

Orange County Public Schools

Catalina Elementary



2017-18 Schoolwide Improvement Plan

Catalina Elementary

2448 29TH ST, Orlando, FL 32805

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

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	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

This plan 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 Catalina 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.

During pre-planning teachers are given an overview of strategies to work with students from poverty. During this training the importance of building relationships with families is highlighted in order to strengthen the home-to-school connection. The school team has created an environment in which parents are welcome to make suggestions for activities and events throughout the school year. The PTA and SAC will sponsor events throughout the year to support our diverse community of learners.

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

Catalina Elementary has put specific procedures in place for student arrival and dismissal as well as student movement throughout the school day. All parents and guardians are required to complete the on-line Volunteer Application in order to enter the lobby from the school office during the school day. The school provides many avenues for students to reach out to adults on campus when they are in need of assistance. On our campus, we have the availability of the following staff members to assist children before, during and after school: classroom teachers, dean, Program Specialist, Guidance Counselor, School Psychologist, Behavior Specialist, school-based Instructional Coaches, Assistant Principal and Principal. Additionally, our Supervision Plan has strong systems and routines in place throughout the school day for students to follow. CHAMPS will be utilized throughout our campus to teach students appropriate behaviors through specific procedures.

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.

School staff have been trained in proactive and effective ways to handle discipline in and out of the classroom through a school-wide behavior management system: Conversation, Help, Activity, Movement, Participation, Success, (CHAMPS). Teachers were given an overview training during pre-planning and students were trained during the beginning of the school year. If students do not follow the school guidelines, interventions are put into place in the classroom to correct behavior. If the misconduct continues, additional support from the dean is provided. We use in-house forms to document interventions and strategies to help students be successful. The Behavior Leadership Team (BLT) meets weekly to review behavioral plans, to update teachers on strategies, to deal with students making poor choices in school, and with students disrupting classroom instruction. The focus of the BLT is to meet the needs of individual students and to develop a plan for students to be successful. If it is determined that a student is not successful even when interventions have been put

in place, Tier III of the Multi-tiered Systems of Support (MTSS) process is initiated for the specific students.

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.

In addition to our Guidance Counselor and Children and Family Place, our school supports students' social and/or emotional needs by providing a variety of programs such as Big Brother, Big Sister program, City Year mentoring, Safe Ambassadors Club, Child Safety Matters (Bullying and Abuse Prevention), and our PEL (Parent Engagement Liaison), which supports parent engagement. We also have The Love Pantry and The Colt Closet to support those in need.

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.

Our school team tracks attendance concerns, excessive tardies, and repeated patterns of discipline referrals. Once a student accumulates five absences and/or tardies, the school Social Worker is notified. The Social Worker assists the school team with contacting parents to schedule meetings to assist with increasing student attendance.

Interventions are put into place for students with more than one suspension in order to increase the chance of the student staying in school.

Progress monitoring is ongoing for our lowest 25% of students and they receive intensive remediation as a part of our Tier II and Tier III instruction. These students are also invited to after school tutoring.

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	46	37	35	39	24	23	0	0	0	0	0	0	0	204
One or more suspensions	1	0	3	11	8	5	0	0	0	0	0	0	0	28
Course failure in ELA or Math	8	10	4	20	5	10	0	0	0	0	0	0	0	57
Level 1 on statewide assessment	0	0	0	83	45	69	0	0	0	0	0	0	0	197

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	5	6	3	35	17	21	0	0	0	0	0	0	0	87

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

Catalina Elementary School structures the reading block using differentiated instruction with embedded re-teaching of standards for students who did not demonstrate mastery on the initial assessment. Catalina provides after-school tutoring for students performing below grade level

expectations. City Year Push-In (small group assistance during core academic blocks), Tier II and Tier III Interventions are provided for students performing below grade-level.

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?

Yes

1. PFEP Link

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

2. Description

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

The school has a Parent Engagement Liaison (PEL) will be coordinating all community-school events. The role of the PEL is to establish and improve effective communication between home and school, improve community outreach, and coordinate training opportunities for parents and families of students in grades Pre-K through 12 that will impact student academic performance. The PEL will conduct home visits, deliver parent workshops, gather and present detailed data pertaining to parent engagement activities, participate in parent/school leadership councils, establish communication with all parents, and create engagement opportunities for all parents. The PEL maintains regular contact with each business to invite them to School Advisory Council (SAC) and Parent Teacher Association (PTA) meetings and monthly events. The businesses receive updates on student achievement.

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
Daub, Seth	Principal
Austin, Michelle	Assistant Principal
Brinkman, Katie	Instructional Coach
Dolan, Meagan	Instructional Coach
Ingram, William	Dean
Walter-Noe, Mary	School Counselor

b. Duties

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

Seth Daub: Principal - oversees all aspects of the school, conducts daily classroom visits, Tier I core instruction, Tier II and Tier III intervention and progress monitoring plans for all students, and the monthly book study professional development. The principal attends PLC meetings weekly for grades 3-5. Principal Daub is a voting member of the School Advisory Committee.

