

The School District of Palm Beach County

Morikami Park Elementary School



2017-18 Schoolwide Improvement Plan

Morikami Park Elementary School

6201 MORIKAMI PARK RD, Delray Beach, FL 33484

<https://mpess.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	24%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	42%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	A	A*	A

**Informational Baseline School Grade*

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

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/8/2017.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Morikami Park Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

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

2. School Environment

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

As an International Baccalaureate Primary Years Programme this is a focus of our school. Teachers build relationships with students through a Single School Culture; incorporating community building activities during the first weeks of school.

Our school will infuse the content required by the Florida Statute 1003.42(2) and S.B. Policy 2.09 (8) (b), as applicable to appropriate grade levels, including but not limited to:

- *History of Holocaust-5th grade will host a Holocaust survivor to speak to students
- *History of Africans and African Americans
- *Hispanic Contributions-World Language teachers cover this extensively through weekly lessons.
- *Women's Contributions
- *Sacrifices of Veteran's

Additional content required for instruction by Florida Statute 1003.42(2), as applicable to appropriate grade levels, include:

- Declaration of Independence
- Constitution of the United States and the Bill of Rights
- Federalist papers: Republican form of government
- Flag education
- Civil government: functions and interrelationships
- History of the United States
- Principles of Agriculture
- Effects of alcohol and narcotics
- Kindness to animals
- Florida history
- Conservation of natural resources
- Health education
- Free enterprise
- Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

All of the content is covered through literature and multimedia at all grade levels.

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

The Pillars of Effective Instruction lead our practices in providing all of our students with opportunities that will support their academic success. All students are:

- Collaborating in a student-centered, personalized environment: Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential.
- Empowered and supported through high expectations to be college and career ready: Students consistently experience rigorous, standards-based instruction grounded in the expectation that all students can succeed. Students have access to a support system of services to feel safe, supported, and cared for by peers, adults, and the broader community.

Student involvement in the academic processes is key. Students learn to articulate the academic targets, analyze their own data, derive feedback, and develop their plan for learning. Students also become partners in the assessment process and learn to lead conferences regarding their academic achievement.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Our school integrates Single School Culture by sharing our Universal Guidelines for Success, following our Behavioral Matrix and Teaching Expected Behaviors, communicating with parents, and Monitoring SwPBS. The school updates Action Plans during Leadership and Grade Level Team Meetings. The school integrates Single School Culture by sharing our Universal Guidelines for Success, following our Behavioral Matrix and Teaching Expected Behaviors, communicating with parents, and Monitoring SwPBS. The school updates Action Plans during Leadership and Grade Level Team Meetings. The staff has devised a set of expectations for student behavior in the classroom, cafeteria, hallways, etc.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Our guidance counselor provides a variety of group counseling to our students. She also meets with students individually to provide support when needed. Day to day, the staff affect students in a positive manner. We are a visible presence in the hallways and classrooms, making ourselves available to students. Our students are very comfortable approaching us to discuss their concerns. We offer the best resources we know, human resources. Our teachers volunteer to mentor students and we regularly assign a mentor to a student that needs a push in the positive direction.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Attendance is tracked daily through the school district's SIS, suspensions are tracked through EDW, and students performing below grade level in ELA are tracked through the administration of the Fountas & Pinnell Literacy Assessment and math is tracked through the administration of FSQs and USAs. This data is readily available through Performance Matters or EDW.

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	5	6	2	5	3	5	0	0	0	0	0	0	0	26
One or more suspensions	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	9	13	2	16	19	14	0	0	0	0	0	0	0	73
Level 1 on statewide assessment	0	0	0	2	0	4	0	0	0	0	0	0	0	6

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	1	1	2	0	0	0	0	0	0	0	4

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

Parents are contacted about attendance issues and the SBT meets to develop strategies to increase attendance.

