

Molino Park Elementary



2016-17 Schoolwide Improvement Plan

Molino Park Elementary

899 HIGHWAY 97, Molino, FL 32577

www.escambiaschools.org

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	60%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	13%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	B	A*	A	C

**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 Escambia 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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Molino Park Elementary

DA Region and RED	DA Category and Turnaround Status
Northwest - Rachel Heide	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Molino Park Elementary endeavors to prepare each student to be a lifelong learner and a productive citizen. We utilize current research-based educational principles and practices to facilitate maximum student performance.

b. Provide the school's vision statement.

Molino Park's vision is, "To promote joy in learning in a positive, safe and child-centered environment."

2. School Environment

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

The school year starts out with teachers contacting parents to introduce themselves and find out from parents if students have any specific needs or concerns. Before the end of the first nine weeks, each teacher meets with each parent at a designated time to further discuss social, emotional, academic needs. Communication is open and parents have a chance to relate any important information to the teacher. Student progress and individual student needs are discussed.

Teachers build relationships with students by interacting with them on a day to day basis as they provide quality student engagement. Teachers give students opportunities to discuss and engage in conversations in whole group, small groups, and as individuals, both student to student and student to teacher.

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

Students are greeted each morning at car riders by Principal and at buses by Assistant Principal. Teachers greet students as they enter classrooms each morning. The classroom environment is a collaborative environment with increasing student engagement. Teachers use Whole Brain activities and give students opportunities for choice. Students participate in whole group, small group, and individual assignments. After school programs are available for physical activities with jogging club. During the day all doors are locked except the front door. An after school child care program is available. Visitors check in through the front office and license are run through the raptor program to insure safety. When students go around school they go in pairs. Safety drills are practiced regularly at Molino Park.

c. 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.

Teachers go over the District Rights and Responsibilities Student Handbook, Molino Park Handbook for Students and Parents, and discuss classroom rules the first week of school. Students take this book home to share with their parents and documentation is brought back that rules are clear and have been reviewed by the parents. The school wide acronym SOAR (Show respect; Offer Kindness, Always be prepared, Respect others) is used for student discipline. The school-wide behavioral plan is

reviewed each year by the school leadership team. Teachers handle minor distractions in their classrooms. When these infractions mount up, teacher provides the paper trail to administration and enters a referral in the FOCUS system. Administration handles the situation according to the District Matrix of Discipline and uses the adjudication guidelines in the student handbook as reference.

d. 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.

Teachers are vigilant in identifying student social - emotional needs. When a need is identified, the counselor is advised. Services are provided through school based counseling and Lakeview counseling. Mentors volunteer to support students at school to give them a boost in self esteem as well as academic assistance. We provide a home food program with the weekend "Backpack" program in which food is given to students in need to take home each Friday. We provide with our partners' assistance food for Thanksgiving and Christmas as well as gifts for the most needy at Christmas. When any of these needs are identified in RTI meetings the committee develops strategies to combat the problem. If problems are severe or noted to be harmful to a child, Child Protective Services are contacted.

3. Early Warning Systems

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

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

Attendance below 90%
Behavior: One or more suspensions
Course failure in ELA or Math
Level 1 on statewide assessment

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	10	12	4	14	9	8	0	0	0	0	0	0	0	57
One or more suspensions	0	1	2	4	0	0	0	0	0	0	0	0	0	7
Course failure in ELA or Math	0	6	1	5	8	3	0	0	0	0	0	0	0	23
Level 1 on statewide assessment	0	0	0	3	9	13	0	0	0	0	0	0	0	25
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	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	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	2	0	5	6	5	0	0	0	0	0	0	0	18

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

Student with 2 or more early warning indicators will be identified and their records reviewed. The counselor will maintain contact and monitor all areas with these students. Counselor will monitor attendance closely and send Visiting Teacher when necessary and add these students to the MTSS process for attendance. Classroom teacher will progress monitor their academic, behavior, and attendance. If these students continue to exhibit the early warning indicators, they will be brought to the MTSS committee to identify strategies to correct deficiencies.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/304688>.

