

Marion County Public Schools

Maplewood Elementary School



2017-18 Schoolwide Improvement Plan

Maplewood Elementary School

4751 SE 24TH ST, Ocala, FL 34471

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	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	44%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	B	B*	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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	8
Public and Collaborative Teaching	12
Ambitious Instruction and Learning	13
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	20
Appendix 1: Implementation Timeline	27
Appendix 2: Professional Development and Technical Assistance Outlines	28
Professional Development Opportunities	28
Technical Assistance Items	29
Appendix 3: Budget to Support Goals	29

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 Maplewood 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.

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

b. Provide the school's vision statement.

Side by Side For Success.

2. School Environment

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

Maplewood Elementary learns about student cultures based on the ethnic, racial, and economic community the school serves. The school utilizes the Positive Behavior Support (PBS) process through the ongoing implementation in building a PBS culture of positive student expectation. PBS is one of the tools used in helping to build relationships between teachers and students. The PBS system leans on identification of student positive choices (5:1) over negative choices. In addition, teachers work in getting to know students academically, as well as personally and socially. This occurs through being involved and inquisitive about their lives outside of school.

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

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

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

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

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

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

Maplewood has two school counselors equipped to provide social-emotional groups, individual sessions, and/or other related services. The school counseling department has referral resources to also assist in meeting student social-emotional needs based on the individual needs of each child. School staff inclusive of the administration, Dean, volunteers and the like can and have provided mentoring services for students in need. Maplewood also participates in a grant funded program titled Project About School Safety Interconnected Systems Framework. This program allows for a mental health clinician to support the students by providing individual, group and full-class interventions. The clinician is available several days a week and works with students identified and recommended by classroom teachers.

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.

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

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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	19	16	16	10	14	12	0	0	0	0	0	0	0	87
One or more suspensions	7	8	9	10	6	9	0	0	0	0	0	0	0	49
Course failure in ELA or Math	11	14	29	14	5	14	0	0	0	0	0	0	0	87
Level 1 on statewide assessment	0	0	0	24	0	0	0	0	0	0	0	0	0	24
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	7	5	12	14	21	21	0	0	0	0	0	0	0	80

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

Strategies include: 1) Weekly attendance meetings to identify students who have demonstrated attendance and/or tardy problems due to unexcused absences/tardies, 2) Bi-weekly to monthly CST meetings for targeting attendance needs, 3) Monthly PBS meetings that include a focus on students who have multiple office discipline referrals, 4) Monthly Synergy Team meetings to review core data for course failures, 5) Targeted interventions for students who scored level 1 on the statewide assessment and follow-up at quarterly tier talks meetings, and 6) Ongoing progress monitoring weekly (for intensive students) to monthly (for targeted students) for those students receiving intervention (behavior and/or academic). In addition, students who exhibit two or more early warning system indicators will be subject to Problem Solving Team meetings inclusive of the Leadership Team and classroom teacher for targeted intervention and supports.

B. Family and Community Engagement

The school's response to this section may 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/417652>.

2. Description

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

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

Maplewood works with the Parent Teacher Organization (PTO) and other school invested partners (Sonic, MoJo's...). Maplewood has a business partnership with The Church @ The Springs. Also, First Baptist Church of Ocala will provide campus beautification and volunteer services. We have and continue to partner with the Fire Department for their fire safety program, the Ocala Civic Theater for programming at the school, local high schools for student presentations, as well as Forest High School for their Teacher Assistant program and ROTC student volunteers. We continue these relationships through ongoing collaboration and planning for those events that serve our student needs.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Rembert, Bernard	Principal
Eatmon, Susan	Assistant Principal
Lowe, Cindy	Assistant Principal
Hodges, Phyllis	Instructional Coach
Hipke, Beth	Instructional Coach
Gravel, Rebecca	School Counselor
Hilton, Kelly	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.

The school-based leadership team will collaborate to establish and monitor the school-wide learning and development goals, the instructional/intervention plans, development to achieve goals, and to allocate the resources needed to fully implement instructional/intervention plans with fidelity. The school-based leadership team consists of: 1) Principal, 2) Assistant Principals, 3) Content Area Specialists, 4) Social Worker, 5) School Counselors, 6) School Psychologist, and 7) (Student Services Manager).

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

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

Title I

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

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

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

referrals for families meeting the federal eligibility to participate in the program.

