

The School District of Lee County

# Allen Park Elementary School



2015-16 School Improvement Plan

## Allen Park Elementary School

3345 CANELO DR, Fort Myers, FL 33901

<http://alp.leeschools.net/>

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
Elementary	No	45%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	57%

### School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>	A*	A	A	A

*\*Preliminary Informational Baseline School Grade*

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

### School Board Approval

This plan is pending approval by the Lee County School Board.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

To be a high performing school community inspiring high performing lifelong learners

##### Provide the school's vision statement

Today's Learners...Tomorrow's Leaders

#### School Environment

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

Allen Park Elementary School uses a variety of techniques to learn about the culture of students. A variety of family events are held to allow the families of our students and staff to engage with one another. We start the year with Meet the Teacher, an event to initially meet and become familiar with one another. We also offer Love and Logic classes to assist parents with consistent home school communication. Curriculum Night, Family Fall Festival, grade level parent-student luncheons, PTA, and Watch D.O.G.S. are a few other events that promote communication and relationships that foster a consistent stakeholder relationship. All teachers make contact either by phone or in a parent-teacher conference within the first 2 weeks of school. This initial contact stresses the positive to foster a foundation of open communication between home and school. Agendas and Parent Link are other means of communication between our teachers and parents. Notes are written back and forth and assignments are written so parents can support the learning taking place at school.

Our ESOL reports are reviewed and data is used to identify ELL students and initial background information that helps the school better get to know their families. The parents are invited to attend parent committees at both the district and school level. Additionally, our SAC committee is reflective of our school culture and incorporates parents' input into decisions. We have bilingual staff members that translate for Spanish, Haitian-Creole, Italian, French, and American Sign Language for our families. Parent Link messages are sent via phone call in both, English and Spanish.

Relationships between students and teachers are built from day one at Allen Park. Our teachers provide students with an environment where students feel safe and secure. By having detailed background knowledge about special needs, strengths and areas in need of improvement, teachers create a safe learning environment in which students take risks in their learning. An environment in which mistakes create opportunities for learning, all stakeholders rely on the strong relationships we build on our campus. Students are encouraged to share family information through student of the week presentations, family tree projects and lessons that support a variety of cultures encompassed in the classroom.

Teachers also build relationships with students through small group center activities and Kagan structures which are infused throughout our instructional day. Students are given multiple opportunities to meet within small groups with both the teacher and peers. Teachers can assess the needs of students within small groups and develop relationships with students by getting to know each one. In addition, Kagan activities allow students to participate in cooperative learning with other students as they are encouraged by teachers to share their information with fellow students.

Allen Park teachers use the Accelerated Reader program to develop one on one relationships with students. Teachers meet with individual students each day during a regularly schedule reading time. Teachers discuss goals, reading habits, and questions or concerns with each student throughout the



week. Students build the home school relationship by sharing data about their success and discussing what they're reading with family members.

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

Allen Park's behavioral expectations also serve to facilitate an environment where all students feel safe and respected. We incorporate into our culture R2S2, which represents Respect, Responsible, Smart, and Safe. This culture encourages all students to actively utilize each component through their actions and decision making opportunities. As a school that utilizes a positive behavior support (PBS) program, students are frequently recognized for making good choices and being peer models for R2S2.

Using visuals, such as blue lines painted on the sidewalk throughout the campus, students are able to travel safely, using them as a guide. Kindergarten and Pre-K student use a "train" system to model moving safely throughout the campus. Recognition is given to classes in the form of "Blue Line Walker Awards" for their safe and orderly conduct in the hallways. The classes are given school-wide recognition in the daily news. Additionally, Fifth grade patrols assist with monitoring safe movement throughout campus.

Students are recognized for positive leadership choices by being awarded a "Positive Principal Pass". This creates the opportunity for students to serve as positive role models for their peers. They are also recognized by the Principal.

Monthly character words are introduced and utilized on our campus as another form of encouraging students to value the feelings of others.

Allen Park is a bucket filling school. Every classroom within our school uses the philosophy of "bucket filling" and not "bucket dipping". This philosophy encourages students and staff to use our words and actions to encourage one another. Teachers, paraprofessionals, office staff, and administration all support the concept of bucket filling and reinforce it regularly throughout the school campus. Students recite a bucket filling pledge each morning which is modeled daily on the morning news.

Students set goals for their personal reading progress in the Accelerated Reader (AR) program. They monitor their personal progress and conference with their teacher on a regular basis. Students who reach these goals participate in quarterly celebrations.

Outside of the traditional school day we offer a Before and After School Program (BASP) that carries on our R2S2 motto and reinforces making good choice. Before school, students can participate in our Running Club. This club is well respected throughout the greater community and has a high rate of participation. Students who may not excel academically, may shine in this forum. It creates an opportunity for students to share their strengths outside the classroom, aside from academics. It also is related to a program called Walk for Water that donates a water filtration system to Kenya. Our students learn that they can help others in our world just by walking/running in the mornings. In addition, our BASP creates opportunities for students learn and model good study habits as they work with counselors on homework assignments. They also participate in planting a school garden which provides lessons beyond horticulture. This project develops responsibility and respect for the environment. Students are also part of the harvesting and preparation of food so that they may sample their fruits of labor. Students are able to share their talents in a safe and secure environment that is outside the academic setting.