Michelle Durni-Austin: Assistant Principal - conducts daily classroom visits; supports grades K-2, special areas and ESE teachers; attends weekly PLC meetings for grades K-2; works with the registrar to create student schedules; is the leader of the BLT and attends all SAC meetings as a non-voting member.

Meagan Dolan: CRT - is the curriculum and data manager, responsible for organizing testing schedules throughout the year

Katie Milmoie: Reading Coach - provides instructional support to teachers and reading interventions

Abby Collins: Math and Science Coach - provides instructional support to teachers and math interventions

Margaret Walker: Interventionist - provides instructional support to teachers and manages math interventions

Caitlin Dilks: Behavior Specialist, MTSS Coach - serves as the specialist for behavior support and development of behavior interventions

Shawate Jones: Staffing Specialist, LEA representative - schedules and conducts Individual Education Plan (IEP) meetings and evaluations

Mary Walter-Noe: Guidance Counselor - serves as the student support services coordinator for social- emotional and physiological needs

Roxanne Simpson, School Psychologist - serves as a member of the school-based MTSS team and conducts psycho-educational evaluations

Nichol Rolle, Social Worker - coordinates school-to-home support services, and supports the school team with attendance-related concerns

Mayra Martinez: Curriculum Compliance Teacher (CCT) and Title I compliance - provides support to our English Language Learners (ELLs) and assists with district and state ESOL compliance

Malissa MaCann: Parent Resource - provides support to parents throughout the school regarding parental involvement and community engagement

William Ingram: Dean - supports the BLT and school-wide behavior implementation of CHAMPS

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.

Tier I -

Planning for the MTSS process began at the end of the 2016-2017 school year for the 2017-2018 school year. To ensure the Catalina team is addressing all student needs with fidelity, the leadership

team is broken into two segments: academic support and student support services. Both teams meet and collaborate weekly, with the combined support from the school-based leadership team (SBLT), Corrective Programs team and the Learning Community, to ensure all student needs are being met. The MTSS team is comprised of members from both the academic support team and the student support services team. Under the Florida Continuous Improvement Model (FCIM), planning takes place weekly to ensure Tier I instruction in both academics and behavior is implemented with fidelity. Plans are implemented and results are monitored at the following team meetings. If a positive response is noted, no corrective action or intervention is needed. If a questionable or negative response is noted, action steps are developed for appropriate corrective actions and interventions. The SBLT works in collaboration with the district Corrective Programs and the Learning Community teams to help plan, support, and monitor implementation of standards-aligned Tier I instruction.

Administrators meet with grade-level leaders monthly; academic support leaders meet with administrators each week; and student support service leaders meet with administrators weekly. Plans are communicated throughout the school using multiple systems of communication. The main communication tool is the Principal's Newsletter, "Daub's Digest," which is published weekly.

Core instruction in English Language Arts is delivered through the Journeys program to target grade-level Florida Standards. It is delivered in a 120-minute block, five times a week, divided into a 90-minute block with a focus on reading standards, followed by a 30-minute block with a focus on the language standards. Both blocks incorporate differentiated instruction in order to ensure all learners' needs are being met.

Tier I instruction is monitored through weekly summative and formative assessments, classroom walkthroughs, and weekly data review during PLC meetings. Based upon student performance data, Tier I instruction is adjusted. Tier I for behavior is monitored and maintained through the school-wide Discipline and Behavior Intervention Plan. The behavior support leaders meet weekly to monitor student behavior data and develop corrective action and interventions as needed.

Tier II -

At the end of the 2016-2017 school year, the MTSS team met to develop plans for Tier I, Tier II, and Tier III supports for students in grades 3-5. Students performing below grade level receive academic and behavior Tier II interventions. In addition, students performing in the lowest quartile on the Florida Standards Assessment (FSA) receive targeted, academic Tier II interventions schoolwide. All student data is monitored during weekly PLC data meetings respective to the 80%-15%-5% model for data-driven decision making, in order to implement Tier II interventions or class-level, grade-level, or school-level re-teaching needs.

Title I, Part A - Our school team will collaborate to meet the needs of the whole child with regards to academic remediation, counseling, and psychological needs. We will implement the school-wide CHAMPS positive behavior support system. Teachers will receive copies of the book. Title I funding is also responsible for the After-School Tutoring (ATS) program. Students in grades 3-5 who perform in the lowest quartile on the FSA will participate in the ATS program.

Title I, Part C - Migrant - N/A

Title I, Part D – We partner with the middle school in our feeder pattern to assist fifth graders with the transition to middle school. We also provide "Super Kids" and "GREAT" through the Orlando Police Department.

Title III - Funding from this area will be used to provide resources and tutoring for ELLs. Title III funding will allow us to provide teachers with specific strategies and resources for ELLs during

tutoring. Students will participate in small group instruction utilizing visual cues, vocabulary practice and hands-on experiences. Funding will also be used for Saturday tutoring and bus transportation for those participating.

Title X, Homeless - Our clinic provides basic hygiene supplies and clothing for students identified as homeless. School supplies are collected and distributed to all of our students and we also provide food as needed through the "Love Pantry."

