

Marion County Public Schools

College Park Elementary School



2017-18 Schoolwide Improvement Plan

College Park Elementary School

1330 SW 33RD AVE, Ocala, FL 34474

[no web address on file]

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	81%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

This plan is pending approval by the Marion 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 College Park Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Our mission at College Park Elementary School is to provide all students with the educational opportunities needed to develop academic skills and character traits necessary for a diverse and global society.

b. Provide the school's vision statement.

Our vision at College Park Elementary is to provide a quality education in a safe and nurturing environment.

2. School Environment

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

School demographic data provides the school with information related to the diversity on our campus. Teachers provide opportunities to engage students in multi-cultural activities that promote awareness of family backgrounds.

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

College Park Elementary is a PBIS school. Everyone on campus has been trained in the Positive Behavior Interventions and Support System. College Park Elementary's focus is on promoting Respect, Responsibility and being a Role Model among staff and students. This year College Park Elementary is entering the second year piloting the PBIS Interconnected Systems Framework model to intervene and address student behavior and mental health concerns in an effort to increase student academic achievement.

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

College Park Elementary is a PBIS school. Everyone on campus has been trained in the Positive Behavior Support System. College Park Elementary's focus is on promoting Respect, Responsibility and being a Role Model among staff and students.

A strategy from our PBIS program is the implementation of three interventions before a behavior referral is documented. This year College Park Elementary is piloting the PBIS Interconnected Systems Framework model to intervene and address student behavior and mental health concerns in an effort to increase student academic achievement.

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

Our guidance counselors are available to provide individual and small group counseling to meet student needs, such as interactive social groups and the check-in and check-out monitoring system.

We also provide mentoring for students identified by our Early Warning System as being high risk students.

PBIS is a major focus on our campus this year with many student-based activities planned to provide opportunities for students to socialize and be recognized for positive behavior. This year College Park Elementary is piloting the PBIS Interconnected Systems Framework model to intervene and address student behavior and mental health concerns in an effort to increase student academic achievement.

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.

Performance Matters and Skyward are used to monitor the EWS indicators such as students with attendance below 90 percent, ELA and Math course failure, and students scoring Level 1 on the statewide assessments in ELA and Math.

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	1	1	1	2	2	5	0	0	0	0	0	0	0	12
One or more suspensions	1	2	3	8	7	12	0	0	0	0	0	0	0	33
Course failure in ELA or Math	0	2	3	5	7	12	0	0	0	0	0	0	0	29
Level 1 on statewide assessment	0	0	0	60	52	31	0	0	0	0	0	0	0	143

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	1	2	3	8	7	12	0	0	0	0	0	0	0	33

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

School-wide intervention strategies to improve academic performance for students identified by the early warning system includes: PBIS (ISF), mentoring, counseling, and parent notification. College Park Elementary also monitors student performance through the multi-tiered system of interventions, psychological testing and observations to ensure students are receiving the services needed for successful classroom performance. Teachers meet weekly to engage in collaborative conversations regarding instruction aligned to Florida Standards. Teachers receive ongoing training in planning standards based lessons to improve academic performance of all students.

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 accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/466288>.

2. Description

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

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

At College Park Elementary, we will conduct our Title I annual meeting before student open house, informing parents and families of the Title I programs, Title I portable resource van schedule, and the Home-School Connection Newsletters. The program will be offered in an upbeat and positive atmosphere, inviting parents to partner with us in our goals for improved student achievement. We will work to create an environment where parents feel welcome and are able to ask questions or receive necessary resources. We will strive to involve all of our school community by offering these sessions in both English and Spanish.

In addition, we will hold annual orientation and three parent involvement activities. Several of the orientations will be held at local housing developments as a community outreach program. We also send a monthly newsletter to families and offer access to student academic information through Skyward. Central Florida College is our business partner and supports College Park Elementary through activities such as mentoring and volunteering for various events. Meadowbrook Church also a community resource which may sponsor PBS and other school activities.

It is important for parents and families to know where we have been and where we are going in our student achievement goals. We will share this information in easy-to-understand format with corresponding supporting documents. There will be a Title I booth available so that those that want one-on-one assistance may ask questions and take extra time to understand the program or resources available to their family.