**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**

The school-wide behavioral system establishes expectations for all students through R2S2. Classroom Dojo is an interactive student and teacher program the provides all stakeholders with the opportunity to monitor positive and negative choices that impact the learning of each individual. Everyone is trained in the 4 expectations for students and staff and the importance of creating a

positive school culture.

Expectations for Respectful, Responsible, Safe and Smart behavior choices are intentionally taught in the classrooms by classroom teachers, by additional staff in special area subjects, and specific areas of the campus.

Using a color-coded cup system in the cafeteria, students are provided the opportunity to self-monitor their behavior choices beginning with the end in mind.

In addition to the R2 S2 expectations, we have established and continue to reinforce the Bucket Fillers program. A daily reinforcement of positive behavior also takes place through the Bucket Fillers Pledge which is recited on the school-wide news and reinforced throughout the day and campus with use of the language/terminology from the Bucket Fillers program. Each Thursday, Bucket Fillers are recognized on the School-wide News program for their positive choices.

Reward and discipline systems are managed by classroom teachers for all students, and more serious offenses are handled by the Office Discipline Referral system. Students who are receiving MTSS Tier 2 and Tier 3 services receive additional support, incentives, rewards from special area and administrative staff.

Consistency is maintained through training and a team approach to the MTSS system of progress monitoring. The team approach ensures that expectations, evaluation, reward and consequence systems maintain objectivity and equity.

In addition to students and staff, parents are encouraged to actively engage in their children's academic and social development. Open communication with parents takes place through the daily agenda, parent-teacher conferences, school wide newsletters, and parent training using the Love and Logic curriculum.

### **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**

The social emotional needs of all students are monitored on daily basis through a collaborative approach to teaching and learning . Using teacher and staff observations and interactions, parent communications, and consultation with our curriculum, counseling and psychology service providers, we are able to assess and manage the needs of children through their changing developmental stages and life circumstances. Students who are in need of additional support are referred to the MTSS process, school counseling services, special area teacher/mentors and to outside social service providers.

To promote social interaction among peers, students are guaranteed a daily 15 minute recess. During this time the students build relationships with their classmates.

Partners with the Dr. Ella Piper Senior Center and Seven Lakes Men's Community Club, volunteer to assist in classrooms to work one-on-one with students, giving them personal attention to meet emotional and academic needs. They also make material and monetary donations for teachers to meet the students' social needs. Students benefit from these donations when they travel off the school campus into the community for community learning projects.

Students participate in community service projects, such as the Locks of Love, Salvation Army Canned Food Drive, and Red Kettle Christmas Campaign to learn the importance of being responsible stewards of their community. In addition, individual classrooms have multiple organizations that they work with to contribute toward such as the Humane Society.

Our school's campus is made available for outside community organizations, such as the Boy Scouts.

### **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**

### **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
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

There are many stakeholders who hold specific roles in the process of providing interventions for our at-risk students. Each of the members works as part of a collaborative team to assist these students in attaining success.

Classroom Teachers are often the first team members to identify students as being at academic risk. Teachers will confer with families about their concerns and keep anecdotal and assessment data to share with the families. Teachers often begin by differentiating their instruction and if this is not successful, they bring the child forward to begin the MTSS process.

Teachers will collaborate with the team throughout the MTSS cycle of analysis, hypothesizing, planning, implementing, and data collecting. They deliver instructional interventions with fidelity and implement interventions designed by MTSS Team for students receiving supplemental and intensive supports. They attend MTSS Team meetings to monitor students who are struggling and share ongoing progress monitoring notes in a MTSS folder (FAIR, curriculum assessments, (Early)STAR or FCAT scores, work samples, anecdotal notes).

Curriculum Specialist as part of the MTSS team will collaborate in the process described above and administer diagnostic instruments. In addition, she works to collect school-wide data for the administrative and instructional teams to use in determining at-risk students and to problem-solve how to best meet the needs of the group. This may include training teachers in interventions, progress monitoring, differentiated instruction, as well using data to drive instruction. She also works with the information specialist and school social worker to identify students with poor attendance patterns and follow district procedures regarding absence and truancy problems.

The speech-language pathologist attends MTSS Team meetings for students receiving supplemental and intensive supports or for consultation for students who are suspected of having a language disability. She completes Communication Skills screening for students unsuccessful with Tier 2 interventions. In some cases she assist with supplemental and intensive interventions through collaboration, training, and/or direct student contact in the classroom.

Our Guidance Counselor is instrumental in creating proactive plans reduce the occurrence of behaviors that negatively impact learning. She works with all stakeholders, including the greater mental health and social services community to get vital resources for families in need. As our 504 and Equity coordinator, she educates parents and teachers about the rights of students and creates plans to optimize student learning for those with disabilities.

The school psychologist attends MTSS Team meetings on some students receiving supplemental supports & on all students receiving intensive supports. She monitors and provides input on data collection process for fidelity as well as, reviews and interprets progress monitoring data. Her collaboration with the MTSS Team on effective instruction & specific interventions in valued and needed. Her knowledge of both academic and often behavioral concerns is an invaluable resource to the MTSS team.

ESE Teachers consult with MTSS Team regarding intensive interventions and is often able to assist with providing these interventions in the general education classroom. Additionally, they conduct classroom observations that provide valuable input during the hypothesizing and problem-solving steps of the MTSS process.

The ESOL/ELL representative, with the assistance of translators, communicates the concerns regarding behavior and academics with the families. In addition, she bridges any cultural gaps that may be present between school and home cultures and norms.

