 5/27/2016

Evidence of Completion

intentional planning sheets, formative assessment data

G2. Teachers will gain a deeper understanding of the Instructional Framework and effectively use the strategies to increase rigor and, thereby, student achievement. (Division Priority: Ensure career and college readiness) **1a**

 G073180

Targets Supported **1b**

Indicator	Annual Target
AMO Math - ELL	77.0
AMO Math - SWD	74.0
AMO Reading - ELL	77.0
AMO Reading - All Students	88.0
AMO Reading - SWD	66.0
AMO Math - All Students	87.0

Resources Available to Support the Goal **2**

- The Coaching Classroom book
- Effective Educators website (IObservation)
- Instructional Coaches planning with teachers
- Gifted Teachers well versed in instructional strategies
- Learning Science Institute Coach
- Measurement Topic Plans

Targeted Barriers to Achieving the Goal **3**

- Lack of deep understanding of the Framework and instructional strategies

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

The data that will be collected, analyzed, and discussed will include but not be limited to: I-Ready, teacher created formative assessments, teacher created unit assessments, Go Math, Journeys, lobservation, and end of course assessments.

Person Responsible

Sheri Sico

Schedule

Daily, from 9/7/2015 to 6/1/2016

Evidence of Completion

Data from I-ready, lobservation and the data spreadsheet

Plan to Monitor Progress Toward G2. 8

Observation data will be collected using the effective educators website.

Person Responsible

Eric Cantrell

Schedule

Daily, from 9/7/2015 to 5/9/2016

Evidence of Completion

Data from I-ready, observation and the data spreadsheet

Plan to Monitor Progress Toward G2. 8

Data will be collected based on the student performance on the teacher created mini and culminating assessments.

Person Responsible

Sheri Sico

Schedule

Biweekly, from 9/7/2015 to 5/30/2016

Evidence of Completion

The teacher created assessments and the data collected from them will be uploaded to the collaboration site.

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. Teachers will use collaborative planning to focus on standards-based instruction and thereby, improve teacher craft knowledge and student achievement. (Division Priority: Accelerate student performance) **1**

 G073179

G1.B1 Lack of Time **2**

 B191174

G1.B1.S1 Create opportunities for teachers to have a day of planning for ELA and math **4**

 S202644

Strategy Rationale

Teachers need a large chunk of time to thoroughly develop standards-based lessons based on student needs.

Action Step 1 **5**

Teachers will be given one planning day per semester to plan rigorous ELA and math lessons.

Person Responsible

Sheri Sico

Schedule

Semiannually, from 10/5/2015 to 3/7/2016

Evidence of Completion

Agenda, Instructional Focus Calendars, Meeting Minutes, Lesson Plans

Action Step 2 5

Additional support planning support will be provided

Person Responsible

Heather LaFave

Schedule

Weekly, from 9/1/2015 to 6/2/2016

Evidence of Completion

lesson plans, meeting minutes, sign in sheets

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

Coaches and administration will create the agenda and participate in the planning days. Minutes will be recorded during the weekly planning meetings.

Person Responsible

Sheri Sico

Schedule

Semiannually, from 10/5/2015 to 3/7/2016

Evidence of Completion

IObservation reports will show if strategies planned are being implemented in the classroom. Lesson plans and formative assessment data will also be evidence.

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

Weekly planning meetings will continue to ensure teachers stay on track with IFC created

Person Responsible

Sheri Sico

Schedule

Weekly, from 10/5/2015 to 6/3/2016

Evidence of Completion

lesson plans, PLC notes

G2. Teachers will gain a deeper understanding of the Instructional Framework and effectively use the strategies to increase rigor and, thereby, student achievement. (Division Priority: Ensure career and college readiness) **1**

 G073180

G2.B4 Lack of deep understanding of the Framework and instructional strategies **2**

 B191180

G2.B4.S1 An outside Learning Sciences Institute consultant will provide expert observational feedback and coaching to administrators. **4**

 S202649

Strategy Rationale

Administration and instructional staff need additional support in the Marzano Framework to increase the level of rigorous instruction at the school.

Action Step 1 **5**

An LSI consultant will work with administration to create an action plan to support classroom observations, instructional feedback and coaching.

Person Responsible

Eric Cantrell

Schedule

Monthly, from 9/21/2015 to 5/27/2016

Evidence of Completion

Observation data from LSI, iObservation reports

Action Step 2 **5**

Coaches will work with teachers to plan using Marzano Framework and daily learning targets.

Person Responsible

Sheri Sico

Schedule

Weekly, from 8/24/2015 to 6/2/2016

Evidence of Completion

lesson plans, learning targets, iObservation data

Action Step 3 5

Teachers will attend a professional development on DOK levels and how to align them with instructional strategies to increase rigor.

