

Marion County Public Schools

Maplewood Elementary School



2016-17 Schoolwide Improvement Plan

Maplewood Elementary School

4751 SE 24TH ST, Ocala, FL 34471

[no web address on file]

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	89%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	43%

School Grades History

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

**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 Marion County School Board on 1/24/2017.

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 Maplewood Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	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.

Maplewood is a school where all children can learn and develop to their fullest potential. Each student's success is based upon the school, home, and community working side by side to ensure that each child will become a life-long learner and develop a sense of self worth.

b. Provide the school's vision statement.

"Side by Side For Success"

2. School Environment

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

Maplewood Elementary learns about student cultures based on the ethnic, racial, and economic community the school serves. The school utilizes the Positive Behavior Support (PBS) process through the ongoing implementation in building a PBS culture of positive student expectation. PBS is one of the tools used in helping to build relationships between teachers and students. The PBS system leans on identification of student positive choices (5:1) over negative choices. In addition teachers work in getting to know their students not only academically, but both personally and socially. This occurs through being involved and inquisitive of their lives outside of school.

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

Maplewood Elementary is a school environmentally located to quick first responder assistance. We have a full time nurse and clinic assistant on staff, the campus is secured with 6 foot fences, a Crisis Management protocol is located within every classroom, and varying emergency drills are conducted throughout the year for ongoing practice to ensure the safety of our students. In addition, the PBS program is implemented throughout the school by all staff (cafeteria and custodial to teachers and administrators). This program is built on developing a school culture of Responsible, Respectful and Ready expectation/behavior.

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.

Maplewood has a defined behavioral expectation and response system in place. This system is first built around the Positive Behavior Support format. This includes our core school-wide expectations of Be Responsible, Be Respectful, and Be Ready. From these expectations all core areas of the school are defined of what that expectation "looks like" in that setting (i.e. Media Center, Cafeteria, Walkways, Bathrooms, Computer Labs, etc.). These expectations are applied in the classroom settings as defined by the teacher. Beyond these school-wide expectations is a flowchart behavior management system defining what a classroom vs. office managed behavior is, and the process thereof. For all classroom managed behaviors a pre-referral system exists with 4 steps. If the student demonstrates a classroom managed behavior that teacher works with the student to correct the identified behavior and documents those interventions used in a prescribed pre-referral document

(redirection, time out, parent call, conference, learning task, etc.). Upon the fourth infraction of the same/like behavior the teacher has the option to complete a disciplinary office managed referral; whereupon the Dean will process within the parameters of the Board adopted Code of Student Conduct and attach an appropriate corrective action.

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.

Maplewood has two school counselors equipped to provide social-emotional groups, individual sessions, and/or other related services. The school counseling department has referral resources to also assist in meeting student social-emotional needs based on the individual needs of each child. School staff inclusive of the administration, Dean, volunteers and the like can and have provided mentoring services for students in need.

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.

Early warning system (EWS) indicators include: Attendance rate (<90%), Course failures (ELA and Math, non-proficient level 1 students), Lowest 25%, GPA target, Behavior (# of office discipline referrals and suspensions), Mobility, and Retention.

The school's leadership team often reviews student data and identifies those at risk of and/or show up under the EWS report. These students are targeted for intervention in those areas they show to be at-risk in.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	10	8	17	17	13	4	0	0	0	0	0	0	0	69
One or more suspensions	0	7	11	6	11	5	0	0	0	0	0	0	0	40
Course failure in ELA or Math	0	10	19	29	7	0	0	0	0	0	0	0	0	65
Level 1 on statewide assessment	0	0	0	41	26	11	0	0	0	0	0	0	0	78

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	1	18	27	29	22	22	0	0	0	0	0	0	0	119

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

Strategies include: 1) Weekly attendance meetings to identify students who have demonstrated attendance and/or tardy problems due to unexcused absences/tardies, 2) Bi-weekly to monthly CST meetings for targeting attendance needs, 3) Monthly PBS meetings that include a focus on students

who have multiple office discipline referrals, 4) Monthly Synergy Team meetings to review core data for course failures, 5) Targeted interventions for students who scored level 1 on the statewide assessment and follow-up at quarterly tier talks meetings, and 6) Ongoing progress monitoring weekly (for intensive students) to monthly (for targeted students) for those students receiving intervention (behavior and/or academic). In addition, students who exhibit two or more early warning system indicators will be subject to Problem Solving Team meetings inclusive of the Leadership Team and classroom teacher for targeted intervention and supports.