## 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**

Allen Park continually provides teachers and families with opportunities to build positive relationships. Through our PTA, parent volunteer program, and WatchDOGS program, parents are encouraged to be actively engaged in the activities of our school. PTA schedules and runs many activities throughout the school year to bring families into the school such as a Boo Hoo Breakfast, Zoomers Amusement Complex, Jason's Deli, Skate Nights, and Spring Fling. Our school promotes and encourages family involvement in school activities such as Accelerated Reader celebrations, classroom presentations, Grade level luncheons, Quarterly Awards Ceremonies, and Grandparents Day activities.

The mission and vision of our school are displayed throughout the campus in all classrooms, office areas and cafeteria. Our daily School News program and monthly newsletters display both the vision and mission for all stakeholders to view. Our online resources also use banners to display these. Progress reports are sent home to parents on a weekly basis. The report includes current grades, comments on student behavior as needed, Accelerated Reader progress, and requests, as needed, for parent conferences. Parentlink is another method for communicating with parents. Teachers recently received training on utilizing Parentlink and are using this resource to inform parents of classroom events, student progress, and other classroom information. On a daily basis, teachers and parents communicate through the daily agenda. This enables teachers to communicate more frequently than waiting to report any improvements or concerns, prior to the weekly progress report. Teachers also invite families to participate in grade level or classroom level special projects or units of instruction. Parents are actively involved in mentoring, monitoring small groups activities within teacher's classrooms, and even help support classrooms by working on special projects at home and returning them to teachers to help support students' learning.

**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**

Allen Park partners with many local organizations and businesses in an effort to support student achievement. Administration and teachers actively solicit our local community to enlist the support of businesses and organizations. In addition, parents generously bring forth donation from their personal businesses and those they have received donations from.

- \* PTA - donates money to each teacher to be used for students
- \* Publix - donates many supplies throughout the school year to be utilized by teachers
- \* Seven Lakes - monetary donations
- \* Laces for Love - student participation in collecting new and gently used shoes
- \* Adopted grandparents - volunteers time in classrooms to assist with student learning
- \* Local news - two local news anchors volunteer in our classrooms to support learning
- \* VFW - donates school supplies annually
- \* Rotary Club - donates dictionaries to our third grade students annually
- \* Foundation for Lee County Schools - provides resources to teachers and students, provides resources for student such as clothing, medical hearing evaluations, and more
- \* Mason's Men's club - monetary donations
- \* Future Educators of America - reads to students
- \* Fort Myers High School Band - Young Author's Club
- \* Game Guys - donates game trailer at a discounted cost to reward students for meeting their reading goals
- \* Moonwalk and More - donates bounce house at a discounted cost to reward students in meeting their reading goals
- \* Direct Impressions - discounted services to print school calendar and handbook to inform stakeholders of academic events and school information
- \* Carson's Scholars Fund - accentuates student achievement and recognizes individuals with monetary rewards
- \* Higgins the Search and Rescue Dog - volunteers in our Hearing Impaired classrooms
- \* Box Tops for Education - monetary donations are made directly to classrooms for student needs

## 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
Roberts, Tamika	Teacher, K-12
Dreussi, Karen	Instructional Technology
Eastridge, Lisa	Principal
Kelly, Robyn	Teacher, K-12
Metzger, Stephanie	Assistant Principal
Patti, Susan	Guidance Counselor
Rodgers, Jean	Teacher, K-12
Sidwell, Jennifer	Instructional Coach
Wagener-Pachivia, Renee	Teacher, ESE
Foster, Sandra	Instructional Media
Fetterhoff, Cynthia	Teacher, K-12
Philpott, Dana	Teacher, K-12
Schwind, Stacy	Teacher, K-12
Armeros, Darcy	Teacher, K-12
Barrett, Melissa	Teacher, K-12
Butler, Kendra	Teacher, ESE



## Duties

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

The roles of each member are as follows:

#### Teacher

Administration utilizes the membership of the School Leadership Team (SLT) as part of the problem solving process. Team members share in the decision making for the school. They discuss problems or decisions that need to be made and come to consensus with full knowledge of implications and details to share with their PLCs.

SLT members support their PLC members with scheduling, modeling and sharing best practices, organizing data review sessions, and facilitating WIN time for remediation and enrichment. In addition, they identify opportunities for growth within both the instructional staff and student body and collaborate on possible ideas to address concerns.

#### Curriculum Specialist

The curriculum specialist supports PLCs modeling and sharing best practices as well as facilitating data review work sessions, in which teachers work in PLCs to review data as it relates to SIP goals. As a district liaison, information on District initiatives, programs, and support are brought back to PLC members and shared through training or materials review. Information about standards, assessment or academic plan changes are also brought to the SLT.

In addition, regular review of data identifies opportunities for growth within both the instructional staff and student body to share with the team so they may take the information back to their PLCs.