Title II

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

Title III

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

Title X- Homeless

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

Supplemental Academic Instruction (SAI)

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

Violence Prevention Program

N/A

Nutrition Program

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

Housing Program

N/A

Head Start

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

Other-

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

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

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Bernard Rembert	Principal
Merceda Williams	Teacher
Kim Leary	Parent
Laura Tapperson	Parent
Jean VanNorman	Teacher
Beth Hipke	Teacher
Lindsey Copeland	Teacher
Sue Eamon	Education Support Employee
L. Thomas	Teacher
Rose Ward	Teacher
Victoria Fountain	Teacher
Dorothy Flynn	Teacher
Phylis Hodges	Teacher
Thomas Pesto	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 review 16-17 CIMs goals to evaluate if these goals were accomplished. If accomplished the SAC will assist in the formation of new goals. If the goal(s) were not accomplished the SAC will evaluate why the goals were not met and assist in formulating new, measurable, goals with a focus on removing/limiting any identified barriers to accomplishing school/student goals.

b. Development of this school improvement plan

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

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

The SAC through the team's assistance in the preparation and evaluation of the schools CIMS, as well as the results of this plan, is to also assist the principal with the annual school budget. The team helps to establish school goals, evaluation of those goals, and resources to support the goals. These resources can and often do require funding. Based on these needs the SAC serves to assist in planning for the budgeting of resources based on the school's annual budget allocation.

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

None were allocated.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
Rembert, Bernard	Principal
Eatmon, Susan	Assistant Principal
Lowe, Cindy	Assistant Principal
Hipke, Beth	Instructional Coach
Hilton, Kelly	School Counselor
Gravel, Rebecca	School Counselor

b. Duties

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

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

D. Public and Collaborative Teaching

The school's 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.

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

Grade levels share the same specials and duty times. This makes available time periods for teachers to collaborate together during specials and after school hours. In addition, Grades K-2 and 3-5 have

common Differentiated Instruction (DI) blocks for student specific intervention needs.

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

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

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

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

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

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

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

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

b. Instructional Strategies

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

Maplewood elementary uses a variety of data to identify each student's learning needs and then plan for addressing these needs through differentiated instruction. All identified students were screened at the close of the 16-17 school year for determination of their level of reading intervention needs.

Students at the beginning of this 17-18 school year have been subject to beginning of the year testing in math to also identify their math learning needs. Maplewood built into the master schedule a 50 minute MTSS block for 3 time a week. During these blocks of time students will attend their specific and pre-identified DI reading and math groups, which is specific to their learning and differentiated needs (inclusive of enrichment needs...DBQs, novel studies, etc.). Beyond these blocks teachers have available differentiated materials in both print and electronic formats and implement these materials and their instruction to the differentiated needs of the students in their class.

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

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

Strategy: After School Program

Minutes added to school year: 42,300

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Eatmon, Susan, susan.eatmon@marion.k12.fl.us

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

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

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

b. College and Career Readiness

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

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

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

N/A

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

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

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

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

N/A

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

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

Strategic Goals Detail

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

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

G095901

Targets Supported 1b

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

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

- Personnel: Content Area Specialist for Literacy and Math, district program specialists (Reading, Math, Science, Social Studies), STEM Lead Teachers, teachers, Instructional Paraprofessionals, and volunteers.
- Ongoing professional development of research based strategies and intervention materials.
- Evidence based intervention materials: Rewards, Corrective Reading, EIR, Reading Mastery, Triumphs, Read Naturally, GoMath Intervention, Soar to Success, and other intervention and core program materials based on individual student need. In addition Title I funds for increased technology in the classrooms.

Plan to Monitor Progress Toward G1. 8

Ongoing student assessment results/data

Person Responsible

Susan Eatmon

Schedule

Monthly, from 8/10/2017 to 8/18/2018

Evidence of Completion

Quarterly Assessment data, I-Ready data, teacher data, grades, number fluency checks, Summative exams.

G2. If MWE has an increase of parent and family engagement, we will achieve greater participation in core academic school functions and academic connections between the school and home. 1a

G095902

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	65.0
FSA ELA Achievement	62.0
Math Lowest 25% Gains	45.0
FAA Writing Proficiency	25.0
ELA/Reading Lowest 25% Gains	45.0
FSA Mathematics Achievement	65.0

Targeted Barriers to Achieving the Goal 3

- Lack of attendance by families of school activities and events

Resources Available to Help Reduce or Eliminate the Barriers 2

- Monthly newsletter, Skylerts, Twitter, Marquee, Class Dojo

Plan to Monitor Progress Toward G2. 8

Number of Skylert calls to parents, SAC information for family engagement strategies, PTO involvement in communicating with parents, sign-in sheets, volunteer information...

