

Orange County Public Schools

Moss Park Elementary



2017-18 Schoolwide Improvement Plan

Moss Park Elementary

9301 N SHORE GOLF CLUB BLVD, Orlando, FL 32832

<https://mosssparkes.ocps.net/>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-5</p>	<p>2016-17 Title I School</p> <p>No</p>	<p>2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>40%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>60%</p>

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 is pending approval by the Orange County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district 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 Moss Park Elementary

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.

To lead our students to success with the support and involvement of families and the community

b. Provide the school's vision statement.

To be the top producer of successful students in the nation

2. School Environment

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

At Moss Park Elementary School, our teachers and staff build strong relationships through a variety of methods. Student inventory surveys and positive reinforcement inventory data is used to determine a student's interests. There are many evening and weekend events scheduled for this 2017-2018 school year, such as Grandparents Night, The Moss Park Voices, Moss Park Players, STEM Night and many others! These events allow for relationships to be developed and fostered outside of the classroom environment. Our school is also using our school-wide positive behavior support plan that incorporates fun into learning and gives teachers the opportunity to recognize students for both academic and non-academic accomplishments. We strive to create a feeling of community between our school, staff, teachers, families, students and community. With all these pieces involved, we are able to build positive relationships between all of our stakeholders. In addition, we are able to create traditions and a culture that lends itself to a positive learning environment for all with an emphasis on student success, growth and development in every aspect of their life.

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

Moss Park Eagles! We are "S.O.A.R."-ing towards an exciting new school year! S.O.A.R is our academic and behavior initiative designed to invoke Safe, Organized, Accepting, and Respectful choices within all aspects of Moss Park. S.O.A.R. is specific strategies and expectations designed to assist and reward our students when making positive choices through the distribution of "Eagle Bucks." These bucks can then be used at the desired time to make a purchase from the "Eagles Nest" school store. Teachers and staff recognize that a Safe, Organized, Accepting, and Respectful student is a Moss Park Eagle, SOARing above the rest! We have morning duties where admin, staff, teachers, and safety patrols monitor hallways before school and students are able to earn "Eagle Bucks" for making great choices before school. We work closely with the YMCA so that they incorporate the SOAR initiative into their morning program and students have that consistency throughout their day. This also applies to the YMCA after school program as well. Our teachers go through training during preplanning to remain up to date on our SOAR positive behavior support system and we are able to review our SOAR program, discipline flowchart, and code of conduct. Our school allows for each classroom to use a daily "SOAR Report" which goes with them to specials and cafeteria. We continually monitor and gather data through daily SOAR reports and address areas of need. We have created a positive learning environment for our students which not only allows for them to feel safe and respected, but also organized and accepting of others.

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.

In addition to the promotion of the Positive Behavioral System, SOAR, teachers follow a school-wide behavior flow chart that lays out the sequence in handling a classroom disruption and the referral process. Each class and common areas then have SOAR posters displayed that identify the expected behaviors for that area. We have posters/visuals of the expectations in each classroom, cafeteria, hallways, and even posters at special areas. We use our school-wide discipline flowchart to ensure that everyone knows the expectations and are consistent throughout the school year and from year-to-year. Our students know the expectation of S.O.A.R, and thus we are able to incorporate and tie them into the code of student conduct to have clear behavior expectations.

Teachers and staff may recognize students in these areas that are displaying the expected behaviors by giving them "Eagle Bucks" which they use to purchase items in our school store. During pre-planning, all staff members attended a PD session of the SOAR positive behavioral system, discipline flowchart procedures, interventions, and classroom management. We provide the teachers with lessons, classroom management strategies, support and interventions ideas, as well as incorporate the MTSS process through tiered support. Tier 1 being all students, Tier 2 targeted groups of students, and Tier 3 intensive small groups of students. This school-wide behavioral system and all of its components allows for consistent, clear, and fair expectations for behavior throughout the school while also keeping students positively engaged in academic instructional time. We strive, by using SOAR, to emphasize the use of preventative, proactive teaching, and reinforcement-based strategies to achieve meaningful and durable behavior, classroom management and lifestyle outcomes.

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.

