

The School District of Lee County

Franklin Park Elementary School



2016-17 Schoolwide Improvement Plan

Franklin Park Elementary School

2323 FORD ST, Fort Myers, FL 33916

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

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	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	96%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	D*	F	F

**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 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 Franklin Park Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	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.

To maintain a positive learning culture where everyone performs at a high level and takes pride in success!

b. Provide the school's vision statement.

To become a world class school system.

2. School Environment

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

Franklin Park Elementary School will provide a school climate survey to all parents, both electronic and paper. The fifth graders will be administered a Gallop survey to determine their perception and comfort level at school as it relates to school climate. The teachers and staff will also complete a climate survey at the beginning, middle, and end of the school year to determine their level of engagement. The data from both surveys are used in planning classroom team building activities and parent involvement nights.

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

- * Our school mission
- * a.m. and p.m. hall coverage
- * PBS school wide student plan
- * team building activities in classrooms
- * full time School Counselor, School Nurse, and School Social Worker
- * monthly Bullying Prevention presentations for all grade levels
- * mentor program
- *G.R.A.N.D.P. A. Cop Program

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.

- * PBS
- * MTSS
- * Clear expectations
- * Student behavior training for all staff 3x per year
- * Full Time Behavior Specialist
- * Weekly Social and Emotional Classroom Lessons

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.

- * PBS--mentoring by members of the staff
- * school counselor
- * MTSS-referrals
- * Vision & other health screenings
- * full time social worker
- * after school program Gentlemen's Club & Leading Ladies for mentoring leadership of girls and boys in grade 3-5
- * Intervention Specialist to provide social skills curriculum Second Step to students in Tier III Behavior MTSS
- * G.R.A.N.D.P.A Cop LEAD Program
- * Bullying classes 3x a year
- * Weekly Social and Emotional Lessons in all classrooms
- * partnership with South Fort Myers High School for student mentors

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.

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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	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	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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/306056>.

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.

Franklin Park Elementary will ensure that parents are included in the development, implementation and evaluation of FPE's Parent Involvement Plan, as well as all school-related plans, including, but not limited to, Schools' Parent Involvement Plans and School Improvement Plans, through their participation in the School Advisory Council (SAC) and by providing input through their school's annual Parent Survey and the District Parent Satisfaction Survey. All Title I SACs, of which parents comprise 51%, review, evaluate, and provide feedback on FPEs PIP at our SAC meeting throughout the school year.

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
Quisenberry, Bethany	Principal
Morgan, Stacia	Other
Hunter, Tamara	Other
Remy, Lacie	Instructional Coach
Lutman, Francine	Instructional Coach
Sanon, David	Assistant Principal
Buen, Jessica	Instructional Coach
Cason, Tiffany	Paraprofessional
Kendrick, Amanda	School Counselor

b. Duties

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

The roles of the MTSS/RTI/Leadership Team are as follows:

Classroom Teacher

- Keep ongoing progress monitoring notes in a RTI folder (FAIR, curriculum assessments, SAT 10 or FCAT scores)
- Attend RTI Team meetings to collaborate on & monitor students who are struggling
- Implement interventions designed by RTI Team for students in Tier 2 & 3
- Deliver instructional interventions with fidelity

Learning Resource Teacher

- Attend RTI Team meetings
- Train teachers in interventions, progress monitoring, differentiated instruction

Maintain log of all students involved in the RTI process

- Model and assist as needed Tier 2 & 3 interventions
- Collect progress monitoring notes & anecdotes of interventions implemented
- Administer screenings as needed
- Collect school-wide data for team to use in determining at-risk students

Speech-Language Pathologist

- Attend RTI Team meetings as needed for Tier 2 & Tier 3 students
- Assist with Tier 2 & 3 interventions through collaboration, training, and/or direct student contact
- Incorporate RTI data when guiding a possible Speech/Language referral & when making eligibility decisions

Principal/Assistant Principal

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

Guidance Counselor/Curriculum Specialist

- MTSS/RTI Team facilitators
- Schedule and attend RTI Team meetings
- Send parent invites
- Complete necessary RTI forms
- Conduct social-developmental history interviews when requested

School Psychologist

- Attend RTI Team meetings on some students in Tier 2 & on all students in Tier 3
- Monitor data collection process for fidelity
- Review & interpret progress monitoring data
- Collaborate with RTI Team on effective instruction & specific interventions
- Incorporate RTI data when guiding a possible ESE referral & when making eligibility decisions

ESE Teacher/Staffing Specialist

- Consult with RTI Team regarding Tier 3 interventions
- Incorporate RTI data when making eligibility decisions

Specialist (Behavior, OT, PT)

- Consult with RTI Team
- Provide staff trainings

Social Worker

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

ESOL/ELL Representative

- Attend all RTI Team meetings for identified ELL students, advising and completing LEP paperwork
- Conduct language screenings and assessments

The MTSS Leadership Team assists with the analysis of school, classroom, and student level data in

order to identify areas for school improvement. Additionally, the team assists with the evaluation of the student response to current interventions.

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.

The MTSS/RTI Leadership team at Franklin Park Elementary meets on a weekly basis to analyze school and/or student progress data in order to monitor the progress of students receiving interventions and to identify students in need of additional support. The team uses the five-step problem solving process as outlined in the district's Response to Intervention Manual.

Title I, Part A Title I, Title II and other programs coordinate through the SIP process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. All school improvement plans are reviewed at the district level for appropriate use of funds and effective use of resources. This district level review prevents duplication of services and facilitates coordination between schools and departments. This collaboration ensures that all programs support schools.

