



## University Park Elementary School

500 W UNIVERSITY BLVD, Melbourne, FL 32901

<http://www.upark.brevard.k12.fl.us>

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2016-17 Title I School</b>	<b>2016-17 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-6	Yes	92%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	56%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	D	C	D*	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 was approved by the Brevard County School Board on 1/23/2018.

### 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 University Park Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

To empower all of our students with a love for learning in a safe and caring environment.

##### b. Provide the school's vision statement.

All students making a year's worth of learning in a year's worth of time.

#### 2. School Environment

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

At Open House, parents have an opportunity to meet all staff members. Parents are given information about our school and the many programs that are offered. After a general orientation parents visit classrooms to meet their children's teachers.

Our ESOL team provides support to the diverse community that we serve. Translators are provided for parent/teacher meetings, SAC, IEP's and for other communications with the school.

Parents and students participate in an annual survey to help us get to know our community and their concerns. The surveys are used in part to drive the SIP.

We celebrate our diverse culture each year with a multi-cultural fair that includes display of various costumes and food tasting from many countries.

Title I Reading, Math, & Science nights provide an opportunity for parents and students to learn new strategies together. Parents and students are also provided through Title I funds, materials and manipulatives to take home for collaborative practice. The Title I parent resource room is open everyday during school hours for support parents with educational materials to successfully support learning at home. They are encouraged to check out hands on games, manipulative and other resources for home.

Counseling resources and transitional resources are provided to our parents by the guidance department

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

University Park has implemented PBIS (Positive Behavior Support System). Students wear uniforms which gives them a sense of pride and belonging. Uniforms also help school personnel identify students on and off campus. As part of PBS our school wide expectations focus on every student being Safe, wear Uniform for school pride and belonging, Prepared, Engaged, and Respectful. Everyday student learns about character building traits like responsibility, respect during the Health time in the classrooms. Every month students are chosen from each grade-level who displayed these traits in their classroom and school. Their pictures are displayed on the school's bulletin board displaying these character traits every month.

We have installed a friendship bench and students are encouraged to recognize peers that go out of their way to interact in positive ways.

This year, we will all celebrate our diversity, promote early literacy and address social emotional awareness through a school-wide focus on the book " Only One You" by Linda Krantz.

During pre-planning teachers engaged in an activity based in the book to help connect them to the vision of school improvement. Every teacher received a book and resources for character building

lessons based on the book. The cafeteria, classrooms, and front of the school will have student artwork, writing and other reminders of this focus throughout the year. A major part of our new school year is the participation of every student in painting a rock to represent them as a symbol of our commitment to improvement and respect for each other.

As a school with an open campus, student safety is a priority. Recently installed gates and fences have created an enclosed campus making it easier to monitor visitors coming in to the school. Security cameras are also located in each hallway and in key common areas on campus. With a full time guidance counselor we are able to provide small group intervention. An anti-bullying program is in place at each grade level and is monitored by the guidance counselor. A reporting system is available to students to report unsafe or bullying behaviors. Through the media specialist students complete a program about internet safety and cyber-bullying.

**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.**

University Park follows the District Wide Discipline plan for the current school year. Along with the plan, we utilize PBIS as our school wide behavioral system. Expectations are school wide and are enforced by everyone on campus. Students are rewarded with Panda Bucks for following the expectations. Everyone from our custodians to our bus drivers receive training on the PBIS system and are encouraged to use the Panda Bucks we provide. Students can use their Panda Bucks to "purchase" items at the school store, holiday shops or classroom treasure boxes. Panda Bucks can also be used to participate in quarterly activities that are school wide. A Panda Store has also been established through outside donations of items run by church volunteers

Every quarter students are invited for "Panda Social." Students who have met the school-wide expectations and has no suspensions are invited to the event. Invited students enjoy an evening of games, food and out door fun.

While focusing on the positive, we monitor students that are having difficulty following expectations. Students that consistently show an inability to follow expectations are brought before the MTSS team. As a team we problem solve for individual students and monitor progress every 3 weeks.

District ESE and Behavioral Resource Teachers are providing Professional Development for teachers to help them gain a greater understanding of some of the challenges their students face as well as strategies to implement in their classroom.

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

In addition to our school-based guidance counselor, we work closely with outside agencies that provide support for students at home and at school. Kinder Consulting has an office on our campus to increase accessibility and trust

Students & student-athletes from Florida Technical Institute volunteer as mentors to provide positive role models for at-risk students.

During the Health time in the classroom teachers focus on helping students develop long-range goals, including college and career choices. Teachers are encouraged to establish "College Focused" classrooms where they promote the belief that the students will and can go to college.

Mentors from United Way, Rolling Readers, and First United Methodist Church work with individual students throughout the year in support of learning goals and relationship building.

### 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.**

Using data gathered from Performance Matters, Cumulative Folder Checklist, and teacher data checklists, students will be identified during weekly Data Chats that fall into any of the listed indicators.

- 1) Attendance rate below 90%.
  - 2) One or more suspensions.
  - 3) Failing grades in English Language Arts or Mathematics.
  - 4) A Level 1 score on the statewide assessments in English Language Arts and Mathematics.
- All students with a previous retention have been identified and are being closely monitored by classroom teachers and the MTSS team.

**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	52	43	40	40	30	26	35	0	0	0	0	0	0	266
One or more suspensions	7	3	8	9	4	9	8	0	0	0	0	0	0	48
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	29	24	32	21	0	0	0	0	0	0	106

**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	76	69	75	75	61	59	73	0	0	0	0	0	0	488

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

PMP's are developed for each student that has been identified as below grade level or have a previous retention.

Academic Support Program and Title I funding has been utilized to employ teaching staff to support Tier II and Tier III Instructional in Reading and Math throughout the school day.

Goal Counseling has been added to the Positive Behavioral Support plan to assist in student motivation with their academics.

Positive Behavioral Support strategies are implemented school-wide in an effort to reduce in-school and out-of-school suspensions as well as to improve attendance rates. Attendance plan is created to reduce truancy rate

Positive school-wide incentives are in place to reward and encourage student attendance, both on a classroom and an individual level. Panda Bucks are utilized to reward students that are both in uniform and seated in their classroom at the start of school. Conscious Discipline strategies are implemented school-wide in an effort to reduce in-school behavior.

For monitoring attendance for unexcused absences(truancy), the school has created an attendance plan which will be monitored closely by the front office clerk, guidance counselor and the teacher on assignment

**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/446514>.

**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.**

A business partner contact is identified at the beginning of each year. The contact actively seeks business partners with common interests to join with University Park to support students and the community. We have had a 15 year relationship with Florida Tech and we continually seek ways to support their mission while taking advantage of the many programs and opportunities that they provide for our students. They are continuing with student mentors and service projects. In the spring, the football team is required to give our students 20 hours of mentor time to groups or individual students. The First United Methodist Church has also supported University Park for several years. They provided 1st grade reading mentors and this year they have expanded to other grade levels providing support in both Math and Reading.