Students struggling academically are offered afterschool tutorial, provided iii, and students with 2 or more indicators are given a mentor.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

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

Literacy Night

Math Night at Publix

Science Night

FSA Informational Night

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

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

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Quinones, Stacey	Principal
Hodge-Hargrove, Tonya	Assistant Principal
Mercier, Amy	Teacher, K-12
Saraceni, Eve	School Counselor
Lamb, Michelle	Teacher, K-12
Deckelmann, Danielle	Teacher, ESE
DiLorenzo, Kim	Teacher, ESE

b. Duties

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

The principal and assistant principal provide a common vision for the use of data-based decision-making to ensure:

- a sound, effective academic program is in place
- a process to address and monitor subsequent needs is created
- the MTSS/RTI Leadership Team is implementing Rtl processes
- assessment of Rtl skills of school staff is conducted
- fidelity of implementation of intervention support is documented
- adequate professional development to support Rtl implementation is provided
- effective communication with parents regarding school-based Rtl plans and activities

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

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

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

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

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

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Stacey Quinones	Principal
Jackie Breslin	Teacher
Debra Bynon	Teacher
Amy Mercier	Teacher
Linda Davis	Education Support Employee
Claudia Mendoza	Parent
Theresa Thompson	Parent
Amanda Abramson	Parent
Anna Shon	Parent
Cori Walls	Teacher
Beatris Ward	Parent
Roger White	Business/Community
Ye Sheng	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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

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

b. Development of this school improvement plan

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

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

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

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

After-school tutorial-\$3500.00

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
Quinones, Stacey	Principal
Fine, Andrea	Teacher, K-12
Brant, Becky	Instructional Media
Hodge-Hargrove, Tonya	Assistant Principal
Atlman, Pamela	Teacher, K-12
Lichtenthal, Natalie	Teacher, K-12
Kalt, Amanda	Teacher, K-12
Schanuel, Erin	Teacher, K-12
Grimes, Ashley	Teacher, K-12
Moldovan, Heather	Teacher, K-12
Berger, Karen	Teacher, K-12
Abell, Nicole	Teacher, K-12
Lamb, Michelle	Teacher, K-12

b. Duties

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

A major focus this year is aligning reading lessons to the Pillars of Instruction and incorporating Text Complexity into our daily whole group and small group instruction.

Support the grade levels in the implementation of lesson planning that support Critical Thinking Skills and text complexity.

Supporting the teachers in unpacking the Florida Standards and understanding text complexity.

Supporting all students in reading so that they will achieve a year's worth of growth in year's time.

Supporting the teachers in Increasing students' independent reading stamina.
Providing PD about text complexity.
Supporting the Morikami Families with literacy by hosting an annual Literacy Night and a Barnes and Noble Night.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

The Pillars of Effective Instruction focus on ensuring ALL students are provided with instruction that will prepare them for post-secondary success. In order to ensure all students are immersed in rigorous tasks encompassing the full intent of the standards, actively engaged in building, connecting, and applying knowledge, collaborating in a student centered, personalized environment, and empowered and supported through high expectations to be college and career ready we provide our teachers and staff opportunities to participate in collaborative planning and instruction.

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

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

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

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

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

We are participating in the district sponsored lead mentor program.

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.

By implementing the first Pillar, students are immersed in rigorous tasks encompassing the full intent of the standards.

- Students are actively engaged with complex texts, tasks, and talk using evidence from the text and creating work samples that are standards-based and rigorous.

- Students are actively engaged in a coherent progression of mathematical practices that relate new concepts to prior skills and target the aspect of rigor called for by the standards.

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

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

By implementing the third Pillar, students collaborate in a student-centered, personalized environment.

- Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means.
- Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential

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

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

Strategy: After School Program

Minutes added to school year: 1,380

After school tutorial reading and math program will be offered to students in need based on current data. Students will be provided personalized remediation based on the tested strands on ELA and Math FSA. Students will be provided remediation on a rotating 6 week schedule.