Title I, Part C- Migrant Title I, Part A coordinates with Title I, Part C to provide expanded academic enrichment opportunities to Migrant students. Services include after school tutorials in reading and math; health services; and literacy workshops for parents as a result of the coordination of these funds. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title I, Part D The facilities and schools coordinate with health services (mental and physical) and other social services to meet the need of students returning back to their assigned educational facility. The district Health Services, Student Services, Title I, Title III and ESE departments are all a part of the collaborative effort. For example: social workers from student services has the process and procedures in place to assist students and their families with social services for food stamps and other health services; the ESE Department has established a memorandum of understanding for assistance with housing and counseling services through Ruth Cooper and the Lutheran Service; vocational instructors establish partnership with businesses so students will have an opportunity to continue to develop their vocational skill.

Title II, Part A Title I coordinates with other programs funded under NCLB through the SIP (School Improvement Plan) process. Within this plan, schools complete a Professional Development Plan in collaboration with Title II. The PDP is concentrated in reading, math, science and writing to meet the needs of the targeted subgroups not making annual AMO targets. The PDP includes teachers, paraprofessionals, and administrators. As part of the School Advisory Council, parents are included in this planning process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. This collaboration ensures that all programs funded under NCLB use funds to support schools, not supplant district obligations. All school improvement plans are reviewed at the district level for appropriate use of funds and effectiveness. This district level review prevents duplication of services and facilitates coordination between agencies. Each school's SIP is reviewed by all stakeholders and submitted to the Board for approval. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title III Title I, Part A coordinates with Title III to expand academic enrichment opportunities for ELLs.

These services include after school tutorials, professional development, supplemental scientifically research based resources and materials. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title X- Homeless Title X coordinates with Title I, Part A, to provide comparable services to homeless children who are not attending Title I schools. By providing ongoing collaboration between Title X and Title I, Part A, program staff, the same services for homeless students in Non-Title I schools are provided to homeless students in Title I schools. In addition to serving homeless students not enrolled in Title I schools, set-aside funds are used to provide services to homeless students who are attending Title I schools. Homeless students who attend Title I school-wide or targeted assistance schools may have unique challenges that are not addressed by the regular Title I program at these schools. These challenges may create barriers to full participation in Title I programs and defeat the overarching program goal of helping all students meet challenging state standards. For instance, students residing in shelters, motels, or other overcrowded conditions may not have a quiet place to study at the end of the day and may require extended after-school library time; tutoring and/or accessibility to tutoring as needed, school supplies, expedited evaluations, extended days/ learning opportunities, Saturday schools, summer academic camps, coordination of services with shelters or other homeless service providers, or, a student who is dealing with the stress and anxiety associated with homelessness may not be able to focus on his or her studies and may benefit from school counseling services. Through Title I, Part A, or Title I, Part A, in conjunction with Title X, McKinney-Vento funding homeless students can take part in services that enable them to benefit more from a school's Title I program.

Supplemental Academic Instruction (SAI) SAI is used to provide unique learning programs at schools. SAI funds are also used to fund summer school programs throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Violence Prevention Programs The Youth Coalitions within Lee County provide opportunities for partnerships between the District and other social services. These social services assist all at-risk students through after-school programs that include academic, social, and health services. Anticipated outcomes include a safe environment for children and increased academic achievement. Bullying prevention programs are offered throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Nutrition Programs Food and Nutrition Services offers healthy meals to all students. This includes ensuring that families are offered free and reduced lunch applications throughout the year. All students receive free breakfast at all school locations. Many Title I schools have also developed "Backpack Programs" in which nutritious food is sent home in a backpack each weekend to struggling families to ensure that children and families have food throughout the week. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Housing Programs

Head Start Blended Head Start/Title 1/VPK/Migrant early childhood classrooms will be located on the school's campus. High risk students will attend a year long, high quality early childhood program that serves four year old children. The goal of the program is to prepare children for kindergarten by meeting the federal Head Start Framework for School Readiness and State Standards for Four Year Olds that are aligned with the Common Core Standards. The expected outcome is that enrolled children who complete the program will be deemed ready for kindergarten on the Florida

Kindergarten Readiness Screening (FLKRS).

Adult Education Adult Education partners with several Title I schools to offer ESOL classes for parents to learn English. Adult Education partners with Title I, Part A to offer paraprofessional classes to prepare paraprofessionals to take the qualifying test, ParaPro. Adult Education instructors review reading, math and writing skills, as well as test administration. Title I paraprofessionals benefit by becoming highly qualified as defined by NCLB. The benefit of these classes is to help the monolingual parents learn English so that they can become more self-sufficient. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Career and Technical Education The district provides extensive opportunity for Career and Technical Education including Industry Certification. Each attendance zone also includes a comprehensive high school with career academies.

Job Training The district provides extensive opportunity for Career and Technical Education including Industry Certification. Each attendance zone also includes a comprehensive high school with career academies.

Other Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Bethany Quisenberry	Principal
Lacie Remy	Teacher
Abdul Hawk Muhammad	Business/Community
Gabriella Tomasi	Parent
Lupita Delgadillo	Parent
Britney White	Teacher
Roberta Torres	Parent
Joy Hunter	Parent
Lily McCarter	Parent
Zachary Holloway	Parent
Larry Aguillar	Business/Community

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 first meeting of the year, the school leadership team will present last year's plan and review the goals. The team will explain the annual measurable objectives to the SAC and review the growth. The leadership team will work with the SAC team evaluate the effectiveness of the programs, and plan for addition strategies to meet the goals for the new school year.

b. Development of this school improvement plan

Members of the School Advisory Council met as a group to go over and review the working document. The body will meet in September to continue discussion of the plan, make suggestions and adjustments. The plan will be officially approved by the School Advisory Council at the September SAC meeting.

