

Charlotte County Public Schools

Meadow Park Elementary School



2016-17 Schoolwide Improvement Plan

Meadow Park Elementary School

3131 LAKE VIEW BLVD, Port Charlotte, FL 33948

<http://yourcharlotteschools.net/mpe>

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	36%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

This plan was approved by the Charlotte County School Board on 11/15/2016.

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 Meadow 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.

Know Our Kids, Grow Our Kids, ALL of Them.

b. Provide the school's vision statement.

Together We Succeed Through Leadership.

2. School Environment

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

1. Implementation of Leader in Me provides an expectation of excellence that is echoed throughout the school community, providing a sense of accountability by all involved, and it involves students in leadership activities such as Safety Patrol, Family Leadership Day, Student Lighthouse Team, Student-Led Conferences, Leader in Me Curriculum, Leader in Me Workbooks, Classroom Jobs, Class Meetings, Ya-Ya Backpacks, Student Mentoring, iSTAY (Integration of Science, Technology, and Art for Youth), STEM Club, 3-D Scholars, National Elementary Honor Society, Adopt-A-Plot, Green Team, Data Days, Power Team Conferences, and MPTV. Many of these programs are student-led with the guidance of our educators. These programs promote parental involvement, self-efficacy, personal accountability, and leadership traits.

2. Our school goal is "Know Our Kids, and Grow Our Kids, with Grit and Perseverance. ALL of Them." Our Beginning-of-Year in-house professional development focused on HOW teachers can get to know their kids, both academically and with regard to the whole child, HOW they and students can track that data through technology and student data/leadership binders, and HOW they can use that data to engage students and increase achievement.

3. In addition, our Partnership and Performance Council (PPC) has chosen the Marzano Elements 25 and 41 as a focus for best instructional practice. These elements focus on the use of academic games and probing incorrect answers with low expectancy students.

4. In an attempt to celebrate the cultural differences among our students, Meadow Park has a hallway named "International Drive" in honor of our students who come from various foreign countries. In this hallway, large flags hang, representing each country, along with the number of students who have heritage from those countries.

5. Another way teachers and students build relationships while learning about cultures is through class meetings. Once a week, students and their teachers gather to discuss topics that are interesting or discuss situations that have occurred in the classroom. The importance of class meetings is that students learn to value each others' differences. In addition, each classroom has created a mission statement which reflects the goals and values of the students in that class.

6. Additionally, each member of our MPE Core Team will select students from the lowest quartile in reading and math to mentor and monitor throughout the year. Core Team members will work to build effective relationships with those students that will support the students' social and academic growth.

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

1. A full-time guidance counselor who has a doctorate in child psychology is utilized to improve the emotional and health awareness of our students and staff members.

2. Two days per week, a part-time school social worker, who is also a licensed therapist, offers home

- visits as needed and provides community resources for parents, as well as counseling for students.
3. A school resource officer is utilized to improve the wellness of our students in the areas of building relationships, strategies regarding bullying, stranger danger, bike safety, and perimeter checks.
 4. Breakfast and lunch in the cafeteria promote health awareness and wellness in the area of nutrition. Breakfast and lunch will be served to all students, free of charge.
 5. Girls on the Run, a fitness program, promotes team work among our girls, encouraging wellness and increasing social skills.
 6. MPTV is our student-run news program, which highlights positive choices that students have made. For example, classrooms are recognized for their hard work in the cafeteria, for showing school pride, for supporting each other with leadership, and they also encourage the audience to follow the 7 Habits.
 7. Ya-Ya Backpacks is a program that feeds our high-needs population and enhances wellness of students.
 8. Leader in Me promotes using 7 Habits for Happy Kids.
 9. Our school has created a Bully Prevention t-shirt. The front of the shirt states, "The person wearing this shirt is committed to be bully-free." The back of the shirt lists our school-wide expectations.
 10. PBiS rewards for students who achieve their goals include gator tickets and treasure tokens.
 11. I-Stay is a before and after-school program that provides our students additional time with educators, with emphasis on science, technology, and the arts.
 12. Supervised Recess is an exceptional way to enhance wellness in the area of physical fitness.
 13. Family Recess Day is a day that allows parents the ability to become interactive with their children during the actual school day.
 14. Behavior assemblies take place at the beginning and middle of the school year to establish clear school-wide behavior guidelines and expectations.
 15. Positive reinforcement "Gator Tickets" are provided to bus drivers to reward students through a positive discipline approach before and after school.

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.

1. Our PBiS program was implemented to increase positive behaviors and reduce negative behaviors among our students, both in and out of school. Our students study the acronym GATOR, which includes our school-wide expectations, and they are rewarded with "Gator Tickets" for making positive choices. We believe that by leading by example, our students will build both character and competence. Each summer, the PBiS team is trained on best practices.
2. The school-wide discipline program begins with PBiS (Positive Behavioral Interventions and Supports). The PBiS team reviews and updates the school-wide discipline procedure annually and presents the plan to staff at a beginning-of-year staff meeting.
3. GATOR expectations are displayed throughout the school, every classroom, hallways, and multi-use areas such as the media center and cafeteria. (GATOR: G=Get Ready to Learn, A=Act Responsibly, T=Try Your Best, O=Own Your Choices, R=Respect Yourself and Others.)
4. Our school t-shirts display the GATOR expectations on the back.
5. Our school achieved Lighthouse School status for Leader In Me. We are in the 5th year of implementing the character program of 7 Habits in all parts of the school day. We have also provided parent instruction to increase the school-home awareness and support of Leader In Me.
6. To minimize distractions in the classroom and keep students engaged, teachers implement Kagan Cooperative Learning Structures. These structures incorporate team and class-building activities.
7. Teachers hold weekly classroom meetings to discuss topics that affect the classroom, including academic and social concerns and/or expectations.
8. Treasure Tower is a reward system in which children receive tokens and use them to choose prizes. When students redeem their tokens for prizes, they also receive verbal praise from office staff

and administrators.

9. Students are recognized on "The Leader of the Week" board for exhibiting and displaying leadership qualities throughout the week.

10. In the days just before school starts, teachers call families to begin building positive relationships.

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.

1. In classrooms, teachers hold class meetings, model positive peer interaction and recognition, and highlight student leaders.

2. Teachers provide social/emotional support to all students. They build relationships where students feel comfortable trusting the teacher with personal concerns.

3. A full-time guidance counselor who has a doctorate in child psychology is utilized to improve the emotional and health awareness of our students.

4. A part-time school social worker (2 days/week) offers home visits as needed and provides community resources for parents to assist in meeting the needs of their children. She is also a licensed therapist and counsels students as the need arises.

5. Social Skills classes are taught by our Behavioral Specialist for those students in need of social/emotional support.

6. We are a center school for students with emotional and behavioral exceptionalities. We provide a small classroom setting with additional personnel to decrease the student/adult ratio for this population.

7. Our School Resource Officer provides support for students in crisis and facilitates drug prevention classes for various grade levels.

8. Student leaders are chosen to mentor others.

9. Our school nurse provides physical and emotional support for students with medical needs.

10. Child Talk meetings, during which grade-level teams discuss the needs of individual students, are held every 2-4 weeks at staff meetings. The grade-level teams discuss and brainstorm strategies and interventions to support students academically and socially.

11. Our ESE Liaison monitors IEPs closely to ensure that all of our students' needs are being met.

12. A new initiative this year will be called "Your Voice, Great Choice." This intervention provides students an opportunity to speak with an adult about issues that concern them before those issues escalate. The goal is to empower students to problem-solve and self-regulate to prevent serious infractions.

13. This year, five staff members will be trained to implement an initiative called "Restorative Justice." The purpose of this initiative is to explore ways to deter inappropriate behavior, with the goal of keeping students in school.

14. Saturday school is another new initiative this year, in which students and their families are offered an alternative to out of school suspension. In addition to age-appropriate work detail, which will be agreed upon by the administrator and the parent, there will be an administrator-parent conference. These conferences will encourage dialogue that focuses on constructive parenting skills.

15. Additionally, each member of our MPE Core Team will select students from the lowest quartile in reading and math to mentor and monitor throughout the year. Core Team members will work to build effective relationships with those students that will support the students' social and academic growth.

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.

1. Meadow Park's Core Team meets weekly to discuss various sources of student data. The social worker prints weekly attendance reports and discusses her work to help students attend school

regularly. Meadow Park Elementary has attempted to curb the number of students who have attendance issues by proactively calling parents, and the social worker has been making home visits when attendance begins to be a problem. A primary focus of administrators is to monitor attendance while checking quarterly report cards. The behavior specialist prints reports every two weeks on ESE behavior trends, and the Core Team discusses strategies to reduce upward trends in negative behavior. Discipline referrals are indicated as a "flag" when administrators sign into FOCUS. Teachers also email administrators to alert them when discipline referrals have been submitted into FOCUS. This assures that discipline issues are handled in a timely manner. Meadow Park Elementary is a "Leader in Me" school where the "7 Habits of Happy Kids" is incorporated in all aspects of the school day. It is our intention that teaching the students leadership skills will negate the number of referrals issued and create students who proactively become active participants in their education.

2. Child Talk meetings, during which grade-level teams discuss the needs of individual students, are held every 2-4 weeks at staff meetings. The grade-level teams discuss and brainstorm strategies and interventions to support students academically and socially.

3. Our school provides various inclusive environments for ESE students in every grade level to provide our exceptional learners with a learning environment that includes non-disabled peers. These classrooms include conversion classrooms with one teacher and one para, and co-teach classrooms with two teachers (one of whom is ESE certified). Some of these classrooms use 1:1 technology with iPads or laptops.

4. Formative assessments are used in all subject areas to measure students' levels of achievement and to guide academic instruction.

5. In Semester 2 of the 2015-16 school year, Meadow Park Elementary had 80 students with attendance below 90 percent. Attendance serves as an early warning indicator and is closely monitored by administration, the school social worker, the school guidance counselor, and the MPE Core Team.

6. In Semester 2 of the 2015-16 school year, 50 students had one or more behavior incidents resulting in suspension.

7. In Semester 2 of the 2015-16 school year, 43 students had either a failing grade in English Language Arts or Mathematics.

8. In the 2015-16 school year, 127 students scored at a Level 1 on statewide assessment.

9. In Semester 2 of the 2015-16 school year, 59 students exhibited two or more early warning indicators.

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	21	13	12	13	10	11	0	0	0	0	0	0	0	80
One or more suspensions	8	8	11	6	11	6	0	0	0	0	0	0	0	50
Course failure in ELA or Math	0	0	1	15	20	7	0	0	0	0	0	0	0	43
Level 1 on statewide assessment	0	0	0	36	55	36	0	0	0	0	0	0	0	127

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	4	1	0	17	24	13	0	0	0	0	0	0	0	59

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

Attendance:

1. Meadow Park Elementary has attempted to curb the number of students who have attendance issues by proactively calling parents, and our social worker also makes home visits when attendance begins to be a problem. When attendance is an issue, letters regarding lack of attendance are also sent home with students to parents.
2. Students with attendance below 90 percent are discussed during Core Team meetings, during Child Talk meetings, and between administrators upon reviewing report cards. Parents are notified quarterly of their child's attendance through report card comments.

Suspensions:

2. Meadow Park Elementary is a "Leader in Me" school where the "7 Habits of Happy Kids" is incorporated in all aspects of the school day. It is our intention that teaching the students leadership skills will negate the number of referrals issued and create students who proactively become active participants in their education.
3. A new initiative this year will be called "Your Voice, Great Choice." This intervention provides students an opportunity to speak with an adult about issues that concern them before those issues escalate. The goal is to empower students to problem-solve and self-regulate to prevent serious infractions.
4. This year, five staff members will be trained to implement an initiative called "Restorative Justice." The purpose of this initiative is to explore ways to deter inappropriate behavior, with the goal of keeping students in school.
5. Saturday school is another new initiative this year, in which students and their families are offered an alternative to out of school suspension. In addition to age-appropriate work detail, which will be agreed upon by the administrator and the parent, there will be an administrator-parent conference. These conferences will encourage dialogue that focuses on constructive parenting skills.

Course Failure:

1. Formative assessments are used in all subject areas to measure students' levels of achievement and to guide academic instruction.
2. Child Talk meetings, during which grade-level teams discuss the needs of individual students, are held every 2-4 weeks at staff meetings. The grade-level teams discuss and brainstorm strategies and interventions to support students academically and socially.
3. iReady is our primary diagnostic progress monitoring tool for measuring student academic achievement and growth in reading and math. This year, all students are encouraged to spend 45 minutes per week completing lessons in iReady, in both reading and math subject areas. IReady lessons are differentiated to meet the needs of all individual students.

Level 1 on State Assessment:

1. Each member of our MPE Core Team will select students from the lowest quartile in reading and math, plus students who scored a Level 1 on FSA but are not in the lowest quartile, to mentor and monitor throughout the year. Core Team members will work to build effective relationships with those students that will support the students' social and academic growth.
2. Students who scored a Level 1 and are also in the lowest quartile on FSA are strategically placed into classrooms in which they will receive more academic support.
3. Child Talk meetings, during which grade-level teams discuss the needs of individual students, including students who scored a 1 on FSA, are held every 2-4 weeks at staff meetings. The grade-level teams discuss and brainstorm strategies and interventions to support students academically and socially.
4. Level 1 students' progress in reading and math on iReady will be closely monitored throughout the year through the use of iReady instructional grouping reports. The Lead Teacher and the Academic Coach will provide support to the teachers of Level 1 students in the areas of data analysis and

instructional strategies.

5. Our fifth grade teachers are identifying specific academic needs of students, grouping them accordingly, and targeting their needs during "WIN" (What I Need) time every day.