We are also partnering with First Church to provide academic mentors to all grade levels. Several local business support University Park through donations at family nights in their establishments. Burger King, Chic-fil-A, Old School Pizza, Community Credit Union and Andretti's Thrill Park provide teacher and student incentives to help support both behavioral and academic programs. Our first Call to Action Meeting will be held in October to inform community of school status and how they can be involved. In this meeting the principal will meet with business partners, community and government agencies, as well as faith-based leaders in order to encourage them to join us in our effort to improve services for our students.

**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
Diaz, Ana	Principal
Svensen, William	Assistant Principal
Sadoff, Karen	Instructional Coach
Shah, Sejal	Instructional Coach
Bonney, Michelle	Other
Nicolette, Theresa	Teacher, K-12
Young, Carrie	Teacher, K-12
Palmeri, Kate	School Counselor
Rosado, Franchesca	Teacher, K-12

## b. Duties

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

The Principal of the school reviews and monitors all MTSS meetings and actions.

The Assistant Principal and instructional coaches facilitate the weekly grade level Strategy Action Meeting (data chats).

Instructional Coaches review data from assessments and maintains the records from each meeting, the coaches also create the grade level spreadsheets using Performance matters.

The Guidance Counselor facilitates the IPST meeting and is the school MTSS coordinator.

PBIS procedures, expectations and incentives are planned and implemented by the PBS team.

### **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.**

University Park's school based Multi Tiered System of Support is a problem solving process that is evidenced based and supported by data collection and monitoring. It is characterized by the integration of both academics and behavioral interventions. The MTSS process is a continuum of support reflecting the needs of the students at varying levels of intensity. The school based leadership team monitors the trends and patterns of the data on a continual basis. They meet with teachers to analyze and evaluate the core instruction weekly. The team discusses the trends and patterns of the data and problem solves accordingly.

Students who need additional support beyond the core are supported with Tier 2 interventions, which are provided by highly qualified teachers in a small group setting using researched based intervention programs and monitored to document student progress through those programs. Tier 2 interventions are 30 minutes daily beyond the 90 minute reading block, and progress monitored every three weeks. Any student who continues to show a deficit, or learning difficulty, receives Tier 3 interventions which is an additional 30 minutes of instruction, taught by a highly qualified teacher in a small group with no more than three students. These groups are monitored and the data is brought to the IPST team for consideration of additional services from the ESE specialists.

The behavior aspects of the MTSS plan are also monitored and supported by the schools Positive Behavior Support system team. The PBS team meets on a regular schedule to review data and look for patterns and trends and trends. The multi-tiered system is also employed to analyze and support behavioral concerns.

The MTSS system is utilized at University Park to achieve and support the school improvement plan

goals and to increase student achievement.

A large portion of Title I funds are used to employ highly qualified Title I Resource Teachers in areas of greatest need for achievement of all students. These positions include a Math Teacher, a Title I Contact/Volunteer Coordinator/Parent Involvement Contact, 1/2 a Literacy Coach, 1/2 Guidance Counselor and Title I intervention teacher. The Title I Team works on raising achievement in content areas with students and teachers and serve as collaborative planning facilitators . School Improvement Support Team meetings are held weekly to ensure successful implementation of the school improvement plan goals. The Title I team assist with classroom walk-throughs, instructional modeling, and small group instruction of students in areas of need. The remainder of Title I funds ensure that adequate materials are available within the classroom and for technology upgrades and replacements not covered within the Technology Budget. A portion of Title I funds are reserved for Parent Involvement events held throughout the year and are defined by areas of need expressed in Parent Surveys, Student Survey and areas of weakness. University Park Elementary qualifies for one ELL teacher and three ELL Assistants; one being Spanish speaking and the other two are Arabic speaking. The ELL Team meets with families regularly and works very closely with these families to ensure educational success. Meetings are scheduled throughout the year with information beneficial to these families. ASP funds are used to support classroom reading and math programs and instruction. In third grade, ASP funds are used to support classroom Reading, Math, and Science programs and instruction. ASP funding is utilized to hire a part-time Reading/Math interventionist who works with Tier Two & Three students during the school day in the classrooms. Third grade Reading is set as a priority when creating the ASP interventionist’s schedule. The ASP interventionist works closely with the Instructional Coach to review data, identify students, target intervention strategies, materials, and maintain data on student growth. I-station Reading and math is used to supplement classroom instruction.

University Park has two Head Start VPK classroom, as well as a Blended VPK and an EELP. unit.

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Ana Diaz	Principal
Edmond Jones	Business/Community
Teri Nicolette	Teacher

### b. Duties

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

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

##### a. Evaluation of last year's school improvement plan

The 2016-2017 plan was monitored quarterly for alignment with school, state and district initiatives. Changes were made throughout the year as needed. At the end of the school year the SAC evaluated each strategy and determined the outcome and effectiveness. the new principal reviewed the plan over the summer and worked on creating new Goals and Strategies based on the school grade.

All strategies that were tied to professional development that had been completed were removed from the current SIP. Strategies that were still related to the ongoing goal of standards-based instruction were included as a carry over to the current SIP. Suggestions were made for editing strategies or adding new ones based on all data that had been gathered during the year.

*b. Development of this school improvement plan*

For the 2017-2018 school year, SAC gave input at the end of the school year regarding the upcoming SIP. Based on their input and a reflection of the data, school improvement support teams met over the summer to define and edit the current plan.

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

Each year the SAC reviews the previous budget and based on trends seen over time and budget increases or decreases, give input as to where funds are allocated. The budget and plan are then solidified and sent on to the district for further approval.

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

This year the SAC approved to use the funds for purchasing My-on online Reading program for each student.

**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
Sadoff, Karen	Instructional Coach
Shah, Sejal	Instructional Coach
Nicolette, Theresa	Instructional Coach
Svendsen, William	Assistant Principal
Vieira, Katie	Instructional Coach

**b. Duties**

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

The Literacy Leadership Team at University Park Elementary is a cross section of the faculty and administrators which represents highly qualified professionals who are working to improve literacy across the curriculum. The team recognizes and acknowledges the barriers the school faces and has planned for the resources and supports necessary to create an environment that will foster growth and student success. This team was selected by the principal and is comprised of the reading coach, the media specialist, an ELL teacher, ESE resource teacher as well as a representative from many grade levels. The team meets to analyze the data and review the utilization of resources that indicate the needs of the students and teachers.

In our attempt to create a meaningful curriculum that will address the needs of our students, we at University Park have invested in the program Collaborative Classroom, this will enable our students to communicate effectively in the classroom as well as in social situations. This program is designed to Make Meaning of texts read in the class and promote discussions to increase comprehension.