Person Responsible

Cindy Lowe

Schedule

Quarterly, from 8/10/2017 to 6/5/2018

Evidence of Completion

SAC, PTO, parent night sign-in documents. Skylert call log and pictures.

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

 = Problem Solving Step  S123456 = Quick Key

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

 G095901

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

 B258108

G1.B1.S1 To provide professional development for teachers through In-Service training days and weekly PLC's. These trainings provide opportunities for teachers to work with the Content Area Specialists, administration, as well as their peers to share best practices and instructional strategies as well as analyze data. **4**

 S273231

Strategy Rationale

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

Action Step 1 **5**

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

Person Responsible

Susan Eatmon

Schedule

Monthly, from 8/10/2017 to 8/9/2018

Evidence of Completion

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

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

Content Area Specialists will provide coaching and modeling in the correct use of ELA evidence based programs and STEM strategies.

Person Responsible

Beth Hipke

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Sign-in sheets, data from MFAS application. By the end of 1st semester 100% of teachers will be utilizing the strategies effectively. A plan will be formulated on how to best support any remaining teachers who are not utilizing the strategies effectively as evidenced by observation and feedback from teachers.

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

Content Area Specialists will provide coaching and modeling in the correct use of math evidence based programs and STEM strategies.

Person Responsible

Phyllis Hodges

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

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

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

Person Responsible

Susan Eatmon

Schedule

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

Evidence of Completion

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

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

 B258109

G1.B2.S1 Provide teachers and students with a rigorous program to help improve student achievement and differentiation. 4

 S273233

Strategy Rationale

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

Action Step 1 5

Determine where additional paraprofessionals and materials or equipment is needed.

Person Responsible

Cindy Lowe

Schedule

On 7/1/2017

Evidence of Completion

Materials and equipment needed will be ordered and paraprofessionals hired.

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

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

Person Responsible

Susan Eatmon

Schedule

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

Evidence of Completion

School calendar will identify when the trainings took place.

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

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

Person Responsible

Susan Eatmon

Schedule

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

Evidence of Completion

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

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

G095902

G2.B1 Lack of attendance by families of school activities and events 2

B258110

G2.B1.S1 Information will be included in the newsletters, Skylert calls, and reminder flyers will be sent home. The twitter account will be current and updated on a routine basis. Provide assistance for parent portal sign up. 4

S273234

Strategy Rationale

Communication is key to family engagement and building relationships.

Action Step 1 5

Skylert, emails, school and classroom newsletters/flyers...effective communication with parents.

Person Responsible

Bernard Rembert

Schedule

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

Evidence of Completion

Documents will be kept by the administration, and in Title I audit box.

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

Sign in sheets will be collected at the end of all parent engagement activities.

Person Responsible

Cindy Lowe

Schedule

Quarterly, from 8/10/2017 to 6/5/2018

Evidence of Completion

Copies of sign in sheets and pictures.

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

The number of participants will be counted for each activity and compared to last years participants.

Person Responsible

Cindy Lowe

Schedule

Quarterly, from 8/10/2017 to 6/5/2018

Evidence of Completion

This will be documented through the sign in sheets and pictures.