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 available at the school site.

2. Description

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.

Meadow Park Elementary School is proud to have strong relationships with community business partners, offering our students unique learning opportunities.

1. In conjunction with a local landscaping company and Home Depot, our students were involved in a school-wide outdoor beautification project where students and volunteers refurbished the landscaping around the school building.
2. Our Parent Involvement Team has partnered with Perkins to sponsor a before-school parenting program, All Pro Family, for both students and parents.
3. Local businesses support student achievement in academics and character by providing incentives for our quarterly award assemblies. Meadow Park Elementary School encourages our students to give back to the community.
4. Classrooms are involved in community outreach programs such as the United Way and the Humane Society.
5. Our MPE Student Lighthouse team will form a Community Lighthouse Team to develop community connections, as well as community service opportunities.
6. Families First, located at the east end of our campus, offers support for families, such as parent education programs, Early Steps, and counseling services.

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
Mott, Asena	Principal
Greenwood, Rebecca	Instructional Coach
Bishop, Bo	School Counselor
Jenkins, Deshon	Assistant Principal
Vida, Holly	Administrative Support
Morazes, Lisa	Attendance/Social Work
Johnson, Melissa	Other
Bishop, Christy	Instructional Coach
	Other

b. Duties

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

1. Asena Mott: Principal

~Leads (facilitates) the following meetings: Core Team, Program Planners, PPC (with co-chair), SAC (with co-chair). The topics for these vary, but they include: District and school initiatives, District and school expectations, best practices for student learning, best practices for instruction, data analysis, data-driven planning, and problem-solving. Synergy is the method used for arriving at a solution, with the goal of win-win. A talking stick is used to ensure each person has equal input into decisions and to appreciate the value of each person's ideas.

~Classroom walk-throughs are conducted and cc paper slips are left with the teachers when leaving the rooms. Comments on instruction include: a positive point, lesson plans, reflection question, and additional comments on instruction. Teachers sometimes choose to respond to the reflection question with an email to the principal or a follow-up conversation. PD 360/Edivation is also used as a tool to assess current teacher strategies.

~The Principal practices shared decisions by talking with stakeholders prior to making a decision. In addition, the Assistant Principal, Lead Teacher, Academic Coach, Core Team members, and Program Planners are often consulted when there is a decision that will directly affect teachers.

2. Deshon Jenkins: Assistant Principal

~Leads (facilitates) the following meetings: SPPC (with co-chair) and is back-up (alternate) for the Principal at Core Team, Program Planner, PPC, and SAC. Teachers often feel more comfortable in conversing with AP about instructional strategies and concerns in the classroom. Same procedures are followed as Principal with regard to a talking stick and synergy.

~Classroom walk-throughs are conducted and cc paper slips are left with the teachers when leaving the rooms. Comments on instruction include: a positive point, lesson plans, reflection question, and additional comments on instruction. Teachers sometimes choose to respond to the reflection question with an email to the principal or a follow-up conversation. PD 360/Edivation is also used as a tool to assess current teacher strategies.

~Ensures teachers and students have all necessary textbooks.

~Shared decision-making is protocol and AP consults with Principal, Lead Teacher, Academic Coach, Core Team members, and teachers to make the best decisions possible.

~Leads (facilitates) the following meetings: EBD team meetings, Best Practices for EBD. As a specialist for behavior, Mr Jenkins' expertise is valued by the ESE team, and he leads our group in best instructional practices in the area of ESE. He incorporates the concerns for teachers and students during his meetings, allowing time for teachers to talk about the data and needs in their classrooms, and then arriving at a shared decision that is for the good of all.

3. Rebecca Greenwood - Lead Teacher and 4. Christy Bishop - Academic Coach

~Lead PD for the staff in recent best instructional practices. This is done during before and after-school times, Saturdays, and "Tool Times" from 8:45-10 am. Teachers "lean on" the Lead Teacher for quick, solid advice on issues such as: lesson plans, curriculum concerns, new FL standards questions, and much more.

~Our Lead Teacher and Academic Coach remain in great communication with the principal, AP, and the remainder of the Core Team to solve the problem with synergy. She uses email, text, phone, and meeting time to make this happen.

~Work together with others to facilitate All Pro Families, a monthly family involvement program.

5. Holly Vida - ESE Liaison

~ESE Liaison is available to provide mentorship to new ESE teachers, teaching how to use PEER and write IEPs. She facilitates IEP meetings and notifies teachers of requirements for these. She is available to assist with questions and leads ESE meetings for teachers.

~She participates in shared decision-making by discussing concerns at Core Team.

6. Bo Bishop - Guidance Counselor

~Provides instruction for teachers on Rtl policy, District initiatives with MTSS, and offers advice to teachers with questions on needy students.

~He participates in shared decision-making by discussing concerns at Core Team, and communicating with all stake-holders, such as parents, teachers, and support personnel.

7. Brenda Baker - Behavior Specialist

~Provides behavioral strategies for teachers with students in need of a behavior intervention plan. Communicates with teacher on best practices and plans.

~Participates in shared decision-making by discussing concerns at Core Team and communicating with various stake-holders.

8. Lisa Morazes - Social Worker

~Provides strategies for teachers to use with students who are in high need of special services (such as attendance concerns, poor housing situations, or lack of food).

~Participates in shared decision-making by discussing concerns at Core Team and communicating with various stake-holders.

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.

Data is the basis for all decisions. Data is reviewed by leadership at various intervals from weekly, to monthly, to quarterly, to annually.

Annually-

Title One Survey indicates percentages with success and/or need in Parent Involvement (parent-school relations, home-school communication, parent awareness of activities, school quality satisfaction, availability of information, and attendance at school meetings). Meeting in May is attended by Principal, AP, Lead Teacher, SAC chair, additional SAC board member, Parent Involvement Specialist, and a teacher representative (at a minimum). Best practices are shared at the meeting, highlighting those with the highest impact. A problem-solving conversation is begun, which includes barriers and plans for elimination of them. A plan for improving weak areas is created, a timeline with names and responsibilities is created, and a calendar of events is written. During this time, the funding sources are considered and written into the plan. The plan includes alignment of

personnel, instruction, and curriculum.

Accountability Report indicates trends for our school, and includes data ranging from demographics to climate surveys, to specific student group performance on standardized testing. This report is then reviewed in-depth by our Core Team, Program Planners (in the summertime meeting), teachers (at first day back-to-school meeting) and the initial SAC meeting. The principal is responsible for sharing this information.

FLKRS Data provides our KG teachers with information about strength and need of our newest students. When data arrives, teachers meet with Lead Teacher and/or AP to discuss curriculum needs, personnel support needed, and best strategies to meet needs.

Quarterly-

i-Ready Assessment reports provide specific areas of strengths and weaknesses based upon the FL standards. These reports are measured against those of other schools as well. The reports are analyzed by the Core Team and then Program Planners at the meetings for each (led by principal/AP), and then at the upcoming Tool Time meetings for each grade level (led by Lead Teacher). At the initial assessment review during Tool Time, an Action Plan is created for each grade level. The Action Plan includes resources needed, and funding sources for the resources. The following Tool Time will review the Action Plan and teachers/Lead Teacher determine next steps that may still be needed for implementation. Adjustment to instructional strategies may be made based upon best practices vs current practices.

Monthly-

Program Planners' Meeting- Each month, Program Planners meet with the Principal, AP, and Lead Teacher to create synergy for solutions to problems, combine resources, and determine whether or not current practice is meeting the needs for our students. This meeting is facilitated by the principal/AP.

PPC Meeting- Each month, a representative from each of the following areas meet: ESE, K-2, 3-5, and Specials. In addition, there is a co-chair and a co-chair elect that join the principal, APs, and Lead Teacher in the meeting. The intent is to create synergy for solutions to problems or concerns, determine whether or not current practice is meeting the needs for our students and teachers, and how best to provide for resources to meet those needs. Data such as student discipline, student attendance, number of staff with similar concerns, etc. is used. This meeting is facilitated by the principal and PPC co-chair. The AP will facilitate in the principal's absence.

Weekly-

Core Team Meeting- This meeting is held in the principal's office each Thursday at 9 am. It includes: Principal, AP Latta, AP Jenkins, Lead Teacher, SRO, Behavior Specialist, ESE Liaison, Guidance Counselor, Social Worker, and Principal's Secretary. (The Secretary maintains a list of resources that are available, including budget, to assist in problem-solving. She also documents the meeting minutes.) During this meeting, we have "Child Talk" and determine the best possible ways to meet the needs of individual students. Reports are brought by various members of the team that provide data (eg. Attendance, Discipline, Restraint, Homeless, Early Warning System, etc.). The meeting is facilitated by the principal/AP, but synergy is expected and a talking stick is used to ensure all opinions are gathered. Best practices are used during each meeting, with an emphasis on the 13 Habits of High-Trust Leaders.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Asena Mott	Principal
Tracy Ott	Education Support Employee
Suzanne Beiner	Parent
Melanie Gano	Parent
Felicia Wilkie-Blake	Parent
Wanda Delgado	Parent
Leon Blake	Parent
DeShon Jenkins	Parent
Frances Ross	Parent
Jennifer Beiner	Parent
Doreen Finnegan	Teacher
Andrea Popielarz	Parent
Evelyn Sturgis	Parent
Alina Hotchkiss	Parent
Allison Bayar	Parent
Morgan Owen	Parent
Megan Zawacki	Parent
Kim Emery-Poulin	Parent
Markie Dacko	Parent
Amy Machado	Parent
Kristina Schwint	Parent
Rachael Lowe	Parent
Brandee Parsons	Parent
Cari Rack	Parent
Cristina Rodriguez	Parent
Preston Vulgamore	Parent
Samantha Skevington	Parent
Alexandria Knights	Parent
Ashley Johnson	Parent
Tracy McMahon	Parent
Shelby Owen	Parent
Jennifer McCloud	Parent
Kevin McCloud	Parent
Jolene Moretti	Parent
Erin Miller	Parent
Belem Dominguez	Parent
Destiny Rozar	Parent
Andrea Webley	Parent

Name	Stakeholder Group
Felix Jordan	Parent
b. Duties	
1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes	
<i>a. Evaluation of last year's school improvement plan</i>	
<p>1. Our SAC (Student Advisory Council) provides feedback and/or suggestive recommendations for the success of the school.</p> <p>2. Our SAC reviews, discusses, and approves our SIP (School Improvement Plan). The SAC's feedback and/or recommendations are substantiated with internal data.</p> <p>3. Along with the public review, they propose that we continue our Parent Recess Day, enhance PBIS (Positive Behavior Interventions and Support), and continue our success of promoting increased parental involvement. These recommendations were taken in consideration and placed in our 2016-17 School Success Plan. A few of the ideas brought forth by SAC members, which are now implemented, include gift card give-aways, Free Homework passes, and student-centered learning activities offered during child care at SAC meetings.</p>	
<i>b. Development of this school improvement plan</i>	
<p>1. The draft of this plan was presented at the SAC meeting on 9/13/16. All stakeholders were invited and asked to provide their opinions before this plan was finalized. It was also be reviewed, discussed, and amended at MPE Core Team and PPC meetings.</p> <p>2. At the end of the 2015-16 school year, data from i-Ready was analyzed to identify instructional strengths and weaknesses. Based on the data, recommendations were made as to the focus of academics for the school year 16-17.</p> <p>3. At the beginning of the current 2016-17 school year, teachers met with their grade-level teams during Data Days to disaggregate grade-level and classroom data. The teachers identified strengths and weaknesses for their classrooms and students. Based on the identified strengths and weaknesses, grade levels created action plans that address students' weaknesses in reading and math.</p> <p>4. Based on FSA, iReady and school-wide data, Meadow Park will focus on improving the math and reading achievement of our students during the 2016-17 school year.</p>	
<i>c. Preparation of the school's annual budget and plan</i>	
<p>1. SAC chair and additional SAC board members participate in annual planning for student support, based upon student needs. The collected data for the year is analyzed in the spring, and the group discusses ways to improve the environment, parental/family involvement, and student learning. This includes determining strengths and areas for growth, reviewing best practices by ourselves and others, eliminating barriers, creating a plan for the upcoming year, allocating funding, determining timelines and responsibilities, allocating resources, and creating a calendar with exact dates.</p> <p>2. The SAC chair participates in the School Improvement Planning process and offers suggestions and advice.</p> <p>3. The SAC members were asked to vote to approve the 2016-17 School Improvement Plan. They approved it unanimously.</p>	
2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.	
<p>1. Academic Coach to assist teachers with best practices and strategies in the classroom and work with students on an as-needed basis--\$50,000</p> <p>2. Para to support conversion classroom and small group instruction--\$19,281</p>	

3. Benefits for Academic Coach and Para--\$12,276
4. Printing for brochures and flyers home--\$3,000
5. Supplies for classrooms (supplemental reading and math materials)--\$4,445.93
6. Food for parent events to increase involvement--\$1,500
7. MyOn software program (online books for students to increase reading engagement--\$6,000
8. PD conference for high-yield strategies of model schools--\$6,000
9. Instructional rounds substitutes for teacher observation of classroom models of strategies that work--\$6,000
10. Student agendas for school/home communication--\$3562

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
Greenwood, Rebecca	Instructional Coach
Mott, Asena	Principal
Jenkins, Deshon	Assistant Principal
Peters, Darlene	Teacher, K-12
Taylor, Michelle	Teacher, K-12
Colleen, Beth	Instructional Media
Mathewson, Brandy	Teacher, K-12
Mosser, Nicole	Teacher, K-12
Szynal, Diane	Teacher, K-12
Bishop, Christy	Instructional Coach

b. Duties

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

The LLT Committee leads the school in the full implementation of Accelerated Reader (AR) with "AR Kickstart" at the beginning of the year. The LLT Committee will talk about barriers to AR reading, especially engagement. They will provide classroom support to teachers needing help with goal setting in AR. The LLT Team will provide paper to teachers so that reports can be printed. In addition, the team is planning for several reading celebrations 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.