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
Burgess, Laura		Principal
Robles, Noelle		Assistant Principal
Smiley, Carmen		Assistant Principal

b. Duties

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

Laura Burgess, Principal
Carmen Smiley and Noelle Robles, Assistant Principals
Doris Tucker, Dean of Students
Content Area Specialist (Literacy)
Content Area Specialist (Math) (0.5 unit)
Intervention Specialists (1.2 unit)

College Park Elementary School's Leadership Team meets weekly to discuss school academic climate, upcoming events and teacher/staff concerns. The school based leadership team should consistently monitor student achievement data and provide intervention opportunities to students as needed. Progress is monitored and interventions are adjusted based on student growth data.

Laura Burgess serves as the Instructional Leader at College Park and plans the agenda for weekly team meetings. She conducts daily classroom walkthroughs providing teacher feedback to assist in better teaching and learning at College Park. Ms. Burgess also works with the leadership team members in gathering information and resources to assist teachers in the teaching and learning process.

Carmen Smiley and Noelle Robles are the assistant principals and primarily ensure teachers are equipped with materials and resources needed to teach Florida Standards. They are also instrumental in the multi-tiered system of support (MTSS) to ensure students receive the support necessary to ensure classroom success.

Earnestine Boireau and Angela Prestipino are Guidance Counselors who work with teachers through the MTSS process to ensure all students receive support necessary for classroom success. The counselors also implement the Attendance Counts initiative, Red Ribbon Week, as well as the Character Ed program.

Doris Tucker is our Student Services Manager and implements our PBIS program and chairs the school's PBIS Committee.

Our Content Area Specialists for Reading and Math will work with teachers to increase rigorous instruction by modeling effective instructional strategies, providing collaborative planning support, and providing resources needed to improve and support Tier 1 instruction.

Our Intervention Specialists (1.2 units) will manage the MTSS process at CPE. She will provide follow-up and assist teachers with intervention placement and differentiated instructional support.

The Professional Development Specialist (PDS) works with the administrative team to ensure teachers are prepared to deliver standards based reading and writing lessons. The PDS models and coaches best practices and is extremely important in the progress monitoring process as well as professional development at the school.

Our Academic Coach works with the administrative team to ensure teachers are prepared to deliver standards based mathematics and science lessons. The Academic Coach models and coaches best practices and is extremely important in the progress monitoring process as well as professional development at the school. She also facilitates parent involvement at College Park.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students

and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The leadership team meets on a weekly basis. The agenda includes discussion of overall student needs, discussion of school programs and their progress, dissemination of materials and information related to individual areas of responsibility as well as areas critically lacking (teacher instruction) around the campus. The team provides resources and support in an effort to gain commitment to the overall goal of improving instruction to increase student learning. Resources are maintained in an accounting system managed by the school secretary, Christine Boicelli and Principal, Laura Burgess.

Weekly grade level meetings occur to ensure teachers are up-to-date with current information with respect to school and district initiatives, school and district policies and procedures, best practices and student achievement. These collaborative conversations sets the stage for all teachers to be successful.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Laura Burgess	Principal
Kelly Besser	Business/Community
Howard Braden	Teacher
Yanay Lanza	Teacher
Teresa Kaham	Teacher
Marquetta Simpson-Snyder	Parent

b. Duties

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

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

a. Evaluation of last year's school improvement plan

The previous year's FSA data will be presented to the SAC. Discussions and adjustments will be made to ensure the plan is aligned to the school's expectations for academic achievement for the 2017-2018 school year.

b. Development of this school improvement plan

In May of 2017, a school improvement work session was held to develop a draft of the 2017-2018 CIMS plan.

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

In May of 2017, a school improvement work session was held to discuss and plan CIMS/SIP activities and the necessary expenditures. The school budget was built by first considering items related to enhancing classroom instruction. Instructional materials, technology and hardware were given first priority. Professional development, teacher collaboration opportunities and other out-of-classroom expenditures were prioritized and included in the budget based on availability of remaining funds.

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

School improvement funds were used to provide subs and stipends for professional development opportunities.

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
Smiley, Carmen	Assistant Principal
Robles, Noelle	Assistant Principal
Burgess, Laura	Principal

b. Duties

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

College Park Elementary's LLT will meet monthly to monitor school-wide fidelity of our 90 minute ELA/Reading block and the 45 minute intensive intervention/enrichment block. The LLT will also discuss the inclusion of literacy across the campus as literacy across all subject areas is a goal of the school. The Professional Development Specialist chairs this committee, which consists of grade cluster ELA lead teachers and school administration.