B. Family and Community Engagement

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

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

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

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/305531>.

2. Description

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

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

Maplewood works with the Parent Teacher Organization (PTO) and other school invested partners (Sonic, MoJo's...). We have and continue to partner with the Fire Department for their fire safety program, the Ocala Civic Theater for programming at the school, local high schools for student presentations, as well as Forest High School for their Teacher Assistant program and ROTC student volunteers. We continue these relationships through ongoing collaboration and planning for those events that serve our student needs.

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
Burgess, Laura	Principal
Abbruzzi, Julie	School Counselor
Scott, Candice	Psychologist
Tucker, Doris	Dean
Sumner, Richard	Assistant Principal
Eatmon, Susan	Assistant Principal

b. Duties

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

The school-based leadership team will meet collaboratively to establish and monitor the school-wide learning and development goals, the instructional/intervention plans, development to achieve goals, and to allocate the resources needed to fully implement instructional/intervention plans with fidelity. The school-based leadership team consists of: 1) Principal, 2) Assistant Principals, 3) Reading Coach, 4) Academic Coach, 5) Behavior Specialist, 6) Social Worker, 7) Guidance Counselors, 8) School Psychologist, and 9) Dean (Student Services Manager).

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The Synergy Team, comprised of school based Administration, Student Service Manager, Reading Coach, district level staff; school psychologist, Behavior Specialist and social worker, will meet on a monthly basis to discuss the needs of the school. This team also functions as the MTSS core (tier 1) team and reviews varying data inclusive of universal screener (AIMSweb, EWS, ODRs, Attendance...); will monitor the effectiveness of intervention programs by evaluating the data collection of school-wide universal screeners, as well as student group data. Also, Title I paraprofessionals are assigned to specific grade level(s) to collaboratively plan with general education teachers to work with groups of students and the collection of data for students in the MTSS process (Tier II and III).

Title I

Part A- Maplewood has several programs that coordinate with other state and federal dollars available and integrate federal and state programs so the school can meet state and NCLB requirements. Title I funds will be provided to support after-school tutoring. Funds from federal, state and local programs such as: IDEA-funding paraprofessionals; Title I- funding staff development, personnel, and materials; Title VI- Red Ribbon; and Voluntary Pre-K program through the Early Learning Coalition are integrated to meet all student needs.

Part C- Migrant- District funds are used to purchase:

- ~ School supplies
- ~ Provide an After School Tutorial Program to improve grades, increase promotion, improve attendance and reduce the dropout rate.
- ~ Provide a Migrant Liaison that works with schools and families to identify students and provide referrals for families meeting the federal eligibility to participate in the program.

Title II

Part A- District provides staff development activities to improve basic educational programs and to assist administrators and teachers in meeting highly qualified status. District receives supplemental funds for improving their basic education programs through the purchase of small equipment to supplemental education programs. Technology in the classroom that will increase the instructional strategies provided to students and for Instructional software that will enhance literacy and math skills of struggling and early childhood students.

Title III

Services are provided through the District, for education materials and ELL district support services on an "as needed" basis to improve the education of immigrant and English Language Learners.

Title X- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, social service referrals) for students identified homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. When necessary, the district's homeless liaison is instrumental in supporting the needs of the students at Maplewood Elementary with clothes, shoes, and school supplies for students designated as homeless.