1. Our Meadow Park PPC (Partnership and Performance Council) collaborates to create a positive school environment for staff and students.
2. Teachers collaborate using student performance data to create Action Plans to remediate and address student strengths and weaknesses during District Data Days.
3. PLC (Professional Learning Communities) provide teachers the opportunity to enhance their professional repertoire through investigation and collegial inquiry of best practices.
4. The county NET (New Educator Training) program pairs new teachers with experienced mentors in a structured program providing support in curriculum and best practices.
5. Tool Time is a bi-monthly professional development opportunity provided by the Lead Teacher. Teachers gather by grade-level to receive targeted support on instructional practices and resources.
6. Grade level teachers meet weekly to discuss student progress, lesson plan, and school activities.
7. Program Planners from each grade level meet with the principal and assistant principal to disseminate district/school initiatives, upcoming events, and school procedures.
8. Six classrooms are equipped with two co-teachers who have been trained in best practices for co-teaching.
9. Our school hosts a weekly EBD Teachers Support Group (emotional/behavioral disabled students) to provide those teachers the support needed.
10. The ESE (exceptional student education) teachers meet bimonthly to consult on the progress of their students to ensure the IEPs (Individualized Education Plan) is being followed to the specifications and needed accommodations are being met.
11. Staff learning meetings are held every Thursday. Two of those meetings every month are devoted to facilitating Child Talk, a forum in which teachers can collaborate across grade levels, with instructional coaches, and with experts in particular subject areas, in order to discuss strategies and interventions for students who are struggling academically and/or behaviorally.

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

1. We advertise open employment positions.
2. Representatives of our stakeholders participate in the interview process and assist in hiring highly qualified personnel.
3. Each grade-level's Program Planner offers support in many ways to their team members, as do members of the MPE Core Team.
4. The Lead Teacher and Academic Coach offer professional development and curricular support.
5. The AP addresses discipline and textbook concerns.
6. The Principal offers instructional guidance in the form of positive, constructive feedback after walking through classrooms to observe teachers and students, and she offers additional support, as needed.
7. The staff of Meadow Park strives to create a positive, professional, and supportive environment that inspires teachers to perform at their best and enjoy teaching at our school.

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

The rationale for pairing is to find a mentor teacher who has had Clinical Educator Training and is familiar with the new teacher's grade-level and specialty (ie VE or EBD). Planned mentoring activities take place each month, and include all FEAP and additional CCPS policies and procedures.

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.

1. We teach using State-approved, district-adopted textbooks and curriculum.
2. Teachers create lesson plans with the core curriculum and Florida's standards. Teachers upload their lesson plans weekly to our MPE One Drive, and administrators periodically review lesson plans to ensure alignment.
3. Curriculum Maps and Pacing Guides have been provided to teachers as a tool for standards-based lesson planning.
4. Data Days are provided to teachers to ensure alignment between standards and the Action Plans that teachers generate on those days within their grade levels.
5. i-Ready is a computer-based program which provides students instruction on Florida's standards in math and ELA (English Language Arts). There is also a diagnostic component which provides teachers with reports of students' strengths and weaknesses in specific domains. This allows teachers to differentiate instruction to meet the needs of all students. Teachers have been asked to ensure that all students complete 45 minutes of lesson work on iReady per week per subject.
6. The DLT (District Leadership Team) meets monthly to provide alignment between district and schools as we implement the state-approved instructional programs. They determine best policies and practices for dissemination of materials, programs, and professional development at the school level.

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.

1. I-Ready is a computer-based program which provides diagnostic and progress-monitoring assessments in math and ELA (English Language Arts). Teachers are able to access reports of students' profiles that identify strengths and weaknesses in specific domains. This allows our school to review the data and differentiate instruction to meet the needs of all students through small group instruction, additional materials, and homogeneous grouping.
2. Our school focus is "Know Our Kids, Grow Our Kids, ALL of Them, With Grit and Perseverance." Teachers are expected to collaborate frequently to determine best practices for 'growing' all students, especially those who have difficulty attaining proficiency of our standards.
3. Our school provides various inclusive environments for ESE students in every grade level to provide our exceptional learners with a learning environment that includes non-disabled peers. These classrooms include conversion classrooms with one teacher and one para, and co-teach classrooms with two teachers, one of whom is ESE certified. Some of these classrooms use 1:1 technology with iPads or laptops.
4. The school will purchase the technology program "MyOn". It is an individualized eBook account in which students can access thousands of fiction and nonfiction books at their individual reading level.
5. Meadow Park uses Accelerated Reader, an online reading program that offers students the ability to read books within their Zone of Proximal Development and take comprehension quizzes on those books. Monthly, students are rewarded for their reading accomplishments at the AR (Accelerated Reader) store. Items can be 'purchased' with points earned from passed comprehension quizzes. STAR test is a diagnostic reading comprehension test used within the AR program to identify reading levels and guide and differentiate instruction.
6. Child Talk meetings, during which grade-level teams, teachers across grade levels, and instructional coaches discuss the needs of individual students, are held every 2-4 weeks at staff learning meetings. Teachers collaborate to discuss and brainstorm strategies and interventions to support students both academically and socially.
7. Teachers who teach conversion classrooms consult monthly with our ESE Liaison to discuss academic progress, differentiation, and strategies for growth.

8. Our assistant principal meets with ESE/EBD teachers every 2 weeks to discuss academic and social progress and concerns and to discuss strategies for improvement.

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:

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

Pre-K to KG:

~In May, students from PK classes at MPE and those from private PK facilities participate in a day of visitation to our KG classrooms. The time is spent introducing students to the set-up of a KG classroom, routines and procedures, and an overview of the expectations for the first days of school.
~Students enter KG with a delayed entry, with only half attending the first day and half the next. This allows students to receive more individualized attention to start the children's educational experience.
~In addition, KG has a separate Open House. This ensures a less-crowded environment that is less likely to overwhelm the students or the parents.

Elementary to Middle School:

~In May, students are invited to Murdock Middle School for an introduction to the middle school environment. Students are provided with transportation to the schools where they are given a presentation by the administrative staff and a few teachers on basic policies and procedures, and the students are then allowed to ask questions. (TOPS students visit their actual geographic middle schools.)
~Students with an IEP will have an IEP meeting prior to transitioning to the middle school so that all supports needed for the student in the new school can be put into place.
~This year, fifth grade is departmentalizing their instruction, which helps students to become accustomed to the transitions they will experience in middle school.
~The majority of our staff members have participated in a "growth mindset" professional development training, and all staff members are encouraged to use growth mindset strategies and language with students. Research indicates that having a growth mindset helps student to transition more successfully between school levels.
~Fifth grade meets with middle school teachers annually to concentrate on vertical articulation.

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.
2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.
3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.
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. 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.** Students in the lowest quartile in FSA Math will increase their learning gains on FSA Math 2016-17.
- G2.** Students in the lowest quartile in FSA ELA will increase their learning gains on FSA ELA 2016-17.

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. Students in the lowest quartile in FSA Math will increase their learning gains on FSA Math 2016-17.

1a

G086236

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	62.0

Targeted Barriers to Achieving the Goal 3

- Students are not receiving enough differentiated instruction.
- The majority of students do not complete 1,440 minutes of lesson time on iReady over the course of the school year.
- We did not have enough adult volunteers for ESE students during FSA testing last year (2015-16).
- Low-achieving students do not receive enough 1:1 time with a caring adult to review and celebrate students' goals, action plans, and progress.
- Teachers need more time to meet to discuss best teaching practices and strategies in a setting where they can collaborate with teachers across grade levels, the lead teacher, the academic coach, and other teachers who have exceptional strengths in particular subject areas.
- Teachers need more specific feedback from administrators on current best practices.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Lead Teacher
- Data Days
- iReady
- Tool Time
- Academic Coach
- MAFS books

Plan to Monitor Progress Toward G1. 8

Progress toward meeting the goal will be monitored throughout the year with iReady Progress Monitoring Diagnostic Tests.

Person Responsible

Rebecca Greenwood

Schedule

Triannually, from 8/29/2016 to 5/25/2017

Evidence of Completion

iReady Progress Monitoring Diagnostic Tests are administered at the beginning, middle, and end of the school year. Students who are making progress toward the goal will show a year's worth of growth by the end of the school year and meet appropriate benchmarks throughout the year.

Plan to Monitor Progress Toward G1. 8

FSA Math learning gains in the lowest quartile for 2016-17 will indicate progress toward meeting our goal.

Person Responsible

Asena Mott

Schedule

On 7/31/2017

Evidence of Completion

FSA Math learning gains in the lowest quartile for 2016-17 will indicate progress toward meeting our goal.

G2. Students in the lowest quartile in FSA ELA will increase their learning gains on FSA ELA 2016-17. 1a

G086237

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	62.0

Targeted Barriers to Achieving the Goal 3

- Students are not receiving enough differentiated instruction.
- The majority of students do not complete 1,440 minutes of lesson time on iReady over the course of the school year.
- We did not have enough adult volunteers for ESE students during FSA testing last year (2015-16).
- Low-achieving students do not receive enough 1:1 time with a caring adult to review and celebrate students' goals, action plans, and progress.
- Teachers need more time to meet to discuss best teaching practices and strategies in a setting where they can collaborate with teachers across grade levels, the lead teacher, the academic coach, and other teachers who have exceptional strengths in particular subject areas.
- Teachers need more specific feedback from administrators on current best practices.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Lead Teacher
- Academic Coach
- Data Days
- iReady
- Tool Time
- LAFS Books
- Accelerated Reader
- MyOn
- STAR Testing
- Response to Text and Literature
- Kagan Resources

Plan to Monitor Progress Toward G2. 8

Progress toward meeting the goal will be monitored throughout the year with iReady Progress Monitoring Diagnostic Tests.

Person Responsible

Rebecca Greenwood

Schedule

Triannually, from 8/15/2016 to 5/25/2017

Evidence of Completion

iReady Progress Monitoring Diagnostic Tests are administered at the beginning, middle, and end of the school year. Students who are making progress toward the goal will show a year's worth of growth by the end of the school year and meet appropriate benchmarks throughout the year.

Plan to Monitor Progress Toward G2. 8

FSA Math learning gains in the lowest quartile for 2016-17 will indicate progress toward meeting our goal.

Person Responsible

Asena Mott

Schedule

On 7/31/2017

Evidence of Completion

FSA Math learning gains in the lowest quartile for 2016-17 will indicate progress toward meeting our goal.

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

 = Problem Solving Step  S123456 = Quick Key

G1. Students in the lowest quartile in FSA Math will increase their learning gains on FSA Math 2016-17. **1**

 G086236

G1.B4 Students are not receiving enough differentiated instruction. **2**

 B229079

G1.B4.S1 Teachers will be supported in classroom differentiation. **4**

 S241573

Strategy Rationale

Students achieve at a higher level when teachers differentiate instruction effectively.

Action Step 1 **5**

A full-time paraprofessional is assigned to the third-grade conversion classroom to facilitate differentiation and small group instruction.

Person Responsible

Asena Mott

Schedule

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

Evidence of Completion

Annette Ryan is assigned as the paraprofessional for the third-grade conversion class.

Action Step 2 **5**

Supplemental reading and math materials to facilitate student engagement and differentiation will be purchased throughout the school year based on teacher requests.

Person Responsible

Asena Mott

Schedule

Quarterly, from 8/4/2016 to 5/26/2017

Evidence of Completion

Receipts and accounting records for the purchase of supplemental materials will be the evidence.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

The fidelity of this implementation will be monitored through classroom walk-throughs, during which administrators and instructional coaches will see the paraprofessional leading small groups in third grade and supplemental materials being used in a variety of classrooms.

Person Responsible

Asena Mott

Schedule

Monthly, from 8/10/2016 to 5/25/2017

Evidence of Completion

Walk-through documentation and purchase receipts will be used as evidence.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

If this strategy is being effectively implemented, then instructional differentiation will be observed during classroom walk-throughs.


Person Responsible

Schedule

Evidence of Completion

Documentation of classroom walk-throughs will be used as evidence.

G1.B5 The majority of students do not complete 1,440 minutes of lesson time on iReady over the course of the school year. 2

 B229080

G1.B5.S1 Students will complete 1,440 minutes of lesson time in iReady math over the course of the 2016-17 school year. 4

 S241574

Strategy Rationale

Research has supported that students who complete 1,440 minutes of iReady instruction over the course of the school year achieve a year's worth of growth in that subject area.

Action Step 1 5

A Chromebook has been allocated to every classroom.

Person Responsible

Rebecca Greenwood

Schedule

On 8/19/2016

Evidence of Completion

Chromebooks in classrooms are the evidence.

Action Step 2 5

Fourth and fifth grade teachers are pooling their classroom Chromebooks to increase the number of students who can be on iReady at one time in their classrooms.

Person Responsible

Christy Bishop

Schedule

Daily, from 8/10/2016 to 5/25/2017

Evidence of Completion

iReady usage reports will indicate the minutes students are spending completing iReady lessons.

Action Step 3 5

Computer lab times have been made available to teachers.

Person Responsible

Rebecca Greenwood

Schedule

Weekly, from 8/10/2016 to 5/25/2017

Evidence of Completion

Rebecca Greenwood posts sign-up sheets on the door to the computer lab.

Action Step 4 5

The expectation was made clear to teachers at a beginning of year staff meeting that all students would complete 1,440 minutes of iReady instructional usage per subject area.