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

The purpose of the School Advisory Council is to perform the functions that are prescribed by the regulations of the School Board. The SAC will assist in the preparation and evaluation of the School Improvement Plan, will give advice concerning the annual school budget, and will approve the use of the school improvement funds.

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

School Improvement dollars will be allocated to school-wide initiatives related to student learning. Before dollars are spent, the principal will bring the suggestion to the School Advisory Council for approval.

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.

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
Alward, Rhonda	Teacher, K-12
Babiyak, Gabrielle	Teacher, K-12
Hunter, Tamara	Teacher, K-12
Morgan, Stacia	Teacher, K-12
Quisenberry, Bethany	Assistant Principal
Remy, Lacie	Instructional Coach
Lutman, Francine	Teacher, K-12

b. Duties

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

The major goal of the LLT is that every student will read on grade level by the end of the school year or make one or more year's growth in reading. Proper implementation of Reading Street and Go Math curriculum in Grades K-5 will be a major initiative. Extensive Training in Literacy Labs and Vocabulary Strategies will be on-going throughout the year.

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.

The master schedule was created so that each grade level has 50 minutes of common planning time each day. Teachers also implement the PLC model at least once a week. During that PLC time, teachers review the norms, address the 4 critical questions, and establish goals. In addition, they also review data, share best practices, and collaborate on weekly plans for instruction and assessment. TIF teachers as well as administrators attend PLCs as well.

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

The principal conducts intensive interviews, contacts references, provides specific new teacher training, pairs new teachers with mentors. and conducts monthly meetings with new teachers to discuss the progress and assist with skills.

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

All first year teachers are paired with a mentor to assist with planning, model lessons, discuss best practices, provide coaching and classroom management. All mentors have received training provided by the district for Peer Educators. All members of the APPLES program will meet with Mr. Sanon, the APPLES administrator each month for questions and training.

Erin Jenkinson is assigned Gabrielle Babyak as her mentor,

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.

FPE provided the instructional staff professional development at the start of the year in the area of the backwards design, standards-based instruction, and thinking maps. The instructional staff will utilize the academic plan to plan out lessons, using the Florida Standards listed in the academic plan. The instructional staff will then plan assessments to assess the standards addressed, and then plan out the instructional strategies needed to implement their lessons, aligning them to the standards. Franklin Park also conducts weekly Professional Learning Community (PLC) meetings to analyze the assessment data. From this, they will adjust or modify their instructional practices to assist students with the standards taught. FPE also has an intervention time allotted daily to reinforce the standards which were not mastered in the particular instructional period.

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.

- Providing intervention time within the classroom
- Differentiating instruction using the IReady computer based program aligning the activities to the students' individual needs

- Provide after-school tutoring to students in need of assistance
- Monitoring data at the weekly PLC meetings to adjust or modify instruction to meet the needs of the students
- One on one instruction for Tier 3 intervention
- Students one year behind in reading are given SRA and Read Well

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: Extended School Day

Minutes added to school year: 4,500

All teachers will incorporate intervention time for all students that require assistance to become proficient with the grade level standards. The teachers will use data to drive instruction to enrich or remediate the students based upon their needs. Additionally, students in grades 3, 4, and 5 will have after school tutoring.

Strategy Rationale

By giving our students an extended opportunity to reinforce the skills taught in their ELA/Math block, our students increase their knowledge and feel secure and successful with the school curriculum.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Quisenberry, Bethany, bethanylq@leeschools.net

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

The data is collected after each assessment, and each teacher completes a Student Data Analysis Review Sheet in which he/she identifies any student and standard in which 80% mastery was not obtained. Then, the teacher creates an action plan for the students to be remediated or enriched for a particular skill.

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.

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. All students are assessed prior to, or upon entering, 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 who may need intervention beyond core instruction.

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.

Not Applicable

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

Not Applicable

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

Not Applicable

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.

Not Applicable

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.** The school will utilize consistent interventions for academics and professional development of teachers.

- G2.** Increase Parent Involvement in School Based Functions and Awareness of Early Warning Indicators.

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. The school will utilize consistent interventions for academics and professional development of teachers.

1a

G081400

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	50.0
ELA/Reading Gains	50.0
Math Gains	57.0
Math Lowest 25% Gains	50.0

Targeted Barriers to Achieving the Goal 3

- According to the August STAR Reading Assessment over 70% of all students at Franklin Park Elementary are below grade level.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Reading Coach Writing Coach Teacher Leaders District Professional Development Leader IReady Computer Program

Plan to Monitor Progress Toward G1. 8

STAR 360 Assessment, Quarterly Writing Assessments, and Weekly Assessment data will be analyzed to determine student growth.

Person Responsible
 Bethany Quisenberry

Schedule
 Weekly, from 8/29/2016 to 8/29/2016

Evidence of Completion
 STAR 360 Data, Writing Assessment Data, Weekly Assessment Data through Performance Data

G2. Increase Parent Involvement in School Based Functions and Awareness of Early Warning Indicators.

1a

G081401

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	80.0
One or More Suspensions	10.0
School Climate Survey - Parent	80.0
Students exhibiting two or more EWS indicators (Total)	50.0

Targeted Barriers to Achieving the Goal 3

- Communication systems are not currently in place to provide parents information on "the role of a parent with school", classroom, and school wide procedures and programs that are available.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Parent Involvement Specialist School Social Worker ParentLink Funding through Title I Monthly communication through flyers School-Wide Events inviting community and parents Monthly breakfast with community members School Website School social media pages (FaceBook and Twitter) Student agenda books for communication

Plan to Monitor Progress Toward G2. 8

Parents will complete surveys to give feedback on all activities and strategies.