Supplemental Academic Instruction (SAI)

Dropout prevention and academic intervention programs are funded through the Florida Education Finance Program (FEFP) and Supplemental Academic Instructional categorical funds. School districts have flexibility in how SAI funds may be extended as long as dollars are used to help students gain at least a year of knowledge for each year in school and to assist students not be left behind. Supplemental instruction strategies may include, but are not limited to, modified curriculum, reading instruction, after-school instruction, tutoring, mentoring, extended school year, intensive skills development in summer school and other methods to improve student achievement.

Violence Prevention Program

N/A

Nutrition Program

A Fresh Fruit and Vegetable program funded by the USDA is available for all students through our Nutrition Services department. The Marion County Health Department works collaboratively with the school and coordinates efforts to complete our wellness student screenings, while providing our school clinic nurse with information.

Housing Program

N/A

Head Start

Pre-Kindergarten programs are offered at selected school sites throughout the district.

Other-

Law Enforcement - The Ocala Police Department and the Marion County Sheriff's Department host

events to promote safety: Bike Safety Week; Marion County Fire Rescue promotes fire safety through the Fire Prevention campaign.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Laura Burgess	Principal
Merceda Williams	Teacher
Kim Leary	Parent
Laura Tapperson	Parent
Doris Tucker	Education Support Employee
Jean VanNorman	Teacher
Beth Hipke	Teacher
	Student
Richard Sumner	Education Support Employee
Sue Eamon	Education Support Employee
L. Thomas	Teacher
	Student
Victoria Fountain	Education Support Employee
	Student
Phylis Hodges	Teacher
	Student

b. Duties

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

a. Evaluation of last year's school improvement plan

The SAC will review 16-17 CIMs goals to evaluate if these goals were accomplished. If accomplished the SAC will assist in the formation of new goals. If the goal(s) were not accomplished the SAC will evaluate why the goals were not met and assist in formulating new, measurable, goals with a focus on removing/limiting any identified barriers to accomplishing school/student goals.

b. Development of this school improvement plan

The primary objective of the SAC is to assist in the preparation, evaluation and implementation of the Continuous Improvement Management System plan. The SAC reviews relevant school data, identifies problem areas develops and monitors improvement strategies which determines student success. The SAC offers, votes and approves the plan as outlined.

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

The SAC through the team's assistance in the preparation and evaluation of the schools CIMS, as well as the results of this plan, is to also assist the principal with the annual school budget. The team helps to establish school goals, evaluation of those goals, and resources to support the goals. These

resources can and often do require funding. Based on these needs the SAC serves to assist in planning for the budgeting of resources based on the school's annual budget allocation.

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

None were allocated.

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
	Instructional Coach
Burgess, Laura	Principal
Scott, Candice	Psychologist
Sumner, Richard	Assistant Principal
Eatmon, Susan	Assistant Principal

b. Duties

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

The major initiatives for the LLT will be: the schoolwide implementation of the reading series, successfully utilize AIMSweb universal screener and learning checks data for literacy needs, monitoring of the ELA block, successfully implement the Florida Standards, integrate reading skills across the curriculum to support math and science, establishment of remedial and enrichment based reading activities, targeted Differentiated Instruction blocks, and constant review of reading data for problem solving and planning purposes.

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.

Each grade level has an established teaching professional as the Grade Level Chair. This teacher attends monthly Grade Chair meetings with administration for planning, evaluating and discussing/deciding on various school-based initiatives and goals. The Grade Chair also serves as a liaison for grade level concerns and the school's leadership team. In addition, each grade level has a STEM lead who coordinates all STEM activities (review, selection, implementation, and review of data of the activity implemented with students). The STEM leads also work with the school's STEM coordinator and school leadership team.

Grade levels share the same specials and duty times. This makes available time periods for teachers to

collaborate together during specials and after school hours. In addition, Grades K-2 and 3-5 have common Differentiated Instruction (DI) blocks for student specific intervention needs. Students are placed in a group based on intervention need that is often with other trained teachers outside the students' homeroom class. This drives collaboration between teachers within the DI blocks.

Each of these elicit collaboration from within and outside the grade level towards positively working together and the goal of student achievement.