Supplemental Academic Instruction (SAI) - SAI funds will be used to provide after-school tutoring for students performing in the lowest quartile. The ATS Program will start at 3:30 p.m. and end at 4:30 p.m.

Violence Prevention Programs - The following prevention programs are in place at Catalina: "Super Kids," "GREAT" (Orlando Police Department), individual counseling, and small groups through Intervention Services.

Nutrition Programs - breakfast and lunch programs are provided to all students each day. The After-School Supper Program provides dinner for our after-school program, Champions, each day.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
	Business/Community
Kim Galloway	Business/Community
Sydney Galloway	Business/Community
Eliza Campbell	Teacher
Cordia Scott	Teacher
Seth Daub	Principal
Mary Walter-Noe	Teacher
Kim Galloway	Business/Community

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 SAC will meet in September 2017 to review the 2016-2017 SIP to assess areas of success and weakness for the purpose of providing input into the 2017-2018 plan.

b. Development of this school improvement plan

Data is shared throughout the year to the SAC. Members suggest and recommend ideas to improve in various areas throughout our campus. The committee discusses/provides guidelines for the following: tutoring to improve student achievement, increasing parental involvement, implementation of uniforms for students to reduce student behaviors and increase school spirit, and various activities to increase community engagement.

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

The SAC will meet nine times per year. The chairperson and principal will lead discussions and updates on strategies and barriers in order to meet school improvement goals. The committee will focus on areas that are showing improvement through student data and will discuss new ideas on how to overcome barriers that are still impeding student achievement. Discussions on the school's annual budget and plan will evolve from monthly meeting updates.

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

No school improvement funds allocated.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
Daub, Seth	Principal
Austin, Michelle	Assistant Principal
Brinkman, Katie	Instructional Coach
Dolan, Meagan	Instructional Coach

b. Duties

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

The LLT parent/family initiative for the school year will be the planning of a Literacy/FSA night in January. The expected outcome will be 100 families participating in literacy activities that will encourage reading at home. The expected outcome in classrooms will be all teachers using close reading strategies with fidelity, as measured through classroom walkthroughs and lesson plan review by the Reading Coach.

The LLT will monitor monthly Accelerated Reader (AR) results and decide how best to allow all students who are not meeting the goals to have more opportunities to participate in the AR program. The expected outcome is to increase the number of students meeting their goals by 10% in each grade level.

The LLT will monitor the reading corners in the school lobby to ensure that students have access to non-fiction and informational text for teacher-led reading circles. The expected outcome is to increase the use of the reading corners by one additional teacher per week.

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.

Teachers collaborate during common planning with Instructional Coaches two times each week to work on unit planning to ensure lesson plan progression to the depth of the standards. All questions are planned ahead of time to ensure proper scaffolding based on the overall learning goal aligned to the standard. Additional planning days are provided for teams to collaborate and create common assessments and lesson plans using the Curriculum Resource Materials (CRMs) provided by the district. Grade-level PLCs focus on data analysis each week to drive instruction. Catalina Elementary School has school-wide committees that focus on academics and school initiatives with a teacher representative for each committee. Teachers choose a committee in which they are most interested and meet monthly for collaboration across grade levels. Each committee plans and presents activities for students, families, and/or the community and collaborates on a vertical alignment of curriculum and activities.

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

The Principal and Assistant Principal work together to recruit teachers by attending job fairs, screen resumes, and interview highly-qualified candidates to fill positions. All new teachers are assigned a mentor as a support for the school year. Teachers new to Catalina are automatically selected to be a part of the "Young Colts" committee in order to become acclimated to the school. School-based leadership fosters a collaborative environment through PLCs, vertical teaming, staff recognition/celebrations, and teacher appreciation incentives.

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

New teachers are paired with mentors that work closely with them throughout the year. Mentors provide feedback on classroom management, instruction and planning. Mentors also work through the online portfolio modules. New teachers and mentors attend new teacher meetings that provide training on best practices and strategies. New teachers are paired with a mentor that is on their same grade level when possible.

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.

"The district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the standards-based resources during daily instruction."

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.

Students participate in school-wide interventions daily in both reading and mathematics. Interventions are assigned based on student data analyzed during weekly PLC meetings. Student groups are fluid based on ongoing progress monitoring. Due to the high number of below-level groups, all instructional staff members are assigned to an intervention group. Teachers meet weekly to discuss student

progress and make necessary adjustments based on student data. This data is used to assist with the MTSS process.

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: 10,800

Catalina Elementary School implements an additional hour of reading instruction daily per Florida statute. Students participate in 60 minutes of guided, small group, differentiated instruction of the Florida ELA Standards.

Strategy Rationale

Additional instruction will increase students' proficiency of Florida State Standards.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Austin, Michelle, michelle.durni-austin@ocps.net

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

Students are assessed on skills throughout the school year to determine student growth

Strategy: After School Program

Minutes added to school year: 3,650

Additional assistance is provided for students who are performing below expectations based on previous FSA scores and common assessments. Students selected will receive tutoring in reading and math based on their identified needs. Students will have the benefit of working in a small group to receive specialized instruction from trained teachers. The ATS program incorporates 45 minutes of direct instruction. It is important that students are available to attend the full 45-minute tutoring program to make adequate learning gains. Data shows that students who participate in tutoring show academic growth.