Person Responsible

Asena Mott

Schedule

On 8/4/2016

Evidence of Completion

The staff meeting agenda from the meeting on 8/4/16 reflects the completion of this action step.

Action Step 5 5

A bi-weekly iReady usage report will be created and reviewed by Instructional Coaches and Core Team.

Person Responsible

Rebecca Greenwood

Schedule

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

Evidence of Completion

iReady usage reports will indicate the minutes students are spending completing iReady lessons.

Action Step 6 5

The expectation that all students will complete 1.440 minutes of iReady instructional usage per subject area will be restated and discussed regularly at staff meetings throughout the school year.

Person Responsible

Asena Mott

Schedule

Monthly, from 8/4/2016 to 5/26/2017

Evidence of Completion

Staff meeting agendas will be used as evidence.

Action Step 7 5

Information about using iReady at home will be shared with families of students. Families of students will be informed of iReady and other educationally beneficial opportunities through student agendas, parent letters, flyers home, event calendars, school webpage, and at school events.

Person Responsible

Christy Bishop

Schedule

Monthly, from 9/12/2016 to 5/25/2017

Evidence of Completion

The following evidence will be used: student agendas, parent letters, flyers home, event calendars, school webpage, and sign-in sheets and agendas from school events.

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Monthly iReady Usage Reports will be used to monitor fidelity.

Person Responsible

Rebecca Greenwood

Schedule

Biweekly, from 9/12/2016 to 5/26/2017

Evidence of Completion

Monthly iReady Usage Reports will be generated to monitor individual student usage and instructional groups of students.

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

If the implementation is effective, iReady Usage Reports will reflect 45 minutes of lesson completion per subject per student cumulatively throughout the year.

Person Responsible

Rebecca Greenwood

Schedule


Biweekly, from 9/12/2016 to 5/25/2017

Evidence of Completion

Effectiveness will be monitored throughout the year with iReady Usage Reports.

G1.B7 We did not have enough adult volunteers for ESE students during FSA testing last year (2015-16).

2

 B229082

G1.B7.S1 We will actively recruit FSA volunteers for ESE students starting at the beginning of the school year. 4

 S241575

Strategy Rationale

If we recruit volunteers early, we may be able to reserve them for test days before they are asked by other schools. Identifying volunteers early also allows time for volunteers to form positive relationships with the ESE students they will be assisting. Additionally, early identification of volunteers provides ample time for training on FSA rules and procedures.

Action Step 1 5

The academic coach will meet with the ESE liaison and lead teacher to compile a list of FSA volunteers from previous years, as well as community organizations that have members interested in volunteering.

Person Responsible

Christy Bishop

Schedule

On 8/26/2016

Evidence of Completion

List of previous FSA volunteers and organizations will be evidence.

Action Step 2 5

The Academic Coach will survey staff members for further suggestions of possible volunteers or organizations that may have members interested in volunteering for FSA assistance.

Person Responsible

Christy Bishop

Schedule

Every 2 Months, from 8/22/2016 to 5/5/2017

Evidence of Completion

List of possible volunteers and organizations will be evidence.

Action Step 3 5

The Academic Coach will communicate with possible volunteers and organizations interested in volunteering to assist with FSA and create schedules for them to meet students, be trained on FSA procedures, and assist with FSA testing.

Person Responsible

Christy Bishop

Schedule

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

Evidence of Completion

Volunteer schedule will be evidence.

Plan to Monitor Fidelity of Implementation of G1.B7.S1 6

Progress will be reported at Core Team meetings.

Person Responsible

Christy Bishop

Schedule

Every 2 Months, from 8/22/2016 to 5/5/2017

Evidence of Completion

Core Team meeting minutes will be evidence.

Plan to Monitor Effectiveness of Implementation of G1.B7.S1 7

Having a 1:1 ratio between adults and ESE students during FSA testing will be evidence of the effectiveness of the implementation of this strategy.

Person Responsible

Christy Bishop


Schedule

Weekly, from 2/27/2017 to 5/5/2017


Evidence of Completion

Volunteer sign-in sheet will be used as evidence.

G1.B8 Low-achieving students do not receive enough 1:1 time with a caring adult to review and celebrate students' goals, action plans, and progress. **2**

 B229083

G1.B8.S1 Core Team members will identify students who received a Level 1 on FSA math last year and work to form positive, caring relationships with those students, focusing on students' goals, action plans, and progress throughout the school year. **4**

 S241576

Strategy Rationale

More 1:1 time between students and a caring adult, focused on students' goals, action plans, and progress will increase achievement for those students.

Action Step 1 **5**

Students in the lowest quartile, plus additional students who also received a Level 1 on FSA math, will be identified.

Person Responsible

Asena Mott

Schedule

On 8/2/2016

Evidence of Completion

The evidence is the list of students who were in the lowest quartile on FSA math in 2015-16, plus additional students who also received a Level 1.

Action Step 2 **5**

Core Team members will select students with whom they will form relationships and review/celebrate students' goals, action plans, and progress.

Person Responsible

Asena Mott

Schedule

On 8/25/2016

Evidence of Completion

The evidence is the list with Core Team members' initials written next to students' names.

Action Step 3 5

Core Team members will meet with students weekly or more to work on relationship-building, as well as review and celebrate students' goals, action plans, and progress.

Person Responsible

Asena Mott

Schedule

Weekly, from 8/29/2016 to 5/25/2017

Evidence of Completion

Core Team members will document dates they met with students on a log provided to them by the Academic Coach.

Action Step 4 5

Core Team will discuss any concerns or needs for new strategies for students that come up as a result of the monitoring of those students.

Person Responsible

Asena Mott

Schedule

Monthly, from 8/22/2016 to 5/25/2017

Evidence of Completion

Core Team meeting minutes will reflect evidence of this strategy.

Plan to Monitor Fidelity of Implementation of G1.B8.S1 6

The fidelity of the implementation of this strategy will be monitored through documentation by Core Team members.

Person Responsible

Melissa Johnson

Schedule

Monthly, from 8/29/2016 to 5/25/2017

Evidence of Completion

A verification form will be used to document Core Team members check-ins with students.

Plan to Monitor Effectiveness of Implementation of G1.B8.S1 7

Effectiveness will be measured by the frequency with which Core Team discusses strategies and concerns about targeted students. Discussions about students should be taking place at least monthly.

Person Responsible

Asena Mott

Schedule

Monthly, from 8/29/2016 to 5/25/2017

Evidence of Completion

Core Team meeting minutes will be used as evidence.

G1.B9 Teachers need more time to meet to discuss best teaching practices and strategies in a setting where they can collaborate with teachers across grade levels, the lead teacher, the academic coach, and other teachers who have exceptional strengths in particular subject areas. **2**

 B229084

G1.B9.S1 Child Talk sessions will be facilitated at staff meetings. **4**

 S241577

Strategy Rationale

Facilitating structured time at staff meetings for teachers to communicate within and across grade levels about strategies for low-achieving students will encourage collaboration and increase the range of strategies available to teachers.

Action Step 1 **5**

A format for facilitation of Child Talk sessions will be developed.

Person Responsible

Deshon Jenkins

Schedule

On 9/2/2016

Evidence of Completion

A copy of the format for Child Talk sessions will be the evidence.

Action Step 2 **5**

A Child Talk Documentation Log will be updated from the previous school year and distributed to teachers.

Person Responsible

Deshon Jenkins

Schedule

On 9/8/2016

Evidence of Completion

The Child Talk Documentation Log will be the evidence.

Action Step 3 5

Child Talk meetings, during which grade-level teams will discuss the needs of individual students, including students who scored a Level 1 on FSA, will be held monthly during staff meetings. The grade-level teams will discuss and brainstorm strategies and interventions to support students academically and socially. Teachers will also be able to consult with one another across different grade levels and with instructional coaches.

Person Responsible

Rebecca Greenwood

Schedule

Monthly, from 9/8/2016 to 5/25/2017

Evidence of Completion

Staff Meeting agendas and Child Talk documentation logs (completed by teachers) will be evidence for this action step.

Action Step 4 5

In addition to our regular Child Talk sessions that take place during staff meetings, our Assistant Principal will also facilitate a biweekly meeting with our TOPS (EBD) teachers to discuss concerns and solutions to meet the needs of their students.

Person Responsible

Deshon Jenkins

Schedule

Biweekly, from 8/22/2016 to 5/25/2017

Evidence of Completion

Child Talk documentation log will be evidence for this action step.

Plan to Monitor Fidelity of Implementation of G1.B9.S1 6

Staff meeting agendas and Child Talk documentation logs will be used to monitor for fidelity of implementation.

Person Responsible

Deshon Jenkins

Schedule

Monthly, from 9/8/2016 to 5/25/2017

Evidence of Completion

Staff meeting agendas and Child Talk documentation logs will be used to monitor for fidelity of implementation.

Plan to Monitor Effectiveness of Implementation of G1.B9.S1 7

If this implementation is effective, the Child Talk documentation logs will reflect teacher collaboration taking place about multiple students, including multiple interventions/strategies, to ensure that every student's needs are being met.

Person Responsible

Deshon Jenkins


Schedule

Monthly, from 9/8/2016 to 5/25/2017

Evidence of Completion

Teacher documentation of Child Talk sessions will be used to monitor effectiveness.

G1.B9.S2 The lead teacher and academic coach will facilitate classroom walk-throughs, providing feedback and collaboration opportunities between teachers and the lead teacher or academic coach, as well as opportunities between teachers. 4

 S241578

Strategy Rationale

Increasing feedback and dialogue about best practices will increase teachers' effectiveness, which will then increase student achievement.

Action Step 1 5

The Lead Teacher will offer support to teachers in the form of walk-throughs, model lessons, learning meetings, and conferences to provide specific feedback and collaborate about best teaching practices.

Person Responsible

Rebecca Greenwood

Schedule

Monthly, from 8/5/2016 to 5/25/2017

Evidence of Completion

Model lesson materials, agendas, emails, and sign-in sheets (where appropriate) will provide evidence for this action step.

Action Step 2 5

The Academic Coach will offer support to teachers in the form of walk-throughs, model lessons, learning meetings, and conferences to provide specific feedback and collaborate about best teaching practices.

Person Responsible

Christy Bishop

Schedule

Monthly, from 8/5/2016 to 5/25/2017

Evidence of Completion

Model lesson materials, agendas, emails, and sign-in sheets (where appropriate) will provide evidence for this action step.

Plan to Monitor Fidelity of Implementation of G1.B9.S2 6

The Lead Teacher and Academic Coach will report fidelity of implementation at Core Team meetings.

Person Responsible

Christy Bishop

Schedule

Every 2 Months, from 9/8/2016 to 5/25/2017

Evidence of Completion

Core Team meeting minutes will reflect evidence of the fidelity of this implementation.

Plan to Monitor Effectiveness of Implementation of G1.B9.S2 7

Materials shared on One Drive that come from walk-throughs, learning meetings, and collaboration sessions will be used to monitor effectiveness.

Person Responsible

Christy Bishop

Schedule

Monthly, from 8/4/2016 to 5/25/2017


Evidence of Completion

Materials shared on One Drive that come from walk-throughs and collaboration sessions will be used to monitor effectiveness.

G1.B10 Teachers need more specific feedback from administrators on current best practices. 2

 B229085

G1.B10.S1 Administrators will spend more time in teachers' classrooms, offering specific instructional feedback reflecting current best practices throughout the year. 4

 S241579

Strategy Rationale

Receiving specific instructional feedback reflecting current best practices from administrators on a regular basis will help teachers improve their effectiveness in the classroom, thereby increasing student achievement.

Action Step 1 5

An Academic Coach was hired for the 2016-17 school year.

Person Responsible

Asena Mott

Schedule

On 6/17/2016

Evidence of Completion

Christy Bishop was hired as the Academic Coach for Meadow Park Elementary.

Action Step 2 5

An Office 1 Assistant was hired to assist our Assistant Principal with non-confidential paperwork, thereby freeing the Assistant Principal to spend more time in teachers' classrooms.

Person Responsible

Deshon Jenkins

Schedule

On 8/4/2016

Evidence of Completion

Tracy Ott was hired as the Office 1 Assistant to Mr. Jenkins.

Action Step 3 5

The hierarchy of reactive response to negative student behavior has been restructured so that administrators spend less time responding reactively to students and more time interacting proactively with them.

Person Responsible

Deshon Jenkins

Schedule

Daily, from 8/4/2016 to 5/25/2017

Evidence of Completion

The document defining the new structure of the hierarchy is evidence of this action step.

Action Step 4 5

An administrator (Principal or Assistant Principal) will conduct a walk-through of every classroom at least once per month throughout the school year.

Person Responsible

Asena Mott

Schedule

Monthly, from 8/10/2016 to 5/25/2017

Evidence of Completion

Documentation indicating number of walk-throughs per teacher will be used as evidence.

Action Step 5 5

Our Principal and Assistant Principal will attend the Professional Development Conference for High-Yield Strategies of Model Schools.

Person Responsible

Asena Mott

Schedule

On 6/28/2017

Evidence of Completion

Materials and resources from the Model Schools conference will be evidence for this step.

Plan to Monitor Fidelity of Implementation of G1.B10.S1 6

Administrators will document walk-throughs, including specific feedback about current best practices, of teachers' classrooms.

Person Responsible

Asena Mott

Schedule

Monthly, from 8/10/2016 to 5/25/2017

Evidence of Completion

Documentation of walk-throughs will be used as evidence.

Plan to Monitor Effectiveness of Implementation of G1.B10.S1 7

If implementation is effective, an administrator (Principal or Assistant Principal) will have conducted a walk-through of every classroom at least once per month, at the end of the school year, with documentation including specific feedback about current best practices.