#### Principal/Assistant Principal

- Provide or coordinate valuable and continuous professional development
- Assign paraprofessionals to support MTSS implementation when possible
- Attend MTSS Team meetings to be active in the MTSS change process
- Conduct classroom Walk-Throughs to monitor fidelity

#### Guidance Counselor/Curriculum Specialist

- Often MTSS Team facilitators
- Schedule and attend MTSS Team meetings
- Maintain log of all students involved in the MTSS process
- Send parent invites
- Complete necessary MTSS forms
- Conduct social-developmental history interviews when requested

#### School Psychologist

- Attend MTSS Team meetings on some students receiving supplemental supports & on all students receiving intensive supports
- Monitor data collection process for fidelity
- Review & interpret progress monitoring data
- Collaborate with MTSS Team on effective instruction & specific interventions
- Incorporate MTSS data when guiding a possible ESE referral & when making eligibility decisions

#### ESE Teacher/Staffing Specialist

- Consult with MTSS Team regarding intensive interventions
- Incorporate MTSS data when making eligibility decisions

#### Specialist (Behavior, OT, PT, ASD)

- Consult with MTSS Team
- Provide staff trainings

#### Social Worker

- Attend MTSS Team meetings when requested
- Conduct social-developmental history interviews and share with MTSS Team

#### ESOL/ELL Representative

- Attend all MTSS Team meetings for identified ELL students, advising and completing LEP paperwork

- Conduct language screenings and assessments
- Provide ELL interventions at all tiers

**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**

An organization flow chart is administered throughout the school. Teachers share concerns with grade level chairs who discuss those needs with our curriculum specialist. The curriculum specialist shares questions and concerns with administration who discusses what resources are available to meet the needs of our teachers and students. If necessary, district personnel would be contacted and resources would be acquired through the proper channels.

The MTSS Problem-Solving team at Allen Park Elementary meets on a weekly, monthly, as needed basis to analyze school and/or student progress data in order to identify students in need of further support and monitor the progress of students receiving interventions to ensure that the needs of all students are being met within a multi-tiered system of student supports. The team uses the five-step problem solving process as outlined in the district's MTSS Manual. Data analysis comparison of cohort schools at the district level, classrooms by teacher, and individual student level will be used to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs.

WIN (What I Need) - Teachers meet regularly in Professional Learning Communities to address the continuing needs of all students. Grade levels work together to identify student needs and organize groups of students to work weekly in a classroom to maximize opportunities for student growth of a particular skill or strategy. School leadership works closely with the grade levels to provide resources and address concerns as needed. Our Professional Development Resource Teacher contacts grade level chairs and teachers weekly to offer support and provide ideas for WIN activities.

### **School Advisory Council (SAC)**

#### **Membership:**

Name	Stakeholder Group
Lisa Eastridge	Principal
Jennifer Sidwell	Teacher
Oswaldo Munoz	Education Support Employee
Sherry Tobler	Education Support Employee
Shawn Ward	Education Support Employee
Ricardo Alvarez	Parent
Marie Auchmuty	Education Support Employee
Cynthia Fetterhoff	Teacher
Judith Donlan	Parent
Stephanie Metzger	Principal
Jacquelyn Ali	Teacher
Christine Paraboschi	Parent
Ashayla Dean	Parent
Chaninum Suchinparm	Parent
Candyce Bond	Parent
Alicia Druskis	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*

During the initial SAC Meeting for each academic year, Allen Park's SAC, is presented with the High Stakes evaluation results from the previous school year. The Committee then reviews the previous year's goals, and actions to aid in accomplishing the goals. The committee will discuss the effectiveness of the actions taken in respect to our progress toward meeting our goals. Our SAC then will engage in a collaborative discussion to determine if previous actions intended to yield gains should continue to be implemented or revised.

*Development of this school improvement plan*

SAC members work with the school team to create SIP. During a SAC meeting members review the SIP and are provided the opportunity to ask questions, make recommendations and approve revisions prior to voting and reaching consensus on the approval or revocation of the drafted SIP.

*Preparation of the school's annual budget and plan*

Mrs. Eastridge, the school's principal, is responsible for the school's budget. Decisions are made to align with improvement goals in the SIP and support student learning. She shares with the committee any budgetary provisions that are made to aid in the progress toward reaching SIP goals.

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

School improvement funds were allocated recently and a plan is currently being addressed to utilize these funds.



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

No

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

**Literacy Leadership Team (LLT)**

**Membership:**

Name	Title
Eastridge, Lisa	Principal
Metzger, Stephanie	Assistant Principal
Sidwell, Jennifer	Instructional Coach
Foster, Sandra	Instructional Media
Kelly, Robyn	Teacher, K-12
Rodgers, Jean	Teacher, K-12
Schwind, Stacy	Teacher, K-12
Barrett, Melissa	Teacher, K-12
Roberts, Tamika	Teacher, K-12
Wagener-Pachivia, Renee	Teacher, ESE
Armeros, Darcy	Teacher, K-12
Dreussi, Karen	Instructional Technology
Butler, Kendra	Teacher, ESE

**Duties**

***Describe how the LLT promotes literacy within the school***

Students work to achieve personal goals that are established based on their individualized reading levels. Each student meets to conference with their teacher to review individual progress on meeting genre goals, comprehension goals, and discuss areas of strength and opportunities for grow. The school encourages students to achieve personal goals, so that they may participate in quarterly school-wide reading celebrations.

Additionally, students are recognized on our school news when they meet specific reading goals such the accomplishment of becoming a "Millionaire Club" member, a student who has read a million words or an honors reader who has read a specific number of classic books, such as Tom Sawyer. Students are encouraged to become young authors and illustrations through an annual "Author's Parade". Students author, illustrate, and publish fiction and non-fiction stories that are reviewed by a panel of judges. The top choice authors are permitted to participate in the "Annual Author's Parade" which incorporates stakeholders throughout school and larger the community. The parade is a community and school-wide event that celebrates budding literacy in our young students.