Strategy Rationale

Additional instruction will increase students' proficiency of Florida State Standards.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Austin, Michelle, michelle.durni-austin@ocps.net

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

Students take a pre-assessment, mini-assessments, and post-assessments throughout the program to determine the effectiveness of instruction and student growth. Data shows that students who have participated in this before- and after-school program show academic growth.

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.

Catalina's PEL will provide program information to preschools located in our attendance zone. In addition to providing flyers about primary literacy and parent nights, surrounding daycare providers are provided with kindergarten registration packets and invitations to "Kindergarten Round-up" for students entering school in 2017-2018.

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.

Catalina promotes academic and career planning through district and school initiatives throughout the year. "Teach-In" brings in guests of various careers to speak with the students. Speakers focus on the necessary skills needed to be successful in a college or career environment. Field trips are aligned with core curriculum and college and career opportunities. The faculty, staff and students participate in "College Day" each week by wearing the t-shirt or jersey of their favorite college or university every Wednesday.

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

Catalina provides a Specials Areas rotation that incorporates career education through Art, Physical Education, Dance, and Music.

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

Catalina incorporates career and technical education through the integration of computer learning in each classroom. Every classroom is equipped with at least three computers and a Smartboard, so students have continuous opportunities to integrate technical learning through core subjects.

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.

Catalina Elementary School utilizes daily interventions and the tutoring program to scaffold instruction to increase student proficiency of the Florida State Standards.

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.** Administrators and staff will implement a school-wide positive behavior support system in order to maximize instructional time to increase student achievement. (Division Priorities: Accelerate Student Performance)

- G2.** Administrators and staff will increase implementation of standards-aligned tasks which will lead to improved student achievement as aligned to the District PLC (DPLC). (Division Priority: Accelerate Student Performance)

- G3.** Teachers and administrators will collaborate and reflect through PLCs to use data to plan for and implement lessons that incorporate standards-aligned tasks through content-specific, complex texts, directly causing an increase in student achievement. (Division Priority: Invest in Human Capital)

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. Administrators and staff will implement a school-wide positive behavior support system in order to maximize instructional time to increase student achievement. (Division Priorities: Accelerate Student Performance) 1a

G095874

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	35.0
ELA/Reading Gains	62.0
ELA/Reading Lowest 25% Gains	74.0
FSA Mathematics Achievement	50.0
Math Gains	71.0
Math Lowest 25% Gains	62.0
Statewide Science Assessment Achievement	33.0

Targeted Barriers to Achieving the Goal 3

- Teachers need additional training on implementation of the school-wide positive behavior support system in order to increase student achievement

Resources Available to Help Reduce or Eliminate the Barriers 2

- On-going professional development using CHAMPS to support positive behaviors

Plan to Monitor Progress Toward G1. 8

Administrators and staff will review student data collected at PLC meetings to determine the success of implementation of CHAMPS schoolwide.

Person Responsible

Seth Daub

Schedule

Weekly, from 8/29/2017 to 5/31/2018

Evidence of Completion

Weekly PLC notes and student referral data will be collected as evidence.

G2. Administrators and staff will increase implementation of standards-aligned tasks which will lead to improved student achievement as aligned to the District PLC (DPLC). (Division Priority: Accelerate Student Performance) 1a

G095875

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	35.0
ELA/Reading Lowest 25% Gains	74.0
FSA Mathematics Achievement	50.0
Math Gains	71.0
Math Lowest 25% Gains	62.0
ELA/Reading Gains	62.0
Statewide Science Assessment Achievement	33.0

Targeted Barriers to Achieving the Goal 3

- Teachers need additional Professional Development and time to collaborate in order to completely understand and utilize standards-based instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Ongoing professional development provides strategies for improved standards-based instruction.
- Instructional Coaches have been trained in Marzano strategies to coach teachers through modeling, side-by-side coaching, and observations with immediate, actionable feedback.
- District support through Corrective Programs and the Learning Community is provided to the instructional coaches and teachers during collaborative planning sessions on a biweekly basis.

Plan to Monitor Progress Toward G2. 8

School-based leadership team (SBLT) members will conduct classroom walkthroughs and analyze student performance data to monitor whether teachers are implementing effective, high-quality standards-based instruction.

Person Responsible

Seth Daub

Schedule

Monthly, from 9/19/2017 to 5/31/2018

Evidence of Completion

Common assessment data and iObservation data indicating an increase in student achievement as a result of standards-aligned instruction

G3. Teachers and administrators will collaborate and reflect through PLCs to use data to plan for and implement lessons that incorporate standards-aligned tasks through content-specific, complex texts, directly causing an increase in student achievement. (Division Priority: Invest in Human Capital) 1a

G095876

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	35.0
ELA/Reading Gains	62.0
ELA/Reading Lowest 25% Gains	74.0
FSA Mathematics Achievement	50.0
Math Gains	71.0
Math Lowest 25% Gains	62.0
Statewide Science Assessment Achievement	33.0

Targeted Barriers to Achieving the Goal 3

- Lack of teacher understanding of the full depth and intent of grade level standards.