Strategy Rationale

Provide students with targeted additional support in areas of need.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Hodge-Hargrove, Tonya, tonya.hodge-hargrove@palmbeachschools.org

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

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

Strategy: Extended School Day

Minutes added to school year: 1,000

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

Strategy Rationale

The additional support will assist students in mastery benchmarks

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Quinones, Stacey, stacey.quinones@palmbeachschools.org

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

classroom assessments collected by individual teachers.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Strategies used to assist preschool children in their transition are:

*Parents and students attended an orientation in May to receive information to assist in preparing

students for kindergarten

*Teachers assess students literacy development prior to the start of the school year

*A staggered start schedule is implemented to assist students in transitioning

*Kindergarten students are assigned 5th grade buddies at the beginning of the school year to assist with classroom adjustment and confidence in being a Morikami student. They read together once a week.

b. College and Career Readiness

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

N/A

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

N/A

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

N/A

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

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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 we incorporate text complexity into the instructional day, then we will increase reading gains for all students.
- G2.** If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by grade 3. 

Strategic Goals Detail

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

G1. If we incorporate text complexity into the instructional day, then we will increase reading gains for all students. 1a

G094870

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	85.0

Targeted Barriers to Achieving the Goal 3

- Teachers lacking the understanding of teaching to the full intent and rigor of the standard.
- Teachers lack of understanding of text complexity and how to incorporate in the classroom.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Teaching channel webinars, complex text, grade level standards, test specs

Plan to Monitor Progress Toward G1. 8

EDW reports, RRR reports, Performance Matters reports, and FSQs.

Person Responsible


Tonya Hodge-Hargrove

Schedule

Every 3 Weeks, from 8/14/2017 to 6/1/2018

Evidence of Completion

All available data will be analyzed for student growth.

G2. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by grade 3.  **1a**

 G094871

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	95.0

Targeted Barriers to Achieving the Goal **3**

- Teacher's ability to effectively analyze data and use the information to differentiate instruction that addresses each student's specific area of needs.
- Teachers ability to effectively identify and remediate reading deficiencies.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Continuum of Literacy, standards, test specs, understanding of text complexity

Plan to Monitor Progress Toward G2. **8**

Classroom walk through data will be analyzed looking for evidence of rigorous standards based small group instruction and incorporating text complexity into the ELA block. Administration will attend weekly PLCs to monitor and assist with successfully meeting the goal. Data chats will be conducted.

Person Responsible

Tonya Hodge-Hargrove

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

iobservation data, Performance Matters data, EDW reports, iReady reports, PLC agendas.

Action Plan for Improvement


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

Problem Solving Key

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

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

G1. If we incorporate text complexity into the instructional day, then we will increase reading gains for all students. **1**

 **G094870**

G1.B1 Teachers lacking the understanding of teaching to the full intent and rigor of the standard. **2**

 **B255211**

G1.B1.S1 Align instruction so that the task matches the intent and rigor of the standard. **4**

 **S269679**

Strategy Rationale

Students are going to be able to comprehend at a deeper level.

Action Step 1 **5**

During PLCs teachers will share best practices and align those to the demands of the standards.

Person Responsible

Stacey Quinones

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

PLC agendas, data(FSQs and diagnostic)

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

Administration will attend PLCs and conduct walkthroughs.

Person Responsible

Tonya Hodge-Hargrove

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Lesson plans, PLC agendas

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

Administration will analyze classroom data.

Person Responsible

Tonya Hodge-Hargrove

Schedule

Weekly, from 8/14/2017 to 6/1/2018


Evidence of Completion

EDW data, Performance Matters data, classroom assessment data, WIG leading measures

G1.B2 Teachers lack of understanding of text complexity and how to incorporate in the classroom. 2

 B255212

G1.B2.S1 Provide professional development and teacher collaboration during PLCs. 4

 S269680

Strategy Rationale

If teachers have an understanding of text complexity, they can incorporate it effectively in the classroom.

Action Step 1 5

Administration provides text complexity professional development.

Person Responsible

Stacey Quinones

Schedule

Monthly, from 8/10/2017 to 6/1/2018

Evidence of Completion

agendas and sign-in sheets.

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

Classroom walkthroughs and PLC collaboration.

Person Responsible

Stacey Quinones

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

lesson plans and walkthrough data

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

Administration attend PLCs and conducting regular walkthroughs.