Through discussions the students learn to think about the content of the text and make comprehension connections. This program is utilized in grades k-3 and supports the district

recommended core program.

In addition, our school advisory council has purchased an on-line library, My-On Reading in conjunction with the United Way grant to put a library of books in the hands of all of our students, electronically. This program has a listening component to it that supports struggling readers as well as English Language Learners in their quest to learn language and vocabulary. The teachers receive professional development on how the program supports research and writing across the curriculum. Another program that we at University Park will utilize this year to supplement our classroom instruction and support our struggling students is I-station. I-station is a computer assisted learning program that assesses and prescribes lessons and activities to encourage student progress. The program prescribes directed focused lessons to be delivered by a teacher and activities to be practiced by the students independently on the computer to support growth and proficiency. The program also has a progress monitoring component that is consistently reviewed and progress assessed and celebrated.

Additionally, we have an extra hour of reading instruction this year because our reading proficiency level has fallen and the Dept of Education has identified University Park as one of the lowest 300 schools in the state. Our children often come from homes of poverty and experience a limited literacy background. In our extra hour of reading instruction this year we will dedicate the time to small group instruction to support overcoming these barriers.

We have purchased the Leveled Literacy Intervention Program, which is an intensive comprehensive program which is taught in very small focused groups in which the children are immersed in literature with a highly qualified reading teacher for at least 30 minutes a day.

We also utilize additional supports to assist children who are in need of decoding and phonics instruction on the intervention level.

During the daily intervention block, our school literacy team also recognizes the need for supplemental instruction for our on or above grade level students. We have instituted a literacy plus program which identifies on or above grade level students and provides them an opportunity to take part in literature circles and author studies. They will work with a teacher to select books and present their work.

## 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.

A protected hour, once a week, is set aside for the purpose of common planning. In addition to this hour, one day from each quarter is set aside for all day planning. During common planning, the Math, Literacy, and Science coaches as well as the grade level facilitators meet with the teachers to provide assistance in breaking down the standards, aligning tasks, instruction and assessments, and creating common assessments to the full rigor of the standard. The grade level coaches collect lesson plans and review them for alignment and rigor on a weekly basis. Coaches also conduct informal walk-throughs with feedback for their specific grade level or area of expertise.

Teachers are encouraged to visit not only their grade level peers, but peers 1 year below and 1 year above their own grade level. This gives them a feel for the level of rigor expected at each level.

Coverage is provided to facilitate this opportunity.

Each year Collaborative and Mutual Accountability teams are formed to meet the needs of the lowest 25% identified at each grade level. The teams work collaboratively throughout the year to support these students and provide extra support for the grade levels.

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

Ads are placed on the district website by the school secretary. A team of administrators and teachers interviews qualified candidates. After teachers are hired they must complete the Brevard County Beginning Teacher Induction program. All 1st year teachers are assigned (by the assistant principal) 1 to 2 mentors within the school. The mentors observe and give feedback periodically to new teachers. Teachers that are on annual contract are notified and reappointed as soon as positions become available for the coming year.

University Park also attends the district Job fair held once a year.

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

The school follows a comprehensive mentoring program which involves both beginning teachers and experienced teachers who are new to the school or grade level and/or identified as being in need of improvement. CET trained mentor teachers and peer coaches in the school assist in professional development of new teachers. Every new teacher is assigned a mentor teacher within the school for the first two years of employment. The school follows the District's Induction Program for new teachers.

## **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.**

Through collaborative planning with a grade level facilitator, teachers meet weekly using the new Florida Standards and test item specs to align instruction. Teachers are encouraged to use Eureka lessons and discuss the lessons for the coming week. They also discuss common assessments at different cognitive levels. Grade level planning facilitators utilize Standards binders (with LAFS, MAFS, & Science Standards as well as Test Item Specs) during common planning to assist grade level teams to maintain a focus on the standards and the rigor.

In addition to weekly planning, a common planning day, scheduled quarterly, enables teachers to make long range plans (Focus Calendars) following their curriculum map.

Instructional Coaches and administrators conduct weekly walk-throughs using a common tool to gather data that compares lesson plans to posted standards. At this time administrators also gather data on student engagement and rigor.

During weekly MTSS Data Chats, Tier I data is compared to adjust weekly instruction of the core. At this time, common assessments are discussed and compared to the rigor of the standard.

#### **b. Instructional Strategies**

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

Teachers meet weekly in a four week rotation to discuss Tier I instruction with common assessment for Reading and Math. Tier I instruction with common assessment for math, and Tier 2 instruction and progress monitoring. During these Strategy Action Meetings teachers reflect on the data they have collected, share results and identify which students did not master the standard and why. Then teachers determine the next steps for adjusting instructional delivery.

Students take the i-station reading and math test at the start of every month. the data is tracked and used for small group instructions in the classroom

Data from Eureka Mid-Module and end of Module assessment is used to see the learning of the

concepts presented in the module. If the student is struggling, this helps to determine the student needs for a small group instruction provided by the Title I teams.

Progress Monitoring is also used to adjust Tier 2 instruction and move students into appropriate groups. Students not succeeding are placed into Tier 3 groups and progress monitored for success at this level. Students that do not make progress at the Tier 3 level are referred to the IPST through MTSS.

For students not meeting the standard, instruction is adjusted to include small group, mini lessons, and materials to be used for scaffolding. Students experiencing ongoing difficulty are referred to MTSS for other suggestions as to how to remediate or differentiate.

ELL students receive assistance with an ESOL Assistant in the regular classroom and in the ELL resource room.

ESE students receive assistance with an ESE resource teacher in the regular classroom and in the ESE resource room.

**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:** Weekend Program

**Minutes added to school year:** 480

Harris Super Science Saturdays is a district initiative. This school year, we have allocated funds to support this program in our school. During the 2-hour sessions, district and school-based teachers collaborate to present hands-on, inquiry based lessons for students closely aligned with 5th grade NGSSS in Science. The classes take place four Saturday mornings spread throughout the school year. Each day begins with a teacher focus meeting headed by district personnel to identify goals and "look-fors" of the day. Student lessons are inquiry based and a strong emphasis with "hands-on" learning and higher order thinking. All school personnel are invited to attend to decrease student-to-teacher ratios. Teachers and district personnel then debrief at the end of day to collaborate, discuss successes and areas for improvement, review and revise lessons for the future.

**Strategy Rationale**

Provides hands on Science lessons that support the 5th grade NGSSS.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Svensden, William, [svendsen.william@brevardschools.org](mailto:svendsen.william@brevardschools.org)

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

All students in 5th grade take an on-line pre-test and post-test that is designed by the district. District personnel analyze the data to determine the effectiveness of the program. This data is shared with assistant principals during leadership meetings.

During Data Chats, 5th grade teachers review the results to determine areas of need and help plan instruction.