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.B2.S1.MA1 M393217	Classroom observations will be conducted to determine if the staff members are utilizing the...	Eatmon, Susan	9/29/2016	Fidelity checks and checklist will show 80% of staff are utilizing programs correctly.	6/3/2017 biweekly
G1.B2.S1.MA1 M393218	Provide training to paraprofessional and/or teachers on the use of materials and equipment.	Eatmon, Susan	8/18/2016	School calendar will identify when the trainings took place.	6/3/2017 quarterly
G2.B1.S1.A1 A366769	Skylert, emails, school and classroom newsletters/flyers...effective communication with parents.	Rembert, Bernard	8/18/2016	Documents will be kept by the administration, and in Title I audit box.	6/3/2017 monthly
G1.B2.S1.A1 A366768	Determine where additional paraprofessionals and materials or equipment is needed.	Lowe, Cindy	7/1/2016	Materials and equipment needed will be ordered and paraprofessionals hired.	7/1/2017 one-time
G1.B1.S1.MA1 M393215	Content Area Specialists will provide coaching and modeling in the correct use of ELA evidence...	Hipke, Beth	8/10/2017	Sign-in sheets, data from MFAS application. By the end of 1st semester 100% of teachers will be utilizing the strategies effectively. A plan will be formulated on how to best support any remaining teachers who are not utilizing the strategies effectively as evidenced by observation and feedback from teachers.	5/25/2018 monthly
G1.B1.S1.MA3 M393216	Content Area Specialists will provide coaching and modeling in the correct use of math evidence...	Hodges, Phyllis	8/10/2017		5/25/2018 monthly
G1.B1.S1.MA1 M393214	Ongoing leadership/synergy team review. Classroom observations will be conducted to determine if...	Eatmon, Susan	8/10/2017	Synergy/leadership team agenda and action plan. True North Logic will be used to collect observation data/notes.	6/1/2018 monthly
G2.MA1 M393222	Number of Skylert calls to parents, SAC information for family engagement strategies, PTO...	Lowe, Cindy	8/10/2017	SAC, PTO, parent night sign-in documents. Skylert call log and pictures.	6/5/2018 quarterly
G2.B1.S1.MA1 M393220	The number of participants will be counted for each activity and compared to last years...	Lowe, Cindy	8/10/2017	This will be documented through the sign in sheets and pictures.	6/5/2018 quarterly
G2.B1.S1.MA1 M393221	Sign in sheets will be collected at the end of all parent engagement activities.	Lowe, Cindy	8/10/2017	Copies of sign in sheets and pictures.	6/5/2018 quarterly
G1.B1.S1.A1 A366767	Professional development and materials will be provided on use of STEM and English Language Arts...	Eatmon, Susan	8/10/2017	Sign-in sheets, student data, grade chair minutes of professional development, walkthrough/evaluation data and course data collected from True North Logic.	8/9/2018 monthly
G1.MA1 M393219	Ongoing student assessment results/ data	Eatmon, Susan	8/10/2017	Quarterly Assessment data, I-Ready data, teacher data, grades, number fluency checks, Summative exams.	8/18/2018 monthly

V. Professional Development Opportunities

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

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

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

G1.B1.S1 To provide professional development for teachers through In-Service training days and weekly PLC's. These trainings provide opportunities for teachers to work with the Content Area Specialists, administration, as well as their peers to share best practices and instructional strategies as well as analyze data.

PD Opportunity 1

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

Facilitator

Principal, APs, Content Area Specialists, STEM lead teachers

Participants

Grade level teams

Schedule

Monthly, from 8/10/2017 to 8/9/2018

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	Professional development and materials will be provided on use of STEM and English Language Arts evidence based programs and planning with rigor and differentiation.				\$141,027.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5000	500-Materials and Supplies	0611 - Maplewood Elementary School	Title I, Part A		\$5,967.00
			<i>Notes: ETA hand2mind Versatiles</i>			
	6400		0611 - Maplewood Elementary School	Title I, Part A		\$3,800.00
			<i>Notes: Professional Development for Online Programs</i>			
	6000	100-Salaries	0611 - Maplewood Elementary School	Title, I Part A		\$116,777.00
			<i>Notes: Salaries</i>			
	5100		0611 - Maplewood Elementary School	Title, I Part A		\$14,483.00
			<i>Notes: Online Programs I-Ready/Smarty Ants</i>			
2	G1.B2.S1.A1	Determine where additional paraprofessionals and materials or equipment is needed.				\$36,178.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6000	100-Salaries	0611 - Maplewood Elementary School	Title, I Part A		\$25,154.00
			<i>Notes: Salaries paras</i>			
	1381	620-Audio Visual Materials (Non-consumable)	0611 - Maplewood Elementary School	Title, I Part A		\$10,475.00
			<i>Notes: Smartboards and projector</i>			
	5900	160-Other Support Personnel	0611 - Maplewood Elementary School	Title, I Part A		\$549.00
			<i>Notes: Tutoring</i>			
3	G2.B1.S1.A1	Skylert, emails, school and classroom newsletters/flyers...effective communication with parents.				\$4,129.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	370-Communications	0611 - Maplewood Elementary School	Title I, Part A		\$1,318.00
			<i>Notes: Student Compacts, Handbooks,</i>			

Marion - 0611 - Maplewood Elementary School - 2017-18 SIP
Maplewood Elementary School

	5100	370-Communications	0611 - Maplewood Elementary School	Title I, Part A		\$550.00
			<i>Notes: Copy paper</i>			
	6150	570-Food	0611 - Maplewood Elementary School	Title I, Part A		\$300.00
			<i>Notes: Pizza (parent nights)</i>			
	6150	370-Communications	0611 - Maplewood Elementary School	Title, I Part A		\$1,345.00
			<i>Notes: agenda planners</i>			
	6150	590-Other Materials and Supplies	0611 - Maplewood Elementary School	Title, I Part A		\$616.00
			<i>Notes: Paper Goods parent nights</i>			
					Total:	\$181,334.00