2. Description

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

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

The school participates in the Partners in Education Program. Our partners provide volunteers, mentors, money, and supplies to support students at Molino Park. We have a community member on our SAC that meets monthly. We welcome community members as volunteers to assist students academically, listen to them read, and participate in school activities.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Barnes, Lisa	Principal
Evans, Quinn	Assistant Principal
Scanlon, Samantha	Teacher, K-12
Gilmore, Rachel	Teacher, K-12
Solchenberger, Jennifer	Teacher, K-12
Abrams, Gwen	Other
Fletcher, Karon	Teacher, K-12
Madril, Rachel	Teacher, K-12
Fetsco, Shana	Teacher, K-12
Sager, Adrianna	Teacher, ESE
Crites, Jessica	Teacher, PreK
Montgomery, Tommy	Instructional Media

b. Duties

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

The school leadership team assists in identifying resources, setting school goals, and supporting grade level goals. Grade level chairs, ESE representative, special area representative, parent representative, curriculum coordinator, and principal make up the Leadership team. Each grade level chair gathers information/ideas from their team members and bring it before the team and disseminate decisions back to their areas of representation. These members are also members of other Molino Park Committees so they can bring initiatives/areas of concern or need to be discussed during Leadership Team meetings. Discussions from these meetings also become part of the SIP goals in identifying goals, barriers, and resources. Members of the MTSS have the opportunity to assist with development of strategies to be used in teaching Reading, Math, Science, Writing, and behavior. The team will use strategies from the School Improvement Plan for support of students and implementation of the School Improvement plan. The MTSS process helps identify strategies, goals, resources, and staff development to support the School Improvement Plan and promote student growth and support learning gains.

2. 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.

Teachers maintain a data notebook in which they keep data on weekly assessments, unit assessments, benchmark data, Discovery Education Assessments, Progress Monitoring data, Standardized test results, iii data, Go Math! Assessments, and any other data they may need to identify student progress. Teachers dig into data each summer to identify areas of strengths and weaknesses of students and examine implementation of core curriculum to develop strategies for growth which are incorporated into the School's Improvement Plan, needed funding and strategic placement of teacher support systems. We identify students in need of additional help or intensive interventions. As teachers identify students in need of interventions they gather data and complete appropriate records review, graphs, and forms to give to the Guidance Counselor. The guidance counselor sets up a MTSS meeting with team members. At this meeting we identify the problem and

concern, analyze why the problem is occurring, and develop a plan of interventions. As the teacher implements the plan data is kept of time and length intervention occurs and progress. As these interventions are carried out the team then evaluates the effectiveness of the plan (Progress Monitoring). If needed the team meets again for more intensive interventions, problem-solving, and evaluating the effectiveness of the plan. If needed a school psychologist, school social worker, behavior intervention specialist, or nurse are consulted. If the intervention needs to be continued, changed, or intensified, another meeting is held to continue monitoring the student in need. We summarize everything that has occurred to this point in time (interventions, screenings, diagnostic results if available). It is then determined if the intervention was successful, if further evaluation is needed, or if the response to intervention data can be used to decide how best to help the student in need in other ways. Teachers use graphs of informational results over time identifying student progress in targeted areas. Some of which may include Reading Wonders Benchmark tests, fluency drills, Discovery Education Assessment, teacher made tests, FSA Grade level testing, Go Math! data, on going progress monitoring records, and report cards. Tier II and III forms are completed to evaluate data and make decisions based upon predetermined criteria for each child in need. If the committee deems further testing is needed, appropriate forms are completed to request testing from school psychologist.

Molino Park will be receiving Title I Grant money for 2016/2017. We will receive \$32,486 which will be used to purchase a .5 technology coordinator, Parental Involvement, staff development/instructor training, supplies, and substitute teachers for staff development, parent conferences, and instructional technology staff development.