Additionally, students are provided the opportunity to participate on the school's Book Battle Team. The team members have completed books on the Sunshine State Readers List. The review, discuss and practice answering questions about these books at the school level. They then participate in competitions across at the District level to finalize the District Champions.

**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**

Allen Park is a Professional Learning Community (PLC). Within the school-wide PLC, there are smaller PLC's made up of grade level teams. This allows teachers the benefits of learning and sharing with more than one PLC. In addition, they are members of performance group PLCs or special area PLCs. Within these learning communities, teachers use the standards to reach consensus and establish essential learning outcomes for all students. Once these are determined, the community works to establish common formative assessments that are used to determine the needs of students. Data will be reviewed by the community for error analysis and creation of enrichment or remediation groups to meet individual student needs. In addition, the team will share best practices, plan co-teaching lessons, provide resources, and use the academic plan to insure the curriculum is fair and viable for all students. School leadership has developed grade level PLCs with a deep knowledge of individual teacher's strengths and areas in need of development. They have paired groups to accommodate for these strengths and areas in need of development. In addition, when creating the master schedule, administration has created a flex-schedule in which teachers are guaranteed a minimum of 50 minutes of PLC time weekly. In addition, grade level PLCs have a common 40 minute planning period every day. Through purposeful design, administration has planned for common grade level classrooms to be located within close proximity to one another. This provides opportunities for teachers to co-teach and have students move to another classroom to better have their needs met. During WIN Time (What I Need) students meet with teachers that have lessons specifically designed for students' needs. Some will benefit from additional practice, some require enrichment, while others benefit from reteaching. This assignment of students for WIN Time is a collaborative effort of grade level PLCs. They work together to plan and insure students' needs are being met.

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

The administration believes that the development and retention of highly qualified teachers begins with the first day the teacher is hired. During preschool there is a meeting with all teachers new to Allen Park. The focus of this meeting is to share school policies and procedures, review the school curriculum binder, discuss the information in the instructional staff handbook, and tour the school campus. New teachers or teachers who are new to Allen Park are assigned peer mentors and meet regularly. Regular meetings of new teachers with the administration and curriculum specialist are scheduled to insure they are getting the support they need, trouble shoot, and share positive feedback.

Staff will participate in continuing professional development and Professional Learning Communities (PLCs) to plan for the implementation of the Florida Standards for College and Career Readiness. The PLCs provide teachers support with planning, teaching, assessing, and monitoring student progress with the support of their colleagues. Working together as a PLC strengthens the retention of teachers as they realize they are working together to facilitate learning.

Within our school, students are assigned to teachers based on their performance. This creates a narrower range of performance, to better target teaching based on the students' needs and maximize the learning. Within this structure of performance class assignment, there are teachers who have students who demonstrate the most success with maximum support systems in place. Adult support (highly-qualified paraprofessionals) work daily with students in all of our supported classrooms for their 120 minute reading block. In addition, our special education teachers co-teach with our gen ed teachers to provide support within the classroom setting. This support benefits all students as more small group instruction with immediate corrective feedback and praise can be provided. In addition, the curriculum specialist and guidance counselor provide teachers support for students not succeeding academically and/or behaviorally through the MTSS process.

Many stakeholders contribute to our ability retain highly-qualified and effective teachers. One such group is our Active Volunteer Program that provides support in the classroom with adults working with students. Watch DOGS (Dads of Great Students) are also available to volunteer and mentor students. They are able to provide support and enable teachers to provide more small group and individualized

time with students.

A Strong partnership with our PTA resulting in all teachers receiving a \$250.00 grant yearly for the purpose of purchasing classroom materials. This partnership also provides additional technology and library purchases for classrooms. These supports are beneficial, both professionally and emotionally, to teachers and aid in retaining teachers and make Allen Park a highly sought after school in our district by parents and teachers.

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

The administrators schedule a meeting during preschool with first year teachers and teachers new to Allen Park. The focus of the meeting is to share school policies and procedures, review the school curriculum binder, discuss the information in the instructional staff handbook, and tour the school campus. First year teachers or new teachers to Allen Park are assigned peer mentors who have been trained in the mentoring process. New teachers meet weekly with assigned peers. Teachers are members of a school-wide PLC, in addition they are members of smaller grade level, performance group, and possibly special needs PLCs. First year teachers are offered the opportunity to visit and observe in other classrooms on an as-needed basis. First year teachers participate in the district's A.P.P.L.E.S program and create an Individualized Professional Development Plan that is monitored by school administration.

## **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***

Allen Park has representatives that are part of a District-wide team that exams materials up for adoption. These curricular materials are pre-approved at the state level and then are reviewed by the district-level review team. The materials are evaluated to the degree to which they address the standards, and the level of rigor. Once the District adopts these instructional materials, the teachers have access to District-wide academic plans that create a scope and sequence that aligns to the State's standards. This academic plan, lists the curriculum resources to assist with helping students achieving mastery of the standards.

Teachers at each grade level serve on District Leader PLC's to gather information and share with their peers at the school level. This ensures all standards are being taught for mastery with consistency across the district.

#### **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***

Allen Park Elementary School utilizes the district adopted data management system, Performance Matters. This allows the school comprehensive access to all school and district databases, thereby assisting with the detailed analysis of district, school, classroom, and student level data. These analyses

assist with the tracking of student progress, management of diagnostic, summative, and formative assessment data, and the response of students to implemented interventions.