The LLT will monitor effective instructional strategies to provide reading, writing, speaking and listening opportunities in all K-5 classrooms. Professional Learning Community's will be used as an avenue for teachers to collaboratively converse regarding literacy across all subject areas. The LLT will continue to focus on Florida Standards. Teachers will share best practices, review current student data for re-teaching if necessary, with administrative monitoring to ensure effective teaching is taking place.

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.

College Park fosters positive working relationships between teachers by scheduling Grade Level PLCs where teachers share best practices, review instructional data and participate in classroom learning walks.

Team building activities during school wide PLCs or trainings, Sunshine events, and PBIS activities give teachers time to strengthen relationships.

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

School Orientation - Laura Burgess

Appoint Mentor Teachers - Laura Burgess

Orient to curriculum materials and school policies - Laura Burgess

Schedule classroom visits to offer support - Laura Burgess / Noelle Robles / Carmen Smiley

Encourage teachers to participate in school-based committees - Laura Burgess / Teachers

Provide feedback to new teachers - Laura Burgess / Noelle Robles / Carmen Smiley / Teachers

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

Mentor and new teacher will meet weekly to go over lesson plans, discuss curriculum and analyze student performance.

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.

College Park Elementary uses the district endorsed and state approved Wonders Reading series and Go Math textbook to facilitate ELA and Math instruction. Teachers are given copies of the Florida Standards along with district created curriculum maps aligned to Florida standards.

District provides several opportunities for training and staff development in core curriculum areas. Early release days are used for school site trainings and professional development provided by instructional coaches, STEM leads, and administration. College Park Elementary is using the district's planning protocol to initiate grade level collaborative conversations/planning to better align instruction to the standards.

b. Instructional Strategies

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

College Park Elementary uses data to provide and differentiate instruction to meet diverse needs of students as follows:

- Whole group, small group and one-on-one instruction based on student needs
- Uninterrupted 90 minute reading block
- Providing interventions based on student needs
- Providing instruction aligned with the Florida Standards for each grade level
- Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
- Monitoring progress at the class and grade level during data meetings/PLC's
- Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)

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

Strategy: After School Program

Minutes added to school year: 5,760

Targeted groups of students will be provided additional instruction support for 12 - 16 weeks in the content areas of ELA and Math.

Strategy Rationale

A student's time on task is an indicator of their academic achievement. The more time a student spends in instruction, the greater the probability of academic success.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Smiley, Carmen, carmen.smiley@marion.k12.fl.us

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

Pre/Post Test

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.

STAGGER START is a district wide program designed to assist students in transitioning into local elementary schools. Eight to ten students per day attend school during the first two days giving staff the opportunity to administer assessments to develop one-on-one relationships with students, and to reduce the anxiety associated with starting school. The state's STAR Early Literacy Assessment is one tool used to determine the readiness needs of these kindergarten students. Students who need intensive interventions will receive additional assistance from trained teachers and paraprofessionals utilizing a variety of interventions according to their unique learning needs. During the spring and summer kindergarten enrollment periods, information is shared with parents regarding the state funded voluntary Pre-K opportunities and the Home Instruction of Parents of Pre-School Youngsters (HIPPY). College Park offers two Title I VPK School Year programs to ensure students have a successful transition to kindergarten.

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.

College and Career Readiness

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

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

N/A

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

N/A

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

N/A

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.

N/A

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.

N/A

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we support reading, writing, speaking and listening in all content areas, then student achievement will increase.

Strategic Goals Detail

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

G1. If we support reading, writing, speaking and listening in all content areas, then student achievement will increase. 1a

G095894

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	60.0
FSA Mathematics Achievement	60.0
FCAT 2.0 Science Proficiency	55.0

Targeted Barriers to Achieving the Goal 3

- Inconsistent and/or limited use of research based resources and best practices for reading, writing, science, and higher ordered questioning in classrooms which may be due to lack of training in teaching the Florida Standards with the levels of complexity and rigor necessary for student mastery of standards.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Administrators Instructional Coaches (PDS, Academic Coach) Paraprofessionals Research based programs (Top Score Writing, ACALETICS - Math, Science Quik Piks) Professional Development PLC's for collaborative planning

Plan to Monitor Progress Toward G1. 8

Data from walkthroughs, informal observations and formal observations

Person Responsible

Laura Burgess

Schedule

Biweekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

MCIES evaluation system data

Action Plan for Improvement


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

Problem Solving Key

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

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

G1. If we support reading, writing, speaking and listening in all content areas, then student achievement will increase. **1**

 **G095894**

G1.B1 Inconsistent and/or limited use of research based resources and best practices for reading, writing, science, and higher ordered questioning in classrooms which may be due to lack of training in teaching the Florida Standards with the levels of complexity and rigor necessary for student mastery of standards. **2**

 **B258090**

G1.B1.S1 Implement and monitor MTSS with fidelity to meet the needs of all learners through differentiation in all academic areas. **4**

 **S273214**

Strategy Rationale

If we train our staff in the MTSS process and on how to use appropriate strategies and resources to differentiate instruction for all students, we can move at least 50% of students from non-proficient to proficient.