We use programs and curriculum such as the Superflex program with identified students to give them appropriate social thinking strategies which help them relate to their peers and handle conflict appropriately. Along with Superflex, we have social skills groups that meet during lunch and these lunch groups are able to continually work on student needs while not disrupting instructional time. We pair up students that have certain social-emotional needs with teachers as a mentoring program, and use admin, volunteers and others to meet with students. We use reinforcement inventory data to address positive rewards for good choices.

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.

At Moss Park Elementary the following early warning systems are in place:

Attendance-The registrar monitors SMS attendance on a daily basis to track student attendance.

When a students has multiple absences, the school contacts the parent to see if there is an issue that we can help resolve to ensure the child is in school. A letter is also sent home to inform the parent(s) of the FL attendance statute. Finally, the school will work with the social worker for a home visit to check on the well-being and status of the child.

Suspensions- The dean monitors the referral process and works with the support of the district behavior coach to observe students and collect behavioral data. The behavior leadership team meets every other Friday to look for trends and patterns in our school data. The SOAR reports are also analyzed to determine effectiveness and if any adjustments need to be made.

Course failure-Students that have failed or scored a level 1 on statewide assessments have been targeted for Tier II or Tier III interventions as well as additional tutoring opportunities during the school year.

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	6	13	12	12	9	0	0	0	0	0	0	0	62
One or more suspensions	0	1	0	2	2	2	0	0	0	0	0	0	0	7
Course failure in ELA or Math	10	3	4	5	7	17	0	0	0	0	0	0	0	46
Level 1 on statewide assessment	0	0	0	26	19	22	0	0	0	0	0	0	0	67

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	2	0	1	8	6	10	0	0	0	0	0	0	0	27

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

Extended school day tutoring is offered for identified students in grades 3-5. We also meet weekly with teachers to plan and discuss formative and summative data. During these meeting teachers can bring up concerns they are having about students in their classrooms. The Behavior Leadership Team meets twice a month to discuss current behavior data, including referrals and suspensions, and monitors the effectiveness of our school-wide behavior plan. During these meetings, individual students can be identified and provided with additional support or counseling if needed. The Child study team meets regularly to discuss students with attendance concerns.

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

Parental involvement is very high. On an average, we have more than half of our families attend the various evening and daytime events held at Moss Park. Our parents serve on committees such as, School Advisory Council, Parent Leadership Council, Parent and Teacher Association. It is through a

partnership with groups like these that decisions are made in order to increase student learning and strengthen the relationship between the school, our families and the community.

In order to keep our parents informed about their child's progress, we have two designated conference nights during the school year. Teachers and parents are also encouraged to meet more often if the need is there. Teachers also communicate with weekly newsletters, as well as a principal's message that is emailed out every Sunday. Families in grades 2-5 are given access to Progress Book, the online grade book, which allows them to stay informed about their child's grades and progress. Teachers are also able to leave personalized notes about assignments for the parents to view.

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.

Moss Park has a Partner in Education coordinator and an Additions coordinator who builds and sustains partnerships with community and business stakeholders to provide resources for students to support student achievement. Moss Park also participates in Teach In annually .

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
Osmond, Stephanie	Principal
Lohman, Scott	Instructional Coach
Castro, Kim	Instructional Coach
Peters, Tammie	Instructional Coach
McDaid, Rebecca	Assistant Principal
McCloe, Christy	Instructional Coach

b. Duties

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

Principal - Meet with and instruct all members of the leadership team on instructional practices, provide observation feedback to teachers, run all areas of the school

Assistant Principal - Meet weekly with instructional staff to plan, review data and instructional strategies, provide observational feedback to teachers using Instructional Framework, support principal in all above areas

Instructional Coaches - Meet w/ grade level team members to guide planning using the Instructional Framework and state standards, provide observational feedback, coaching and modeling when appropriate

Behavior Leadership Team, provide coaching to individuals and small groups of teachers, hold social skills groups with students, work with teachers to analyze student behavior data and provide support when necessary.

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.

Resources are aligned to meet the needs of all students based upon summative assessment and teacher created formative assessment data. The methodologies for coordinating services and programs designed to maximize desired student outcomes are before and after school tutoring programs, small group interventions and computer based tutorial programs. The people responsible for providing these services are classroom teachers, instructional support personnel, academic coaches and school administrators. Problem solving discussions based upon formative and summative assessment data take place on a regular basis. Personnel providing interventions are redirected according to needs as evidenced through student data.

Title II

Title II funds are not currently available for this year.