Person Responsible

Tammie Peters

Schedule

On 12/1/2015

Evidence of Completion

sign in sheets, Power Point, Exit Slips

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Observations will be conducted frequently where knowledge gained from the consultant will be used to deliver actionable, specific feedback

Person Responsible

Eric Cantrell

Schedule

Daily, from 9/14/2015 to 5/23/2016

Evidence of Completion

Individual iObservation reports, Deliberate Practice

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

IObservation reports will be reviewed to determine an increase in use of content strategies observed and increase proficiency with using the strategies.

Person Responsible

Sheri Sico

Schedule

Monthly, from 9/7/2015 to 5/9/2016

Evidence of Completion

IObservation reports

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Teachers will be given one planning day per semester to plan rigorous ELA and math lessons.	Sico, Sheri	10/5/2015	Agenda, Instructional Focus Calendars, Meeting Minutes, Lesson Plans	3/7/2016 semiannually
G2.B4.S1.A1	An LSI consultant will work with administration to create an action plan to support classroom observations, instructional feedback and coaching.	Cantrell, Eric	9/21/2015	Observation data from LSI, IObservation reports	5/27/2016 monthly
G1.B1.S1.A2	Additional support planning support will be provided	LaFave, Heather	9/1/2015	lesson plans, meeting minutes, sign in sheets	6/2/2016 weekly
G2.B4.S1.A2	Coaches will work with teachers to plan using Marzano Framework and daily learning targets.	Sico, Sheri	8/24/2015	lesson plans, learning targets, iObservation data	6/2/2016 weekly
G2.B4.S1.A3	Teachers will attend a professional development on DOK levels and how to align them with instructional strategies to increase rigor.	Peters, Tammie	12/1/2015	sign in sheets, Power Point, Exit Slips	12/1/2015 one-time
G1.MA1	Student formative assessment data	Sico, Sheri	9/1/2015	intentional planning sheets, formative assessment data	5/27/2016 weekly
G1.B1.S1.MA1	Weekly planning meetings will continue to ensure teachers stay on track with IFC created	Sico, Sheri	10/5/2015	lesson plans, PLC notes	6/3/2016 weekly
G1.B1.S1.MA1	Coaches and administration will create the agenda and participate in the planning days. Minutes will be recorded during the weekly planning meetings.	Sico, Sheri	10/5/2015	IObservation reports will show if strategies planned are being implemented in the classroom. Lesson plans and formative assessment data will also be evidence.	3/7/2016 semiannually
G2.MA1	The data that will be collected, analyzed, and discussed will include but not be limited to: I-Ready, teacher created formative assessments, teacher created unit assessments, Go Math, Journeys, lobobservation, and end of course assessments.	Sico, Sheri	9/7/2015	Data from I-ready, lobobservation and the data spreadsheet	6/1/2016 daily
G2.MA2	lobobservation data will be collected using the effective educators website.	Cantrell, Eric	9/7/2015	Data from I-ready, lobobservation and the data spreadsheet	5/9/2016 daily
G2.MA3	Data will be collected based on the student performance on the teacher created mini and culminating assessments.	Sico, Sheri	9/7/2015	The teacher created assessments and the data collected from them will be uploaded to the collaboration site.	5/30/2016 biweekly
G2.B4.S1.MA1	IObservation reports will be reviewed to determine an increase in use of content strategies observed and increase proficiency with using the strategies.	Sico, Sheri	9/7/2015	IObservation reports	5/9/2016 monthly
G2.B4.S1.MA1	Observations will be conducted frequently where knowledge gained from the consultant will be used to deliver actionable, specific feedback	Cantrell, Eric	9/14/2015	Individual iObservation reports, Deliberate Practice	5/23/2016 daily

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.

G2. Teachers will gain a deeper understanding of the Instructional Framework and effectively use the strategies to increase rigor and, thereby, student achievement. (Division Priority: Ensure career and college readiness)

G2.B4 Lack of deep understanding of the Framework and instructional strategies

G2.B4.S1 An outside Learning Sciences Institute consultant will provide expert observational feedback and coaching to administrators.

PD Opportunity 1

Teachers will attend a professional development on DOK levels and how to align them with instructional strategies to increase rigor.

Facilitator

Tammie Peters

Participants

k-5 teachers

Schedule

On 12/1/2015

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	Teachers will be given one planning day per semester to plan rigorous ELA and math lessons.				\$9,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		140-Substitute Teachers	1582 - Moss Park Elementary	General Fund		\$9,000.00
2	G1.B1.S1.A2	Additional support planning support will be provided				\$0.00
3	G2.B4.S1.A1	An LSI consultant will work with administration to create an action plan to support classroom observations, instructional feedback and coaching.				\$17,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1582 - Moss Park Elementary	General Fund		\$17,000.00
4	G2.B4.S1.A2	Coaches will work with teachers to plan using Marzano Framework and daily learning targets.				\$0.00
5	G2.B4.S1.A3	Teachers will attend a professional development on DOK levels and how to align them with instructional strategies to increase rigor.				\$0.00
					Total:	\$26,000.00