Teachers utilize this data to determine if remediation, additional practice, or enrichment is required for students. This information is used to differentiate instruction which may occur in small group or 1:1

instruction. This data is also utilized for assignment of students during their WIN Time (What I Need). During this time, teachers collaborate on activities that are highly engaging and are targeted to meet students needs, based on the level of proficiency in a skill or on a concept that will aid them in the mastery of the standard. For those already demonstrating proficiency, the activities are enriching and may be of a higher level of rigor and application. For those who are approaching proficiency, additional interactive practice may be utilized or peer teaching to firm up the skills. Teachers may use multiple-modalities and interactive lessons with students that are not proficient which may teach students in a new way that may better suite their needs or personal learning style.

Grade Level Math Leaders will be trained on how to score the math assessments in "Unify". Unify aligns with the testing and answering modes in FSA. They will then train their peers at the school level.

Teachers will use a variety of data information systems to organize, monitor, and evaluate student progress and implement strategies accordingly.

***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:**

NA

***Strategy Rationale***

***Strategy Purpose(s)***

""

***Person(s) responsible for monitoring implementation of the strategy***

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

## **Student Transition and Readiness**

### **PreK-12 Transition**

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

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

Orientation meetings will be held prior to the start of the school year for kindergarten students and their families to familiarize them with the school and expectations for the coming year. Families are provided with a tour of the campus, information about the school's history and make-up of our student population. They receive a glimpse of what the day in the life of a Kindergarten student looks like. School staff talks about curriculum, classroom assignment, special areas, safety and security, as well as lunch and recess. During this time, the families are able to enter the classrooms and see learning in action, as well as ask questions about our school.

Upon assignment to Allen Park from the District's Student Assignment Office, Our information Specialist mails letters to the families of students welcoming them. They then receive a follow-up phone call in which they are scheduled to bring their incoming Kindergarten student for a screening of their Kindergarten readiness skills. During that phone call the parents receive a description of what will occur and how long they should plan on being on our campus. When the families arrive for the screening, they are greeted and given an informational packet. They are asked to complete an student informational sheet about their child and they are provided information about our before and

after school program. The families are escorted to our media center where the Kindergarten team of teachers will greet the students and then assess them in a fun game-like format. When the screening is completed, the teacher will speak briefly with the parent to retrieve the informational sheet and answer any questions the parent may have.

During the annual "Meet the Teacher" event, students and parents have the opportunity to view the campus, visit their child(ren)'s classrooms, meet the teacher, preview curriculum materials, and become familiar with the daily procedures of eating, transportation, and inform the teacher of any health or learning concerns.

All students are assessed prior to or upon entering Allen Park within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Students moving to the next grade level at a new school are prepared due to teachers following the academic plan and continuity of instructional materials across the district.

### College and Career Readiness

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

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

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

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

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

##### 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.

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## 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.** Goal #3 Allen Park will increase student learning gains on the STAR from 74% on FY14 FCAT Gains to 77% by March 2016.
- G2.** 100% of core subject areas teachers will track standards and progress monitor through the CASTLE Standards Tracker during FY16 as documented by professional learning community minutes.
- G3.** Teacher engagement will increase at least .2% in the Q12 area of Q0.7 At work, my opinions seem to count as measured by the FY16 Gallup Teacher Engagement Survey.

## 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. Goal #3** Allen Park will increase student learning gains on the STAR from 74% on FY14 FCAT Gains to 77% by March 2016. 1a

G074124

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Gains District Assessment	77.0

**Resources Available to Support the Goal** 2

- Progress Monitoring using STAR
- Additional Reading Resources
- Reading Renaissance used with fidelity

**Targeted Barriers to Achieving the Goal** 3

- Data not available from FSA 2015

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

Team meetings analyzing data from STAR SGP reports and continual monitoring of AR progress

**Person Responsible**

Jennifer Sidwell

**Schedule**

Quarterly, from 8/31/2015 to 6/3/2016

**Evidence of Completion**

STAR Growth Reports will be used to monitor SGP of individual students to determine learning gains. Grade Level meeting notes and Professional Development Agenda



**G2.** 100% of core subject areas teachers will track standards and progress monitor through the CASTLE Standards Tracker during FY16 as documented by professional learning community minutes. 1a

G074125

**Targets Supported** 1b

Indicator	Annual Target
5Es Score: Collective Responsibility	100.0

**Resources Available to Support the Goal** 2

- District Professional Development
- Program Ready to Implement via district

**Targeted Barriers to Achieving the Goal** 3

- Program ready to implement
- Time for training

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

Evaluation of Survey Monkey results

**Person Responsible**

Stephanie Metzger

**Schedule**

Monthly, from 11/4/2015 to 6/3/2016

**Evidence of Completion**

Results of surveys will be stored within school SIP evidence binder

**G3.** Teacher engagement will increase at least .2% in the Q12 area of Q0.7 At work, my opinions seem to count as measured by the FY16 Gallup Teacher Engagement Survey. 1a

G074126

**Targets Supported** 1b

Indicator	Annual Target
5Es Score: Teacher-Teacher Trust	3.34

**Resources Available to Support the Goal** 2

- Leader in Me Book Study
- Site-based leadership team
- Flexible schedule for PLC
- Common grade level planning
- Monthly grade level conversations with administration
- Faculty Meeting with Gallup conversation
- Survey Monkey surveys as needed
- Create a safe culture using "Bucket Filler" strategies

**Targeted Barriers to Achieving the Goal** 3

- Time and place for teachers and staff to voice their opinions

**Plan to Monitor Progress Toward G3.** 8

Evaluate responses to Survey Monkey and respond by implementing strategies accordingly.