Services for migrant children are provided by the district level Title I office. After thorough checking of the MSIX system and our local Student Data Base, we have determined that there are no migrant children at Molino Park.

Services to neglected and delinquent students are provided by various district-operated programs. These services are overseen by the Title I office. Our school does not serve Title I, Part D students. Professional development is offered at both the school and district level. Please see each goal area for specific professional development activities. Title II funds are used to provide additional training to school personnel on MTSS, School Leadership Team, Curriculum Programs, Thinking Maps, and other staff development as deemed necessary from staff analysis of curriculum needs. Staff development needs noted at this time are reading comprehension strategies, data analysis, small group instruction, and integration of technology in the classroom.

Services are provided, as required by law. Several ESOL centers are provided at various key locations in the district. Students who do not attend centrally located school-based sites attend their zoned school where ESOL-endorsed teachers provide services. All teachers who serve ELL identified students have ESOL endorsement on their teaching certificate. At the present time, Molino Park does not have any ELL students.

The school works with the district's Homeless Coordinator to provide resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. All homeless students receive free lunch.

SAI monies is supplied to each school as part of our Operating budget. SAI funds for 2016/2017 will be used to supplement teaching materials in the classroom and add much needed technology into the classrooms.

The school offers non-violence and anti-drug programs to students across all grade levels. The County Drug and Alcohol Commission of Escambia supplies a counselor to Molino Park through the RISE program. She provides prevention training to identified students that will benefit from the program school-wide. The counselor provides drug, alcohol, violence, and bullying programs to all grade levels.. SESIR data, if applicable, are reported to the district as required. Red Ribbon Week is held in October with school-wide activitie. Our district has launched the "Bullying Reporting" website where bullies may be reported anonymously.

Molino Park is committed to continue offering nutritional choices in its cafeteria. This includes salad

bar, a-la- carte items, and self serve options. Our school is also a Healthier Generation Alliance School. The school follows the district's nutrition program for summer feeding at select sites. Additional programs and staff will address the obesity issue. We also received a Fuel Up to Play 60 grant to provide students with educational opportunities on how to make healthy choices as they develop healthy eating habits and exercise. Housing opportunities are offered at the district level and are overseen by the Title I District Office. This program is offered at the district. The Head Start program is offered at the district and several Head Start programs are housed at various elementary schools. Molino Park does not have a Head Start program. Adult Education evening programs are offered at all of Escambia County's high schools. Teachers integrate career and technical awareness into the regular curriculum. We provide opportunities and resources for professionals to be a part of our resources and presentations to students.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Alice Woodward	Principal
Dawn Sims	Teacher
Dot Pryear	Education Support Employee
Charlene Wilson	Parent
Irene Lee	Business/Community
Gwen Abrams	Parent
Amanda Manning	Parent
Sabrina Youtzy	Parent
Bobby Dix	Parent
Megan Walters	Parent
Amanda McIntyre	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

At the end of the 2016 school year School Improvement Plan was reviewed by the SAC committee and given the opportunity for suggestions for areas of parental importance and involvement. They also reviewed the Parent Involvement Plan and had opportunity for input.

b. Development of this school improvement plan

Each year the SAC is given an end of year data report of State and Discovery Education assessments. Along with the report and the input of other stakeholders, the committee reviews the SIP plan and gives their input for strategies. Their suggestions are incorporated into the plan.

c. Preparation of the school's annual budget and plan

The SAC reviews the annual budget each March for the following year. Each project is reviewed and an opportunity for input from the SAC is given.

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

Funds were used for the implementation and to support Thinking Maps.