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

1. Utilize the district online system to screen for qualified applicants; review resumes, certifications, and conduct interviews of eligible personnel.
2. Provide leadership opportunities.
3. Maintain optimum staff morale and a positive atmosphere for learning through on-going daily activities, special events, customized staff development, PBS and recognition.
4. Provide peer/monitoring support for new staff, as well as a new teacher academy.

Persons responsible: Principal, Assistant Principal(s), Literacy/Academic Coach

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

Peer/mentor teachers will be assigned to staff who have moved to a new grade-level and/or new to the school. Throughout the school year they will participate in grade level collaborative meetings, the district's PEC program (if applicable), as well as schoolwide activities. Professional Development opportunities will be provided at the school site, district level, and online (i.e. Moodle). The administration will observe several times throughout the school year and provide feedback to the new teacher through both informal and formal (MCIES) coaching methods. Assistance will be provided as needed and through the coaching model. The responsibility of our teacher mentoring program/plan will be provided by the administration, selected faculty members who are qualified and/or district personnel.

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.

All core instructional materials (ELA, Math, Science, and Social Studies) are district adopted through a process involving district staff and school representatives. All adopted core materials are specifically aligned to the Florida Standards and identified throughout the curriculum text. This alignment is further evident through the district's created curriculum maps. These maps identify the Florida Standard and curriculum material used during units of study throughout the year by grade level and subject.

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.

Maplewood elementary uses a variety of data to identify each student's learning needs and then plan for addressing these needs through differentiated instruction. All identified students were screened at the close of the 15-16 school year for determination of their level of reading intervention needs. Students at the beginning of this 16-17 school year have been subject to beginning of the year testing in math to also identify their math learning needs. Maplewood built into the master schedule an hour long Differentiated Instruction (DI) block for reading and math. During these blocks of time students will attend their specific and pre-identified DI reading and math groups, which is specific to their learning and differentiated needs (inclusive of enrichment needs...DBQs, novel studies, etc.). Beyond these blocks teachers have available differentiated materials in both print and electronic formats and implement these materials and their instruction to the differentiated needs of the students in their class.

The schools core Tier 1 team (Synergy Team) reviews universal screening data to determine need areas by subject and grade level. This team serves to identify these needs, problem solve these needs, as well as monitor and make adjustments to these needs, as necessary. The school also has Tier 2 teams for group identification and differentiation of needs, and Tier 3 (Problem Solving Team) for individual student planning, intervention, fidelity, and progress monitoring.

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

Strategy: After School Program

Minutes added to school year: 42,300

Every student will have access to the math and reading programing at home and in extended day (FAST Math, Type to Learn, Waterford, IXL Math...) for those registered. These programs enable students to work on their specific grade level needs outside the traditional school day.

Strategy Rationale

By expanding the educational day and resources outside and beyond the traditional school times and walls, we make available the opportunity for our students to target curriculum skills they are below, on, or above grade level in. Each of the available programs are customized to their specific level and progress within the program.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Sumner, Richard, richard.sumner@marion.k12.fl.us

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

Data within the available programs identified in this strategy is easily attained and can be reviewed for student progress and further intervention and/or learning needs. Every student will have access to these programs outside of school. Each student will gain knowledge in the Florida Standards through an interactive technology environment. This will give the enrichment student the opportunity to work on above grade level standards while also provided remediation and intervention for those on or below grade level.

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.

Stagger Start is a district initiative to assist Kindergarten students in transitioning into local elementary schools. Six students per day (per kindergarten classroom) attend the first 3 days of school giving staff the opportunity to administer assessments, develop a one-on-one relationship with students, as well as reducing any anxiety students may experience. AIMSweb and FLKRS are measurement tools used to determine readiness needs. Florida's Voluntary Pre-K, Headstart, and HIPPY (Home Instruction for Parents of Preschool Youngsters) are programs currently implemented throughout the district to assist preschools with early literacy skills. Ongoing communication is provided to parents regarding these programs. Federal and state funding is used to provide programs for our preschool children. When students enter Kindergarten they are assessed on seven developmental areas during FLKRS testing. The Kindergarten teachers are responsible for implementing the instructional strategies relevant to the individual needs of our Kindergarten students.