**Person Responsible**

Lisa Eastridge

**Schedule**

Monthly, from 9/25/2014 to 6/1/2015

**Evidence of Completion**

Notes will be written on surveys indicating action and follow up steps.

## 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.** Goal #3 Allen Park will increase student learning gains on the STAR from 74% on FY14 FCAT Gains to 77% by March 2016. **1**

 G074124

**G1.B2** Data not available from FSA 2015 **2**

 B193522

**G1.B2.S1** Teachers will use the Baseline STAR and the SGP to monitor student progress and monitor quarterly to assess for growth. **4**

 S205065

### Strategy Rationale

There is a correlation between the SGP and FSA to be able to monitor Reading growth of individual students,

### Action Step 1 **5**

Teachers will give the Star and Early STAR Lit test as a baseline and quarterly to monitor student reading growth.

#### Person Responsible

Jennifer Sidwell

#### Schedule

Quarterly, from 8/31/2015 to 6/3/2016

#### Evidence of Completion

Star Growth Reports

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

STAR tests will be done in computer labs during a testing window with testing fidelity and accommodations

**Person Responsible**

Jennifer Sidwell

**Schedule**

Quarterly, from 8/31/2015 to 6/3/2016

***Evidence of Completion***

Student Growth Plans and growth from baseline to final administration of STAR using the SGP to show percent of growth.

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

Grade level meetings and trainings to monitor growth and discuss best practices to increase learning gains

**Person Responsible**

Jennifer Sidwell


**Schedule**

Quarterly, from 11/12/2015 to 5/27/2016

***Evidence of Completion***

Star Growth Reports and analysis of data to determine learning gains

**G2.** 100% of core subject areas teachers will track standards and progress monitor through the CASTLE Standards Tracker during FY16 as documented by professional learning community minutes. **1**

 G074125

**G2.B1** Program ready to implement **2**

 B193523

**G2.B1.S1** Monitor availability of program and continue to progress monitor through performance matters

**4**

 S205066

**Strategy Rationale**

Data can be uploaded as program is updated

**Action Step 1** **5**

Monitor District Correspondence

**Person Responsible**

Stephanie Metzger

**Schedule**

Weekly, from 9/3/2015 to 6/3/2016

***Evidence of Completion***

Emails

**Action Step 2** **5**

Monitor District Correspondence

**Person Responsible**

Stephanie Metzger

**Schedule**

Weekly, from 9/3/2015 to 6/3/2016

***Evidence of Completion***

Emails

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

Printouts of emails

**Person Responsible**

Stephanie Metzger

**Schedule**

Biweekly, from 9/14/2015 to 6/3/2016

***Evidence of Completion***

Emails will be stored within school SIP evidence binder. Once program is running, it will be documented as complete within the binder.

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

Follow ups with appropriate correspondence

**Person Responsible**

Stephanie Metzger

**Schedule**

Monthly, from 9/14/2015 to 6/3/2016

***Evidence of Completion***

Correspondence will be stored within school SIP evidence binder. Once the program is fully functional, it will be documented as such within the binder.

**G2.B2** Time for training 2

 B193524

**G2.B2.S1** Schedule professional training dates (in place per school-wide meeting calendar) 4

 S205067

**Strategy Rationale**

Dates in place for when program is ready to start for teachers to be trained

**Action Step 1** 5

Schedule dates and provide Castle PD

**Person Responsible**

Lisa Eastridge

**Schedule**

Monthly, from 9/23/2015 to 5/25/2016

***Evidence of Completion***

School provided calendar of school-wide meetings for professional training

**Plan to Monitor Fidelity of Implementation of G2.B2.S1** 6

Staff sign-in sheets

**Person Responsible**

**Schedule**

Monthly, from 9/23/2015 to 5/25/2016

***Evidence of Completion***

Sign-in sheets will be stored within school SIP evidence binder.

**Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7**

Survey Monkey Questionnaire

**Person Responsible**

Stephanie Metzger


**Schedule**

Monthly, from 10/30/2015 to 5/25/2016

**Evidence of Completion**

Responses will be stored within school SIP evidence binder.


**G3.** Teacher engagement will increase at least .2% in the Q12 area of Q0.7 At work, my opinions seem to count as measured by the FY16 Gallup Teacher Engagement Survey. 1

 G074126

**G3.B1** Time and place for teachers and staff to voice their opinions 2

 B193525

**G3.B1.S1** Schedule consistent and regularly held meetings with grade levels and administration and support staff and administration 4

 S205068

**Strategy Rationale**

This provides a scheduled and set time and place for all parties to meet together

**Action Step 1 5**

Create school-wide calendar including meeting dates and location

**Person Responsible**

Lisa Eastridge

**Schedule**

Monthly, from 8/17/2015 to 6/9/2016

**Evidence of Completion**

Copy of calendar



**Plan to Monitor Fidelity of Implementation of G3.B1.S1 6**

Staff sign-in forms will be provided at appropriate meetings.

**Person Responsible**

Dana Philpott

**Schedule**

Monthly, from 9/9/2015 to 5/19/2016

**Evidence of Completion**

All staff sign in sheets and any exit tickets will be stored in our SIP evidence binder.