Person Responsible


Stacey Quinones

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

PLC agendas and walkthrough reports and data.


G2. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by grade 3.  1

 G094871

G2.B1 Teacher's ability to effectively analyze data and use the information to differentiate instruction that addresses each student's specific area of needs. 2

 B255213

G2.B1.S1 Teachers participation in Professional Learning Communities 4

 S269681

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Stacey Quinones

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Teachers will provide agendas from PLCs.

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

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

Person Responsible

Stacey Quinones

Schedule

Weekly, from 8/14/2017 to 6/2/2018

Evidence of Completion

Observation reports, PLC agendas, lesson plans, data chat notes

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

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

Person Responsible

Stacey Quinones

Schedule

Monthly, from 8/14/2017 to 6/2/2018

Evidence of Completion

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

G2.B1.S2 Teachers will attend professional development in understanding text complexity. 4

S269682

Strategy Rationale

Teachers are using the same academic vocabulary and matching student to text and task.

Action Step 1 5

Professional Development will be provided on the understanding and implementation of text complexity.

Person Responsible

Stacey Quinones

Schedule

Monthly, from 8/10/2017 to 6/1/2018

Evidence of Completion

Observations, agendas and lesson plans

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Lesson plans

Person Responsible

Tonya Hodge-Hargrove

Schedule

Semiannually, from 8/14/2017 to 6/1/2018

Evidence of Completion

Lesson plan check list and iobservation data

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

PLCs

Person Responsible

Tonya Hodge-Hargrove

Schedule

Daily, from 8/14/2017 to 6/1/2018


Evidence of Completion

PLC agendas, RRR data, lesson plans

G2.B2 Teachers ability to effectively identify and remediate reading deficiencies. 2

 B255214

G2.B2.S1 Collect and analyze RRR data, FSQs, diagnostic, and anecdotal records. 4

 S269683

Strategy Rationale

In analyzing and understanding data, teachers can pinpoint specific deficiencies in reading skills so that personalized remediation can occur.

Action Step 1 5

Data analysis during PLCs and cross grade level collaboration every trimester.

Person Responsible
















Stacey Quinones

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.MA1  M385072	EDW reports, RRR reports, Performance Matters reports, and FSQs.	Hodge-Hargrove, Tonya	8/14/2017	All available data will be analyzed for student growth.	6/1/2018 every-3-weeks
G2.MA1  M385077	Classroom walk through data will be analyzed looking for evidence of rigorous standards based small...	Hodge-Hargrove, Tonya	8/14/2017	iobservation data, Performance Matters data, EDW reports, iReady reports, PLC agendas.	6/1/2018 weekly
G1.B1.S1.MA1  M385068	Administration will analyze classroom data.	Hodge-Hargrove, Tonya	8/14/2017	EDW data, Performance Matters data, classroom assessment data, WIG leading measures	6/1/2018 weekly
G1.B1.S1.MA1  M385069	Administration will attend PLCs and conduct walkthroughs.	Hodge-Hargrove, Tonya	8/14/2017	Lesson plans, PLC agendas	6/1/2018 weekly
G1.B1.S1.A1  A360351	During PLCs teachers will share best practices and align those to the demands of the standards.	Quinones, Stacey	8/14/2017	PLC agendas, data(FSQs and diagnostic)	6/1/2018 weekly
G1.B2.S1.MA1  M385070	Administration attend PLCs and conducting regular walkthroughs.	Quinones, Stacey	8/14/2017	PLC agendas and walkthrough reports and data.	6/1/2018 weekly
G1.B2.S1.MA1  M385071	Classroom walkthroughs and PLC collaboration.	Quinones, Stacey	8/14/2017	lesson plans and walkthrough data	6/1/2018 weekly
G1.B2.S1.A1  A360352	Administration provides text complexity professional development.	Quinones, Stacey	8/10/2017	agendas and sign-in sheets.	6/1/2018 monthly
G2.B1.S1.A1  A360353	Teachers will attend and actively participate in PLC meetings every 8 days.	Quinones, Stacey	8/14/2017	Teachers will provide agendas from PLCs.	6/1/2018 monthly
G2.B2.S1.A1  A360355	Data analysis during PLCs and cross grade level collaboration every trimester.	Quinones, Stacey	8/14/2017		6/1/2018 quarterly
G2.B1.S2.MA1  M385075	PLCs	Hodge-Hargrove, Tonya	8/14/2017	PLC agendas, RRR data, lesson plans	6/1/2018 daily
G2.B1.S2.MA1  M385076	Lesson plans	Hodge-Hargrove, Tonya	8/14/2017	Lesson plan check list and iobservation data	6/1/2018 semiannually
G2.B1.S2.A1  A360354	Professional Development will be provided on the understanding and implementation of text...	Quinones, Stacey	8/10/2017	Observations, agendas and lesson plans	6/1/2018 monthly
G2.B1.S1.MA1  M385073	Assessment data from diagnostics, Performance Matters, iReady and RRR will be analyzed. Data chats...	Quinones, Stacey	8/14/2017	Teacher action plans, data chat notes, EDW reports, Performance Matters reports, and observation notes.	6/2/2018 monthly
G2.B1.S1.MA1  M385074	Monitoring will done through walkthroughs, lesson plan checks, data chats, and administration...	Quinones, Stacey	8/14/2017	Observation reports, PLC agendas, lesson plans, data chat notes	6/2/2018 weekly