For outgoing 5th grade students, ahead of closing the school year, a field trip is scheduled at the two different middle schools based on the students school attendance zone. The school develops a list based on student residence for which school the student will visit. During the visit students tour the campus, meet school administrative and guidance staff. This process helps to prepare students for transitioning to the middle school level and helps to reduce student anxiety.

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.

Marion County Public Schools implements standards provided by the state that are set to prepare students for success and make them competitive in the global workplace. Each Florida Standard provides clear expectations for the knowledge and skills students need to master in each grade (K-12) and subject so they will be prepared to succeed in college, careers and life.

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

N/A

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

The Florida Standards supports the implementation of the skills and knowledge necessary for success in STEM related experiences. Marion County Public Schools implements the Florida Standards which consist of:

- A curriculum driven by problem-solving, discovery and exploratory learning that requires students to actively engage a situation in order to find its solution.
- Innovative instruction allows students to explore greater depths of all of the subjects by utilizing the skills learned.
- Independent and collaborative research projects embedded in the curricula.
- Collaboration, communication, and critical thinking skills threaded throughout the curricula.
- Real-world, problem-based applications.
- Content rich instruction.

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

N/A

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If MWE continues to increase student comprehension of rigorous test, student ability to utilize higher level and analytical thinking, as well as the ability to exhibit student understanding through writing across all subjects (ELA, Math, Science, Social Studies), then student achievement will increase.
- G2.** If MWE has an increase of parental involvement we will achieve greater parent participation/ involvement in core academic school functions and academic connections between the school and home.

Strategic Goals Detail

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

G1. If MWE continues to increase student comprehension of rigorous test, student ability to utilize higher level and analytical thinking, as well as the ability to exhibit student understanding through writing across all subjects (ELA, Math, Science, Social Studies), then student achievement will increase. 1a

G087306

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	60.0
ELA/Reading Gains	60.0
ELA/Reading Lowest 25% Gains	60.0
FCAT 2.0 Science Proficiency	70.0
FSAA ELA Achievement	55.0
FSA Mathematics Achievement	65.0
Math Lowest 25% Gains	60.0
Math Gains	68.0
FSAA Mathematics Achievement	59.0
FSAA Science Achievement	55.0

Targeted Barriers to Achieving the Goal 3

- Lack of rigor in applying the new Florida Standards that requires students to continuously utilize higher level thinking and analytical skills throughout and across subjects, and the ability to explain and/or put thought processes into writing.
- Paraprofessionals and additional materials needed to support the delivery of interventions or enrichment for students based on their individual needs.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Personnel: Instructional Reading Coach, Title I Instructional/Academic Coach, district program specialists (Reading, Math, Science, Social Studies), STEM Lead Teachers, teachers, Instructional Paraprofessionals, and volunteers.
- Ongoing professional development of research based strategies and intervention materials
- Evidence based intervention materials: Rewards, Corrective Reading, EIR, Reading Mastery, Triumphs, Read Naturally, GoMath Intervention, Soar to Success, Successmaker, Waterford, Earobics and other intervention and core program materials for based on individual student need. In addition Title I funds for additional supplemental materials.

Plan to Monitor Progress Toward G1. 8

Ongoing student assessment results/data

Person Responsible

Laura Burgess

Schedule

Monthly, from 8/18/2016 to 8/18/2017

Evidence of Completion

Learning check data, AIMSweb, teacher data, grades, number fluency checks, LEOCEs...

G2. If MWE has an increase of parental involvement we will achieve greater parent participation/ involvement in core academic school functions and academic connections between the school and home.