Person Responsible

Tamara Hunter

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

survey results

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. The school will utilize consistent interventions for academics and professional development of teachers.

1

G081400

G1.B1 According to the August STAR Reading Assessment over 70% of all students at Franklin Park Elementary are below grade level. 2

B215059

G1.B1.S1 Students will have 60 minutes of Reading Intervention focused on their individual reading needs. 4

S227261

Strategy Rationale

Students need to be instructed at their reading level in order to fill in the gaps of their learning. Prescriptive, individualized reading strategies must be used to ensure that they make learning gains.

Action Step 1 5

Students in grades K-3 will be assessed in Read Well to determine what lesson they begin their intervention instruction. Students will then be placed in groups according to their level of instruction. Students will "walk to read" daily for intervention instruction according to their level of need. All teachers in grades K-3 will have Read Well Intervention groups for 60 minutes using the ReadWell curriculum for phonics, phonemic awareness, phonological awareness, fluency, and vocabulary.

Person Responsible

Lacie Remy

Schedule

Daily, from 8/15/2016 to 5/26/2017

Evidence of Completion

Read Well Pre-Assessment Data

Action Step 2 5

Students in Grade 3-5 will be assessed in SideWalks Curriculum to determine what level of instruction they need. Students in 3rd grade that do not test into Read Well will be tested for Sidewalks Intervention Curriculum. Students will then be assigned to groups according to the level of instruction that they test into. They will then "walk to read" for 60 minutes each day. SideWalks Intervention Instruction will focus on fluency, vocabulary, and comprehension skills.

Person Responsible

Lacie Remy

Schedule

Annually, from 8/15/2016 to 8/19/2016

Evidence of Completion

SideWalks Pre-Assessment Data

Action Step 3 5

All teachers in grades 3-5 will receive FSA writing rubric training each quarter. Teachers will then use this training to plan their daily writing instruction and determine the writing needs of their students. Teachers will bring student writing samples to weekly PLC meetings to discuss best practices.

Person Responsible

Jessica Buen

Schedule

Quarterly, from 8/29/2016 to 8/29/2016

Evidence of Completion

Training sign in, PLC meeting agendas, writing data, walk through data

Action Step 4 5

All students in grades K-5 will use the IReady Diagnostic Computer Program. Teachers will receive on-going professional development on the program. Students will have a scheduled 30 minutes for IReady Reading and 30 minutes for IReady Math each day. Teachers will print and discuss the data from the program at weekly PLC meetings with admin. Students will also track their IReady data in their student data binders.

Person Responsible

Bethany Quisenberry

Schedule

Daily, from 9/8/2016 to 5/26/2017

Evidence of Completion

PD sign in sheets, IReady weekly Data, student data binders

Action Step 5 5

Consistent interventions will improve student achievement data by providing frequent progress monitoring data. Students will take weekly formative assessments that are standards based. The data from these assessments will be monitored in weekly PLC meetings with administration. Students will also take the STAR 360 in reading and math 3 times a year. Teachers and administration will also monitor the STAR 360 data to determine additional resources and interventions.

Person Responsible

Bethany Quisenberry

Schedule

Weekly, from 8/29/2016 to 5/26/2017

Evidence of Completion

grade level common assessment calendars, STAR 360 data, PLC agendas, weekly formative assessment data

Action Step 6 5

FPES will be provided with a Professional Development and Leadership Specialist to provide intervention support. The PDL assigned to FPES will push into a 4th and 5th grade Math classroom for math intervention four days a week for 45 minutes each day. The Leadership Specialist will meet twice a month with our Teacher Leaders and Coaches to provide modeling, mentoring and coaching support. The Leadership Specialist will also push into a 3rd grade classroom and support students in reading intervention for 45 minutes a day four days a week. Both of the specialists will provide on-going professional development support to all teachers.

Person Responsible

Tamara Hunter

Schedule

Daily, from 8/29/2016 to 5/26/2017

Evidence of Completion

reading and math formative assessment data, PD logs, walk through data

Action Step 7 5

An Intervention Schedule will be created providing all reading classrooms with a push in instructional support person each day for 60 minutes. The reading coach and writing coach will push into the 4th and 5th grade reading classroom each day for 60 minutes. Teacher Leaders and administrators will push into classrooms with the highest need.

Person Responsible

David Sanon

Schedule

Daily, from 9/5/2016 to 5/26/2017

Evidence of Completion

CASTLE Standards Reports, OnCourse Lesson Plans, Intervention Schedule

Action Step 8 5

District Principal Lead will meet with Principal twice a month to review intervention and instruction practices. District Principal Lead and admin team will conduct walk throughs and then discuss opportunities of growth.

Person Responsible

Bethany Quisenberry

Schedule

Biweekly, from 8/30/2016 to 5/26/2017

Evidence of Completion

walk through data, Principal Lead agendas and minutes from the meeting

Action Step 9 5

District Executive Director of DA schools will make biweekly visits to the school. The Principal and Executive Director will review student data, Professional Development, and conduct classroom walk throughs. The Executive Director and Principal will discuss opportunities of growth and needed resources.

Person Responsible

Bethany Quisenberry

Schedule

Biweekly, from 8/31/2016 to 5/26/2017

Evidence of Completion

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

Data from Reading and Math Formative Assessments will be monitored in PLC meetings each week. Data will be used to then determine standards that need to be retaught.

Person Responsible

Bethany Quisenberry

Schedule

Weekly, from 8/29/2016 to 5/26/2017

Evidence of Completion

CASTLE data, Performance Matters Data

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

Administration will meet with teacher teams on all grade levels, and the Reading and Writing Coaches each week to discuss student needs.