Person Responsible

Asena Mott

Schedule

Monthly, from 8/10/2016 to 5/25/2017

Evidence of Completion

Documentation indicating number of walk-throughs per teacher will be used as evidence.

G2. Students in the lowest quartile in FSA ELA will increase their learning gains on FSA ELA 2016-17. 1

G086237

G2.B4 Students are not receiving enough differentiated instruction. 2

B229089

G2.B4.S1 Teachers will be supported in classroom differentiation. 4

S241580

Strategy Rationale

Students achieve at a higher level when teachers differentiate instruction effectively.

Action Step 1 5

A full-time paraprofessional is assigned to the third-grade conversion classroom to facilitate differentiation and small group instruction.

Person Responsible

Asena Mott

Schedule

Daily, from 8/5/2016 to 5/25/2017

Evidence of Completion

Annette Ryan is assigned as the paraprofessional for the third-grade conversion class.

Action Step 2 5

Supplemental reading and math materials to facilitate student engagement and differentiation will be purchased throughout the school year based on teacher requests.

Person Responsible

Asena Mott

Schedule

Quarterly, from 8/4/2016 to 5/26/2017

Evidence of Completion

Receipts and accounting records for the purchase of supplemental materials will be the evidence.

Action Step 3 5

The reading program MyOn will be purchased for the 2016-17 school year. MyOn facilitates differentiation through student-based content selection and gives students the option of having the program read to them.

Person Responsible

Asena Mott

Schedule

On 5/26/2017

Evidence of Completion

Student access to MyOn will be evidence.

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

The fidelity of this implementation will be monitored through classroom walk-throughs, during which administrators and instructional coaches will see the paraprofessional leading small groups in third grade and supplemental materials and MyOn being used in a variety of classrooms.

Person Responsible

Asena Mott

Schedule

Monthly, from 8/10/2016 to 5/25/2017

Evidence of Completion

Walk-through documentation, purchase receipts, and student access to MyOn will be used as evidence.

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

If this strategy is being effectively implemented, then instructional differentiation will be observed during classroom walk-throughs.

Person Responsible

Asena Mott


Schedule

Monthly, from 8/10/2016 to 5/25/2017

Evidence of Completion

Documentation of classroom walk-throughs will be used as evidence.

G2.B5 The majority of students do not complete 1,440 minutes of lesson time on iReady over the course of the school year. 2

 B229090

G2.B5.S1 Students will complete 1,440 minutes of lesson time in iReady reading over the course of the 2016-17 school year. 4

 S241581

Strategy Rationale

Research has supported that students who complete 1,440 minutes of iReady instruction over the course of the school year achieve a year's worth of growth in that subject area.

Action Step 1 5

A Chromebook has been allocated to every classroom.

Person Responsible

Rebecca Greenwood

Schedule

On 5/25/2017

Evidence of Completion

Chromebooks in classrooms are the evidence.

Action Step 2 5

Fourth and fifth grade teachers are pooling their classroom Chromebooks to increase the number of students who can be on iReady at one time in their classrooms.

Person Responsible

Christy Bishop

Schedule

Daily, from 8/10/2016 to 8/25/2016

Evidence of Completion

iReady usage reports will indicate the minutes students are spending completing iReady lessons.

Action Step 3 5

Computer lab times have been made available to teachers.

Person Responsible

Rebecca Greenwood

Schedule

Weekly, from 8/10/2016 to 5/25/2017

Evidence of Completion

Rebecca Greenwood posts sign-up sheets on the door to the computer lab.

Action Step 4 5

The expectation was made clear to teachers at a beginning of year staff meeting that all students would complete 1,440 minutes of iReady instructional usage per subject area.

Person Responsible

Asena Mott

Schedule

On 8/4/2016

Evidence of Completion

The staff meeting agenda from the meeting on 8/4/16 reflects the completion of this action step.

Action Step 5 5

A bi-weekly iReady usage report will be created and reviewed by Instructional Coaches and Core Team.

Person Responsible

Rebecca Greenwood

Schedule

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

Evidence of Completion

iReady usage reports will indicate the minutes students are spending completing iReady lessons.

Action Step 6 5

The expectation that all students will complete 1.440 minutes of iReady instructional usage per subject area will be restated and discussed regularly at staff meetings throughout the school year.

Person Responsible

Asena Mott

Schedule

Monthly, from 8/4/2016 to 5/26/2017

Evidence of Completion

Staff meeting agendas will be used as evidence.

Action Step 7 5

Information about using iReady at home will be shared with families of students. Families of students will be informed of iReady and other educationally beneficial opportunities through student agendas, parent letters, flyers home, event calendars, school webpage, and at school events.

Person Responsible

Christy Bishop

Schedule

Monthly, from 9/12/2016 to 5/25/2017

Evidence of Completion

The following evidence will be used: student agendas, parent letters, flyers home, event calendars, school webpage, and sign-in sheets and agendas from school events.

Plan to Monitor Fidelity of Implementation of G2.B5.S1 6

Monthly iReady Usage Reports will be used to monitor fidelity.

Person Responsible

Rebecca Greenwood

Schedule

Biweekly, from 9/12/2016 to 5/26/2017

Evidence of Completion

Monthly iReady Usage Reports will be generated to monitor individual student usage and instructional groups of students.

Plan to Monitor Effectiveness of Implementation of G2.B5.S1 7

If the implementation is effective, iReady Usage Reports will reflect 45 minutes of lesson completion per subject per student cumulatively throughout the year.

Person Responsible

Rebecca Greenwood

Schedule

Biweekly, from 9/12/2016 to 5/26/2017

Evidence of Completion


Effectiveness will be monitored throughout the year with iReady Usage Reports.

G2.B7 We did not have enough adult volunteers for ESE students during FSA testing last year (2015-16).

2

 B229092

G2.B7.S1 We will actively recruit FSA volunteers for ESE students starting at the beginning of the school year. 4

 S241582

Strategy Rationale

If we recruit volunteers early, we may be able to reserve them for test days before they are asked by other schools. Identifying volunteers early also allows time for volunteers to form positive relationships with the ESE students they will be assisting. Additionally, early identification of volunteers provides ample time for training on FSA rules and procedures.

Action Step 1 5

The academic coach will meet with the ESE liaison and lead teacher to compile a list of FSA volunteers from previous years, as well as community organizations that have members interested in volunteering.

Person Responsible

Christy Bishop

Schedule

On 8/26/2016

Evidence of Completion

List of previous FSA volunteers and organizations will be evidence.

Action Step 2 5

The Academic Coach will survey staff members for further suggestions of possible volunteers or organizations that may have members interested in volunteering for FSA assistance.

Person Responsible

Christy Bishop

Schedule

Every 2 Months, from 8/22/2016 to 5/5/2017

Evidence of Completion

List of possible volunteers and organizations will be evidence.

Action Step 3 5

The Academic Coach will communicate with possible volunteers and organizations interested in volunteering to assist with FSA and create schedules for them to meet students, be trained on FSA procedures, and assist with FSA testing.

Person Responsible

Christy Bishop

Schedule

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

Evidence of Completion

Volunteer schedule will be evidence.

Plan to Monitor Fidelity of Implementation of G2.B7.S1 6

Progress will be reported at Core Team meetings.

Person Responsible

Christy Bishop

Schedule

Every 2 Months, from 8/22/2016 to 5/5/2017

Evidence of Completion

Core Team meeting minutes will be evidence.

Plan to Monitor Effectiveness of Implementation of G2.B7.S1 7

Having a 1:1 ratio between adults and ESE students during FSA testing will be evidence of the effectiveness of the implementation of this strategy.

Person Responsible

Christy Bishop


Schedule

Weekly, from 2/27/2017 to 5/5/2017

Evidence of Completion

Volunteer sign-in sheet will be used as evidence.

G2.B8 Low-achieving students do not receive enough 1:1 time with a caring adult to review and celebrate students' goals, action plans, and progress. **2**

 B229093

G2.B8.S1 Core Team members will identify students who received a Level 1 on FSA math last year and work to form positive, caring relationships with those students, focusing on students' goals, action plans, and progress throughout the school year. **4**

 S241583

Strategy Rationale

More 1:1 time between students and a caring adult, focused on students' goals, action plans, and progress will increase achievement for those students.

Action Step 1 **5**

Students in the lowest quartile, plus additional students who also received a Level 1 on FSA math, will be identified.

Person Responsible

Asena Mott

Schedule

On 8/2/2016

Evidence of Completion

The evidence is the list of students who were in the lowest quartile on FSA math in 2015-16, plus additional students who also received a Level 1.

Action Step 2 **5**

Core Team members will select students with whom they will form relationships and review/celebrate students' goals, action plans, and progress.

Person Responsible

Asena Mott

Schedule

On 8/25/2016

Evidence of Completion

The evidence is the list with Core Team members' initials written next to students' names.

Action Step 3 5

Core Team members will meet with students weekly or more to work on relationship-building, as well as review and celebrate students' goals, action plans, and progress.

Person Responsible

Asena Mott

Schedule

Weekly, from 8/29/2016 to 5/25/2017

Evidence of Completion

Core Team members will document dates they met with students on a log provided to them by the Academic Coach.

Action Step 4 5

Core Team will discuss any concerns or needs for new strategies for students that come up as a result of the monitoring of those students.

Person Responsible

Asena Mott

Schedule

Monthly, from 8/22/2016 to 5/25/2017

Evidence of Completion

Core Team meeting minutes will reflect evidence of this strategy.

Plan to Monitor Fidelity of Implementation of G2.B8.S1 6

The fidelity of the implementation of this strategy will be monitored through documentation by Core Team members.

Person Responsible

Melissa Johnson

Schedule

Monthly, from 8/29/2016 to 5/25/2017

Evidence of Completion

A verification form will be used to document Core Team members check-ins with students.

Plan to Monitor Effectiveness of Implementation of G2.B8.S1 7

Effectiveness will be measured by the frequency with which Core Team discusses strategies and concerns about targeted students. Discussions about students should be taking place at least monthly.

Person Responsible

Asena Mott

Schedule

Monthly, from 8/29/2016 to 5/25/2017

Evidence of Completion

Core Team meeting minutes will be used as evidence.

G2.B9 Teachers need more time to meet to discuss best teaching practices and strategies in a setting where they can collaborate with teachers across grade levels, the lead teacher, the academic coach, and other teachers who have exceptional strengths in particular subject areas. **2**

 B229094

G2.B9.S1 Child Talk sessions will be facilitated at staff meetings. **4**

 S241584

Strategy Rationale

Facilitating structured time at staff meetings for teachers to communicate within and across grade levels about strategies for low-achieving students will encourage collaboration and increase the range of strategies available to teachers.

Action Step 1 **5**

A format for facilitation of Child Talk sessions will be developed.

Person Responsible

Deshon Jenkins

Schedule

On 9/2/2016

Evidence of Completion

A copy of the format for Child Talk sessions will be the evidence.

Action Step 2 **5**

A Child Talk Documentation Log will be updated from the previous school year and distributed to teachers.

Person Responsible

Deshon Jenkins

Schedule

On 9/8/2016

Evidence of Completion

The Child Talk Documentation Log will be the evidence.

Action Step 3 5

Child Talk meetings, during which grade-level teams will discuss the needs of individual students, including students who scored a Level 1 on FSA, will be held monthly during staff meetings. The grade-level teams will discuss and brainstorm strategies and interventions to support students academically and socially. Teachers will also be able to consult with one another across different grade levels and with instructional coaches.

Person Responsible

Rebecca Greenwood

Schedule

Monthly, from 9/8/2016 to 5/25/2017

Evidence of Completion

Staff Meeting agendas and Child Talk documentation logs (completed by teachers) will be evidence for this action step.

Action Step 4 5

In addition to our regular Child Talk sessions that take place during staff meetings, our Assistant Principal will also facilitate a biweekly meeting with our TOPS (EBD) teachers to discuss concerns and solutions to meet the needs of their students.

Person Responsible

Deshon Jenkins

Schedule

Biweekly, from 8/22/2016 to 5/25/2017

Evidence of Completion

Child Talk documentation log will be evidence for this action step.

Plan to Monitor Fidelity of Implementation of G2.B9.S1 6

Staff meeting agendas and Child Talk documentation logs will be used to monitor for fidelity of implementation.

Person Responsible

Deshon Jenkins

Schedule

Monthly, from 9/8/2016 to 5/25/2017

Evidence of Completion

Staff meeting agendas and Child Talk documentation logs will be used to monitor for fidelity of implementation.

Plan to Monitor Effectiveness of Implementation of G2.B9.S1 7

If this implementation is effective, the Child Talk documentation logs will reflect teacher collaboration taking place about multiple students, including multiple interventions/strategies, to ensure that every student's needs are being met.

Person Responsible

Deshon Jenkins

Schedule

Monthly, from 9/8/2016 to 5/25/2017

Evidence of Completion

Teacher documentation of Child Talk sessions will be used to monitor effectiveness.

G2.B9.S2 The lead teacher and academic coach will facilitate classroom walk-throughs, providing feedback and collaboration opportunities between teachers and the lead teacher or academic coach, as well as opportunities between teachers. 4

 S241585

Strategy Rationale

Increasing feedback and dialogue about best practices will increase teachers' effectiveness, which will then increase student achievement.

Action Step 1 5

The Lead Teacher will offer support to teachers in the form of walk-throughs, model lessons, learning meetings, and conferences to provide specific feedback and collaborate about best teaching practices.

Person Responsible

Rebecca Greenwood

Schedule

Monthly, from 8/5/2016 to 5/25/2017

Evidence of Completion

Model lesson materials, agendas, emails, and sign-in sheets (where appropriate) will provide evidence for this action step.