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

Yes

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

N/A

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Evans, Quinn	Assistant Principal
Barnes, Lisa	Principal
Abrams, Gwen	Other
Madril, Rachel	Teacher, K-12
Fletcher, Karon	Teacher, K-12
Fetsco, Shana	Teacher, K-12
Solchenberger, Jennifer	Teacher, K-12
Gilmore, Rachel	Teacher, K-12
Scanlon, Samantha	Teacher, K-12
Sager, Adrianna	Teacher, ESE
Crites, Jessica	Teacher, PreK
Montgomery, Tommy	Instructional Media

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The major initiatives of the LLT this year is to promote fidelity in implementing ELA standards, insure DE data is used to better develop student skills, close gaps, insure student success; and to meld Florida Core Standards in daily curriculum. The LLT will help plan activities, monitor consistency among grade levels, and insure opportunities for parent involvement to create a working partnership for student proficiency and improvement. They will set cut points for the Accelerated Reading program and identify reward categories. They will plan for activities for Literacy Week. Representatives for K-2 and 3-5 will participate in monthly district meetings and disseminate this information to colleagues.

D. Public and Collaborative Teaching

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

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

Teachers meet weekly to plan together on grade levels and they meet monthly to discuss grade level issues. Each quarter teachers are given PD time to analyze current DE data, identify specific student needs, and plan strategies to improve student learning gains.

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

We provide University of West Florida students a place to practice teaching strategies, host student teachers, and provide opportunities to volunteer, encourage volunteers and parents to complete practicums and student teaching assignments. The principal hires Highly Qualified Teachers, Veteran teachers are assigned an experienced teacher new to the school worksite (mentors). START teachers are utilized for beginning teachers. Grade level chairs insure teachers on grade level are working together and compliant in instructions from administration and serve as a liason between teachers and administration. The principal provides a survey to teachers at both the beginning of the year and the end of the year to gather information of teacher needs for professional development and resources, teacher satisfaction, and teacher goals for the year. The principal is responsible for recruitment and retention.

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

N/A

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Principal and Assistant Principal visit classrooms almost daily to observe student engagement and teacher presentation. Objectives are noted in each classroom and principal and assistant principal talk with students about activities they are completing. Teacher lesson plans are available for review each day and principal and assistant principal spot check these occasionally. Teachers provide notes to administration after each grade level meeting. Data meetings are also held with administration and principal participates in the testing of administering quarterly assessments and pulling reports. Principal and Assistant Principal review report cards quarterly.

b. Instructional Strategies

1. 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 use assessments from curriculum, Discovery Education, STAR Program for Reading, and Think Central Go Math! Assessments. These results are kept in a data notebook and referred to often as they plan lessons. DE results are reported in levels by subjects and skills in Reading, Math, and Science. Teachers identify both the weaknesses and strengths of the students. These data are disaggregated to identify skills needed to be taught as whole group, small group, and/or individual for teaching specific skills. MTSS meetings are held to discuss student needs and strategies for both home and school implementation. The RISE program provides an after school homework club for

students identified in need of intensified assistance to help with homework and remediate difficult skills.

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

Strategy: After School Program

Minutes added to school year: 0

Strategy Rationale

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

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

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

Preschoolers are included in all school based activities. They visit the Kindergarten classrooms at the end of the year. Preschoolers visit the school prior to the beginning of the year and participate in activities to gain an idea of how well they are prepared for Kindergarten.

Middle School Counselor and Principal come to talk with outgoing 5th graders about programs and expectations offered in middle school. Parents are given an opportunity for input in the child's 6th grade schedule. The 5th grade teacher also gives academic input to the counselor for the 5th graders.

b. College and Career Readiness

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

N/A

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

N/A

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

N/A

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

N/A

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase student performance through active teacher/student engagement in the use of classroom structures/routines and active learning strategies in whole group, small group, and individual instruction.
- G2.** Increase individual student achievement in all subject areas through the implementation of Thinking Maps in all grade levels.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Increase student performance through active teacher/student engagement in the use of classroom structures/routines and active learning strategies in whole group, small group, and individual instruction.