Resources Available to Help Reduce or Eliminate the Barriers 2

- PLC meetings are scheduled weekly with administration. PLC agendas are developed through collaboration with the PLC chairperson and the administrator. PLC meetings allow time for collaboration

Plan to Monitor Progress Toward G3. 8

Administrators and teachers will review student data at PLC meetings to determine the success of the collaboration and reflection of deconstructing standards, lesson planning, alignment of tasks through content-specific, complex texts. The data collected will also determine teacher growth using standards-based instruction.

Person Responsible

Seth Daub

Schedule

Biweekly, from 8/29/2017 to 5/31/2018

Evidence of Completion

PLC observations and lesson plan review indicating teachers have a deeper understanding of the standards, as well as common assessment data and iObservation data indicating an increase in student achievement as a result of standards-aligned instruction

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. Administrators and staff will implement a school-wide positive behavior support system in order to maximize instructional time to increase student achievement. (Division Priorities: Accelerate Student Performance) 1

G095874

G1.B1 Teachers need additional training on implementation of the school-wide positive behavior support system in order to increase student achievement 2

B258065

G1.B1.S1 All staff will be trained using CHAMPS during pre-planning by the leadership team. 4

S273179

Strategy Rationale

Additional training on implementing a school-wide positive behavior support system will support student achievement.

Action Step 1 5

Teachers will participate in a monthly CHAMPS book study.

Person Responsible

Seth Daub

Schedule

Monthly, from 8/29/2017 to 5/31/2018

Evidence of Completion

Evidence of completion will be book study reflections, sign-in sheets and agendas.

Action Step 2 5

Teachers will implement the strategies learned from the CHAMPS professional development.

Person Responsible

Seth Daub

Schedule

Monthly, from 8/29/2017 to 5/31/2018

Evidence of Completion

Evidence will be provided through walkthrough written feedback, some evaluative and some non-evaluative.

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

The principal will monitor effective implementation through weekly PLC meetings and classroom walkthroughs.

Person Responsible

Seth Daub

Schedule

Weekly, from 8/29/2017 to 5/31/2018

Evidence of Completion

Classroom walkthroughs will be conducted with written feedback provided to teachers.

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

Teachers will be monitored through classroom walkthroughs conducted by administrators and Instructional Coaches and through the coaching cycle to support effective transfer from professional development to instructional practices.

Person Responsible

Seth Daub

Schedule

Weekly, from 8/29/2017 to 6/7/2018

Evidence of Completion

Data will be collected through iObservation and feedback will be analyzed to identify possible trends.

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

Teachers will be monitored through classroom walkthroughs conducted by administration and instructional coaches and through the coaching cycle to support effective transfer from professional development to instructional practices.

Person Responsible

Seth Daub

Schedule

Weekly, from 8/29/2017 to 5/31/2018

Evidence of Completion

Data will be collected through iObservation and feedback will be analyzed to identify possible trends.

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

Administrators and Instructional Coaches will conduct classroom walkthroughs with documented teacher feedback and observational teacher data.

Person Responsible

Seth Daub

Schedule

Weekly, from 8/29/2017 to 5/31/2018

Evidence of Completion

Data from PLC discussions and reflections on student data

G2. Administrators and staff will increase implementation of standards-aligned tasks which will lead to improved student achievement as aligned to the District PLC (DPLC). (Division Priority: Accelerate Student Performance) 1

G095875

G2.B1 Teachers need additional Professional Development and time to collaborate in order to completely understand and utilize standards-based instruction. 2

B258066

G2.B1.S1 Professional Development will be scheduled monthly on Wednesday afternoons that focuses on strategies to increase the implementation standards-aligned instruction. 4

S273180

Strategy Rationale

Teachers and administrators have a set time each month to study or collaborate on how to increase implementation of standards-aligned tasks.

Action Step 1 5

Teachers will rotate through monthly “Catalina PhD,” a monthly teacher-led PD opportunity, where they can choose from three to four options based on their individual opportunities for growth.

Person Responsible

Seth Daub

Schedule

Monthly, from 8/29/2017 to 5/31/2018

Evidence of Completion

Evidence of completion will include training agendas, materials and exit slips from professional development.

Action Step 2 5

Teachers will practice the learned strategy at least 2 times within the 4-week period before the next PD opportunity.

Person Responsible

Michelle Austin

Schedule

Weekly, from 8/29/2017 to 5/31/2018

Evidence of Completion

Evidence of completion will include weekly lesson plans and student data.

Action Step 3 5

A leadership team member assigned to the session will schedule at least 2 non-evaluative observation opportunities to observe the teacher practicing the strategy and provide feedback.