Person Responsible

Bethany Quisenberry

Schedule

Weekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

PLC meeting agendas and minutes

G2. Increase Parent Involvement in School Based Functions and Awareness of Early Warning Indicators. 1

G081401

G2.B1 Communication systems are not currently in place to provide parents information on "the role of a parent with school", classroom, and school wide procedures and programs that are available. 2

B215060

G2.B1.S1 Establish effective school to home and home to school communication 4

S227262

Strategy Rationale

Effective communication between the school and families will build a better understanding of how to work with the school and decrease early warning indicators.

Action Step 1 5

Teachers will use Agenda Books daily to communicate with parents.

Person Responsible

David Sanon

Schedule

Daily, from 8/10/2016 to 5/26/2017

Evidence of Completion

student agenda books

Action Step 2 5

Teachers and administration will use the ParentLink system to communicate events with parents.

Person Responsible

Bethany Quisenberry

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

ParentLink System Reports

Action Step 3 5

Administration and teachers will send home monthly newsletters to parents. Each grade level will create a grade level newsletter each month communicating standards that will be focused on that month and events specific to that grade level. Administration will send home a school wide newsletter each month. Parent Involvement Specialist will send home flyers for all school events.

Person Responsible

Francine Lutman

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

copies of newsletters

Action Step 4 5

Full time Social Worker will be assigned by the district to the school. The Social Worker and School Information Specialist will communicate with administration when a student acquires more than 5 tardies. The School Social Worker will then contact the parent. School Social Worker will also do a home visit when a student acquires more than 10 tardies. School Social Worker will also communicate with teachers and staff on students with high needs such as homeless students and students that are in the foster care system. Social Worker will conduct home visits to students that are exhibiting behavior or academic concerns to offer assistance to the family in helping their child succeed in school.

Person Responsible

Bethany Quisenberry

Schedule

Daily, from 8/10/2016 to 5/26/2017

Evidence of Completion

Daily attendance and tardy log, School Social Worker communication log, and Administration Parent Communication Log.

Action Step 5 5

Parent Involvement Specialist will provide monthly parent programs and information.

Person Responsible

Tiffany Cason

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Parent Involvement Newsletters and Flyers, Sign In Sheets, and Program Agendas.

Action Step 6 5

Administration will use Social Media to advertise school events and profile positive activities during the school day.

Person Responsible

Francine Lutman

Schedule

Daily, from 8/10/2016 to 5/26/2017

Evidence of Completion

School Twitter Account, School Facebook Account

Action Step 7 5

Administration will set a school wide goal each week for student tardies. For example, our goal for student tardies this week is 25 students, as of today we have 15 students that have been tardy. A sign will be created to display in the front office with the goal. It will also be displayed on social media pages and our school website.

Person Responsible

Tamara Hunter

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Daily tardy log, social media account pages

Action Step 8 5

Each month the school will have a SAC meeting followed by a Family Academic Night. Each Family Academic Night will have a different subject area focus. Each Family Academic Night will have fun, engaging activities for parents and students.

Person Responsible

Jessica Buen

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Monthly Calendars, Event Flyers, Sign In Sheets

Action Step 9 5

Student Led Conferences will be held at the end of first quarter and third quarter. Students will lead these parent conferences showcasing their student data binders.

Person Responsible

Stacia Morgan

Schedule

Quarterly, from 11/14/2016 to 4/21/2017

Evidence of Completion

Monthly Calendars, Sign In Sheets

Action Step 10 5

Students will receive a special award each quarter for no tardies and perfect attendance. Students will also receive PBS awards such as Dress Code Fairy, Panther of the Week, and Brownie Points Award for their school behavior.

Person Responsible

Amanda Kendrick

Schedule

Quarterly, from 8/19/2016 to 5/26/2017

Evidence of Completion

quarterly attendance and tardy reports, PBS awards records

Action Step 11 5

A full time School Nurse will be assigned to the school. The school nurse will plan monthly dental services at the school and quarterly visits from the Vision Bus for vision services. The school nurse will attend MTSS meetings to help assist parents with any medical needs that the child might have. The school nurse will also facilitate monthly health and nutrition classes to students.

Person Responsible

Bethany Quisenberry

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

School nurse monthly log, MTSS data

Action Step 12 5

A Full Time Behavior Coach will be hired to assist teachers in teaching social and emotional skills to students in grades K-5. Daily social and emotional lessons will be implemented into all classrooms to include morning meetings with students. The behavior coach will also push into classrooms to model classroom management and procedures strategies. The behavior coach will be a vital component in reducing suspension rates.

Person Responsible

David Sanon

Schedule

Daily, from 8/10/2016 to 5/26/2017

Evidence of Completion

discipline logs, MTSS data, suspension logs

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

Monthly meeting with leadership team to discuss and plan school based functions. Monthly meeting with social worker, nurse, administration, and parent involvement specialist to review attendance reports. Weekly meetings with Behavior Coach to discuss high need students and classroom interventions.

Person Responsible

David Sanon

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Leadership agenda and minutes, meeting minutes, attendance reports, sign in sheets, suspension logs, MTSS data

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

Monthly Leadership meetings to review parent involvement activities. Monthly discussion at staff meetings to review effectiveness of strategies.