1a

G087307

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	65.0
AMO Math - All Students	82.0
AMO Reading - All Students	76.0
FAA Writing Proficiency	25.0

Targeted Barriers to Achieving the Goal 3

- Parents may not be aware of the school activities provided to them to assist their child at home.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Parent Night events, School Connection strategies

Plan to Monitor Progress Toward G2. 8

Survey data, number of Skyalert calls to parents, SAC information for parent involvement strategies, PTO involvement in communicating with parents, sign-in sheets, volunteer information...

Person Responsible

Richard Sumner

Schedule

On 6/3/2017

Evidence of Completion

SAC, PTO, parent night sign-in documents. Skyalert call log.

Action Plan for Improvement

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

Problem Solving Key

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

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

G1. If MWE continues to increase student comprehension of rigorous test, student ability to utilize higher level and analytical thinking, as well as the ability to exhibit student understanding through writing across all subjects (ELA, Math, Science, Social Studies), then student achievement will increase. **1**

 **G087306**

G1.B1 Lack of rigor in applying the new Florida Standards that requires students to continuously utilize higher level thinking and analytical skills throughout and across subjects, and the ability to explain and/or put thought processes into writing. **2**

 **B232056**

G1.B1.S1 Professional Development for teachers and paraprofessionals to increase the use of Early Reading in Intervention, Reading Mastery, Corrective Reading, STEM (science, technology, engineering and math), writing and other core subject applications and the incorporation of writing. **4**

 **S244897**

Strategy Rationale

Teachers must learn new and effective teaching modalities for implementation of Florida Standards through rigor based strategies with a focus on student differentiated instruction. Through PD teachers will be able to utilize the new/learned skills to increase student engagement and rigor of instruction.

Action Step 1 **5**

Professional development and materials will be provided on use of STEM and English Language Arts evidence based programs and planning with rigor and differentiation.

Person Responsible

Laura Burgess

Schedule

Monthly, from 8/18/2016 to 8/18/2017

Evidence of Completion

Sign-in sheets, student data, grade chair minutes of professional development, walkthrough/evaluation data and course data collected from True North Logic.

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

Reading/Academic coaches will provide coaching and modeling in the correct use of ELA evidence based programs and STEM strategies.

Person Responsible

Alisa Uhle

Schedule

Monthly, from 8/18/2016 to 6/3/2017

Evidence of Completion

Sign-in sheets, data form MFAS application. By the end of 1st semester 70% of teachers will be utilizing the strategies effectively.

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

Person Responsible

Schedule

Evidence of Completion

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

Ongoing leadership/synergy team review. Classroom observations will be conducted to determine if the teachers are utilizing the information from the professional development correctly or need assistance/coaching.

Person Responsible

Laura Burgess

Schedule

Monthly, from 8/18/2016 to 8/18/2017

Evidence of Completion

Synergy/leadership team agenda and action plan. True North Logic will be used to collect observation data/notes.

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

Person Responsible

Schedule

Evidence of Completion


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

Person Responsible

Schedule

Evidence of Completion

G1.B2 Paraprofessionals and additional materials needed to support the delivery of interventions or enrichment for students based on their individual needs. 2

 B232057

G1.B2.S1 Provide paraprofessionals along with additional materials or equipment to support rigorous instruction at each student's level. 4

 S244899

Strategy Rationale

Students benefit from additional small group instruction utilizing a variety of resources and materials to meet their individual needs and learning styles.

Action Step 1 5

Determine where additional paraprofessionals and materials or equipment is needed.

Person Responsible

Richard Sumner

Schedule

On 7/1/2017

Evidence of Completion

Materials and equipment needed will be ordered and paraprofessionals hired.

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

Provide training to paraprofessional and/or teachers on the use of materials and equipment.

Person Responsible

Laura Burgess

Schedule

Quarterly, from 8/18/2016 to 6/3/2017

Evidence of Completion

School calendar will identify when the trainings took place.

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

Classroom observations will be conducted to determine if the staff members are utilizing the materials and equipment appropriately or need assistance in order to enhance student learning.

Person Responsible

Richard Sumner

Schedule

Biweekly, from 9/29/2016 to 6/3/2017

Evidence of Completion

Fidelity checks and checklist will show 80% of staff are utilizing programs correctly.