Title III

Title III monies are provided through the district for students that have been identified as English Language Learners as well as the education of immigrants. These monies are to provide services for these students as directed by Multilingual Services.

Title X - Homeless

The district homeless liaison works with the school homeless coordinator to ensure the needs of the students and parents of our homeless population are met. They have provided backpacks, hygiene products, and other essential items for the day to day needs of these families.

Supplemental Academic Instruction (SAI)

SAI funding is provided for schools based on the number of Level 1 readers on the FSA ELA Assessment. Moss Park will utilize these funds for tutoring for extended learning opportunities. Moss Park will not only target Level 1 students, but also additional students receiving Tier 2 or Tier 3 interventions in grades 3-5.

Violence Prevention Programs

The classroom teachers will provide four Code of Conduct reviews during the school year to ensure students are aware of the different levels of offenses. In addition, teachers will create a Buddy System to help each other when discipline issues arise. The School Resource Officer teaches GREAT to the students in 4th grade and MAGIC to the students in 5th grade to raise awareness for Drugs and Alcohol.

Nutrition Programs

The school implements a healthy school program. The school asks that parents adhere to the Healthy School Policy by not sending high sugar foods and treats, but instead send in healthy alternatives. The school food service staff will post the nutritional information for students, so that students are aware of the nutritional factors relating to the food which they eat.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Stephanie Osmond	Principal
Joe Ann Lys	Teacher
Rene Griffith	Parent
Sarah Dixon	Parent
Dorcaliz Morales	Parent
Zayda Presley	Teacher
Mary Beth Middleton	Parent
Jaqueline Juarbe	Parent
Tammie Peters	Teacher
Katie Palme	Parent
Kristine Richards	Parent
Alisha Vozella	Parent
Jamie Washington	Parent
Scott Bentley	Parent
Amanda Stephens	Parent
Lizbeth Del Giudice	Parent
Juliette Chiles	Parent
Anthony Peters	Business/Community
Kathleen Adams	Education Support Employee
Roxana Marquez Rosario	Teacher
Rosana Hurtado	Teacher

b. Duties

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

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

The School Advisory Council meets to discuss and review the School Improvement Plan from the previous school year. When the SAC meets, the council will discuss the annual measurable objectives and the outcome of the student FSA scores for reading, math, writing, and science. The council also discusses the barriers that exist that may prevent our school from meeting the annual measurable objectives. The process is then initiated for the school improvement plan for the upcoming school year taking into consideration the following changes: continuing to implement the Florida Standards, the improvement in teacher craft to meet student needs, the need to align formative and summative assessments, and additional district initiatives.

b. Development of this school improvement plan

At each of the School Advisory Council meetings, one of the agenda items will tie to a part of the SIP. At the first SAC meeting the data from the previous school year is shared. As the school year progresses, the SAC discusses ongoing assessments for academics and provides input. The SAC is also able to provide input as to how parents can work with students at home to build a home-school relationships.

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

In preparation for the school's annual budget, the school first looks at the projected enrollment provided by the district and then subtracts the number of outgoing fifth graders and projects on the incoming kindergartners to determine if the projected enrollment is aligned. A staffing report is then run to determine staff needs and staff placements. After staff needs are determined, funds are set aside for the daily operations of the school such as copier rental, teacher and student supplies and substitutes. This is shared and discussed with SAC committee to determine the best use of the allocated funds. The school then uses Supplemental Academic Instruction funding to address the students in need of additional tutoring needs.

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

100% of the funds were allocated for staff bonuses.

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.

The membership was approved at the Sept. 24th SAC meeting.

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
Osmond, Stephanie	Principal
Bonadonna, Carolyn	Teacher, K-12
Williams, Sarah	Assistant Principal
McDaid, Rebecca	Assistant Principal
Lohman, Scott	Instructional Coach
Macgragor, Heather	Teacher, K-12
VanAlstyne, Kimberly	Teacher, K-12
Sparks, Jessica	Teacher, K-12

b. Duties

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

The major initiative of the LLT this year will be to provide support and professional development to classroom teachers during their planning. This will be focused in the District Professional Learning Community initiative. Using the Instructional Framework and the district CRMs, the LLT will help teachers intentionally plan for rigorous lessons that match the standards as well as create Close reading activities that align with standards and complex texts. Through this, the percentage of students scoring level 3 and above in grades 3-5 will increase. The LLT will also work through grade level PLC's to facilitate collaboration and perform data analysis to identify trends in instruction. As part of the monthly PLC meetings, grade levels will target specific strategies that will accelerate their

students' reading ability. The LLT will also continue to promote the Accelerated Reader program and the Battle of the Books to our students.

