Morikami Park Elementary School

2016-17 Schoolwide Improvement Plan

Morikami Park Elementary School

6201 MORIKAMI PARK RD, Delray Beach, FL 33484

https://mpess.palmbeachschools.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	No	19%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	43%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	A	A*	A	A

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 Palm Beach 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.

Table of Contents

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 <u>section 1008.33, Florida Statutes,</u> 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 <u>Rule 6A-1.099811, Florida Administrative Code:</u>

- 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:

- <u>Former F</u> - 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.
- <u>Planning</u> - 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.
- <u>Implementing</u> - 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 Morikami Park Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - <u>LaShawn Russ-Porterfield</u>	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.

Working together with Open and Inquiring minds to develop Responsible and Respectful citizens who are Lifelong learners Dedicated to success within a global society.

b. Provide the school's vision statement.

Morikami Park Elementary School is committed to excellence in "Educating Today's Children for Tomorrow's World."

2. School Environment

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

As an International Baccalaureate Primary Years Programme this is a focus of our school. Teachers build relationships with students by incorporating community building activities during the first weeks of school.
Our school will infuse the content required by the Florida Statute 1003.42(2) and S.B. Policy 2.09 (8) (b), as applicable to appropriate grade levels, including but not limited to:
*History of Holocaust-5th grade will host a Holocaust survivor to speak to students
*History of Africans and African Americans
*Hispanic Contributions-World Language teachers cover this extensively through weekly lessons.
*Women's Contributions
*Sacrifices of Veteran's
All of the content is covered through literature and multimedia at all grade levels.

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

Our school-wide positive behavior support program has established an environment of safety and respect. Our IB program has a Learner Profile and Attitudes which resembles that of a character education program. Our students are exposed to these elements from Kindergarten on and are expected to display them on a daily basis. Teachers model the expectations and students are recognized through our Golden Globe 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.

Our school integrates a Single School Culture by sharing our universal guidelines for success, following our school wide behavior matrix and teaching expected behaviors, communicating with parents, and monitoring SwPBS.

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.

Our guidance counselor provides a variety of group counseling to our students. She also meets with students individually to provide support when needed. Day to day, the staff affect students in a

positive manner. We are a visible presence in the hallways and classrooms, making ourselves available to students. Our students are very comfortable approaching us to discuss their concerns. We offer the best resources we know, human resources. Our teachers volunteer to mentor students and we regularly assign a mentor to a student that needs a push in the positive direction.

3. Early Warning Systems

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

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	
One or more suspensions	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	
Level 1 on statewide assessment	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	

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. § 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. § 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?
No

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

2. Description

Our school's vision and mission statement is shared with parents at our Curriculum Night and our School Advisory Council meetings. Teachers hold two conferences a year with parents to keep them informed of their child's progress. Teachers update their Edline page twice a month to keep parents updated with school happenings. At the end of the school year, parents are invited to student led

conferences. We also host a variety of evenings for our parents to keep updated with curriculum and participate with their child. They include:
Literacy Night
Math Night at Publix
Science Night
FSA Informational Night

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.

We have an active Business Partnership program here at Morikami. We actively work with 25 businesses that support our school with student incentives such as a free meal or evening out with the children. The businesses also support our evening events for families by providing food and supplies. We also receive cash donations to purchase materials for our students. Our business partners are represented on our School Advisory Council.

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

1. School Leadership Team

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

Name	Title
Quinones, Stacey	Principal
Hodge-Hargrove, Tonya	Assistant Principal
Mercier, Amy	Teacher, K-12
Lamb, Michelle	Teacher, ESE
Saraceni, Eve	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 principal and assistant principal provide a common vision for the use of data-based decision-making to ensure:
-a sound, effective academic program is in place
-a process to address and monitor subsequent needs is created
-the MTSS/RTI Leadership Team is implementing RtI processes
-assessment of RtI skills of school staff is conducted
-fidelity of implementation of intervention support is documented
-adequate professional development to support RtI implementation is provided
-effective communication with parents regarding school-based RtI plans and activities

The other members of the Leadership Team will assist in the design and implementation of progress monitoring, collect and analyze data, contribute to the development of intervention plans, implement Tier 3 interventions, and offer professional development and technical assistance to teachers.

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 Leadership Team will use the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive).

An intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, RtI/ Leadership Team, guidance counselor) and report back on all data collected for further discussion at future meetings.