G2. If MWE has an increase of parental involvement we will achieve greater parent participation/involvement in core academic school functions and academic connections between the school and home. 1

G087307

G2.B1 Parents may not be aware of the school activities provided to them to assist their child at home. 2

B232058

G2.B1.S1 Information will be included in the newsletters, Skyalert calls, and reminder flyers will be sent home. Provide assistance for parent portal sign up. 4

S244900

Strategy Rationale

Communication is key to parent information and building relationships. Through multiple methods of communication we can work towards accomplishing this goal.

Action Step 1 5

School and classroom newsletters/flyers...effective communication with parents.

Person Responsible

Alisa Uhle

Schedule

Monthly, from 8/18/2016 to 6/3/2017

Evidence of Completion

Documents will be kept by the administration, title I box too.

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

Sign in sheets and parent surveys will be collected at the end of each activity. Skyalert; training will be provided to the administration .

Person Responsible

Schedule

On 8/18/2017

Evidence of Completion

The parents will share input on the survey and sign in sheet to indicate the number of participants in each activity.

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

Surveys will be analyzed; the number of participants will be counted for each activity and compared to last years participants.

Person Responsible

Susan Eatmon















Schedule

On 8/18/2017

Evidence of Completion

This will be documented through the sureveys and sign in sheets. We will make changes based on the comments provided by the parents.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.MA4  M329620	[no content entered]		No Start Date		No End Date one-time
G1.B1.S1.MA5  M329621	[no content entered]		No Start Date		No End Date one-time
G1.B1.S1.MA3  M329623	[no content entered]		No Start Date		No End Date one-time
G2.MA1  M329629	Survey data, number of Skyalert calls to parents, SAC information for parent involvement...	Sumner, Richard	8/18/2016	SAC, PTO, parent night sign-in documents. Skyalert call log.	6/3/2017 one-time
G1.B1.S1.MA1  M329622	Reading/Academic coaches will provide coaching and modeling in the correct use of ELA evidence...	Uhle, Alisa	8/18/2016	Sign-in sheets, data form MFAS application. By the end of 1st semester 70% of teachers will be utilizing the strategies effectively.	6/3/2017 monthly
G1.B2.S1.MA1  M329624	Classroom observations will be conducted to determine if the staff members are utilizing the...	Sumner, Richard	9/29/2016	Fidelity checks and checklist will show 80% of staff are utilizing programs correctly.	6/3/2017 biweekly
G1.B2.S1.MA1  M329625	Provide training to paraprofessional and/or teachers on the use of materials and equipment.	Burgess, Laura	8/18/2016	School calendar will identify when the trainings took place.	6/3/2017 quarterly
G2.B1.S1.A1  A317085	School and classroom newsletters/ flyers...effective communication with parents.	Uhle, Alisa	8/18/2016	Documents will be kept by the administration, title I box too.	6/3/2017 monthly
G1.B2.S1.A1  A317084	Determine where additional paraprofessionals and materials or equipment is needed.	Sumner, Richard	7/1/2016	Materials and equipment needed will be ordered and paraprofessionals hired.	7/1/2017 one-time
G1.MA1  M329626	Ongoing student assessment results/ data	Burgess, Laura	8/18/2016	Learning check data, AIMSweb, teacher data, grades, number fluency checks, LEOCEs...	8/18/2017 monthly
G1.B1.S1.MA1  M329619	Ongoing leadership/synergy team review. Classroom observations will be conducted to determine if...	Burgess, Laura	8/18/2016	Synergy/leadership team agenda and action plan. True North Logic will be used to collect observation data/notes.	8/18/2017 monthly
G1.B1.S1.A1  A317083	Professional development and materials will be provided on use of STEM and English Language Arts...	Burgess, Laura	8/18/2016	Sign-in sheets, student data, grade chair minutes of professional development, walkthrough/evaluation data and course data collected from True North Logic.	8/18/2017 monthly
G2.B1.S1.MA1  M329627	Surveys will be analyzed; the number of participants will be counted for each activity and compared...	Eatmon, Susan	8/18/2016	This will be documented through the surveys and sign in sheets. We will make changes based on the comments provided by the parents.	8/18/2017 one-time
G2.B1.S1.MA1  M329628	Sign in sheets and parent surveys will be collected at the end of each activity. Skyalert; training...		8/18/2016	The parents will share input on the survey and sign in sheet to indicate the number of participants in each activity.	8/18/2017 one-time