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.

Moss Park Elementary works hard establish a positive school climate and culture. Teachers and staff are encouraged to bring fun into learning every day. Grade level teams have common planning time in the morning and during their special areas. Administration and coaches join in the planning meetings once a week to provide support and ensure that standards are being taught to the level of rigor required, examine formative and summative assessment data and use the Marzano Instructional Framework to collaborate on strategies.

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

The administration is responsible for the recruitment and retention of highly qualified, certified in-field, and effective teachers at Moss Park Elementary School. The following strategies are being initiated at Moss Park:

1. Common planning times are provided for all grade levels to plan, discuss data and function as Professional Learning Communities
2. Members of the leadership team are assigned to each grade level to provide ongoing support and assistance.
3. Faculty and staff are provided ongoing professional development to meet district initiatives as well as target specific needs as identified
4. Teachers new to the district and school are provided mentors as an additional support

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

Moss Park Elementary School follows the district's guidelines for the teacher induction program. Each mentor has participated in both the Clinical Educator and Coaching and Mentoring courses. The rationale for pairing is to partner teachers with members of the staff that are on the same grade level, who can provide instructional support and monitor for the use of best practices. Mentoring activities this year include monthly meetings, coaching opportunities, collaborative planning time, completion of the Beginning Teacher portfolio, and professional development on Domain One of the Marzano Protocol. The instructional coach will also lend support to both groups of teachers as needed throughout the school year.

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.

Core Reading Program: Journeys
Core Math Program: Go Math
Core Science Program: Fusion

Core Social Studies: McGraw Hill

All resources have met the adoption criteria developed by the state and the district has centralized purchasing to ensure equity. Teachers and coaches use district MTPs, item specifications and the Florida DOE website to analyze the lessons in the core programs and align them to state standards. Teacher lesson plans are monitored by administration to ensure that the activities planned meet the level or rigor required in the standard.

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.

Teachers and instructional staff collect and use student performance data to determine student grouping for reteaching, interventions, and enrichment. Teachers modify instruction to assist students having difficulty through teacher-led guided reading and math groups, iii interventions, enrichment, and differentiated classroom assignments. The student groupings are fluid and reflect students' needs as determined by the most current standards-based student performance assessments.

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

Strategy: Extended School Day

Minutes added to school year: 4,500

Moss Park Elementary School provides an additional 60 minutes in the morning for math 2 days per week and an additional 60 minutes 2 days a week for reading from October to March for additional tutoring for struggling students. Sessions will be in a small group setting for accelerated support. Florida Instruction Coach and iReady are the programs that are used for tutoring instruction.

Strategy Rationale

We need to provide additional academic support for students who continue to struggle after receiving instruction in the core subjects or ELA and math.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

McDaid, Rebecca , rebecca.mcdaid@ocps.net

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

Data is collected through teacher observation, formative and summative assessments. Students are selected to participate based on the results of the beginning of the year student performance assessments, teacher observations, and iReady assessments.

Strategy: Weekend Program

Minutes added to school year: 1,440

Teachers and instructional support will identify students in the lowest 30% in reading and math. We will provide additional support on Saturdays, using a three hour day. We will front load curriculum in order for them to feel better prepared in the general classroom

Strategy Rationale

We need to increase learning gains in our lowest quartile. We believe that this structured support will help our struggling learners.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Osmond, Stephanie, stephanie.osmond@ocps.net

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

We will collect data from common assessments, iReady and classroom observations.

Strategy: Extended School Day

Minutes added to school year: 3,050

Moss Park Voices is an enrichment activity that incorporates the arts to contribute to the well roundness of students. The group teaches children to become better singers, more fluent readers, comfortable on stage, and life-long learners.

Strategy Rationale

This activity promotes collaboration among students and increases reading fluency.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

McDaid, Rebecca , rebecca.mcdaid@ocps.net

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

Data is collected through teacher observation and attendance at performances. The effectiveness of the activity is measured by the increased number of students getting involved in the program, as well as the confidence gained by the students. Attendance is for parents, staff, and the other students of the school.