Person Responsible

Seth Daub

Schedule

Weekly, from 8/29/2017 to 5/31/2018

Evidence of Completion

Actionable feedback provided to the teacher from a leadership team member.

Action Step 4 5

Principal will follow-up with Instructional Coaches regarding their classroom observations at the weekly administrative meetings.

Person Responsible

Seth Daub

Schedule

Weekly, from 8/29/2017 to 5/31/2018

Evidence of Completion

Classroom walkthrough feedback, student data and teacher reflections will be collected as evidence.

Action Step 5 5

Provide school staff with targeted coaching support from the senior administrators for corrective programs to improve standard based instruction and analyze student level achievement data.

Person Responsible

Seth Daub

Schedule

Weekly, from 8/29/2017 to 5/31/2018

Evidence of Completion

Classroom walkthrough feedback and student data will be collected as evidence.

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

Administrators will attend PD opportunities and meet with Instructional Coaches to ensure the trainings are taking place as intended.

Person Responsible

Seth Daub

Schedule

Monthly, from 8/29/2017 to 5/31/2018

Evidence of Completion

Weekly classroom observations along with actionable feedback relating to the PD opportunity and standards-based instruction will be used to monitor the effectiveness of the action plan with fidelity.

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

Implementation of strategies learned during trainings will be monitored through classroom walkthroughs conducted by administrators and Instructional Coaches and through the coaching cycle to support effective transfer of learning from professional development to instructional practices.

Person Responsible

Seth Daub

Schedule

Biweekly, from 8/29/2017 to 5/31/2018

Evidence of Completion

Data will be collected through iObservation, and feedback will be analyzed to identify possible trends.

G3. Teachers and administrators will collaborate and reflect through PLCs to use data to plan for and implement lessons that incorporate standards-aligned tasks through content-specific, complex texts, directly causing an increase in student achievement. (Division Priority: Invest in Human Capital) **1**

G095876

G3.B1 Lack of teacher understanding of the full depth and intent of grade level standards. **2**

B258067

G3.B1.S1 Instructional Coaches will guide teachers during weekly PLCs to collaborate, reflect, and discuss effective planning to implement lessons using content-specific, complex text to address the depth and intent of the Florida Standards. **4**

S273181

Strategy Rationale

PLC meetings are used to reflect on the success of lessons based on the student achievement outcome. If student achievement is not achieved in common assessments, effective interventions will be planned.

Action Step 1 **5**

Leadership team will communicate specific deliverables to coaches and staff to be met during each PLC.

Person Responsible

Seth Daub

Schedule

Monthly, from 8/29/2017 to 5/31/2018

Evidence of Completion

Sign-in sheets, agendas and reflections will be collected as evidence.

Action Step 2 **5**

Teachers will plan for lessons, with the guidance of an Instructional Coach, at least two weeks in advance and upload plans weekly for review.

Person Responsible

Seth Daub

Schedule

Weekly, from 8/29/2017 to 5/31/2018

Evidence of Completion

Meeting attendance sign-in sheets, common lesson plans, and common assessments will be evidence of completion.

Action Step 3 5

Administrators will attend PLCs, review lesson plans, and provide timely feedback to teachers prior to instructional delivery.

Person Responsible

Seth Daub

Schedule

Weekly, from 8/29/2017 to 5/31/2018

Evidence of Completion

All lesson plans will be reviewed to ensure lessons are designed to meet the depth of the standards.

Action Step 4 5

Administrators will follow-up with coaches during leadership team meetings to monitor PLC progress.

Person Responsible

Seth Daub

Schedule

Weekly, from 8/29/2017 to 5/31/2018

Evidence of Completion

PLC notes, student data and feedback will be used as evidence.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

The principal will monitor effective planning and implementation of lessons through weekly PLC meetings and classroom walkthroughs in which actionable feedback will be provided to teachers. Teachers will reflect on their teaching based on the feedback provided.

Person Responsible

Seth Daub

Schedule

Weekly, from 8/29/2017 to 5/31/2018

Evidence of Completion

Data from PLC discussions and reflections on student achievement from lessons will show improvement. Teachers will bring students data to meetings to discuss success and effectiveness of the lessons taught.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Administrators and Instructional Coaches will conduct classroom walkthroughs with documented teacher feedback and teacher observational data recorded in iObservation. Teachers will bring student data to weekly PLC meetings to analyze and reflect with the lesson plan.

Person Responsible

Seth Daub

Schedule

Weekly, from 8/29/2017 to 5/31/2018

Evidence of Completion

Weekly classroom walkthroughs will show an improvement based on feedback given to teachers in iObservation.