**Strategy:** Extended School Day

**Minutes added to school year:** 120

STEAM program for girls by Florida Tech Students

**Strategy Rationale**

To increase coding and robotic awareness among girls

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Svensden, William, svendsen.william@brevardschools.org

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

The volunteers from FIT meet once a week and work on different hands on activity with the girls. this helps to increase awareness for coding and robotics which boost the self confidence among the girls.

This strategy also helps them to build the science concepts and understand the scientific process

**Strategy:** Extended School Day

**Minutes added to school year:** 16,200

Brevard After School (BAS) program provides numerous extended opportunities for our level 1 and level 2 students. Each student is involved in the daily Academic Power Hour with a focus on Math, Reading, and Science after school. The Power Hour instructors are all highly qualified teachers. Students also receive instruction and presentations from community artists, musicians, and health experts, as well as the Police Athletic League.

**Strategy Rationale**

At risk students need a safe and structured environment after school. They need extra opportunities for support in all academic areas as well as homework/classwork.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Sadoff, Karen , sadoff.karen@brevardschools.org

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

Data is collected through report cards as well as teacher observation. The Academic Liaison monitors the effectiveness of lessons and activities. All student progress is also reported to the DOE.

**Strategy:** Extended School Day

**Minutes added to school year:** 3,000

Academic Support Programs in Math, Reading, and Science. ASP funding provided by the district is utilized to provide in-school and after-school academic assistance for students identified as Tier 2 and/or 3. ASP funding is used to hire a qualified reading teacher to support Reading and Math intervention groups during the day with a focus on 3rd-6th grades. Depending on student needs, Voyager, Rewards, Journeys ancillary resources and/or 95% Group materials will be used.

In Math, the ASP teacher will use data from Accelerated Mathematics to identify areas of need and to form instructional groups. In small groups they will utilize strategies from Van de Walle's Teaching Student-Centered Mathematics series as well as the Super Source library to reinforce student mastery of the standards.

In Reading, the Title I teacher and Assistants work with Tier 2 and Tier 3 students. Teachers will utilize data from the students' reading portfolio to identify areas of need and use ancillary materials from Journeys.

In Science the teachers will use materials provided by the district's CSI resource manual to provide additional instruction focused on the 5th grade NGSSS through hands-on, discovery-based learning.

### ***Strategy Rationale***

At risk students receive additional support during and after school in the areas of reading, math and Science. Students work toward mastery of Reading and Math Florida Standards and NGSSS for Science.

### ***Strategy Purpose(s)***

- Core Academic Instruction

### ***Person(s) responsible for monitoring implementation of the strategy***

Svendsen, William, [svendsen.william@brevardschools.org](mailto:svendsen.william@brevardschools.org)

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

Student progress will be monitored through weekly Data Chats as well as monitoring student mastery on District required assessments, common assessments in Math, Science, and Reading. Student Math data will also be tracked using Accelerated Math.

**Strategy:** Extended School Day

**Minutes added to school year:** 120

Parental Involvement night is contracted using Title I funds to assist school-based personnel in presenting a family curricular opportunities for all students. The 2-hour long event utilizes hands-on discovery-based activities focused on the hands on learning, games and idea for parents to support their kids at home. The school personnel meet with teachers prior to the event to discuss the various activities they have prepared, the standards they are addressing, as well as some extension and differentiation strategies. Teachers then collaborate in multiple groups throughout the evening to assist and students and parents as they move through the learning centers.

### **Strategy Rationale**

Parents need opportunities to work alongside their children on fun and meaningful activities concerning Reading, Math and Science. Parents receive information about how to work with and support students at home.

### **Strategy Purpose(s)**

- Enrichment

### **Person(s) responsible for monitoring implementation of the strategy**

Young, Carrie, young.carrie@brevardschools.org

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

A parent and student survey is collected at the end of the evening. Title I staff analyze data to determine areas of effectiveness and needs of improvement.

## **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.**

On going registration option during summer hours ensures proper placement and to provide information for parents.

We facilitate orientation of 6th graders to middle school by assisting with school tours and early registration.

We have student ambassadors who welcome the new students and tour the student around the campus to familiarize them to the school all year.

Kindergarten Orientation is held in April to provide insight and information to parents regarding curriculum and expectations for incoming kindergartners. Students in Kindergarten are assessed with the KLS to determine readiness for the beginning of the year and throughout the year to determine skill development and readiness for 1st grade.

This year we are reorganizing and tightening process for records requests and reviews, as well as data entry for all incoming/outgoing students.

FLKRS assessments are given at the beginning of each school year to determine the readiness of the incoming kindergartners as well as to determine the effectiveness of the the VPK/Head Start programs.

We provide a Kindergarten Orientation for our Headstart and VPK students near the end of the school year. This provides an opportunity for incoming kindergartners to meet the teachers, spend a morning observing a typical classroom day, as well as observe various activities throughout the day.

### **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.**

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

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

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

## **II. Needs Assessment**

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

### **A. Problem Identification**

#### **1. Data to Support Problem Identification**

##### **b. Data Uploads**

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

The following documents were submitted as evidence for this section:

*No files were uploaded*

#### **2. Problem Identification Summary**

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

### **B. Problem Analysis Summary**

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

### **C. Strategic Goals**

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

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

## Strategic Goals Summary

- G1.** Learning Environment : Increase social-emotional and mental health support for all students and improve student behaviors school-wide.
  
- G2.** Academic Achievement: Increase student's proficiency in the Core Content.

## 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. Learning Environment : Increase social-emotional and mental health support for all students and improve student behaviors school-wide. 1a**

G098306

**Targets Supported 1b**

Indicator	Annual Target
Discipline incidents	10.0
One or More Suspensions	4.0
Attendance Below 90%	30.0
2+ Behavior Referrals	2.0

**Targeted Barriers to Achieving the Goal 3**

- Lack of consistent expectations and consequences for student behaviors across school
- Lack of school pride and belonging
- Lack of teacher understanding of how to build meaningful, productive relationships with every student and every colleague

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

- School Wide PBIS Framework
- Involvement of Community Member/Business Partners
- District Expert Support
- Title I Funds
- Behavior Box Intervention tools and Diagnostic
- Student leadership Opportunities
- Community members - Reading

**Plan to Monitor Progress Toward G1. 8**

agendas, meeting debrief notes

**Person Responsible**

Ana Diaz

**Schedule**

Every 3 Weeks, from 8/11/2017 to 5/24/2018

**Evidence of Completion**

School wide plan, district discipline plan

**G2. Academic Achievement: Increase student's proficiency in the Core Content.** 1a

G098307

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	37.0
ELA/Reading Gains	51.0
ELA/Reading Lowest 25% Gains	37.0
Math Lowest 25% Gains	45.0
Math Gains	52.0
FSA ELA Achievement	41.0
FSA Mathematics Achievement	48.0

**Targeted Barriers to Achieving the Goal** 3

- Lack of standards-aligned curriculum and consistency in delivery of instruction to execute well-designed lesson plans.
- Lack of consistent and adequate support for our bottom quartile

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

- School Personnel
- District Personnel
- Title I Funds
- SAC Funds
- Instructional Resources aligned to state standards(Eureka, CCC, LLI, ATUS)
- Diagnostic Tools
- CPALMS/Florida Standards.org
- School wide PBIS and incentives
- Web based Standards Resources
- Community Members Involvement
- Formative Standards Based Assessments
- Technology to support instructional resources

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

Monitor Academic Progress of students, look for positive academic achievement trends. Monitoring of performance matters, data charts, district required assessments, teacher made formative and summative assessments and weekly learning walks data will show if adequate academic achievement is being made in the core. If progress is not evident, provide additional professional development, mentoring, opportunities to visit model classrooms or to have strategies modeled in the classroom.