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.

Many of the children that enter school in kindergarten have had the opportunity to attend VPK or some other form of child care. Moss Park Elementary School holds an annual Tissue and Tears program allowing parents to walk their kindergartners to class on the first three day of school. During this time, the administration shares procedures and policies as well as the academic expectations of the school. Parents are able to ask questions and receive instant feedback. As 5th grade students are preparing to enter middle school, Moss Park hosts a cross over ceremony. Parents are invited and students are recognized for their accomplishments.

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.

To advance college and career awareness, Moss Park provides multiple exposures to college and career options for students including providing a college bound atmosphere campus wide. The first exposure is collegiate flags posted around the campus. Moss Park also has a college shirt day monthly where staff and students are encouraged to wear collegiate apparel to bring attention and support towards college readiness. We participate in Teach In to encourage students to learn about different careers. In addition independent learning and leadership is fostered to prepare students for college and career readiness through the implementation of teacher assistants, safety patrols, and the MAGIC program.

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

To prepare our students for 21st century careers with technology and industry, Moss Park has increased access to digital curriculum and access through the use of i-Ready Reading, i-Ready Math, Accelerated Reader, and HMH Think Central for interactive lessons and digital experiments to provide real world experiences. Every classroom is equipped with Smart Boards and technology integration in the classroom is implemented to prepare 21st century learners for careers involving computers, virtual manipulatives and labs, Additional laptop carts are available to provide students additional opportunities to use technology in a classroom setting. Students also work with learning how to utilize and monitor technology through the news production crew which rotates throughout the year to provide fifth grade students with the opportunity to learn and experience the multimedia production process. This year we also have student response cards where students use clickers to send their answers to the classroom teacher.

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

STEM inquiry investigations and experiments are taking place weekly within the academic instruction to provide hands on experience with science, math, engineering, and technology integration and problem solving in real world situations. STEM club is held once a week for 4th and 5th grade students to enhance their learning focus on science, math, engineering, and technology.

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.

The strategies implemented at Moss Park for improving student readiness based on the annual analysis of the High School Feedback report include immediate assessments, intensive interventions, and strategic fluid instructional groups. Beginning of the year diagnostic assessments provided through DRA, Journeys and Go Math will be used to identify deficiencies. Teachers will form fluid and strategic intervention groups to provide remediation and enrichment support starting in September

and continuing throughout the school year to increase reading and math proficiency to prepare students for on grade level or above coursework in their later academic career. In addition, STEM activities are embedded in the instruction to provide real world problem solving integration and prepare 21st century learners for future academics in science, math, engineering, or technology fields. Another strategy is the implementation and digital access through the use of computer programs and digital curriculum to prepare learners for communicating and demonstrating knowledge with technology as a means of communication. Besides strategies for instruction, recognition strategies are in place to honor academic achievement and motivate student goal setting, The quarterly honor roll award ceremonies recognize academic achievement for K-5 students earning A and B letter grades. The Cross Over Ceremony recognizes students accomplishments in elementary school and prepares them for their middle school experience by honoring students and creating a vision of learning for future years in front of their families at the middle school campus.

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Teachers will demonstrate a deeper understanding of close reading and complex text by collaboratively planning, feedback and professional development through the District Professional Learning Community initiative.

- G2.** Teachers will intentionally plan for standards based center activities in reading and math to differentiate student learning (Division Priority: Accelerate Student Performance)

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. Teachers will demonstrate a deeper understanding of close reading and complex text by collaboratively planning, feedback and professional development through the District Professional Learning Community initiative. 1a

G095641

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	80.0
ELA/Reading Gains District Assessment	67.0
ELA/Reading Lowest 25% Gains	50.0
Math Lowest 25% Gains	83.0

Targeted Barriers to Achieving the Goal 3

- Limited understanding of close reading

Resources Available to Help Reduce or Eliminate the Barriers 2

- Curriculum Resource Materials
- IReady Teacher Tool Box

Plan to Monitor Progress Toward G1. 8

Student iReady data

Person Responsible

Rebecca McDaid

Schedule

Weekly, from 9/5/2017 to 5/25/2018

Evidence of Completion

IReady,

G2. Teachers will intentionally plan for standards based center activities in reading and math to differentiate student learning (Division Priority: Accelerate Student Performance) 1a

G095642

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	80.0
ELA/Reading Gains	67.0
ELA/Reading Lowest 25% Gains	50.0
Math Gains	83.0

Targeted Barriers to Achieving the Goal 3

- Time for planning
- Limited understanding of standards based center implementation

Resources Available to Help Reduce or Eliminate the Barriers 2

- iReady Teacher tool box
- Instructional Coaches
- K-12 Literacy Plan

Plan to Monitor Progress Toward G2. 8

The data that will be collected, analyzed, and discussed will include but not be limited to I-Ready, teacher created formative assessments, and iObservation, subsequent centers will be adjusted based on these results.