1a

G081398

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	68.0
FSA Mathematics Achievement	77.0

Targeted Barriers to Achieving the Goal 3

- Level of teacher knowledge of effective small group instruction and differentiating this instruction for students.

Resources Available to Help Reduce or Eliminate the Barriers 2

- ESE Resource teacher will provide additional time and resources to assist lower quartile students
- Teacher aides will be strategically placed in classrooms to assist lower quartile students in understanding and completion of assignments.
- Discovery Ed Assessment program will be used to assess, provide remediation activities, and assist teachers in identifying student needs.
- School Based and classroom libraries will provide students with a variety of material for students to choose from that will match student interest and motivation for reading.
- Accelerated reader program will provide a platform to self selected reading to be assessed for comprehension and motivation to read.
- Various staff development training will be incorporated in faculty meetings and teacher planning days to give teachers tools and resources to use in class.
- Sunshine Math problems are given weekly to students to increase their skill levels for students K-5.
- Whole Brain Teaching

Plan to Monitor Progress Toward G1. 8

Discovery Ed data, curriculum assessments, FSA data

Person Responsible

Lisa Barnes

Schedule

Quarterly, from 8/10/2016 to 5/24/2017

Evidence of Completion

Discovery Education assessment data in Reading and Math will be collected throughout the year. Reading Wonders, Go Math, and Science 9 week tests for 5th grade. School Net data will be collected in fifth grade throughout the year.

Plan to Monitor Progress Toward G1. 8

Individual student report cards will be reviewed by principal and assistant principal for student success. Students not being successful will be brought to RTI process.

Person Responsible

Quinn Evans

Schedule

Quarterly, from 8/10/2016 to 5/24/2017

Evidence of Completion

Report cards will be monitored and strategies will be developed in RTI meetings to assist the struggling student.

G2. Increase individual student achievement in all subject areas through the implementation of Thinking Maps in all grade levels. 1a

 G081399

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	68.0
FSA Mathematics Achievement	78.0

Targeted Barriers to Achieving the Goal 3

- Time for professional development when teachers are focused and fresh.
- Documentation of plans/activities for Thinking Maps

Resources Available to Help Reduce or Eliminate the Barriers 2

- ESE teachers will assist students in understanding the Thinking Maps process.
- Teacher Aides will be strategically placed in classrooms to assist lower quartile students in understanding and completion of assignments.
- Thinking Maps will be implemented to fidelity in the classroom.
- Discovery Education program will be used to assess, provide remediation activities, and assist teachers in identifying student needs,
- Increase use and review of Thinking Maps for use of writing to set a framework for writing in response to reading a passage.

Plan to Monitor Progress Toward G2. 8

Classroom walk throughs, Assessment results, review lesson plans

Person Responsible

Lisa Barnes

Schedule

Quarterly, from 8/10/2016 to 5/24/2017

Evidence of Completion

Evidence of student Thinking Maps

Action Plan for Improvement

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

Problem Solving Key


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

1 = Problem Solving Step  **S123456** = Quick Key

G1. Increase student performance through active teacher/student engagement in the use of classroom structures/routines and active learning strategies in whole group, small group, and individual instruction. **1**

 **G081398**

G1.B1 Level of teacher knowledge of effective small group instruction and differentiating this instruction for students. **2**

 **B215056**

G1.B1.S1 Professional development for small group differentiated instruction with district specialists and peer teacher experts will work with their grade levels on small group instruction. **4**

 **S227258**

Strategy Rationale

Teachers will be provided the tools and knowledge to implement effective small group differentiated instruction.

Action Step 1 **5**

Teachers will participate in professional development with district specialists and peer teacher experts on purposeful small group learning activities and structures. Teacher experts will meet and share ideas with their grade level.

Person Responsible

Quinn Evans

Schedule

Triannually, from 8/10/2016 to 5/24/2017

Evidence of Completion

Professional Development log, small group lesson plans, and walk through documentation.