**Person Responsible**

William Svendsen

**Schedule**

Biweekly, from 8/20/2017 to 5/19/2018

**Evidence of Completion**

Data charts, Performance Matters data, formative and summative classroom data, district required assessment data, walk-through data instrument, aligned lesson plans, tasks, and common assessments

## 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. Learning Environment : Increase social-emotional and mental health support for all students and improve student behaviors school-wide. 1**

G098306

**G1.B1 Lack of consistent expectations and consequences for student behaviors across school 2**

B264483

**G1.B1.S1 Implement cohesive framework for addressing school-wide expectations(Tier 1) 4**

S280171

### **Strategy Rationale**

Consistency and continuity of expectations and procedures for all students to increase time on task and prevent disruptions

### **Action Step 1 5**

Administration will implement and train staff in the components of the new district-wide discipline plan, to include the new discipline referral form.

#### **Person Responsible**

William Svendsen

#### **Schedule**

Every 3 Weeks, from 8/8/2017 to 4/26/2018

#### **Evidence of Completion**

Strategy Action Meeting Agendas, RTI - B data for PBIS

### **Action Step 2 5**

A PBIS Committee representative of all grade levels and support areas will oversee the implementation of PBIS to include coaching the staff on their roles and responsibilities, sharing discipline data, facilitating, problem-solving relative to behavior data, gathering student input, and increasing parent involvement

#### **Person Responsible**

Ana Diaz

#### **Schedule**

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

#### **Evidence of Completion**

AS400 data, Performance matters

**Action Step 3** 5

Teachers will teach and model classroom and common are expectations on a regular basis throughout the school year.

**Person Responsible**

Ana Diaz

**Schedule**

Every 6 Weeks, from 8/8/2017 to 5/24/2018

**Evidence of Completion**

RTI-B data, PBIS team meeting agenda and minutes, Qualifications for GOLD status.

**Action Step 4** 5

Staff will recognize student demonstrating consistent positive behaviors

**Person Responsible**

Franchesca Rosado

**Schedule**

Monthly, from 8/10/2017 to 5/17/2018

**Evidence of Completion**

Student awards and incentives using different media

**Action Step 5** 5

Communicate expectations and framework to families and community

**Person Responsible**

Carrie Young

**Schedule**

On 5/24/2018

**Evidence of Completion**

PeachJar, School Website, Class Dojo, Open House, Title Nights, Parent- Teachers, Faith based communication

**Action Step 6** 5

Administration will oversee the implementation of the district attendance plan.

**Person Responsible**

Ana Diaz

**Schedule**

Biweekly, from 9/13/2017 to 5/23/2018

**Evidence of Completion**

attendance reports, letters send to parents, communication to parents via newsletters, synervoices

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

Entering each Action- Step on our calendars with checkpoints to ensure timely implementation. Debrief after each step to discuss successful outcomes and possible improvement

**Person Responsible**

Ana Diaz

**Schedule**

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

**Evidence of Completion**

Panda Paws, Newsletters

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

Monitor RTI-B, AS400 discipline data to ensure decrease in discipline referrals

**Person Responsible**

Ana Diaz

**Schedule**

Quarterly, from 8/10/2017 to 5/23/2018

**Evidence of Completion**

Performance matter tools, RTI -B data charts and bulletin boards

**G1.B1.S2** Implement a school wide plan to support social-emotional, and mental health needs for students not responding to school-wide expectations (Tier 2 and Tier 3) **4**

 S280172

### **Strategy Rationale**

This targets our 9% of the student population with more than three discipline referrals based on 2016-2017 school year discipline data

### **Action Step 1** **5**

The counselor will train and assist teachers with the writing, implementation, and monitoring of Behavior Improvement Plan (BIP)

#### **Person Responsible**

Kate Palmeri

#### **Schedule**

Every 3 Weeks, from 9/21/2017 to 5/17/2018

#### **Evidence of Completion**

Meeting Minutes and Agendas, BIPs for students

### **Action Step 2** **5**

The counselor will identify, group, and counsel students with common behavior needs. Once the students are grouped a mentoring program will be created for mentoring and counselling with the students

#### **Person Responsible**

Kate Palmeri

#### **Schedule**

Weekly, from 10/2/2017 to 5/23/2018

#### **Evidence of Completion**

data-tracking sheets, BIPs, MTSS minutes

**Action Step 3** 5

The school's mental health provider will be housed on campus to provide increased accessibility to students in crisis

**Person Responsible**

Ana Diaz

**Schedule**

On 5/23/2018

**Evidence of Completion**

Mental Health Provider housed at the school campus, increase in number of students benefitting from the services

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

We will use Log sheets, agendas, meeting minutes, individual student conference data to monitor fidelity

**Person Responsible**

Ana Diaz

**Schedule**

On 5/23/2018

**Evidence of Completion**

Log sheets for mentors, BIPs, RTI-B, Conference sheets

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

Increase proper identification of the right services needed for individual students

**Person Responsible**

Ana Diaz

**Schedule**

On 5/23/2018

**Evidence of Completion**

Individual BIPs and tracking forms

**G1.B2** Lack of school pride and belonging 2

 B264484

**G1.B2.S1** Teachers will implement a school wide protected time for character/community building in the classrooms 4

 S280173

**Strategy Rationale**

Based on surveys and anecdotal observations, many teachers and students lack a sense of belonging and school pride.

**Action Step 1** 5

Teacher's will utilize and implement the lesson learned from the book "Only One You" to build character /community building in the classroom.