Action Step 1 **5**

Teachers will implement a consistent MTSS system to closely monitor student growth to guide differentiated instruction.

Person Responsible

Laura Burgess

Schedule

Daily, from 8/3/2017 to 5/24/2018

Evidence of Completion

Master Schedule

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

Classroom walkthroughs, lesson plans, grade level collaborative conversations

Person Responsible

Laura Burgess

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Lesson plans, TNL teacher observation data

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

Classroom walkthroughs, review of teacher lesson plans, grade level collaborative conversations

Person Responsible

Laura Burgess

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Lesson plans, TNL observation data

G1.B1.S2 Implement, monitor and support best practices to improve instruction including common planning, differentiation in all academic areas **4**

 S273215

Strategy Rationale

If we support reading and mathematics instruction through common planning and differentiated instruction, student achievement will increase.

Action Step 1 **5**

Weekly planning meetings in with each grade level to review standards, instructional activities and assessments to ensure understanding of what is to be taught, which resources to use to best support the instruction, and best practices for instruction in all academic areas.

Person Responsible

Laura Burgess

Schedule

Biweekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Planning notes, lesson plans, TNL observation data

Plan to Monitor Fidelity of Implementation of G1.B1.S2 **6**

Weekly collaborative data and planning meetings will be held to analyze data to determine student needs, review standards, and plan to improve classroom instruction for all learners in all academic areas.

Person Responsible

Laura Burgess

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Classroom walk through notes, lesson plans, meeting notes, TNL observation data

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Classroom walkthroughs to determine teacher needs for coaching and PD

Person Responsible

Carmen Smiley

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

TNL observation data

G1.B1.S3 Implement, monitor and support hands-on learning in science and math. 4

 S273216

Strategy Rationale

If we support hands-on learning in science and math, student achievement will increase.

Action Step 1 5

Teachers will reflect on data and discuss implications for instruction based on needs identified by student data.

Person Responsible

Noelle Robles

Schedule

Biweekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

PLC meeting documents, student data

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Administration and coaches ensure that PLC's take place weekly with focused reflection, discussion and goal setting

Person Responsible

Carmen Smiley

Schedule

Biweekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

PLC meeting notes, student data

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Administrators and coaches will analyze data and conduct walkthroughs to ensure consistency of instruction across grade levels

Person Responsible

Laura Burgess

Schedule

Biweekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

PLC meeting notes, student data

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 M393176	Data from walkthroughs, informal observations and formal observations	Burgess, Laura	8/10/2017	MCIES evaluation system data	5/24/2018 biweekly
G1.B1.S1.MA1 M393170	Classroom walkthroughs, review of teacher lesson plans, grade level collaborative conversations	Burgess, Laura	8/10/2017	Lesson plans, TNL observation data	5/24/2018 weekly
G1.B1.S1.MA1 M393171	Classroom walkthroughs, lesson plans, grade level collaborative conversations	Burgess, Laura	8/10/2017	Lesson plans, TNL teacher observation data	5/24/2018 weekly
G1.B1.S1.A1 A366743	Teachers will implement a consistent MTSS system to closely monitor student growth to guide...	Burgess, Laura	8/3/2017	Master Schedule	5/24/2018 daily
G1.B1.S2.MA1 M393172	Classroom walkthroughs to determine teacher needs for coaching and PD	Smiley, Carmen	8/10/2017	TNL observation data	5/24/2018 weekly
G1.B1.S2.MA1 M393173	Weekly collaborative data and planning meetings will be held to analyze data to determine student...	Burgess, Laura	8/10/2017	Classroom walk through notes, lesson plans, meeting notes, TNL observation data	5/24/2018 weekly
G1.B1.S2.A1 A366744	Weekly planning meetings in with each grade level to review standards, instructional activities and...	Burgess, Laura	8/10/2017	Planning notes, lesson plans, TNL observation data	5/24/2018 biweekly
G1.B1.S3.MA1 M393174	Administrators and coaches will analyze data and conduct walkthroughs to ensure consistency of...	Burgess, Laura	8/10/2017	PLC meeting notes, student data	5/24/2018 biweekly
G1.B1.S3.MA1 M393175	Administration and coaches ensure that PLC's take place weekly with focused reflection, discussion...	Smiley, Carmen	8/10/2017	PLC meeting notes, student data	5/24/2018 biweekly
G1.B1.S3.A1 A366745	Teachers will reflect on data and discuss implications for instruction based on needs identified by...	Robles, Noelle	8/10/2017	PLC meeting documents, student data	5/24/2018 biweekly