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

Visible Objectives, student engagement, lesson plan review

Person Responsible

Quinn Evans

Schedule

On 5/24/2017

Evidence of Completion

E3 documentation, Classroom Walk-Through, and administrative anecdotal notes.

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

Classrom walk throughs and Teacher/administrator conversations

Person Responsible

Lisa Barnes

Schedule

Weekly, from 8/10/2016 to 5/24/2017

Evidence of Completion

E3 data and comments

G2. Increase individual student achievement in all subject areas through the implementation of Thinking Maps in all grade levels. 1

 G081399

G2.B1 Time for professional development when teachers are focused and fresh. 2

 B215057

G2.B1.S1 Provide teachers time to plan and meet with the Thinking Maps facilitator. 4

 S227259

Strategy Rationale

Teachers will continually be supported throughout the implementation of Thinking Maps throughout the year.

Action Step 1 5

Provide time for professional development for grade levels

Person Responsible

Quinn Evans

Schedule

Quarterly, from 8/10/2016 to 5/24/2017

Evidence of Completion

Lesson plans; Classroom WalkThrough

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

Classroom Walk Throughs for follow up

Person Responsible

Lisa Barnes

Schedule

Weekly, from 8/10/2016 to 5/24/2017

Evidence of Completion

Feedback to teachers, E3 evaluations

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

Teachers will keep student examples of Thinking Maps. Teachers will share and collaborate with one another at grade level meetings.

Person Responsible

Quinn Evans


Schedule

Quarterly, from 8/10/2016 to 5/24/2017

Evidence of Completion

Evidence of student Thinking Maps

G2.B2 Documentation of plans/activities for Thinking Maps 2

 B215058

G2.B2.S1 Teachers will keep separate plan books for small group instruction identifying activities and specific students in group. 4

 S227260

Strategy Rationale

Teachers are held accountable and can follow what they have done and progress monitor student success.

Action Step 1 5

Monitor lesson plans and Classroom WalkThroughs for Thinking Maps evidence

Person Responsible

Lisa Barnes

Schedule

Quarterly, from 8/10/2016 to 5/24/2017

Evidence of Completion

Teacher plan books, DE data, and DRA data.

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

Administrators will monitor the implementation of Thinking Maps by Classroom WalkThroughs