**Person Responsible**

Ana Diaz

**Schedule**

On 8/3/2017

**Evidence of Completion**

lesson plans for the book, PD for the book , schedules for protected heath time

**Action Step 2** 5

All students and staff will solidify message learned from the book by creating a Diversity Rock Garden

**Person Responsible**

Carrie Young

**Schedule**

On 5/23/2018

**Evidence of Completion**

Rock Garden created with the Art teacher

**Action Step 3** 5

All students will attend a school wide assembly hosted by admin to clarify the book message

**Person Responsible**

Ana Diaz

**Schedule**

On 5/23/2018

**Evidence of Completion**

conversations with every classroom, presentation by various community members promoting our school

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

Classroom Walkthroughs, lesson plans, student and teacher survey results will ensure fidelity

**Person Responsible**

Ana Diaz

**Schedule**

Quarterly, from 8/10/2017 to 5/23/2018

**Evidence of Completion**

all the above data will ensure fidelity of implementation

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

Decrease in discipline referral and increase in school pride

**Person Responsible**

William Svendsen

**Schedule**

**Evidence of Completion**

Discipline referrals

**G1.B2.S2 Increase student leadership opportunities** 4

S280174

**Strategy Rationale**

Based anecdotal observations and surveys there is lack of opportunities for student recognition to showcase and grow their talents

**Action Step 1** 5

Improve the framework which in place for student council and safety patrols

**Person Responsible**

Franchesca Rosado

**Schedule**

Daily, from 8/10/2017 to 5/23/2018

**Evidence of Completion**

Student council meeting, safety patrols schedule and structure

**Action Step 2** 5

Establish a team of Student Ambassadors responsible for welcoming new students and visitors

**Person Responsible**

Franchesca Rosado

**Schedule**

On 5/23/2018

**Evidence of Completion**

student ambassadors team meetings and structure.

**Action Step 3** 5

Establish a team of student "Green Pandas" responsible for school cleanliness and beautification

**Person Responsible**

Ana Diaz

**Schedule**

Biweekly, from 1/9/2018 to 5/23/2018

**Evidence of Completion**

Team meetings and agenda, Keep Brevard Beautiful reports

**Action Step 4** 5

Showcase student Art Work and Writing around the community

**Person Responsible**

Carrie Young

**Schedule**

Monthly, from 2/28/2018 to 5/23/2018

**Evidence of Completion**

Student Art works and writing pieces

**Action Step 5** 5

Create opportunities to serve the community such as post on social media

**Person Responsible**

Carrie Young

**Schedule**

Quarterly, from 9/25/2017 to 5/23/2018

**Evidence of Completion**

**Action Step 6** 5

Increase community engagement opportunities by creating community members "BaseBall Cards" and story time videos

**Person Responsible**

Ana Diaz

**Schedule**

On 5/23/2018

***Evidence of Completion***

Baseball cards and videos

**Plan to Monitor Fidelity of Implementation of G1.B2.S2** 6

Agendas, provide students to debrief after the event, student surveys

**Person Responsible**

Franchesca Rosado

**Schedule**

On 5/23/2018

***Evidence of Completion***

Student surveys , debriefing notes from the students

**Plan to Monitor Effectiveness of Implementation of G1.B2.S2** 7

Increase one completed service event form one or more group of students

**Person Responsible**

Ana Diaz

**Schedule**

On 5/23/2018

***Evidence of Completion***

agendas, event debrief notes, surveys

**G1.B3** Lack of teacher understanding of how to build meaningful, productive relationships with every student and every colleague **2**

 B264485

**G1.B3.S1** Build teacher capacity on understanding their strengths and embracing the differences among each other **4**

 S280175

### **Strategy Rationale**

Discipline data shows a disproportionality among African American students and students with disabilities

### **Action Step 1** **5**

Provide book "Strengths finder" to every all teachers

#### **Person Responsible**

Ana Diaz

#### **Schedule**

On 2/7/2018

#### **Evidence of Completion**

Teacher survey on Strengths finder

### **Action Step 2** **5**

Provide a professional development on Strengths Performance

#### **Person Responsible**

Ana Diaz

#### **Schedule**

On 2/19/2018

#### **Evidence of Completion**

**Action Step 3** 5

Provide book "Leader in Me" to all teachers

**Person Responsible**

Ana Diaz

**Schedule**

On 12/13/2017

**Evidence of Completion**

Meeting notes and PLC notes

**Action Step 4** 5

Create team for writing grants for implementation of strategies for the leader in me for 2018-2019 school year

**Person Responsible**

Ana Diaz

**Schedule**

On 1/30/2018

**Evidence of Completion**

grant application

**Action Step 5** 5

Teachers will attend summer PD to build capacity in handling difficult/student in crisis situations

**Person Responsible**

Ana Diaz

**Schedule**

On 7/30/2018

**Evidence of Completion**

meeting debrief notes, inservice implementation plan

**Action Step 6** **5**

School leadership will attend the 2018 National Association for Elementary School Principals conference in Orlando to increase their skills in recognizing effective learning and teaching, collecting evidence to support judgements and a strong emphasis on providing teachers with quality feedback to support improved student performance.

**Person Responsible**

Ana Diaz

**Schedule**

On 7/30/2018

***Evidence of Completion***

PD inservice points

**G2. Academic Achievement: Increase student's proficiency in the Core Content. 1**

G098307

**G2.B1 Lack of standards-aligned curriculum and consistency in delivery of instruction to execute well-designed lesson plans. 2**

B264486

**G2.B1.S1 Teachers will plan and deliver standards-aligned lesson with fidelity during core instruction(Tier 1) 4**

S280176

**Strategy Rationale**

Previous year school data showed decrease in student proficiency and learning gains.

**Action Step 1 5**

Teachers will collaborate with grade level facilitators (coaches + Title I) every week to create lesson plans based on new standards-aligned materials( e.g. Adapted test Units ATUs, Eureka Math, Collaborative classrooms)

**Person Responsible**

Sejal Shah

**Schedule**

Weekly, from 8/23/2017 to 5/23/2018

**Evidence of Completion**

Collaborative planning notes, lesson plans

**Action Step 2 5**

Teachers will collaborate a full-day planning with district and school-based facilitators including instructional coaches to create standards-aligned lesson plans

**Person Responsible**

William Svendsen

**Schedule**

Quarterly, from 10/13/2017 to 5/23/2018

**Evidence of Completion**

Collaborative planning notes, lesson plans

### Action Step 3 5

After PD on Visible Learning by Bridget Reed, teachers will embed the clarity piece into their weekly lesson plan. The purpose of this action step is for students to understand learning objective of the lessons/skills being taught.

#### **Person Responsible**

Sejal Shah

#### **Schedule**

On 5/23/2018

#### **Evidence of Completion**

learning walks tool and template

### Action Step 4 5

Implement effective discussion, tasks and activities, to include writing as a vehicle to assess student learning

#### **Person Responsible**

Ana Diaz

#### **Schedule**

Biweekly, from 8/23/2017 to 5/23/2018

#### **Evidence of Completion**

Notes from feedback , observation tool data, Increase in teacher knowledge and improvement in student achievement

### Action Step 5 5

The administration will design a learning walk tool and a schedule for classroom observations to provide feedback to each teacher on the implementation of the lesson plan after collaborating with the facilitators.