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7**

Survey Monkey questionnaire evaluating staff's opinions

**Person Responsible**

Stephanie Metzger

**Schedule**

Monthly, from 9/24/2015 to 5/26/2016

**Evidence of Completion**

Results will be stored in school SIP evidence binder.

**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.B2.S1.A1	Teachers will give the Star and Early STAR Lit test as a baseline and quarterly to monitor student reading growth.	Sidwell, Jennifer	8/31/2015	Star Growth Reports	6/3/2016 quarterly
G2.B1.S1.A1	Monitor District Correspondence	Metzger, Stephanie	9/3/2015	Emails	6/3/2016 weekly
G2.B2.S1.A1	Schedule dates and provide Castle PD	Eastridge, Lisa	9/23/2015	School provided calendar of school-wide meetings for professional training	5/25/2016 monthly
G3.B1.S1.A1	Create school-wide calendar including meeting dates and location	Eastridge, Lisa	8/17/2015	Copy of calendar	6/9/2016 monthly
G2.B1.S1.A2	Monitor District Correspondence	Metzger, Stephanie	9/3/2015	Emails	6/3/2016 weekly
G1.MA1	Team meetings analyzing data from STAR SGP reports and continual monitoring of AR progress	Sidwell, Jennifer	8/31/2015	STAR Growth Reports will be used to monitor SGP of individual students to determine learning gains. Grade Level	6/3/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				meeting notes and Professional Development Agenda	
G1.B2.S1.MA1	Grade level meetings and trainings to monitor growth and discuss best practices to increase learning gains	Sidwell, Jennifer	11/12/2015	Star Growth Reports and analysis of data to determine learning gains	5/27/2016 quarterly
G1.B2.S1.MA1	STAR tests will be done in computer labs during a testing window with testing fidelity and accommodations	Sidwell, Jennifer	8/31/2015	Student Growth Plans and growth from baseline to final administration of STAR using the SGP to show percent of growth.	6/3/2016 quarterly
G2.MA1	Evaluation of Survey Monkey results	Metzger, Stephanie	11/4/2015	Results of surveys will be stored within school SIP evidence binder	6/3/2016 monthly
G2.B1.S1.MA1	Follow ups with appropriate correspondence	Metzger, Stephanie	9/14/2015	Correspondence will be stored within school SIP evidence binder. Once the program is fully functional, it will be documented as such within the binder.	6/3/2016 monthly
G2.B1.S1.MA1	Printouts of emails	Metzger, Stephanie	9/14/2015	Emails will be stored within school SIP evidence binder. Once program is running, it will be documented as complete within the binder.	6/3/2016 biweekly
G2.B2.S1.MA1	Survey Monkey Questionnaire	Metzger, Stephanie	10/30/2015	Responses will be stored within school SIP evidence binder.	5/25/2016 monthly
G2.B2.S1.MA1	Staff sign-in sheets		9/23/2015	Sign-in sheets will be stored within school SIP evidence binder.	5/25/2016 monthly
G3.MA1	Evaluate responses to Survey Monkey and respond by implementing strategies accordingly.	Eastridge, Lisa	9/25/2014	Notes will be written on surveys indicating action and follow up steps.	6/1/2015 monthly
G3.B1.S1.MA1	Survey Monkey questionnaire evaluating staff's opinions	Metzger, Stephanie	9/24/2015	Results will be stored in school SIP evidence binder.	5/26/2016 monthly
G3.B1.S1.MA1	Staff sign-in forms will be provided at appropriate meetings.	Philpott, Dana	9/9/2015	All staff sign in sheets and any exit tickets will be stored in our SIP evidence binder.	5/19/2016 monthly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

**G1.** Goal #3 Allen Park will increase student learning gains on the STAR from 74% on FY14 FCAT Gains to 77% by March 2016.

**G1.B2** Data not available from FSA 2015

**G1.B2.S1** Teachers will use the Baseline STAR and the SGP to monitor student progress and monitor quarterly to assess for growth.

### PD Opportunity 1

Teachers will give the Star and Early STAR Lit test as a baseline and quarterly to monitor student reading growth.

#### Facilitator

Jennifer Sidwell

#### Participants

Classroom Teachers

#### Schedule

Quarterly, from 8/31/2015 to 6/3/2016

**G2.** 100% of core subject areas teachers will track standards and progress monitor through the CASTLE Standards Tracker during FY16 as documented by professional learning community minutes.

**G2.B2** Time for training

**G2.B2.S1** Schedule professional training dates (in place per school-wide meeting calendar)

### PD Opportunity 1

Schedule dates and provide Castle PD

#### Facilitator

Stephanie Metzger/Castle Champion

#### Participants

Teachers and leadership team

#### Schedule

Monthly, from 9/23/2015 to 5/25/2016

**Technical Assistance Items**

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

**Budget**

<b>Budget Data</b>			
1	G1.B2.S1.A1	Teachers will give the Star and Early STAR Lit test as a baseline and quarterly to monitor student reading growth.	\$0.00
2	G2.B1.S1.A1	Monitor District Correspondence	\$0.00
3	G2.B1.S1.A2	Monitor District Correspondence	\$0.00
4	G2.B2.S1.A1	Schedule dates and provide Castle PD	\$0.00
5	G3.B1.S1.A1	Create school-wide calendar including meeting dates and location	\$0.00
			<b>Total: \$0.00</b>