The assistant principal maintains an inventory of all resources and is responsible for delivery of the materials to teachers. At weekly meetings data analysis is conducted to determine the impact of the resources being utilized.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Stacey Quinones	Principal
Jackie Breslin	Teacher
Debra Bynon	Teacher
Suzanne Russsel	Teacher
Amy Mercier	Teacher
Kristin Litten	Business/Community
Betsy Silverfine	Parent
Linda Davis	Education Support Employee
Claudia Mendoza	Parent
Theresa Thompson	Parent
Barbara Trevino	Parent
Jenny Wang	Parent
Thomas Shrader	Business/Community
Amanda Ambramson	Parent
Takia Collie	Teacher

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 our monthly SAC meetings, we reviewed our SIP goals and monitored our progress. Chairs from each of our academic committees were invited to share updates of our progress toward meeting our goals. Data was shared by school administration as to student performance toward meeting our goals. Adjustments were made to the plan if necessary.

b. Development of this school improvement plan

The School Advisory Council is responsible for developing the School Improvement Plan. The council gets input from the faculty and staff in creating strategies that are aligned to the district's Strategic Plan and long term outcomes. In addition, the council looks at school data and standardized test data in setting goals and creating a school improvement focus.

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

Our budget is prepared when writing our SIP and the plan is developed through SAC.

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

After-school tutorial-$3500.00

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
Quinones, Stacey	Principal
Fine, Andrea	Teacher, K-12
Presas, Rosie	Teacher, K-12
Scheetz, Cindy	Teacher, K-12
Brant, Becky	Instructional Media
Cain, Kim	Teacher, K-12
Deol, Darshan	Teacher, K-12
Benjamin, Taryn	Teacher, K-12
Limeres, Giselle	Teacher, K-12
Russell, Suzanne	Teacher, K-12
Hodge-Hargrove, Tonya	Assistant Principal
	Teacher, K-12

b. Duties

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

A major focus this year is aligning reading lessons to the Pillars of Instruction and using theContinuum of Literacy to help focus on within, about and and beyond the text questions.
Support the grade levels in the implementation of lesson planning that support Critical Thinking Skills.
Supporting the teachers in unpacking the Florida Standards.
Supporting our lowest 25th in reading so that they will achieve a year's worth of growth.
Supporting the teachers in Increasing students' independent reading stamina.
Develop a school-wide reading incentive.
Supporting the Morikami Families with literacy by hosting an annual Literacy Night and a Barnes and Noble Night.

D. Public and Collaborative Teaching

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

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

Our teachers share a common planning time at each grade level. During an 8 day rotation our teachers partcipate in Professional Learning Communities. This is a time in which best practices are shared, data analysis is conducted and unpacking of the standards is done.

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

Stacey Quiñones, Principal recruits and retains highly qualified teachers by working closely with teachers on staff and getting recommendations for instructional openings at school. Additionally, our new staff members are supported by being assigned a mentor and meeting weekly with their mentor to discuss instructional strategies and school policies.

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

Teachers new to our staff are mentored by an experienced grade level team member. We pair teachers with someone from their grade level so that they can provide the necessary support and share a common planning time and lunch time. This enables the mentor and the mentee to meet during common planning and/or weekly team meetings to discuss grade level material and any concerns.

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.

Our district provides curriculum aligned to the Florida Standards through Blender. Our teachers unpack the Florida Standards and align all classroom instruction to them. Any materials used are analyzed first to ensure their alignment to the Florida Standards.

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.

Administration and teachers collect multiple measures of student learning data, such as our standardized tests, district diagnostic data, iReady data, teacher observations of student abilities, and authentic assessments. When analyzing data we look at the number of students demonstrating proficiency and, the number of students not demonstrating learning gains, and we dig deeper to determine the strands in which the students are deficient. Teachers work collaboratively with their grade level; pooling their knowledge, talent, and ideas to structure lessons around the areas of deficiency. Students are placed in groups according to the areas in need of remediation; the groups are fluid and change as data is collected and analyzed. Our use of data allows us to identify students in need of enrichment or special assistance at any point during the school year.

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: 1,380

After school tutorial reading and math program will be offered to our lowest 25% in grades 3-5.

Strategy Rationale

Provide students with targeted additional support in areas of need.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Hodge-Hargrove, Tonya, tonya.hodge-hargrove@palmbeachschools.org

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

A pre and post test will be given to the students in the tutorial program.

Strategy: Extended School Day

Minutes added to school year: 1,000

Informal small group tutorials targeting specific deficiencies in standards are provided throughout the year before and after school by classroom teachers.

Strategy Rationale

The additional support will assist students in mastery benchmarks

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Quinones, Stacey, stacey.quinones@palmbeachschools.org

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

classroom assessments collected by individual teachers.

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. § 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.

Strategies used to assist preschool children in their transition are:
*Parents and students attened an orientation in May to receive information to assist in preparing students for kindergarten
*Teachers assess students literacy development prior to the start of the school year
*A staggered start schedule is implemented to assist students in transitioning
*Kindergarten students are assigned 5th grade buddies at the beginning of the school year to assist with classroom adjustment and confidence in being a Morikami student. They read together once a week.