Person Responsible

Tammie Peters

Schedule

Weekly, from 9/5/2017 to 5/26/2018

Evidence of Completion

Data from I-ready, lobservation and the data spreadsheet

Plan to Monitor Progress Toward G2. 8

Data will be collected based on the student performance on the teacher culminating assessments and iReady assessments.

Person Responsible

Rebecca McDaid

Schedule

Biweekly, from 9/5/2017 to 5/26/2018

Evidence of Completion

The teacher created assessments and the data collected from them will be uploaded to the collaboration site.

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. Teachers will demonstrate a deeper understanding of close reading and complex text by collaboratively planning, feedback and professional development through the District Professional Learning Community initiative. **1**

 G095641

G1.B1 Limited understanding of close reading **2**

 B257534

G1.B1.S1 Provide PD and planning support for teachers to allow time for understanding close reading and implementation of complex texts **4**

 S272493

Strategy Rationale

Teachers need additional support in the implementation of close reading strategies and complex text

Action Step 1 **5**

Each month teachers will receive professional development on District Professional Learning Community topics, selection of complex text and close reading strategies.

Person Responsible

Scott Lohman

Schedule

Weekly, from 9/8/2017 to 5/26/2018

Evidence of Completion

Classroom observations for implementations

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

scheduling on school calendar

Person Responsible

Stephanie Osmond

Schedule

Weekly, from 9/7/2017 to 5/27/2018

Evidence of Completion

sign in sheet, planning notes

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

Classroom observations will be conducted to monitor the use of strategies

Person Responsible

Stephanie Osmond

Schedule

Monthly, from 9/7/2017 to 5/27/2018

Evidence of Completion

Feedback and classroom walks form

G2. Teachers will intentionally plan for standards based center activities in reading and math to differentiate student learning (Division Priority: Accelerate Student Performance) **1**

 G095642

G2.B1 Time for planning **2**

 B257535

G2.B1.S1 Protected once a week time for collaboratively planning centers **4**

 S272494

Strategy Rationale

Teachers lack opportunities to share ideas with others to meet the varied needs of their students

Action Step 1 **5**

Teachers will plan collaboratively on Tuesdays in order to develop center activities and plans

Person Responsible

Tammie Peters

Schedule

Weekly, from 8/7/2017 to 5/30/2018

Evidence of Completion

Lesson plans, classroom observations

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

Classroom observations for implementation of reading and math centers

Person Responsible

Stephanie Osmond

Schedule

On 5/30/2018

Evidence of Completion

Classroom walks feedback, lesson plans

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

Self Assessment and Goal Setting

Person Responsible

Rebecca McDaid

Schedule

Monthly, from 8/30/2017 to 5/30/2018

Evidence of Completion

Goal setting worksheet

G2.B2 Limited understanding of standards based center implementation 2

 B257536

G2.B2.S1 Provide professional development, facilitated planning and intentional planning for standards based centers 4

 S272495

Strategy Rationale

In order to increase student achievement, teachers must use the standards to develop learning targets and activities to be implemented into differentiated centers.

Action Step 1 5

Teachers need PD on implementing standards based center activities designed to meet the varied needs of the students within their class,

Person Responsible

Rebecca McDaid

Schedule

Weekly, from 8/29/2017 to 5/29/2018

Evidence of Completion

self-assessment, PD sign in sheets, intentional planning notes & lessons, coaching & evaluative observations

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Administration and instructional coaches will conduct classroom visits to monitor the implementation of standards based centers based on the weekly planning meetings.