Action Step 2 5

The Academic Coach will offer support to teachers in the form of walk-throughs, model lessons, learning meetings, and conferences to provide specific feedback and collaborate about best teaching practices.

Person Responsible

Christy Bishop

Schedule

Monthly, from 8/5/2016 to 5/25/2017

Evidence of Completion

Model lesson materials, agendas, emails, and sign-in sheets (where appropriate) will provide evidence for this action step.

Plan to Monitor Fidelity of Implementation of G2.B9.S2 6

The Lead Teacher and Academic Coach will report fidelity of implementation at Core Team meetings.

Person Responsible

Christy Bishop

Schedule

Every 2 Months, from 9/8/2016 to 5/25/2017

Evidence of Completion

Core Team meeting minutes will reflect evidence of the fidelity of this implementation.

Plan to Monitor Effectiveness of Implementation of G2.B9.S2 7

Materials shared on One Drive that come from walk-throughs, learning meetings, and collaboration sessions will be used to monitor effectiveness.

Person Responsible

Christy Bishop

Schedule

Monthly, from 8/4/2016 to 5/25/2017


Evidence of Completion

Materials shared on One Drive that come from walk-throughs and collaboration sessions will be used to monitor effectiveness.

G2.B10 Teachers need more specific feedback from administrators on current best practices. 2

 B229095

G2.B10.S1 Administrators will spend more time in teachers' classrooms, offering specific instructional feedback reflecting current best practices throughout the year. 4

 S241586

Strategy Rationale

Receiving specific instructional feedback reflecting current best practices from administrators on a regular basis will help teachers improve their effectiveness in the classroom, thereby increasing student achievement.

Action Step 1 5

An Academic Coach was hired for the 2016-17 school year.

Person Responsible

Asena Mott

Schedule

On 6/17/2016

Evidence of Completion

Christy Bishop was hired as the Academic Coach for Meadow Park Elementary.

Action Step 2 5

An Office 1 Assistant was hired to assist our Assistant Principal with non-confidential paperwork, thereby freeing the Assistant Principal to spend more time in teachers' classrooms.

Person Responsible

Deshon Jenkins

Schedule

On 8/4/2016

Evidence of Completion

Tracy Ott was hired as the Office 1 Assistant to Mr. Jenkins.

Action Step 3 5

The hierarchy of reactive response to negative student behavior has been restructured so that administrators spend less time responding reactively to students and more time interacting proactively with them.

Person Responsible

Deshon Jenkins

Schedule

Daily, from 8/4/2016 to 5/25/2017

Evidence of Completion

The document defining the new structure of the hierarchy is evidence of this action step.

Action Step 4 5

An administrator (Principal or Assistant Principal) will conduct a walk-through of every classroom at least once per month throughout the school year.

Person Responsible

Asena Mott

Schedule

Monthly, from 8/10/2016 to 5/25/2017

Evidence of Completion

Documentation indicating number of walk-throughs per teacher will be used as evidence.

Action Step 5 5

Our Principal and Assistant Principal will attend the Professional Development Conference for High-Yield Strategies of Model Schools.

Person Responsible

Asena Mott

Schedule

On 6/28/2017

Evidence of Completion

Materials and resources from the Model Schools conference will be evidence for this step.

Plan to Monitor Fidelity of Implementation of G2.B10.S1 6

Administrators will document walk-throughs, including specific feedback about current best practices, of teachers' classrooms.

Person Responsible

Asena Mott

Schedule

Monthly, from 8/10/2016 to 5/25/2017

Evidence of Completion

Documentation of walk-throughs will be used as evidence.

Plan to Monitor Effectiveness of Implementation of G2.B10.S1 7

If implementation is effective, an administrator (Principal or Assistant Principal) will have conducted a walk-through of every classroom at least once per month, at the end of the school year, with documentation including specific feedback about current best practices.

Person Responsible

Asena Mott

Schedule

Monthly, from 8/10/2016 to 5/25/2017

Evidence of Completion

Documentation indicating number of walk-throughs per teacher will be used as evidence.




















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.B4.S1.MA1 M322193	If this strategy is being effectively implemented, then instructional differentiation will be...		No Start Date	Documentation of classroom walk-throughs will be used as evidence.	No End Date one-time
G1.B10.S1.A1 A312631	An Academic Coach was hired for the 2016-17 school year.	Mott, Asena	6/6/2016	Christy Bishop was hired as the Academic Coach for Meadow Park Elementary.	6/17/2016 one-time
G2.B10.S1.A1 A312659	An Academic Coach was hired for the 2016-17 school year.	Mott, Asena	6/6/2016	Christy Bishop was hired as the Academic Coach for Meadow Park Elementary.	6/17/2016 one-time
G1.B8.S1.A1 A312621	Students in the lowest quartile, plus additional students who also received a Level 1 on FSA math,...	Mott, Asena	8/2/2016	The evidence is the list of students who were in the lowest quartile on FSA math in 2015-16, plus additional students who also received a Level 1.	8/2/2016 one-time
G2.B8.S1.A1 A312649	Students in the lowest quartile, plus additional students who also received a Level 1 on FSA math,...	Mott, Asena	8/2/2016	The evidence is the list of students who were in the lowest quartile on FSA math in 2015-16, plus additional students who also received a Level 1.	8/2/2016 one-time
G1.B5.S1.A4 A312614	The expectation was made clear to teachers at a beginning of year staff meeting that all students...	Mott, Asena	8/4/2016	The staff meeting agenda from the meeting on 8/4/16 reflects the completion of this action step.	8/4/2016 one-time
G1.B10.S1.A2 A312632	An Office 1 Assistant was hired to assist our Assistant Principal with non-confidential paperwork,...	Jenkins, Deshon	7/1/2016	Tracy Ott was hired as the Office 1 Assistant to Mr. Jenkins.	8/4/2016 one-time
G2.B5.S1.A4 A312642	The expectation was made clear to teachers at a beginning of year staff meeting that all students...	Mott, Asena	8/4/2016	The staff meeting agenda from the meeting on 8/4/16 reflects the completion of this action step.	8/4/2016 one-time
G2.B10.S1.A2 A312660	An Office 1 Assistant was hired to assist our Assistant Principal with non-confidential paperwork,...	Jenkins, Deshon	7/1/2016	Tracy Ott was hired as the Office 1 Assistant to Mr. Jenkins.	8/4/2016 one-time
G1.B5.S1.A1 A312611	A Chromebook has been allocated to every classroom.	Greenwood, Rebecca	8/4/2016	Chromebooks in classrooms are the evidence.	8/19/2016 one-time
G1.B8.S1.A2 A312622	Core Team members will select students with whom they will form relationships and review/celebrate...	Mott, Asena	8/11/2016	The evidence is the list with Core Team members' initials written next to students' names.	8/25/2016 one-time
G2.B5.S1.A2 A312640	Fourth and fifth grade teachers are pooling their classroom Chromebooks to increase the number of...	Bishop, Christy	8/10/2016	iReady usage reports will indicate the minutes students are spending completing iReady lessons.	8/25/2016 daily
G2.B8.S1.A2 A312650	Core Team members will select students with whom they will form relationships and review/celebrate...	Mott, Asena	8/11/2016	The evidence is the list with Core Team members' initials written next to students' names.	8/25/2016 one-time
G1.B7.S1.A1 A312618	The academic coach will meet with the ESE liaison and lead teacher to compile a list of FSA...	Bishop, Christy	8/22/2016	List of previous FSA volunteers and organizations will be evidence.	8/26/2016 one-time
G2.B7.S1.A1 A312646	The academic coach will meet with the ESE liaison and lead teacher to compile a list of FSA...	Bishop, Christy	8/22/2016	List of previous FSA volunteers and organizations will be evidence.	8/26/2016 one-time
G1.B9.S1.A1 A312625	A format for facilitation of Child Talk sessions will be developed.	Jenkins, Deshon	8/22/2016	A copy of the format for Child Talk sessions will be the evidence.	9/2/2016 one-time
G2.B9.S1.A1 A312653	A format for facilitation of Child Talk sessions will be developed.	Jenkins, Deshon	8/22/2016	A copy of the format for Child Talk sessions will be the evidence.	9/2/2016 one-time
G1.B9.S1.A2 A312626	A Child Talk Documentation Log will be updated from the previous school year and distributed to...	Jenkins, Deshon	9/8/2016	The Child Talk Documentation Log will be the evidence.	9/8/2016 one-time


















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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.B9.S1.A2  A312654	A Child Talk Documentation Log will be updated from the previous school year and distributed to...	Jenkins, Deshon	9/8/2016	The Child Talk Documentation Log will be the evidence.	9/8/2016 one-time
G1.B7.S1.MA1  M322197	Having a 1:1 ratio between adults and ESE students during FSA testing will be evidence of the...	Bishop, Christy	2/27/2017	Volunteer sign-in sheet will be used as evidence.	5/5/2017 weekly
G1.B7.S1.MA1  M322198	Progress will be reported at Core Team meetings.	Bishop, Christy	8/22/2016	Core Team meeting minutes will be evidence.	5/5/2017 every-2-months
G1.B7.S1.A2  A312619	The Academic Coach will survey staff members for further suggestions of possible volunteers or...	Bishop, Christy	8/22/2016	List of possible volunteers and organizations will be evidence.	5/5/2017 every-2-months
G1.B7.S1.A3  A312620	The Academic Coach will communicate with possible volunteers and organizations interested in...	Bishop, Christy	8/22/2016	Volunteer schedule will be evidence.	5/5/2017 weekly
G2.B7.S1.MA1  M322213	Having a 1:1 ratio between adults and ESE students during FSA testing will be evidence of the...	Bishop, Christy	2/27/2017	Volunteer sign-in sheet will be used as evidence.	5/5/2017 weekly
G2.B7.S1.MA1  M322214	Progress will be reported at Core Team meetings.	Bishop, Christy	8/22/2016	Core Team meeting minutes will be evidence.	5/5/2017 every-2-months
G2.B7.S1.A2  A312647	The Academic Coach will survey staff members for further suggestions of possible volunteers or...	Bishop, Christy	8/22/2016	List of possible volunteers and organizations will be evidence.	5/5/2017 every-2-months
G2.B7.S1.A3  A312648	The Academic Coach will communicate with possible volunteers and organizations interested in...	Bishop, Christy	8/22/2016	Volunteer schedule will be evidence.	5/5/2017 weekly
G1.MA1  M322207	Progress toward meeting the goal will be monitored throughout the year with iReady Progress...	Greenwood, Rebecca	8/29/2016	iReady Progress Monitoring Diagnostic Tests are administered at the beginning, middle, and end of the school year. Students who are making progress toward the goal will show a year's worth of growth by the end of the school year and meet appropriate benchmarks throughout the year.	5/25/2017 triannually
G2.MA1  M322223	Progress toward meeting the goal will be monitored throughout the year with iReady Progress...	Greenwood, Rebecca	8/15/2016	iReady Progress Monitoring Diagnostic Tests are administered at the beginning, middle, and end of the school year. Students who are making progress toward the goal will show a year's worth of growth by the end of the school year and meet appropriate benchmarks throughout the year.	5/25/2017 triannually
G1.B4.S1.MA1  M322194	The fidelity of this implementation will be monitored through classroom walk-throughs, during which...	Mott, Asena	8/10/2016	Walk-through documentation and purchase receipts will be used as evidence.	5/25/2017 monthly
G1.B5.S1.MA1  M322195	If the implementation is effective, iReady Usage Reports will reflect 45 minutes of lesson...	Greenwood, Rebecca	9/12/2016	Effectiveness will be monitored throughout the year with iReady Usage Reports.	5/25/2017 biweekly
G1.B5.S1.A2  A312612	Fourth and fifth grade teachers are pooling their classroom Chromebooks to increase the number of...	Bishop, Christy	8/10/2016	iReady usage reports will indicate the minutes students are spending completing iReady lessons.	5/25/2017 daily
G1.B5.S1.A3  A312613	Computer lab times have been made available to teachers.	Greenwood, Rebecca	8/10/2016	Rebecca Greenwood posts sign-up sheets on the door to the computer lab.	5/25/2017 weekly
G1.B5.S1.A7  A312617	Information about using iReady at home will be shared with families of students. Families of...	Bishop, Christy	9/12/2016	The following evidence will be used: student agendas, parent letters, flyers home, event calendars, school webpage, and sign-in sheets and agendas from school events.	5/25/2017 monthly