#### **Person Responsible**

Ana Diaz

#### **Schedule**

Biweekly, from 8/23/2017 to 5/23/2018

#### **Evidence of Completion**

Observation/Walkthrough data and notes

**Action Step 6** 5

Differentiate coaching/district support and professional development based on observations from learning walks

**Person Responsible**

Ana Diaz

**Schedule**

On 5/23/2018

**Evidence of Completion**

Learning walks /observation following the coaching feedback

**Action Step 7** 5

Purchase, train and implement resources which are rigorous and aligned to state standards (Eureka, ATUs etc).

**Person Responsible**

William Svendsen

**Schedule**

On 11/7/2017

**Evidence of Completion**

Teacher manuals, lesson plans and learning walks data

**Action Step 8** 5

Implement effective discussion, tasks and activities, to include writing as a vehicle to assess student learning

**Person Responsible**

Ana Diaz

**Schedule**

Monthly, from 9/4/2017 to 5/30/2018

**Evidence of Completion**

Student artifacts, writing rubrics

**Action Step 9** 5

Provide 10-month assistant principals with 40 hours additional hours of work time will enable them to plan and work with the principals during the summer for the purpose of developing the school improvement plan and strategies to positively impact student achievement

**Person Responsible**

**Schedule**

On 7/31/2018

**Evidence of Completion**

school improvement plan framework and strategies

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

data charts from the learning walks will be created to see trends

**Person Responsible**

William Svendsen

**Schedule**

Weekly, from 10/4/2017 to 5/23/2018

**Evidence of Completion**

Data from learning walks, lesson plans, focus calendars

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

Feedback and agenda from the collaborative planning will be collected by each facilitator

**Person Responsible**

Sejal Shah

**Schedule**

Weekly, from 9/20/2017 to 5/23/2018

**Evidence of Completion**

Collaborative planning minutes and data will be collected at the end of each planning sessions

**G2.B2** Lack of consistent and adequate support for our bottom quartile **2**

 B264487

**G2.B2.S1** Differentiate support for students not making adequate gains **4**

 S280177

**Strategy Rationale**

FSA results shows a decrease in learning gains for 2016-2017 school year for our lowest 25% student group

**Action Step 1** **5**

Identify students using Performance Matters to create Multi-Tiered support groups

**Person Responsible**

Karen Sadoff

**Schedule**

Every 6 Weeks, from 8/30/2017 to 5/23/2018

**Evidence of Completion**

RTI schedules, performance matters data, istation data

**Action Step 2** **5**

District resource teachers will work with all instructional support staff(non-classroom) teachers on maximizing their effectiveness of their time to serve Tier 2 and Tier 3 students after receiving a PD on Andragogy. This Androgogy will help Instructional support staff to interact with classroom to best serve the needs of Tier 2 and Tier 3 students.

**Person Responsible**

Ana Diaz

**Schedule**

Biweekly, from 10/10/2017 to 5/16/2018

**Evidence of Completion**

progress monitoring data for Tier 2 and Tier 3 students,exit slips and discussion notes from PD

**Action Step 3** 5

Implement power hour with a focus on teacher led LLI instruction

**Person Responsible**

Karen Sadoff

**Schedule**

Every 6 Weeks, from 11/15/2017 to 5/23/2018

**Evidence of Completion**

LLI assessments, FAIR data

**Action Step 4** 5

Restructure RTI to maximize the use of instructional support personnel

**Person Responsible**

William Svendsen

**Schedule**

Every 6 Weeks, from 8/23/2017 to 5/23/2018

**Evidence of Completion**

**Action Step 5** 5

Progress monitor student learning growth

**Person Responsible**

William Svendsen

**Schedule**

Every 6 Weeks, from 8/23/2017 to 5/23/2018

**Evidence of Completion**

RTI data and istation data, Fair data

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

**Person Responsible**

**Schedule**

***Evidence of Completion***

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
<b>2018</b>					
G1.B2.S1.MA1 M408895	Decrease in discipline referral and increase in school pride	Svendsen, William	8/10/2017	Discipline referrals	No End Date quarterly
G2.B2.S1.MA1 M408902	[no content entered]		No Start Date		No End Date one-time
G1.B2.S1.A1 A377739	Teacher's will utilize and implement the lesson learned from the book "Only One You" to build...	Diaz, Ana	8/3/2017	lesson plans for the book, PD for the book , schedules for protected health time	8/3/2017 one-time
G2.B1.S1.A7 A377760	Purchase, train and implement resources which are rigorous and aligned to state standards (Eureka,...	Svendsen, William	8/23/2017	Teacher manuals, lesson plans and learning walks data	11/7/2017 one-time
G1.B3.S1.A3 A377750	Provide book "Leader in Me" to all teachers	Diaz, Ana	12/13/2017	Meeting notes and PLC notes	12/13/2017 one-time
G1.B3.S1.A4 A377751	Create team for writing grants for implementation of strategies for the leader in me for 2018-2019...	Diaz, Ana	1/30/2018	grant application	1/30/2018 one-time
G1.B3.S1.A1 A377748	Provide book "Strengths finder" to every all teachers	Diaz, Ana	2/7/2018	Teacher survey on Strengths finder	2/7/2018 one-time
G1.B3.S1.A2 A377749	Provide a professional development on Strengths Performance	Diaz, Ana	2/19/2018		2/19/2018 one-time
G1.B1.S1.A1 A377730	Administration will implement and train staff in the components of the new district-wide discipline...	Svendsen, William	8/8/2017	Strategy Action Meeting Agendas, RTI - B data for PBIS	4/26/2018 every-3-weeks
G2.B2.S1.A2 A377764	District resource teachers will work with all instructional support staff(non-classroom) teachers...	Diaz, Ana	10/10/2017	progress monitoring data for Tier 2 and Tier 3 students,exit slips and discussion notes from PD	5/16/2018 biweekly
G1.B1.S1.A4 A377733	Staff will recognize student demonstrating consistent positive behaviors	Rosado, Franchesca	8/10/2017	Student awards and incentives using different media	5/17/2018 monthly
G1.B1.S2.A1 A377736	The counselor will train and assist teachers with the writing,implementation, and monitoring of...	Palmeri, Kate	9/21/2017	Meeting Minutes and Agendas, BIPs for students	5/17/2018 every-3-weeks
G2.MA1 M408903	Monitor Academic Progress of students, look for positive academic achievement trends. Monitoring of...	Svendsen, William	8/20/2017	Data charts, Performance Matters data, formative and summative classroom data, district required assessment data, walk-through data instrument, aligned lesson plans, tasks, and common assessments	5/19/2018 biweekly
G1.B1.S1.MA1 M408891	Monitor RTI-B, AS400 discipline data to ensure decrease in discipline referrals	Diaz, Ana	8/10/2017	Performance matter tools, RTI -B data charts and bulletin boards	5/23/2018 quarterly
G1.B1.S1.A6 A377735	Administration will oversee the implementation of the district attendance plan.	Diaz, Ana	9/13/2017	attendance reports, letters send to parents, communication to parents via newsletters, synervoices	5/23/2018 biweekly
G1.B2.S1.MA1 M408896	Classroom Walkthroughs, lesson plans, student and teacher survey results will ensure fidelity	Diaz, Ana	8/10/2017	all the above data will ensure fidelity of implementation	5/23/2018 quarterly
G1.B2.S1.A2 A377740	All students and staff will solidify message learned from the book by creating a Diversity Rock...	Young, Carrie	9/5/2017	Rock Garden created with the Art teacher	5/23/2018 one-time
G1.B2.S1.A3 A377741	All students will attend a school wide assembly hosted by admin to clarify the book message	Diaz, Ana	9/5/2017	conversations with every classroom, presentation by various community members promoting our school	5/23/2018 one-time