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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 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"Â? 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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by grade 3. [OBJ]

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. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by grade 3. 🔲 1a

🔑 G083642

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	95.0
ELA/Reading Lowest 25% Gains	85.0

Targeted Barriers to Achieving the Goal 3

- Teachers ability to effectively differentiate instruction based on each students specific area of weakness.

- Teachers ability to effectively analyze data and use the information to create small groups that address the students needs.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Continuum of Literacy

Plan to Monitor Progress Toward G1. 8

Classroom walk through data will be analyzed looking for evidence of teachers using the Continuum of Literacy and aligning their instructional practices to meet the rigor of the Florida State Standards. Administration will attend weekly PLCs to monitor and assist with the successfully meeting the goal.

Person Responsible
Tonya Hodge-Hargrove

Schedule
Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion
iobservation data, Performance Matters data, EDW reports, iReady reports, PLC agendas.

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. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by grade 3. 🔲 [1]

🔑 G083642

G1.B1 Teachers ability to effectively differentiate instruction based on each students specific area of weakness. [2]

🔑 B221995

G1.B1.S1 Teachers participation in Professional Learning Communities [4]

🔑 S234245

Strategy Rationale

Participating in PLCs allows teachers to collaborate, share best practices, and gain insight into differentiating instruction.

Action Step 1 [5]

Teachers will attend and actively participate in PLC meetings every 8 days.

Person Responsible

Stacey Quinones

Schedule

Monthly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Teachers will provide agendas from PLCs.

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

Monitoring will done through walkthroughs, lesson plan checks, and administration attending PLCs.

Person Responsible

Stacey Quinones

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Observation reports, PLC agendas, lesson plans

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

Assessment data from diagnostics, Performance Matters, iReady and RRR will be analyzed. An increase in proficiency will be expected and if not seen, instructional strategies will be altered.

Person Responsible

Stacey Quinones

Schedule

Monthly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Teacher action plans, data chat notes, EDW reports, Performance Matters reports, and observation notes.

G1.B1.S2 Teachers will attend professional development in the use of best reading practices. [4]

S234246

Strategy Rationale

Develop school-wide essential agreements so that everyone speaks a common language and implements differentiated instruction with fidelity.

Action Step 1 [5]

Professional Development will be provided on the implementation of balanced literacy

Person Responsible

Tonya Hodge-Hargrove

Schedule

On 6/2/2017

Evidence of Completion

Observations, agendas and lesson plans

Plan to Monitor Fidelity of Implementation of G1.B1.S2 [6]

Lesson plans

Person Responsible

Tonya Hodge-Hargrove

Schedule

Semiannually, from 8/22/2016 to 6/2/2017

Evidence of Completion

Lesson plan check list and iobservation data

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

PLCs

Person Responsible

Tonya Hodge-Hargrove

Schedule

Daily, from 9/20/2015 to 6/2/2016

Evidence of Completion

PLC agendas, RRR data, lesson plans

G1.B2 Teachers ability to effectively analyze data and use the information to create small groups that address the students needs. 2

🔑 B221996

G1.B2.S1 Teachers participate in Professional Learning Communities 4

🔑 S234247

Strategy Rationale

Participating in PLCs allows teachers to collaborate, share best practices, and gain insight into analyzing data and effectively using the information.

Action Step 1 5

Teachers will attend and actively participate in PLC meetings every 8 days.

Person Responsible

Stacey Quinones

Schedule

On 6/2/2017

Evidence of Completion

Teachers will provide agendas from PLCs.

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

Monitoring will done through walkthroughs, lesson plan checks, and administration attending PLCs.

Person Responsible

Stacey Quinones

Schedule

On 6/2/2017

Evidence of Completion

Observations, agendas and lesson plans

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

Assessment data from diagnostics, Performance Matters, iReady and RRR will be analyzed. An increase in proficiency will be expected and if not seen, instructional strategies will be altered.

Person Responsible

Stacey Quinones

Schedule

On 6/2/2017

Evidence of Completion

Teacher action plans, data chat notes, EDW reports, Performance Matters reports, and observation notes.

G1.B2.S2 Teachers will attend professional development in the use of data analysis . 4

S234248

Strategy Rationale

Develop school-wide essential agreements so that everyone speaks a common language and implements data analysis with fidelity.