Person Responsible

David Sanon

Schedule

Monthly, from 8/29/2016 to 5/26/2017

Evidence of Completion

Leadership and Staff Meeting Agendas and Minutes

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.B1.S1.A2 A288604	Students in Grade 3-5 will be assessed in SideWalks Curriculum to determine what level of...	Remy, Lacie	8/15/2016	SlideWalks Pre-Assessment Data	8/19/2016 annually
G1.MA1 M289226	STAR 360 Assessment, Quarterly Writing Assessments, and Weekly Assessment data will be analyzed to...	Quisenberry, Bethany	8/29/2016	STAR 360 Data, Writing Assessment Data, Weekly Assessment Data through Performance Data	8/29/2016 weekly
G1.B1.S1.A3 A288605	All teachers in grades 3-5 will receive FSA writing rubric training each quarter. Teachers will...	Buen, Jessica	8/29/2016	Training sign in, PLC meeting agendas, writing data, walk through data	8/29/2016 quarterly
G2.B1.S1.A9 A288620	Student Led Conferences will be held at the end of first quarter and third quarter. Students will...	Morgan, Stacia	11/14/2016	Monthly Calendars, Sign In Sheets	4/21/2017 quarterly
G2.MA1 M289229	Parents will complete surveys to give feedback on all activities and strategies.	Hunter, Tamara	8/10/2016	survey results	5/26/2017 monthly
G1.B1.S1.MA1 M289224	Administration will meet with teacher teams on all grade levels, and the Reading and Writing...	Quisenberry, Bethany	8/22/2016	PLC meeting agendas and minutes	5/26/2017 weekly
G1.B1.S1.MA1 M289225	Data from Reading and Math Formative Assessments will be monitored in PLC meetings each week. Data...	Quisenberry, Bethany	8/29/2016	CASTLE data, Performance Matters Data	5/26/2017 weekly
G1.B1.S1.A1 A288603	Students in grades K-3 will be assessed in Read Well to determine what lesson they begin their...	Remy, Lacie	8/15/2016	Read Well Pre-Assessment Data	5/26/2017 daily
G1.B1.S1.A4 A288606	All students in grades K-5 will use the IReady Diagnostic Computer Program. Teachers will receive...	Quisenberry, Bethany	9/8/2016	PD sign in sheets, IReady weekly Data, student data binders	5/26/2017 daily
G1.B1.S1.A5 A288607	Consistent interventions will improve student achievement data by providing frequent progress...	Quisenberry, Bethany	8/29/2016	grade level common assessment calendars, STAR 360 data, PLC agendas, weekly formative assessment data	5/26/2017 weekly
G1.B1.S1.A6 A288608	FPES will be provided with a Professional Development and Leadership Specialist to provide...	Hunter, Tamara	8/29/2016	reading and math formative assessment data, PD logs, walk through data	5/26/2017 daily
G1.B1.S1.A7 A288609	An Intervention Schedule will be created providing all reading classrooms with a push in...	Sanon, David	9/5/2016	CASTLE Standards Reports, OnCourse Lesson Plans, Intervention Schedule	5/26/2017 daily
G1.B1.S1.A8 A288610	District Principal Lead will meet with Principal twice a month to review intervention and...	Quisenberry, Bethany	8/30/2016	walk through data, Principal Lead agendas and minutes from the meeting	5/26/2017 biweekly
G1.B1.S1.A9 A288611	District Executive Director of DA schools will make biweekly visits to the school. The Principal...	Quisenberry, Bethany	8/31/2016		5/26/2017 biweekly
G2.B1.S1.MA1 M289227	Monthly Leadership meetings to review parent involvement activities. Monthly discussion at staff...	Sanon, David	8/29/2016	Leadership and Staff Meeting Agendas and Minutes	5/26/2017 monthly
G2.B1.S1.MA1 M289228	Monthly meeting with leadership team to discuss and plan school based functions. Monthly meeting...	Sanon, David	8/10/2016	Leadership agenda and minutes, meeting minutes, attendance reports, sign in sheets, suspension logs, MTSS data	5/26/2017 weekly
G2.B1.S1.A1 A288612	Teachers will use Agenda Books daily to communicate with parents.	Sanon, David	8/10/2016	student agenda books	5/26/2017 daily
G2.B1.S1.A2 A288613	Teachers and administration will use the ParentLink system to communicate events with parents.	Quisenberry, Bethany	8/10/2016	ParentLink System Reports	5/26/2017 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A3 A288614	Administration and teachers will send home monthly newsletters to parents. Each grade level will...	Lutman, Francine	8/10/2016	copies of newsletters	5/26/2017 monthly
G2.B1.S1.A4 A288615	Full time Social Worker will be assigned by the district to the school. Th Social Worker and School...	Quisenberry, Bethany	8/10/2016	Daily attendance and tardy log, School Social Worker communication log, and Administration Parent Communication Log.	5/26/2017 daily
G2.B1.S1.A5 A288616	Parent Involvement Specialist will provide monthly parent programs and information.	Cason, Tiffany	8/10/2016	Parent Involvement Newsletters and Flyers, Sign In Sheets, and Program Agendas.	5/26/2017 monthly
G2.B1.S1.A6 A288617	Administration will use Social Media to advertise school events and profile positive activities...	Lutman, Francine	8/10/2016	School Twitter Account, School Facebook Account	5/26/2017 daily
G2.B1.S1.A7 A288618	Administration will set a school wide goal each week for student tardies. For example, our goal for...	Hunter, Tamara	8/10/2016	Daily tardy log, social media account pages	5/26/2017 weekly
G2.B1.S1.A8 A288619	Each month the school will have a SAC meeting followed by a Family Academic Night. Each Family...	Buen, Jessica	8/10/2016	Monthly Calendars, Event Flyers, Sign In Sheets	5/26/2017 monthly
G2.B1.S1.A10 A288621	Students will receive a special award each quarter for no tardies and perfect attendance. Students...	Kendrick, Amanda	8/19/2016	quarterly attendance and tardy reports, PBS awards records	5/26/2017 quarterly
G2.B1.S1.A11 A288622	A full time School Nurse will be assigned to the school. The school nurse will plan monthly dental...	Quisenberry, Bethany	8/15/2016	School nurse monthly log, MTSS data	5/26/2017 monthly
G2.B1.S1.A12 A288623	A Full Time Behavior Coach will be hired to assist teachers in teaching social and emotional skills...	Sanon, David	8/10/2016	discipline logs, MTSS data, suspension logs	5/26/2017 daily

V. Professional Development Opportunities

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

G1. The school will utilize consistent interventions for academics and professional development of teachers.