V. Professional Development Opportunities

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

G1. If MWE continues to increase student comprehension of rigorous test, student ability to utilize higher level and analytical thinking, as well as the ability to exhibit student understanding through writing across all subjects (ELA, Math, Science, Social Studies), then student achievement will increase.

G1.B1 Lack of rigor in applying the new Florida Standards that requires students to continuously utilize higher level thinking and analytical skills throughout and across subjects, and the ability to explain and/or put thought processes into writing.

G1.B1.S1 Professional Development for teachers and paraprofessionals to increase the use of Early Reading in Intervention, Reading Mastery, Corrective Reading, STEM (science, technology, engineering and math), writing and other core subject applications and the incorporation of writing.

PD Opportunity 1

Professional development and materials will be provided on use of STEM and English Language Arts evidence based programs and planning with rigor and differentiation.

Facilitator

Principal, APs, Reading/Academic Coach, STEM lead teachers

Participants

Grade level teams

Schedule

Monthly, from 8/18/2016 to 8/18/2017

G2. If MWE has an increase of parental involvement we will achieve greater parent participation/involvement in core academic school functions and academic connections between the school and home.

G2.B1 Parents may not be aware of the school activities provided to them to assist their child at home.

G2.B1.S1 Information will be included in the newsletters, Skyalert calls, and reminder flyers will be sent home. Provide assistance for parent portal sign up.

PD Opportunity 1

School and classroom newsletters/flyers...effective communication with parents.

Facilitator

District Contacts

Participants

Administration

Schedule

Monthly, from 8/18/2016 to 6/3/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Professional development and materials will be provided on use of STEM and English Language Arts evidence based programs and planning with rigor and differentiation.				\$139,360.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0611 - Maplewood Elementary School			\$8,876.00
			Notes: Acaletics			
			0611 - Maplewood Elementary School			\$1,813.00
			Notes: story works jr.			
			0611 - Maplewood Elementary School			\$595.00
			Notes: science weekly			
			0611 - Maplewood Elementary School			\$100.00
			Notes: Type to Learn			
			0611 - Maplewood Elementary School	Title I, Part A		\$124,433.00
			Notes: Salaries			
			0611 - Maplewood Elementary School	Title I, Part A		\$0.00
			0611 - Maplewood Elementary School	Title I, Part A		\$0.00
			0611 - Maplewood Elementary School	Title I, Part A		\$1,895.00
			Notes: storyworks			
			0611 - Maplewood Elementary School	Title I, Part A		\$1,648.00
			Notes: Scholastic news with Science spin			
2	G1.B2.S1.A1	Determine where additional paraprofessionals and materials or equipment is needed.				\$0.00
3	G2.B1.S1.A1	School and classroom newsletters/flyers...effective communication with parents.				\$9,911.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0611 - Maplewood Elementary School			\$6,025.00

Marion - 0611 - Maplewood Elementary School - 2016-17 SIP
Maplewood Elementary School

			<i>Notes: ixl</i>			
			0611 - Maplewood Elementary School			\$1,950.00
			<i>Notes: agenda planners</i>			
			0611 - Maplewood Elementary School	Title I, Part A		\$1,200.00
			<i>Notes: Student Compacts and Handbooks</i>			
			0611 - Maplewood Elementary School	Title I, Part A		\$132.00
			<i>Notes: Copy paper</i>			
			0611 - Maplewood Elementary School	Title I, Part A		\$604.00
			<i>Notes: Pizza (parent nights)</i>			
Total:						\$149,271.00