Action Step 1 5

Professional Development will be provided on the implementation of balanced literacy

Person Responsible

Tonya Hodge-Hargrove

Schedule

On 6/2/2017

Evidence of Completion

Observations, agendas and lesson plans

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Lesson Plans

Person Responsible

Tonya Hodge-Hargrove

Schedule

On 6/2/2017

Evidence of Completion

Observations, agendas and lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 `7`

LTMs

Person Responsible

Tonya Hodge-Hargrove

Schedule

On 6/2/2017

Evidence of Completion

PLC agendas, RRR data, lesson plans

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.S2.MA1 M305693	PLCs	Hodge-Hargrove, Tonya	9/20/2015	PLC agendas, RRR data, lesson plans	6/2/2016 daily
G1.MA1 M305699	Classroom walk through data will be analyzed looking for evidence of teachers using the Continuum...	Hodge-Hargrove, Tonya	8/22/2016	iobservation data, Performance Matters data, EDW reports, iReady reports, PLC agendas.	6/2/2017 weekly
G1.B1.S1.MA1 M305691	Assessment data from diagnostics, Performance Matters, iReady and RRR will be analyzed. An...	Quinones, Stacey	8/22/2016	Teacher action plans, data chat notes, EDW reports, Performance Matters reports, and observation notes.	6/2/2017 monthly
G1.B1.S1.MA1 M305692	Monitoring will done through walkthroughs, lesson plan checks, and administration attending PLCs.	Quinones, Stacey	8/22/2016	Observation reports, PLC agendas, lesson plans	6/2/2017 weekly
G1.B1.S1.A1 A301172	Teachers will attend and actively participate in PLC meetings every 8 days.	Quinones, Stacey	8/22/2016	Teachers will provide agendas from PLCs.	6/2/2017 monthly
G1.B2.S1.MA1 M305695	Assessment data from diagnostics, Performance Matters, iReady and RRR will be analyzed. An...	Quinones, Stacey	8/22/2016	Teacher action plans, data chat notes, EDW reports, Performance Matters reports, and observation notes.	6/2/2017 one-time
G1.B2.S1.MA1 M305696	Monitoring will done through walkthroughs, lesson plan checks, and administration attending PLCs.	Quinones, Stacey	8/22/2016	Observations, agendas and lesson plans	6/2/2017 one-time
G1.B2.S1.A1 A301174	Teachers will attend and actively participate in PLC meetings every 8 days.	Quinones, Stacey	8/22/2016	Teachers will provide agendas from PLCs.	6/2/2017 one-time
G1.B1.S2.MA1 M305694	Lesson plans	Hodge-Hargrove, Tonya	8/22/2016	Lesson plan check list and iobservation data	6/2/2017 semiannually
G1.B1.S2.A1 A301173	Professional Development will be provided on the implementation of balanced literacy	Hodge-Hargrove, Tonya	9/15/2016	Observations, agendas and lesson plans	6/2/2017 one-time
G1.B2.S2.MA1 M305697	LTMs	Hodge-Hargrove, Tonya	9/15/2016	PLC agendas, RRR data, lesson plans	6/2/2017 one-time
G1.B2.S2.MA1 M305698	Lesson Plans	Hodge-Hargrove, Tonya	9/15/2016	Observations, agendas and lesson plans	6/2/2017 one-time
G1.B2.S2.A1 A301175	Professional Development will be provided on the implementation of balanced literacy	Hodge-Hargrove, Tonya	9/15/2016	Observations, agendas and lesson plans	6/2/2017 one-time

V. Professional Development Opportunities

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

G1. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by grade 3. 🄾🄱🄹

G1.B1 Teachers ability to effectively differentiate instruction based on each students specific area of weakness.

G1.B1.S1 Teachers participation in Professional Learning Communities

PD Opportunity 1

Teachers will attend and actively participate in PLC meetings every 8 days.

Facilitator

District staff/school staff/administrators

Participants

K-5 Teachers

Schedule

Monthly, from 8/22/2016 to 6/2/2017

G1.B1.S2 Teachers will attend professional development in the use of best reading practices.

PD Opportunity 1

Professional Development will be provided on the implementation of balanced literacy

Facilitator

Assistant Principal/District Literacy Team/Webinars from Heinemann

Participants

Teachers K-5

Schedule

On 6/2/2017

G1.B2 Teachers ability to effectively analyze data and use the information to create small groups that address the students needs.

G1.B2.S1 Teachers participate in Professional Learning Communities

PD Opportunity 1

Teachers will attend and actively participate in PLC meetings every 8 days.

Facilitator

District Staff

Participants

K-5 Teachers

Schedule

On 6/2/2017

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**	**Teachers will attend and actively participate in PLC meetings every 8 days.**				**$1,200.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
		120-Classroom Teachers	1951 - Morikami Park Elementary School	General Fund		$1,200.00
			Notes: Provide teachers with copy of Who Moved My Standards			
2	**G1.B1.S2.A1**	**Professional Development will be provided on the implementation of balanced literacy**				**$1,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			1951 - Morikami Park Elementary School	Other		$1,000.00
			Notes: Literacy webinars from Heinemann			
3	**G1.B2.S1.A1**	**Teachers will attend and actively participate in PLC meetings every 8 days.**				**$0.00**
4	**G1.B2.S2.A1**	**Professional Development will be provided on the implementation of balanced literacy**				**$0.00**
					Total:	**$2,200.00**