Person Responsible

Lisa Barnes

Schedule

Weekly, from 8/10/2016 to 5/24/2017

Evidence of Completion

Student examples of Thinking Maps

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

Classroom WalkThroughs; Teacher Collaboration

Person Responsible

Lisa Barnes













Schedule

Monthly, from 8/10/2016 to 5/24/2017

Evidence of Completion

Student samples of Thinking Maps

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1  M289217	Discovery Ed data, curriculum assessments, FSA data	Barnes, Lisa	8/10/2016	Discovery Education assessment data in Reading and Math will be collected throughout the year. Reading Wonders, Go Math, and Science 9 week tests for 5th grade. School Net data will be collected in fifth grade throughout the year.	5/24/2017 quarterly
G1.MA2  M289218	Individual student report cards will be reviewed by principal and assistant principal for student...	Evans, Quinn	8/10/2016	Report cards will be monitored and strategies will be developed in RTI meetings to assist the struggling student.	5/24/2017 quarterly
G2.MA1  M289223	Classroom walk throughs, Assessment results, review lesson plans	Barnes, Lisa	8/10/2016	Evidence of student Thinking Maps	5/24/2017 quarterly
G1.B1.S1.MA1  M289215	Classroom walk throughs and Teacher/administrator conversations	Barnes, Lisa	8/10/2016	E3 data and comments	5/24/2017 weekly
G1.B1.S1.MA1  M289216	Visible Objectives, student engagement, lesson plan review	Evans, Quinn	8/10/2016	E3 documentation, Classroom Walk-Through, and administrative anecdotal notes.	5/24/2017 one-time
G1.B1.S1.A1  A288600	Teachers will participate in professional development with district specialists and peer teacher...	Evans, Quinn	8/10/2016	Professional Development log, small group lesson plans, and walk through documentation.	5/24/2017 triannually
G2.B1.S1.MA1  M289219	Teachers will keep student examples of Thinking Maps. Teachers will share and collaborate with one...	Evans, Quinn	8/10/2016	Evidence of student Thinking Maps	5/24/2017 quarterly
G2.B1.S1.MA1  M289220	Classroom Walk Throughs for follow up	Barnes, Lisa	8/10/2016	Feedback to teachers, E3 evaluations	5/24/2017 weekly
G2.B1.S1.A1  A288601	Provide time for professional development for grade levels	Evans, Quinn	8/10/2016	Lesson plans; Classroom WalkThrough	5/24/2017 quarterly
G2.B2.S1.MA1  M289221	Classroom WalkThroughs; Teacher Collaboration	Barnes, Lisa	8/10/2016	Student samples of Thinking Maps	5/24/2017 monthly
G2.B2.S1.MA1  M289222	Administrators will monitor the implementation of Thinking Maps by Classroom WalkThroughs	Barnes, Lisa	8/10/2016	Student examples of Thinking Maps	5/24/2017 weekly
G2.B2.S1.A1  A288602	Monitor lesson plans and Classroom WalkThroughs for Thinking Maps evidence	Barnes, Lisa	8/10/2016	Teacher plan books, DE data, and DRA data.	5/24/2017 quarterly

V. Professional Development Opportunities

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

G1. Increase student performance through active teacher/student engagement in the use of classroom structures/routines and active learning strategies in whole group, small group, and individual instruction.

G1.B1 Level of teacher knowledge of effective small group instruction and differentiating this instruction for students.

G1.B1.S1 Professional development for small group differentiated instruction with district specialists and peer teacher experts will work with their grade levels on small group instruction.

PD Opportunity 1

Teachers will participate in professional development with district specialists and peer teacher experts on purposeful small group learning activities and structures. Teacher experts will meet and share ideas with their grade level.

Facilitator

District Staff; Teacher experts

Participants

Classroom teacher

Schedule

Triannually, from 8/10/2016 to 5/24/2017

G2. Increase individual student achievement in all subject areas through the implementation of Thinking Maps in all grade levels.

G2.B1 Time for professional development when teachers are focused and fresh.

G2.B1.S1 Provide teachers time to plan and meet with the Thinking Maps facilitator.

PD Opportunity 1

Provide time for professional development for grade levels

Facilitator

Thinking Maps facilitator/Assistant Principal

Participants

K - 5th Grade

Schedule

Quarterly, from 8/10/2016 to 5/24/2017

VI. Technical Assistance Items

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

G2. Increase individual student achievement in all subject areas through the implementation of Thinking Maps in all grade levels.

G2.B2 Documentation of plans/activities for Thinking Maps

G2.B2.S1 Teachers will keep separate plan books for small group instruction identifying activities and specific students in group.

TA Opportunity 1

Monitor lesson plans and Classroom WalkThroughs for Thinking Maps evidence

Facilitator

L. Arnold/Q. Evans

Participants

Classroom teachers grades K-5

Schedule

Quarterly, from 8/10/2016 to 5/24/2017

VII. Budget

1	G1.B1.S1.A1	Teachers will participate in professional development with district specialists and peer teacher experts on purposeful small group learning activities and structures. Teacher experts will meet and share ideas with their grade level.				\$0.00
2	G2.B1.S1.A1	Provide time for professional development for grade levels				\$3,125.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			1261 - Molino Park Elementary			\$0.00
			1261 - Molino Park Elementary	Title I, Part A		\$3,125.00
3	G2.B2.S1.A1	Monitor lesson plans and Classroom WalkThroughs for Thinking Maps evidence				\$0.00
Total:						\$3,125.00