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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
G1.B8.S1.MA1  M322199	Effectiveness will be measured by the frequency with which Core Team discusses strategies and...	Mott, Asena	8/29/2016	Core Team meeting minutes will be used as evidence.	5/25/2017 monthly
G1.B8.S1.MA1  M322200	The fidelity of the implementation of this strategy will be monitored through documentation by Core...	Johnson, Melissa	8/29/2016	A verification form will be used to document Core Team members check-ins with students.	5/25/2017 monthly
G1.B8.S1.A3  A312623	Core Team members will meet with students weekly or more to work on relationship-building, as well...	Mott, Asena	8/29/2016	Core Team members will document dates they met with students on a log provided to them by the Academic Coach.	5/25/2017 weekly
G1.B8.S1.A4  A312624	Core Team will discuss any concerns or needs for new strategies for students that come up as a...	Mott, Asena	8/22/2016	Core Team meeting minutes will reflect evidence of this strategy.	5/25/2017 monthly
G1.B9.S1.MA1  M322201	If this implementation is effective, the Child Talk documentation logs will reflect teacher...	Jenkins, Deshon	9/8/2016	Teacher documentation of Child Talk sessions will be used to monitor effectiveness.	5/25/2017 monthly
G1.B9.S1.MA1  M322202	Staff meeting agendas and Child Talk documentation logs will be used to monitor for fidelity of...	Jenkins, Deshon	9/8/2016	Staff meeting agendas and Child Talk documentation logs will be used to monitor for fidelity of implementation.	5/25/2017 monthly
G1.B9.S1.A3  A312627	Child Talk meetings, during which grade-level teams will discuss the needs of individual students,...	Greenwood, Rebecca	9/8/2016	Staff Meeting agendas and Child Talk documentation logs (completed by teachers) will be evidence for this action step.	5/25/2017 monthly
G1.B9.S1.A4  A312628	In addition to our regular Child Talk sessions that take place during staff meetings, our Assistant...	Jenkins, Deshon	8/22/2016	Child Talk documentation log will be evidence for this action step.	5/25/2017 biweekly
G1.B10.S1.MA1  M322205	If implementation is effective, an administrator (Principal or Assistant Principal) will have...	Mott, Asena	8/10/2016	Documentation indicating number of walk-throughs per teacher will be used as evidence.	5/25/2017 monthly
G1.B10.S1.MA1  M322206	Administrators will document walk-throughs, including specific feedback about current best...	Mott, Asena	8/10/2016	Documentation of walk-throughs will be used as evidence.	5/25/2017 monthly
G1.B10.S1.A3  A312633	The hierarchy of reactive response to negative student behavior has been restructured so that...	Jenkins, Deshon	8/4/2016	The document defining the new structure of the hierarchy is evidence of this action step.	5/25/2017 daily
G1.B10.S1.A4  A312634	An administrator (Principal or Assistant Principal) will conduct a walk-through of every classroom...	Mott, Asena	8/10/2016	Documentation indicating number of walk-throughs per teacher will be used as evidence.	5/25/2017 monthly
G2.B4.S1.MA1  M322209	If this strategy is being effectively implemented, then instructional differentiation will be...	Mott, Asena	8/10/2016	Documentation of classroom walk-throughs will be used as evidence.	5/25/2017 monthly
G2.B4.S1.MA1  M322210	The fidelity of this implementation will be monitored through classroom walk-throughs, during which...	Mott, Asena	8/10/2016	Walk-through documentation, purchase receipts, and student access to MyOn will be used as evidence.	5/25/2017 monthly
G2.B4.S1.A1  A312636	A full-time paraprofessional is assigned to the third-grade conversion classroom to facilitate...	Mott, Asena	8/5/2016	Annette Ryan is assigned as the paraprofessional for the third-grade conversion class.	5/25/2017 daily
G2.B5.S1.A1  A312639	A Chromebook has been allocated to every classroom.	Greenwood, Rebecca	8/4/2016	Chromebooks in classrooms are the evidence.	5/25/2017 one-time
G2.B5.S1.A3  A312641	Computer lab times have been made available to teachers.	Greenwood, Rebecca	8/10/2016	Rebecca Greenwood posts sign-up sheets on the door to the computer lab.	5/25/2017 weekly
G2.B5.S1.A7  A312645	Information about using iReady at home will be shared with families of students. Families of...	Bishop, Christy	9/12/2016	The following evidence will be used: student agendas, parent letters, flyers home, event calendars, school webpage, and sign-in sheets and agendas from school events.	5/25/2017 monthly
G2.B8.S1.MA1  M322215	Effectiveness will be measured by the frequency with which Core Team discusses strategies and...	Mott, Asena	8/29/2016	Core Team meeting minutes will be used as evidence.	5/25/2017 monthly

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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.B8.S1.MA1  M322216	The fidelity of the implementation of this strategy will be monitored through documentation by Core...	Johnson, Melissa	8/29/2016	A verification form will be used to document Core Team members check-ins with students.	5/25/2017 monthly
G2.B8.S1.A3  A312651	Core Team members will meet with students weekly or more to work on relationship-building, as well...	Mott, Asena	8/29/2016	Core Team members will document dates they met with students on a log provided to them by the Academic Coach.	5/25/2017 weekly
G2.B8.S1.A4  A312652	Core Team will discuss any concerns or needs for new strategies for students that come up as a...	Mott, Asena	8/22/2016	Core Team meeting minutes will reflect evidence of this strategy.	5/25/2017 monthly
G2.B9.S1.MA1  M322217	If this implementation is effective, the Child Talk documentation logs will reflect teacher...	Jenkins, Deshon	9/8/2016	Teacher documentation of Child Talk sessions will be used to monitor effectiveness.	5/25/2017 monthly
G2.B9.S1.MA1  M322218	Staff meeting agendas and Child Talk documentation logs will be used to monitor for fidelity of of...	Jenkins, Deshon	9/8/2016	Staff meeting agendas and Child Talk documentation logs will be used to monitor for fidelity of implementation.	5/25/2017 monthly
G2.B9.S1.A3  A312655	Child Talk meetings, during which grade-level teams will discuss the needs of individual students,...	Greenwood, Rebecca	9/8/2016	Staff Meeting agendas and Child Talk documentation logs (completed by teachers) will be evidence for this action step.	5/25/2017 monthly
G2.B9.S1.A4  A312656	In addition to our regular Child Talk sessions that take place during staff meetings, our Assistant...	Jenkins, Deshon	8/22/2016	Child Talk documentation log will be evidence for this action step.	5/25/2017 biweekly
G2.B10.S1.MA1  M322221	If implementation is effective, an administrator (Principal or Assistant Principal) will have...	Mott, Asena	8/10/2016	Documentation indicating number of walk-throughs per teacher will be used as evidence.	5/25/2017 monthly
G2.B10.S1.MA1  M322222	Administrators will document walk-throughs, including specific feedback about current best...	Mott, Asena	8/10/2016	Documentation of walk-throughs will be used as evidence.	5/25/2017 monthly
G2.B10.S1.A3  A312661	The hierarchy of reactive response to negative student behavior has been restructured so that...	Jenkins, Deshon	8/4/2016	The document defining the new structure of the hierarchy is evidence of this action step.	5/25/2017 daily
G2.B10.S1.A4  A312662	An administrator (Principal or Assistant Principal) will conduct a walk-through of every classroom...	Mott, Asena	8/10/2016	Documentation indicating number of walk-throughs per teacher will be used as evidence.	5/25/2017 monthly
G1.B9.S2.MA1  M322203	Materials shared on One Drive that come from walk-throughs, learning meetings, and collaboration...	Bishop, Christy	8/4/2016	Materials shared on One Drive that come from walk-throughs and collaboration sessions will be used to monitor effectiveness.	5/25/2017 monthly
G1.B9.S2.MA1  M322204	The Lead Teacher and Academic Coach will report fidelity of implementation at Core Team meetings.	Bishop, Christy	9/8/2016	Core Team meeting minutes will reflect evidence of the fidelity of this implementation.	5/25/2017 every-2-months
G1.B9.S2.A1  A312629	The Lead Teacher will offer support to teachers in the form of walk-throughs, model lessons,...	Greenwood, Rebecca	8/5/2016	Model lesson materials, agendas, emails, and sign-in sheets (where appropriate) will provide evidence for this action step.	5/25/2017 monthly
G1.B9.S2.A2  A312630	The Academic Coach will offer support to teachers in the form of walk-throughs, model lessons,...	Bishop, Christy	8/5/2016	Model lesson materials, agendas, emails, and sign-in sheets (where appropriate) will provide evidence for this action step.	5/25/2017 monthly
G2.B9.S2.MA1  M322219	Materials shared on One Drive that come from walk-throughs, learning meetings, and collaboration...	Bishop, Christy	8/4/2016	Materials shared on One Drive that come from walk-throughs and collaboration sessions will be used to monitor effectiveness.	5/25/2017 monthly
G2.B9.S2.MA1  M322220	The Lead Teacher and Academic Coach will report fidelity of implementation at Core Team meetings.	Bishop, Christy	9/8/2016	Core Team meeting minutes will reflect evidence of the fidelity of this implementation.	5/25/2017 every-2-months

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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.B9.S2.A1  A312657	The Lead Teacher will offer support to teachers in the form of walk-throughs, model lessons,...	Greenwood, Rebecca	8/5/2016	Model lesson materials, agendas, emails, and sign-in sheets (where appropriate) will provide evidence for this action step.	5/25/2017 monthly
G2.B9.S2.A2  A312658	The Academic Coach will offer support to teachers in the form of walk-throughs, model lessons,...	Bishop, Christy	8/5/2016	Model lesson materials, agendas, emails, and sign-in sheets (where appropriate) will provide evidence for this action step.	5/25/2017 monthly
G1.B4.S1.A1  A312609	A full-time paraprofessional is assigned to the third-grade conversion classroom to facilitate...	Mott, Asena	8/5/2016	Annette Ryan is assigned as the paraprofessional for the third-grade conversion class.	5/26/2017 daily
G1.B4.S1.A2  A312610	Supplemental reading and math materials to facilitate student engagement and differentiation will...	Mott, Asena	8/4/2016	Receipts and accounting records for the purchase of supplemental materials will be the evidence.	5/26/2017 quarterly
G1.B5.S1.MA1  M322196	Monthly iReady Usage Reports will be used to monitor fidelity.	Greenwood, Rebecca	9/12/2016	Monthly iReady Usage Reports will be generated to monitor individual student usage and instructional groups of students.	5/26/2017 biweekly
G1.B5.S1.A5  A312615	A bi-weekly iReady usage report will be created and reviewed by Instructional Coaches and Core Team.	Greenwood, Rebecca	9/5/2016	iReady usage reports will indicate the minutes students are spending completing iReady lessons.	5/26/2017 biweekly
G1.B5.S1.A6  A312616	The expectation that all students will complete 1.440 minutes of iReady instructional usage per...	Mott, Asena	8/4/2016	Staff meeting agendas will be used as evidence.	5/26/2017 monthly
G2.B4.S1.A2  A312637	Supplemental reading and math materials to facilitate student engagement and differentiation will...	Mott, Asena	8/4/2016	Receipts and accounting records for the purchase of supplemental materials will be the evidence.	5/26/2017 quarterly
G2.B4.S1.A3  A312638	The reading program MyOn will be purchased for the 2016-17 school year. MyOn facilitates...	Mott, Asena	8/10/2016	Student access to MyOn will be evidence.	5/26/2017 one-time
G2.B5.S1.MA1  M322211	If the implementation is effective, iReady Usage Reports will reflect 45 minutes of lesson...	Greenwood, Rebecca	9/12/2016	Effectiveness will be monitored throughout the year with iReady Usage Reports.	5/26/2017 biweekly
G2.B5.S1.MA1  M322212	Monthly iReady Usage Reports will be used to monitor fidelity.	Greenwood, Rebecca	9/12/2016	Monthly iReady Usage Reports will be generated to monitor individual student usage and instructional groups of students.	5/26/2017 biweekly
G2.B5.S1.A5  A312643	A bi-weekly iReady usage report will be created and reviewed by Instructional Coaches and Core Team.	Greenwood, Rebecca	9/5/2016	iReady usage reports will indicate the minutes students are spending completing iReady lessons.	5/26/2017 biweekly
G2.B5.S1.A6  A312644	The expectation that all students will complete 1.440 minutes of iReady instructional usage per...	Mott, Asena	8/4/2016	Staff meeting agendas will be used as evidence.	5/26/2017 monthly
G1.B10.S1.A5  A312635	Our Principal and Assistant Principal will attend the Professional Development Conference for...	Mott, Asena	6/25/2017	Materials and resources from the Model Schools conference will be evidence for this step.	6/28/2017 one-time
G2.B10.S1.A5  A312663	Our Principal and Assistant Principal will attend the Professional Development Conference for...	Mott, Asena	6/25/2017	Materials and resources from the Model Schools conference will be evidence for this step.	6/28/2017 one-time
G1.MA2  M322208	FSA Math learning gains in the lowest quartile for 2016-17 will indicate progress toward meeting...	Mott, Asena	6/1/2017	FSA Math learning gains in the lowest quartile for 2016-17 will indicate progress toward meeting our goal.	7/31/2017 one-time
G2.MA2  M322224	FSA Math learning gains in the lowest quartile for 2016-17 will indicate progress toward meeting...	Mott, Asena	6/1/2017	FSA Math learning gains in the lowest quartile for 2016-17 will indicate progress toward meeting our goal.	7/31/2017 one-time

V. Professional Development Opportunities

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

G1. Students in the lowest quartile in FSA Math will increase their learning gains on FSA Math 2016-17.

G1.B9 Teachers need more time to meet to discuss best teaching practices and strategies in a setting where they can collaborate with teachers across grade levels, the lead teacher, the academic coach, and other teachers who have exceptional strengths in particular subject areas.

G1.B9.S1 Child Talk sessions will be facilitated at staff meetings.

PD Opportunity 1

In addition to our regular Child Talk sessions that take place during staff meetings, our Assistant Principal will also facilitate a biweekly meeting with our TOPS (EBD) teachers to discuss concerns and solutions to meet the needs of their students.

Facilitator

DeShon Jenkins

Participants

TOPS (EBD) Teachers

Schedule

Biweekly, from 8/22/2016 to 5/25/2017

G2. Students in the lowest quartile in FSA ELA will increase their learning gains on FSA ELA 2016-17.

G2.B9 Teachers need more time to meet to discuss best teaching practices and strategies in a setting where they can collaborate with teachers across grade levels, the lead teacher, the academic coach, and other teachers who have exceptional strengths in particular subject areas.

G2.B9.S1 Child Talk sessions will be facilitated at staff meetings.

PD Opportunity 1

In addition to our regular Child Talk sessions that take place during staff meetings, our Assistant Principal will also facilitate a biweekly meeting with our TOPS (EBD) teachers to discuss concerns and solutions to meet the needs of their students.