V. Professional Development Opportunities

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

G1. If we incorporate text complexity into the instructional day, then we will increase reading gains for all students.

G1.B1 Teachers lacking the understanding of teaching to the full intent and rigor of the standard.

G1.B1.S1 Align instruction so that the task matches the intent and rigor of the standard.

PD Opportunity 1

During PLCs teachers will share best practices and align those to the demands of the standards.

Facilitator

district staff

Participants

K-5

Schedule

Weekly, from 8/14/2017 to 6/1/2018

G1.B2 Teachers lack of understanding of text complexity and how to incorporate in the classroom.

G1.B2.S1 Provide professional development and teacher collaboration during PLCs.

PD Opportunity 1

Administration provides text complexity professional development.

Facilitator

administration

Participants

K-5

Schedule

Monthly, from 8/10/2017 to 6/1/2018

G2. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by grade 3. [OBJ]

G2.B1 Teacher's ability to effectively analyze data and use the information to differentiate instruction that addresses each student's specific area of needs.

G2.B1.S1 Teachers participation in Professional Learning Communities

PD Opportunity 1

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

Facilitator

District staff/school staff/administrators

Participants

K-5 Teachers

Schedule

Monthly, from 8/14/2017 to 6/1/2018

G2.B1.S2 Teachers will attend professional development in understanding text complexity.

PD Opportunity 1

Professional Development will be provided on the understanding and implementation of text complexity.

Facilitator

Principal, Teaching Channel webinars

Participants

Teachers K-5

Schedule

Monthly, from 8/10/2017 to 6/1/2018

G2.B2 Teachers ability to effectively identify and remediate reading deficiencies.

G2.B2.S1 Collect and analyze RRR data, FSQs, diagnostic, and anecdotal records.

PD Opportunity 1

Data analysis during PLCs and cross grade level collaboration every trimester.

Facilitator

Principal and Assistant Principal, district staff

Participants

K-5

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

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	During PLCs teachers will share best practices and align those to the demands of the standards.				\$0.00
2	G1.B2.S1.A1	Administration provides text complexity professional development.				\$0.00
3	G2.B1.S1.A1	Teachers will attend and actively participate in PLC meetings every 8 days.				\$0.00
4	G2.B1.S2.A1	Professional Development will be provided on the understanding and implementation of text complexity.				\$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1951 - Morikami Park Elementary School	School Improvement Funds		\$2,500.00
			Notes: afterschool tutorial using text complexity strategies with students.			
5	G2.B2.S1.A1	Data analysis during PLCs and cross grade level collaboration every trimester.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1951 - Morikami Park Elementary School	School Improvement Funds		\$2,000.00
			Notes: Afterschool tutorial			
Total:						\$4,500.00