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 M393086	Administrators and staff will review student data collected at PLC meetings to determine the...	Daub, Seth	8/29/2017	Weekly PLC notes and student referral data will be collected as evidence.	5/31/2018 weekly
G2.MA1 M393089	School-based leadership team (SBLT) members will conduct classroom walkthroughs and analyze student...	Daub, Seth	9/19/2017	Common assessment data and iObservation data indicating an increase in student achievement as a result of standards-aligned instruction	5/31/2018 monthly
G3.MA1 M393092	Administrators and teachers will review student data at PLC meetings to determine the success of...	Daub, Seth	8/29/2017	PLC observations and lesson plan review indicating teachers have a deeper understanding of the standards, as well as common assessment data and iObservation data indicating an increase in student achievement as a result of standards-aligned instruction	5/31/2018 biweekly
G1.B1.S1.MA1 M393082	Teachers will be monitored through classroom walkthroughs conducted by administration and...	Daub, Seth	8/29/2017	Data will be collected through iObservation and feedback will be analyzed to identify possible trends.	5/31/2018 weekly
G1.B1.S1.MA4 M393083	Administrators and Instructional Coaches will conduct classroom walkthroughs with documented...	Daub, Seth	8/29/2017	Data from PLC discussions and reflections on student data	5/31/2018 weekly
G1.B1.S1.MA1 M393084	The principal will monitor effective implementation through weekly PLC meetings and classroom...	Daub, Seth	8/29/2017	Classroom walkthroughs will be conducted with written feedback provided to teachers.	5/31/2018 weekly
G1.B1.S1.A1 A366681	Teachers will participate in a monthly CHAMPS book study.	Daub, Seth	8/29/2017	Evidence of completion will be book study reflections, sign-in sheets and agendas.	5/31/2018 monthly
G1.B1.S1.A2 A366682	Teachers will implement the strategies learned from the CHAMPS professional development.	Daub, Seth	8/29/2017	Evidence will be provided through walkthrough written feedback, some evaluative and some non-evaluative.	5/31/2018 monthly
G2.B1.S1.MA1 M393087	Implementation of strategies learned during trainings will be monitored through classroom...	Daub, Seth	8/29/2017	Data will be collected through iObservation, and feedback will be analyzed to identify possible trends.	5/31/2018 biweekly
G2.B1.S1.MA1 M393088	Administrators will attend PD opportunities and meet with Instructional Coaches to ensure the...	Daub, Seth	8/29/2017	Weekly classroom observations along with actionable feedback relating to the PD opportunity and standards-based instruction will be used to monitor the effectiveness of the action plan with fidelity.	5/31/2018 monthly
G2.B1.S1.A1 A366683	Teachers will rotate through monthly "Catalina PhD," a monthly teacher-led PD opportunity, where...	Daub, Seth	8/29/2017	Evidence of completion will include training agendas, materials and exit slips from professional development.	5/31/2018 monthly
G2.B1.S1.A2 A366684	Teachers will practice the learned strategy at least 2 times within the 4-week period before the...	Austin, Michelle	8/29/2017	Evidence of completion will include weekly lesson plans and student data.	5/31/2018 weekly
G2.B1.S1.A3 A366685	A leadership team member assigned to the session will schedule at least 2 non-evaluative...	Daub, Seth	8/29/2017	Actionable feedback provided to the teacher from a leadership team member.	5/31/2018 weekly
G2.B1.S1.A4 A366686	Principal will follow-up with Instructional Coaches regarding their classroom observations at the...	Daub, Seth	8/29/2017	Classroom walkthrough feedback, student data and teacher reflections will be collected as evidence.	5/31/2018 weekly
G2.B1.S1.A5 A366687	Provide school staff with targeted coaching support from the senior administrators for corrective...	Daub, Seth	8/29/2017	Classroom walkthrough feedback and student data will be collected as evidence.	5/31/2018 weekly
G3.B1.S1.MA1 M393090	Administrators and Instructional Coaches will conduct classroom walkthroughs with documented...	Daub, Seth	8/29/2017	Weekly classroom walkthroughs will show an improvement based on feedback given to teachers in iObservation.	5/31/2018 weekly

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Catalina Elementary

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S1.MA1 M393091	The principal will monitor effective planning and implementation of lessons through weekly PLC...	Daub, Seth	8/29/2017	Data from PLC discussions and reflections on student achievement from lessons will show improvement. Teachers will bring students data to meetings to discuss success and effectiveness of the lessons taught.	5/31/2018 weekly
G3.B1.S1.A1 A366688	Leadership team will communicate specific deliverables to coaches and staff to be met during each...	Daub, Seth	8/29/2017	Sign-in sheets, agendas and reflections will be collected as evidence.	5/31/2018 monthly
G3.B1.S1.A2 A366689	Teachers will plan for lessons, with the guidance of an Instructional Coach, at least two weeks in...	Daub, Seth	8/29/2017	Meeting attendance sign-in sheets, common lesson plans, and common assessments will be evidence of completion.	5/31/2018 weekly
G3.B1.S1.A3 A366690	Administrators will attend PLCs, review lesson plans, and provide timely feedback to teachers prior...	Daub, Seth	8/29/2017	All lesson plans will be reviewed to ensure lessons are designed to meet the depth of the standards.	5/31/2018 weekly
G3.B1.S1.A4 A366691	Administrators will follow-up with coaches during leadership team meetings to monitor PLC...	Daub, Seth	8/29/2017	PLC notes, student data and feedback will be used as evidence.	5/31/2018 weekly
G1.B1.S1.MA3 M393085	Teachers will be monitored through classroom walkthroughs conducted by administrators and...	Daub, Seth	8/29/2017	Data will be collected through iObservation and feedback will be analyzed to identify possible trends.	6/7/2018 weekly

V. Professional Development Opportunities

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

G1. Administrators and staff will implement a school-wide positive behavior support system in order to maximize instructional time to increase student achievement. (Division Priorities: Accelerate Student Performance)

G1.B1 Teachers need additional training on implementation of the school-wide positive behavior support system in order to increase student achievement

G1.B1.S1 All staff will be trained using CHAMPS during pre-planning by the leadership team.