G1.B1 According to the August STAR Reading Assessment over 70% of all students at Franklin Park Elementary are below grade level.

G1.B1.S1 Students will have 60 minutes of Reading Intervention focused on their individual reading needs.

PD Opportunity 1

Students in grades K-3 will be assessed in Read Well to determine what lesson they begin their intervention instruction. Students will then be placed in groups according to their level of instruction. Students will "walk to read" daily for intervention instruction according to their level of need. All teachers in grades K-3 will have Read Well Intervention groups for 60 minutes using the ReadWell curriculum for phonics, phonemic awareness, phonological awareness, fluency, and vocabulary.

Facilitator

Lacie Remy

Participants

All teachers and paraprofessional grades K-3

Schedule

Daily, from 8/15/2016 to 5/26/2017

PD Opportunity 2

Students in Grade 3-5 will be assessed in SideWalks Curriculum to determine what level of instruction they need. Students in 3rd grade that do not test into Read Well will be tested for Sidewalks Intervention Curriculum. Students will then be assigned to groups according to the level of instruction that they test into. They will then "walk to read" for 60 minutes each day. SideWalks Intervention Instruction will focus on fluency, vocabulary, and comprehension skills.

Facilitator

Lacie Remy

Participants

All Reading Teachers and paraprofessionals in grades 3-5

Schedule

Annually, from 8/15/2016 to 8/19/2016

PD Opportunity 3

All teachers in grades 3-5 will receive FSA writing rubric training each quarter. Teachers will then use this training to plan their daily writing instruction and determine the writing needs of their students. Teachers will bring student writing samples to weekly PLC meetings to discuss best practices.

Facilitator

Jessica Scheidemantel (Buen)

Participants

All teachers grades 3-5

Schedule

Quarterly, from 8/29/2016 to 8/29/2016

PD Opportunity 4

All students in grades K-5 will use the IReady Diagnostic Computer Program. Teachers will receive on-going professional development on the program. Students will have a scheduled 30 minutes for IReady Reading and 30 minutes for IReady Math each day. Teachers will print and discuss the data from the program at weekly PLC meetings with admin. Students will also track their IReady data in their student data binders.

Facilitator

Christine Busenbark

Participants

All teachers grades K-5

Schedule

Daily, from 9/8/2016 to 5/26/2017

PD Opportunity 5

FPES will be provided with a Professional Development and Leadership Specialist to provide intervention support. The PDL assigned to FPES will push into a 4th and 5th grade Math classroom for math intervention four days a week for 45 minutes each day. The Leadership Specialist will meet twice a month with our Teacher Leaders and Coaches to provide modeling, mentoring and coaching support. The Leadership Specialist will also push into a 3rd grade classroom and support students in reading intervention for 45 minutes a day four days a week. Both of the specialists will provide on-going professional development support to all teachers.

Facilitator

Amy French & Phyllis Guarno

Participants

All teachers

Schedule

Daily, from 8/29/2016 to 5/26/2017

G2. Increase Parent Involvement in School Based Functions and Awareness of Early Warning Indicators.

G2.B1 Communication systems are not currently in place to provide parents information on "the role of a parent with school", classroom, and school wide procedures and programs that are available.

G2.B1.S1 Establish effective school to home and home to school communication

PD Opportunity 1

Teachers and administration will use the ParentLink system to communicate events with parents.

Facilitator

Francine Waltman

Participants

all teachers, administrators, Parent Involvement Specialist

Schedule

Weekly, from 8/10/2016 to 5/26/2017

PD Opportunity 2

Full time Social Worker will be assigned by the district to the school. The Social Worker and School Information Specialist will communicate with administration when a student acquires more than 5 tardies. The School Social Worker will then contact the parent. School Social Worker will also do a home visit when a student acquires more than 10 tardies. School Social Worker will also communicate with teachers and staff on students with high needs such as homeless students and students that are in the foster care system. Social Worker will conduct home visits to students that are exhibiting behavior or academic concerns to offer assistance to the family in helping their child succeed in school.

Facilitator

Malissa Machi

Participants

All staff

Schedule

Daily, from 8/10/2016 to 5/26/2017

PD Opportunity 3

A Full Time Behavior Coach will be hired to assist teachers in teaching social and emotional skills to students in grades K-5. Daily social and emotional lessons will be implemented into all classrooms to include morning meetings with students. The behavior coach will also push into classrooms to model classroom management and procedures strategies. The behavior coach will be a vital component in reducing suspension rates.