Facilitator

DeShon Jenkins

Participants

TOPS (EBD) Teachers

Schedule

Biweekly, from 8/22/2016 to 5/25/2017

VI. Technical Assistance Items

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

G1. Students in the lowest quartile in FSA Math will increase their learning gains on FSA Math 2016-17.

G1.B5 The majority of students do not complete 1,440 minutes of lesson time on iReady over the course of the school year.

G1.B5.S1 Students will complete 1,440 minutes of lesson time in iReady math over the course of the 2016-17 school year.

TA Opportunity 1

A Chromebook has been allocated to every classroom.

Facilitator

Nate Vosburgh and Regina Hevia

Participants

K-5 Teachers

Schedule

On 8/19/2016

G2. Students in the lowest quartile in FSA ELA will increase their learning gains on FSA ELA 2016-17.

G2.B5 The majority of students do not complete 1,440 minutes of lesson time on iReady over the course of the school year.

G2.B5.S1 Students will complete 1,440 minutes of lesson time in iReady reading over the course of the 2016-17 school year.

TA Opportunity 1

A Chromebook has been allocated to every classroom.

Facilitator

Nate Vosburgh and Regina Hevia

Participants

K-5 Teachers

Schedule

On 5/25/2017

VII. Budget

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1	G1.B10.S1.A1	An Academic Coach was hired for the 2016-17 school year.				\$28,069.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	120-Classroom Teachers	0141 - Meadow Park Elementary School	Title I, Part A	0.5	\$25,000.00
	5100	200-Employee Benefits	0141 - Meadow Park Elementary School	Title I, Part A	0.5	\$3,069.00
2	G1.B10.S1.A2	An Office 1 Assistant was hired to assist our Assistant Principal with non-confidential paperwork, thereby freeing the Assistant Principal to spend more time in teachers' classrooms.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	7000	100-Salaries	0141 - Meadow Park Elementary School	Other	1.0	\$0.00
3	G1.B10.S1.A3	The hierarchy of reactive response to negative student behavior has been restructured so that administrators spend less time responding reactively to students and more time interacting proactively with them.				\$0.00
4	G1.B10.S1.A4	An administrator (Principal or Assistant Principal) will conduct a walk-through of every classroom at least once per month throughout the school year.				\$0.00
5	G1.B10.S1.A5	Our Principal and Assistant Principal will attend the Professional Development Conference for High-Yield Strategies of Model Schools.				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400		0141 - Meadow Park Elementary School	Title I, Part A		\$3,000.00
6	G1.B4.S1.A1	A full-time paraprofessional is assigned to the third-grade conversion classroom to facilitate differentiation and small group instruction.				\$12,709.50
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	150-Aides	0141 - Meadow Park Elementary School	Title I, Part A	0.5	\$9,640.50
	5100	200-Employee Benefits	0141 - Meadow Park Elementary School	Title I, Part A	0.5	\$3,069.00
7	G1.B4.S1.A2	Supplemental reading and math materials to facilitate student engagement and differentiation will be purchased throughout the school year based on teacher requests.				\$2,222.96
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	510-Supplies	0141 - Meadow Park Elementary School	Title I, Part A		\$2,222.96
8	G1.B5.S1.A1	A Chromebook has been allocated to every classroom.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17

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	6200	500-Materials and Supplies	0141 - Meadow Park Elementary School	Other		\$0.00
9	G1.B5.S1.A2	Fourth and fifth grade teachers are pooling their classroom Chromebooks to increase the number of students who can be on iReady at one time in their classrooms.				\$0.00
10	G1.B5.S1.A3	Computer lab times have been made available to teachers.				\$0.00
11	G1.B5.S1.A4	The expectation was made clear to teachers at a beginning of year staff meeting that all students would complete 1,440 minutes of iReady instructional usage per subject area.				\$0.00
12	G1.B5.S1.A5	A bi-weekly iReady usage report will be created and reviewed by Instructional Coaches and Core Team.				\$0.00
13	G1.B5.S1.A6	The expectation that all students will complete 1.440 minutes of iReady instructional usage per subject area will be restated and discussed regularly at staff meetings throughout the school year.				\$0.00
14	G1.B5.S1.A7	Information about using iReady at home will be shared with families of students. Families of students will be informed of iReady and other educationally beneficial opportunities through student agendas, parent letters, flyers home, event calendars, school webpage, and at school events.				\$4,031.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	392-Subagreements greater than \$25,000	0141 - Meadow Park Elementary School	Title I, Part A		\$1,500.00
			Notes: Printing for brochures and flyers home			
	6100	510-Supplies	0141 - Meadow Park Elementary School	Title I, Part A		\$1,781.00
			Notes: Student Agendas			
	6100	510-Supplies	0141 - Meadow Park Elementary School	Title I, Part A		\$750.00
15	G1.B7.S1.A1	The academic coach will meet with the ESE liaison and lead teacher to compile a list of FSA volunteers from previous years, as well as community organizations that have members interested in volunteering.				\$0.00
16	G1.B7.S1.A2	The Academic Coach will survey staff members for further suggestions of possible volunteers or organizations that may have members interested in volunteering for FSA assistance.				\$0.00
17	G1.B7.S1.A3	The Academic Coach will communicate with possible volunteers and organizations interested in volunteering to assist with FSA and create schedules for them to meet students, be trained on FSA procedures, and assist with FSA testing.				\$0.00
18	G1.B8.S1.A1	Students in the lowest quartile, plus additional students who also received a Level 1 on FSA math, will be identified.				\$0.00
19	G1.B8.S1.A2	Core Team members will select students with whom they will form relationships and review/celebrate students' goals, action plans, and progress.				\$0.00

20	G1.B8.S1.A3	Core Team members will meet with students weekly or more to work on relationship-building, as well as review and celebrate students' goals, action plans, and progress.				\$0.00
21	G1.B8.S1.A4	Core Team will discuss any concerns or needs for new strategies for students that come up as a result of the monitoring of those students.				\$0.00
22	G1.B9.S1.A1	A format for facilitation of Child Talk sessions will be developed.				\$0.00
23	G1.B9.S1.A2	A Child Talk Documentation Log will be updated from the previous school year and distributed to teachers.				\$0.00
24	G1.B9.S1.A3	Child Talk meetings, during which grade-level teams will discuss the needs of individual students, including students who scored a Level 1 on FSA, will be held monthly during staff meetings. The grade-level teams will discuss and brainstorm strategies and interventions to support students academically and socially. Teachers will also be able to consult with one another across different grade levels and with instructional coaches.				\$0.00
25	G1.B9.S1.A4	In addition to our regular Child Talk sessions that take place during staff meetings, our Assistant Principal will also facilitate a biweekly meeting with our TOPS (EBD) teachers to discuss concerns and solutions to meet the needs of their students.				\$0.00
26	G1.B9.S2.A1	The Lead Teacher will offer support to teachers in the form of walk-throughs, model lessons, learning meetings, and conferences to provide specific feedback and collaborate about best teaching practices.				\$0.00
27	G1.B9.S2.A2	The Academic Coach will offer support to teachers in the form of walk-throughs, model lessons, learning meetings, and conferences to provide specific feedback and collaborate about best teaching practices.				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400		0141 - Meadow Park Elementary School	Title I, Part A		\$3,000.00
			<i>Notes: Substitutes for teachers to facilitate instructional rounds (teacher observation of classroom models of strategies that work)</i>			
28	G2.B10.S1.A1	An Academic Coach was hired for the 2016-17 school year.				\$28,069.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	120-Classroom Teachers	0141 - Meadow Park Elementary School	Title I, Part A	0.5	\$25,000.00
	5100	200-Employee Benefits	0141 - Meadow Park Elementary School	Title I, Part A	0.5	\$3,069.00
29	G2.B10.S1.A2	An Office 1 Assistant was hired to assist our Assistant Principal with non-confidential paperwork, thereby freeing the Assistant Principal to spend more time in teachers' classrooms.				\$0.00
30	G2.B10.S1.A3	The hierarchy of reactive response to negative student behavior has been restructured so that administrators spend less time responding reactively to students and more time interacting proactively with them.				\$0.00
31	G2.B10.S1.A4	An administrator (Principal or Assistant Principal) will conduct a walk-through of every classroom at least once per month throughout the school year.				\$0.00

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32	G2.B10.S1.A5	Our Principal and Assistant Principal will attend the Professional Development Conference for High-Yield Strategies of Model Schools.				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400		0141 - Meadow Park Elementary School	Title I, Part A		\$3,000.00
			<i>Notes: Model Schools Conference</i>			
33	G2.B4.S1.A1	A full-time paraprofessional is assigned to the third-grade conversion classroom to facilitate differentiation and small group instruction.				\$12,709.50
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	150-Aides	0141 - Meadow Park Elementary School	Title I, Part A	0.5	\$9,640.50
	5100	200-Employee Benefits	0141 - Meadow Park Elementary School	Title I, Part A		\$3,069.00
34	G2.B4.S1.A2	Supplemental reading and math materials to facilitate student engagement and differentiation will be purchased throughout the school year based on teacher requests.				\$2,222.97
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	510-Supplies	0141 - Meadow Park Elementary School	Title I, Part A		\$2,222.97
35	G2.B4.S1.A3	The reading program MyOn will be purchased for the 2016-17 school year. MyOn facilitates differentiation through student-based content selection and gives students the option of having the program read to them.				\$6,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6100	692-Computer Software Non-Capitalized	0141 - Meadow Park Elementary School	Title I, Part A		\$6,000.00
36	G2.B5.S1.A1	A Chromebook has been allocated to every classroom.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6200	500-Materials and Supplies	0141 - Meadow Park Elementary School	Other		\$0.00
37	G2.B5.S1.A2	Fourth and fifth grade teachers are pooling their classroom Chromebooks to increase the number of students who can be on iReady at one time in their classrooms.				\$0.00
38	G2.B5.S1.A3	Computer lab times have been made available to teachers.				\$0.00
39	G2.B5.S1.A4	The expectation was made clear to teachers at a beginning of year staff meeting that all students would complete 1,440 minutes of iReady instructional usage per subject area.				\$0.00
40	G2.B5.S1.A5	A bi-weekly iReady usage report will be created and reviewed by Instructional Coaches and Core Team.				\$0.00

41	G2.B5.S1.A6	The expectation that all students will complete 1.440 minutes of iReady instructional usage per subject area will be restated and discussed regularly at staff meetings throughout the school year.				\$0.00
42	G2.B5.S1.A7	Information about using iReady at home will be shared with families of students. Families of students will be informed of iReady and other educationally beneficial opportunities through student agendas, parent letters, flyers home, event calendars, school webpage, and at school events.				\$4,031.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	392-Subagreements greater than \$25,000	0141 - Meadow Park Elementary School	Title I, Part A		\$1,500.00
			Notes: Printing for brochures and flyers home			
	6100	510-Supplies	0141 - Meadow Park Elementary School	Title I, Part A		\$1,781.00
			Notes: Student Agendas			
	6100	510-Supplies	0141 - Meadow Park Elementary School	Title I, Part A		\$750.00
			Notes: Food for families to increase involvement			
43	G2.B7.S1.A1	The academic coach will meet with the ESE liaison and lead teacher to compile a list of FSA volunteers from previous years, as well as community organizations that have members interested in volunteering.				\$0.00
44	G2.B7.S1.A2	The Academic Coach will survey staff members for further suggestions of possible volunteers or organizations that may have members interested in volunteering for FSA assistance.				\$0.00
45	G2.B7.S1.A3	The Academic Coach will communicate with possible volunteers and organizations interested in volunteering to assist with FSA and create schedules for them to meet students, be trained on FSA procedures, and assist with FSA testing.				\$0.00
46	G2.B8.S1.A1	Students in the lowest quartile, plus additional students who also received a Level 1 on FSA math, will be identified.				\$0.00
47	G2.B8.S1.A2	Core Team members will select students with whom they will form relationships and review/celebrate students' goals, action plans, and progress.				\$0.00
48	G2.B8.S1.A3	Core Team members will meet with students weekly or more to work on relationship-building, as well as review and celebrate students' goals, action plans, and progress.				\$0.00
49	G2.B8.S1.A4	Core Team will discuss any concerns or needs for new strategies for students that come up as a result of the monitoring of those students.				\$0.00
50	G2.B9.S1.A1	A format for facilitation of Child Talk sessions will be developed.				\$0.00
51	G2.B9.S1.A2	A Child Talk Documentation Log will be updated from the previous school year and distributed to teachers.				\$0.00
52	G2.B9.S1.A3	Child Talk meetings, during which grade-level teams will discuss the needs of individual students, including students who scored a Level 1 on FSA, will be held monthly during staff meetings. The grade-level teams will discuss and brainstorm strategies and interventions to support students				\$0.00

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		academically and socially. Teachers will also be able to consult with one another across different grade levels and with instructional coaches.				
53	G2.B9.S1.A4	In addition to our regular Child Talk sessions that take place during staff meetings, our Assistant Principal will also facilitate a biweekly meeting with our TOPS (EBD) teachers to discuss concerns and solutions to meet the needs of their students.				\$0.00
54	G2.B9.S2.A1	The Lead Teacher will offer support to teachers in the form of walk-throughs, model lessons, learning meetings, and conferences to provide specific feedback and collaborate about best teaching practices.				\$0.00
55	G2.B9.S2.A2	The Academic Coach will offer support to teachers in the form of walk-throughs, model lessons, learning meetings, and conferences to provide specific feedback and collaborate about best teaching practices.				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400		0141 - Meadow Park Elementary School	Title I, Part A		\$3,000.00
			<i>Notes: Substitutes for teachers to facilitate instructional rounds (teacher observation of classroom models of strategies that work)</i>			
Total:						\$112,064.93