PD Opportunity 1

Teachers will participate in a monthly CHAMPS book study.

Facilitator

Trained CHAMPS teachers.

Participants

All staff.

Schedule

Monthly, from 8/29/2017 to 5/31/2018

G2. Administrators and staff will increase implementation of standards-aligned tasks which will lead to improved student achievement as aligned to the District PLC (DPLC). (Division Priority: Accelerate Student Performance)

G2.B1 Teachers need additional Professional Development and time to collaborate in order to completely understand and utilize standards-based instruction.

G2.B1.S1 Professional Development will be scheduled monthly on Wednesday afternoons that focuses on strategies to increase the implementation standards-aligned instruction.

PD Opportunity 1

Teachers will rotate through monthly “Catalina PhD,” a monthly teacher-led PD opportunity, where they can choose from three to four options based on their individual opportunities for growth.

Facilitator

Principal (Seth Daub), Assistant Principal (Michelle Austin), CRT(Meagan Dolan), Reading Coach (Katie Milmo), CCT (Mayra Martinez), (Abby Collins), Math Coach

Participants

All instructional staff K-5, all supporting classroom paraprofessional, City Year staff

Schedule

Monthly, from 8/29/2017 to 5/31/2018

G3. Teachers and administrators will collaborate and reflect through PLCs to use data to plan for and implement lessons that incorporate standards-aligned tasks through content-specific, complex texts, directly causing an increase in student achievement. (Division Priority: Invest in Human Capital)

G3.B1 Lack of teacher understanding of the full depth and intent of grade level standards.

G3.B1.S1 Instructional Coaches will guide teachers during weekly PLCs to collaborate, reflect, and discuss effective planning to implement lessons using content-specific, complex text to address the depth and intent of the Florida Standards.

PD Opportunity 1

Leadership team will communicate specific deliverables to coaches and staff to be met during each PLC.

Facilitator

Principal (Seth Daub), Assistant Principal (Michelle Austin), CRT(Meagan Dolan), Reading Coach (Katie Milmo), CCT (Mayra Martinez), Math Coach (Abby Collins)

Participants

All instructional staff K-5, all supporting classroom paraprofessionals, City Year staff

Schedule

Monthly, from 8/29/2017 to 5/31/2018

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	Teachers will participate in a monthly CHAMPS book study.				\$0.00
2	G1.B1.S1.A2	Teachers will implement the strategies learned from the CHAMPS professional development.				\$0.00
3	G2.B1.S1.A1	Teachers will rotate through monthly "Catalina PhD," a monthly teacher-led PD opportunity, where they can choose from three to four options based on their individual opportunities for growth.				\$3,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0701 - Catalina Elementary	Title, I Part A		\$3,500.00
4	G2.B1.S1.A2	Teachers will practice the learned strategy at least 2 times within the 4-week period before the next PD opportunity.				\$0.00
5	G2.B1.S1.A3	A leadership team member assigned to the session will schedule at least 2 non-evaluative observation opportunities to observe the teacher practicing the strategy and provide feedback.				\$0.00
6	G2.B1.S1.A4	Principal will follow-up with Instructional Coaches regarding their classroom observations at the weekly administrative meetings.				\$0.00
7	G2.B1.S1.A5	Provide school staff with targeted coaching support from the senior administrators for corrective programs to improve standard based instruction an analyze student level achievement data.				\$281,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	0701 - Catalina Elementary	UniSIG		\$31,250.00
	5100	510-Supplies	0701 - Catalina Elementary	UniSIG		\$25,000.00
	5100	643-Capitalized Hardware and Technology-Related Infrastructure	0701 - Catalina Elementary	UniSIG		\$27,017.99
			Notes: \$8,717.20 Additional Title 1 Funds			
	5100	644-Computer Hardware Non-Capitalized	0701 - Catalina Elementary	UniSIG		\$197,932.01
8	G3.B1.S1.A1	Leadership team will communicate specific deliverables to coaches and staff to be met during each PLC.				\$0.00
9	G3.B1.S1.A2	Teachers will plan for lessons, with the guidance of an Instructional Coach, at least two weeks in advance and upload plans weekly for review.				\$0.00
10	G3.B1.S1.A3	Administrators will attend PLCs, review lesson plans, and provide timely feedback to teachers prior to instructional delivery.				\$0.00
11	G3.B1.S1.A4	Administrators will follow-up with coaches during leadership team meetings to monitor PLC progress.				\$0.00
					Total:	\$284,700.00