Facilitator

Annette Miller and Amanda Kendrick

Participants

All teachers and paraprofessionals

Schedule

Daily, from 8/10/2016 to 5/26/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Students in grades K-3 will be assessed in Read Well to determine what lesson they begin their intervention instruction. Students will then be placed in groups according to their level of instruction. Students will "walk to read" daily for intervention instruction according to their level of need. All teachers in grades K-3 will have Read Well Intervention groups for 60 minutes using the ReadWell curriculum for phonics, phonemic awareness, phonological awareness, fluency, and vocabulary.	\$0.00
2	G1.B1.S1.A2	Students in Grade 3-5 will be assessed in SideWalks Curriculum to determine what level of instruction they need. Students in 3rd grade that do not test into Read Well will be tested for Sidewalks Intervention Curriculum. Students will then be assigned to groups according to the level of instruction that they test into. They will then "walk to read" for 60 minutes each day. SideWalks Intervention Instruction will focus on fluency, vocabulary, and comprehension skills.	\$0.00
3	G1.B1.S1.A3	All teachers in grades 3-5 will receive FSA writing rubric training each quarter. Teachers will then use this training to plan their daily writing instruction and determine the writing needs of their students. Teachers will bring student writing samples to weekly PLC meetings to discuss best practices.	\$0.00
4	G1.B1.S1.A4	All students in grades K-5 will use the IReady Diagnostic Computer Program. Teachers will receive on-going professional development on the program. Students will have a scheduled 30 minutes for IReady Reading and 30 minutes for IReady Math each day. Teachers will print and discuss the data from the program at weekly PLC meetings with admin. Students will also track their IReady data in their student data binders.	\$0.00
5	G1.B1.S1.A5	Consistent interventions will improve student achievement data by providing frequent progress monitoring data. Students will take weekly formative assessments that are standards based. The data from these assessments will be monitored in weekly PLC meetings with administration. Students will also take the STAR 360 in reading and math 3 times a year. Teachers and administration will also monitor the STAR 360 data to determine additional resources and interventions.	\$0.00
6	G1.B1.S1.A6	FPES will be provided with a Professional Development and Leadership Specialist to provide intervention support. The PDL assigned to FPES will push into a 4th and 5th grade Math classroom for math intervention four days a week for 45 minutes each day. The Leadership Specialist will meet twice a month with our Teacher Leaders and Coaches to provide modeling, mentoring and coaching support. The Leadership Specialist will also push into a 3rd grade classroom and support students in reading intervention for 45 minutes a day four days a week. Both of the specialists will provide on-going professional development support to all teachers.	\$0.00
7	G1.B1.S1.A7	An Intervention Schedule will be created providing all reading classrooms with a push in instructional support person each day for 60 minutes. The reading coach and writing coach will push into the 4th and 5th grade reading classroom each day for 60 minutes. Teacher Leaders and administrators will push into classrooms with the highest need.	\$0.00
8	G1.B1.S1.A8	District Principal Lead will meet with Principal twice a month to review intervention and instruction practices. District Principal Lead and admin team will conduct walk throughs and then discuss opportunities of growth.	\$0.00
9	G1.B1.S1.A9	District Executive Director of DA schools will make biweekly visits to the school. The Principal and Executive Director will review student data, Professional Development,	\$0.00

		and conduct classroom walk throughs. The Executive Director and Principal will discuss opportunities of growth and needed resources.	
10	G2.B1.S1.A1	Teachers will use Agenda Books daily to communicate with parents.	\$0.00
11	G2.B1.S1.A10	Students will receive a special award each quarter for no tardies and perfect attendance. Students will also receive PBS awards such as Dress Code Fairy, Panther of the Week, and Brownie Points Award for their school behavior.	\$0.00
12	G2.B1.S1.A11	A full time School Nurse will be assigned to the school. The school nurse will plan monthly dental services at the school and quarterly visits from the Vision Bus for vision services. The school nurse will attend MTSS meetings to help assist parents with any medical needs that the child might have. The school nurse will also facilitate monthly health and nutrition classes to students.	\$0.00
13	G2.B1.S1.A12	A Full Time Behavior Coach will be hired to assist teachers in teaching social and emotional skills to students in grades K-5. Daily social and emotional lessons will be implemented into all classrooms to include morning meetings with students. The behavior coach will also push into classrooms to model classroom management and procedures strategies. The behavior coach will be a vital component in reducing suspension rates.	\$0.00
14	G2.B1.S1.A2	Teachers and administration will use the ParentLink system to communicate events with parents.	\$0.00
15	G2.B1.S1.A3	Administration and teachers will send home monthly newsletters to parents. Each grade level will create a grade level newsletter each month communicating standards that will be focused on that month and events specific to that grade level. Administration will send home a school wide newsletter each month. Parent Involvement Specialist will send home flyers for all school events.	\$0.00
16	G2.B1.S1.A4	Full time Social Worker will be assigned by the district to the school. Th Social Worker and School Information Specialist will communicate with administration when a student acquires more then 5 tardies. The School Social Worker will then contact the parent. School Social Worker will also do a home visit when a student acquires more then 10 tardies. School Social Worker will also communicate with teachers and staff on students with high needs such as homeless students and students that are in the foster care system. Social Worker will conduct home visits to students that are exhibiting behavior or academic concerns to offer assistance to the family in helping their child succeed in school.	\$0.00
17	G2.B1.S1.A5	Parent Involvement Specialist will provide monthly parent programs and information.	\$0.00
18	G2.B1.S1.A6	Administration will use Social Media to advertise school events and profile positive activities during the school day.	\$0.00
19	G2.B1.S1.A7	Administration will set a school wide goal each week for student tardies. For example, our goal for student tardies this week is 25 students, as of today we have 15 students that have been tardy. A sign will be created to display in the front office with the goal. It will also be displayed on social media pages and our school website.	\$0.00
20	G2.B1.S1.A8	Each month the school will have a SAC meeting followed by a Family Academic Night. Each Family Academic Night will have a different subject area focus. Each Family Academic Night will have fun, engaging activities for parents and students.	\$0.00
21	G2.B1.S1.A9	Student Led Conferences will be held at the end of first quarter and third quarter. Students will lead these parent conferences showcasing their student data binders.	\$0.00
Total:			\$0.00