Person Responsible

Rebecca McDaid

Schedule

Weekly, from 9/5/2017 to 5/26/2018

Evidence of Completion

iObservation data, teacher reflection sheets, Moss Park Elementary Center Plan

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Knowledge learned during the standards based center instruction professional development plan will be implemented during the weekly planning meetings. Feedback will be given regarding the implementation of centers and follow up planning meetings and will also be provided on the lesson plans by administration.

Person Responsible

Rebecca McDaid

Schedule

Weekly, from 8/29/2017 to 6/2/2018

Evidence of Completion

Plans will be uploaded onto the collaboration site with evidence of targets and differentiated center activities, minutes recorded during the planning meetings; iobservation feedback; feedback provided on weekly lesson plans

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1  M391532	Student iReady data	McDaid, Rebecca	9/5/2017	iReady,	5/25/2018 weekly
G2.MA1  M391537	The data that will be collected, analyzed, and discussed will include but not be limited to...	Peters, Tammie	9/5/2017	Data from I-ready, lobservation and the data spreadsheet	5/26/2018 weekly
G2.MA2  M391538	Data will be collected based on the student performance on the teacher culminating assessments and...	McDaid, Rebecca	9/5/2017	The teacher created assessments and the data collected from them will be uploaded to the collaboration site.	5/26/2018 biweekly
G1.B1.S1.A1  A365679	Each month teachers will receive professional development on District Professional Learning...	Lohman, Scott	9/8/2017	Classroom observations for implementations	5/26/2018 weekly
G2.B2.S1.MA1  M391536	Administration and instructional coaches will conduct classroom visits to monitor the...	McDaid, Rebecca	9/5/2017	iObservation data, teacher reflection sheets, Moss Park Elementary Center Plan	5/26/2018 weekly
G1.B1.S1.MA1  M391530	Classroom observations will be conducted to monitor the use of strategies	Osmond, Stephanie	9/7/2017	Feedback and classroom walks form	5/27/2018 monthly
G1.B1.S1.MA1  M391531	scheduling on school calendar	Osmond, Stephanie	9/7/2017	sign in sheet, planning notes	5/27/2018 weekly
G2.B2.S1.A1  A365681	Teachers need PD on implementing standards based center activities designed to meet the varied...	McDaid, Rebecca	8/29/2017	self-assessment, PD sign in sheets, intentional planning notes & lessons, coaching & evaluative observations	5/29/2018 weekly
G2.B1.S1.MA1  M391533	Self Assessment and Goal Setting	McDaid, Rebecca	8/30/2017	Goal setting worksheet	5/30/2018 monthly
G2.B1.S1.MA1  M391534	Classroom observations for implementation of reading and math centers	Osmond, Stephanie	8/29/2017	Classroom walks feedback, lesson plans	5/30/2018 one-time
G2.B1.S1.A1  A365680	Teachers will plan collaboratively on Tuesdays in order to develop center activities and plans	Peters, Tammie	8/7/2017	Lesson plans, classroom observations	5/30/2018 weekly
G2.B2.S1.MA1  M391535	Knowledge learned during the standards based center instruction professional development plan will...	McDaid, Rebecca	8/29/2017	Plans will be uploaded onto the collaboration site with evidence of targets and differentiated center activities, minutes recorded during the planning meetings; iobservation feedback; feedback provided on weekly lesson plans	6/2/2018 weekly

V. Professional Development Opportunities

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

G2. Teachers will intentionally plan for standards based center activities in reading and math to differentiate student learning (Division Priority: Accelerate Student Performance)

G2.B2 Limited understanding of standards based center implementation

G2.B2.S1 Provide professional development, facilitated planning and intentional planning for standards based centers

PD Opportunity 1

Teachers need PD on implementing standards based center activities designed to meet the varied needs of the students within their class,

Facilitator

AP and instructional coaches

Participants

All instructional

Schedule

Weekly, from 8/29/2017 to 5/29/2018

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	Each month teachers will receive professional development on District Professional Learning Community topics, selection of complex text and close reading strategies.				\$0.00
2	G2.B1.S1.A1	Teachers will plan collaboratively on Tuesdays in order to develop center activities and plans				\$0.00
3	G2.B2.S1.A1	Teachers need PD on implementing standards based center activities designed to meet the varied needs of the students within their class,				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		140-Substitute Teachers	1582 - Moss Park Elementary	General Fund		\$500.00
<i>Notes: Formative Assessment process DVD set for teacher PD</i>						
Total:					\$500.00	