V. Professional Development Opportunities

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

G1. If we support reading, writing, speaking and listening in all content areas, then student achievement will increase.

G1.B1 Inconsistent and/or limited use of research based resources and best practices for reading, writing, science, and higher ordered questioning in classrooms which may be due to lack of training in teaching the Florida Standards with the levels of complexity and rigor necessary for student mastery of standards.

G1.B1.S1 Implement and monitor MTSS with fidelity to meet the needs of all learners through differentiation in all academic areas.

PD Opportunity 1

Teachers will implement a consistent MTSS system to closely monitor student growth to guide differentiated instruction.

Facilitator

Stephani Lanier

Participants

Teachers K-5

Schedule

Daily, from 8/3/2017 to 5/24/2018

G1.B1.S2 Implement, monitor and support best practices to improve instruction including common planning, differentiation in all academic areas

PD Opportunity 1

Weekly planning meetings in with each grade level to review standards, instructional activities and assessments to ensure understanding of what is to be taught, which resources to use to best support the instruction, and best practices for instruction in all academic areas.

Facilitator

Laura Burgess, Carmen Smiley, Stephanie Lanier

Participants

Teachers and administration

Schedule

Biweekly, from 8/10/2017 to 5/24/2018

G1.B1.S3 Implement, monitor and support hands-on learning in science and math.

PD Opportunity 1

Teachers will reflect on data and discuss implications for instruction based on needs identified by student data.

Facilitator

Noelle Robles

Participants

Teachers and administration

Schedule

Biweekly, from 8/10/2017 to 5/24/2018

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 implement a consistent MTSS system to closely monitor student growth to guide differentiated instruction.				\$240,694.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	360-Rentals	0651 - College Park Elementary School	Title, I Part A		\$12,048.00
			Notes: Obj 3600- iReady Site License-ELA/Math			
	5100	100-Salaries	0651 - College Park Elementary School	Title, I Part A	9.0	\$228,646.00
			Notes: 7 Kdg Paras, 2 Title I			
2	G1.B1.S2.A1	Weekly planning meetings in with each grade level to review standards, instructional activities and assessments to ensure understanding of what is to be taught, which resources to use to best support the instruction, and best practices for instruction in all academic areas.				\$232,205.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5900	100-Salaries	0651 - College Park Elementary School	Title, I Part A		\$81,125.00
			Notes: Intervention & CAS			
	6400	100-Salaries	0651 - College Park Elementary School	Title, I Part A		\$105,618.00
	6400	310-Professional and Technical Services	0651 - College Park Elementary School	Title, I Part A		\$6,000.00
	5100	590-Other Materials and Supplies	0651 - College Park Elementary School	Title, I Part A		\$5,538.00
	5100	510-Supplies	0651 - College Park Elementary School	Title, I Part A		\$33,924.00
3	G1.B1.S3.A1	Teachers will reflect on data and discuss implications for instruction based on needs identified by student data.				\$67,908.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	390-Other Purchased Services	0651 - College Park Elementary School	Title, I Part A		\$1,293.00
	6150	510-Supplies	0651 - College Park Elementary School	Title, I Part A		\$2,803.00
	6150	590-Other Materials and Supplies	0651 - College Park Elementary School	Title, I Part A		\$3,874.00
	5100	643-Capitalized Hardware and Technology-Related Infrastructure	0651 - College Park Elementary School	Title, I Part A		\$57,132.00

Marion - 0651 - College Park Elementary School - 2017-18 SIP
College Park Elementary School

	5100	642-Furniture, Fixtures and Equipment Non-Capitalized	0651 - College Park Elementary School	Title, I Part A		\$2,806.00
Total:						\$540,807.00