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.MA1 M408900	Feedback and agenda from the collaborative planning will be collected by each facilitator	Shah, Sejal	9/20/2017	Collaborative planning minutes and data will be collected at the end of each planning sessions	5/23/2018 weekly
G2.B1.S1.MA1 M408901	data charts from the learning walks will be created to see trends	Svendsen, William	10/4/2017	Data from learning walks, lesson plans, focus calendars	5/23/2018 weekly
G2.B1.S1.A1 A377754	Teachers will collaborate with grade level facilitators (coaches + Title I) every week to create...	Shah, Sejal	8/23/2017	Collaborative planning notes, lesson plans	5/23/2018 weekly
G2.B1.S1.A2 A377755	Teachers will collaborate a full-day planning with district and school-based facilitators including...	Svendsen, William	10/13/2017	Collaborative planning notes, lesson plans	5/23/2018 quarterly
G2.B1.S1.A3 A377756	After PD on Visible Learning by Bridget Reed, teachers will embed the clarity piece into their...	Shah, Sejal	8/23/2017	learning walks tool and template	5/23/2018 one-time
G2.B1.S1.A4 A377757	Implement effective discussion, tasks and activities, to include writing as a vehicle to assess...	Diaz, Ana	8/23/2017	Notes from feedback , observation tool data, Increase in teacher knowledge and improvement in student achievement	5/23/2018 biweekly
G2.B1.S1.A5 A377758	The administration will design a learning walk tool and a schedule for classroom observations to...	Diaz, Ana	8/23/2017	Observation/Walkthrough data and notes	5/23/2018 biweekly
G2.B1.S1.A6 A377759	Differentiate coaching/district support and professional development based on observations from...	Diaz, Ana	8/14/2017	Learning walks /observation following the coaching feedback	5/23/2018 one-time
G2.B2.S1.A1 A377763	Identify students using Performance Matters to create Multi-Tiered support groups	Sadoff, Karen	8/30/2017	RTI schedules, performance matters data, istation data	5/23/2018 every-6-weeks
G2.B2.S1.A3 A377765	Implement power hour with a focus on teacher led LLI instruction	Sadoff, Karen	11/15/2017	LLI assessments, FAIR data	5/23/2018 every-6-weeks
G2.B2.S1.A4 A377766	Restructure RTI to maximize the use of instructional support personnel	Svendsen, William	8/23/2017		5/23/2018 every-6-weeks
G2.B2.S1.A5 A377767	Progress monitor student learning growth	Svendsen, William	8/23/2017	RTI data and istation data, Fair data	5/23/2018 every-6-weeks
G1.B1.S2.MA1 M408893	Increase proper identification of the right services needed for individual students	Diaz, Ana	10/31/2017	Individual BIPs and tracking forms	5/23/2018 one-time
G1.B1.S2.MA1 M408894	We will use Log sheets, agendas, meeting minutes, individual student conference data to monitor...	Diaz, Ana	10/31/2017	Log sheets for mentors, BIPs, RTI-B, Conference sheets	5/23/2018 one-time
G1.B1.S2.A2 A377737	The counselor will identify, group, and counsel students with common behavior needs.Once the...	Palmeri, Kate	10/2/2017	data-tracking sheets, BIPs, MTSS minutes	5/23/2018 weekly
G1.B1.S2.A3 A377738	The school's mental health provider will be housed on campus to provide increased accessibility to...	Diaz, Ana	7/6/2017	Mental Health Provider housed at the school campus, increase in number of students benefitting from the services	5/23/2018 one-time
G1.B2.S2.MA1 M408897	Increase one completed service event form one or more group of students	Diaz, Ana	10/10/2017	agendas, event debrief notes, surveys	5/23/2018 one-time
G1.B2.S2.MA1 M408898	Agendas, provide students to debrief after the event, student surveys	Rosado, Franchesca	10/10/2017	Student surveys , debriefing notes from the students	5/23/2018 one-time
G1.B2.S2.A1 A377742	Improve the framework which in place for student council and safety patrols	Rosado, Franchesca	8/10/2017	Student council meeting, safety patrols schedule and structure	5/23/2018 daily
G1.B2.S2.A2 A377743	Establish a team of Student Ambassadors responsible for welcoming new students and visitors	Rosado, Franchesca	8/10/2017	student ambassadors team meetings and structure.	5/23/2018 one-time

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S2.A3 A377744	Establish a team of student "Green Pandas" responsible for school cleanliness and beautification	Diaz, Ana	1/9/2018	Team meetings and agenda, Keep Brevard Beautiful reports	5/23/2018 biweekly
G1.B2.S2.A4 A377745	Showcase student Art Work and Writing around the community	Young, Carrie	2/28/2018	Student Art works and writing pieces	5/23/2018 monthly
G1.B2.S2.A5 A377746	Create opportunities to serve the community such as post on social media	Young, Carrie	9/25/2017		5/23/2018 quarterly
G1.B2.S2.A6 A377747	Increase community engagement opportunities by creating community members "BaseBall Cards" and...	Diaz, Ana	11/16/2017	Baseball cards and videos	5/23/2018 one-time
G1.MA1 M408899	agendas, meeting debrief notes	Diaz, Ana	8/11/2017	School wide plan, district discipline plan	5/24/2018 every-3-weeks
G1.B1.S1.MA1 M408892	Entering each Action- Step on our calendars with checkpoints to ensure timely implementation....	Diaz, Ana	8/10/2017	Panda Paws, Newsletters	5/24/2018 daily
G1.B1.S1.A2 A377731	A PBIS Committee representative of all grade levels and support areas will oversee the...	Diaz, Ana	8/10/2017	AS400 data, Performance matters	5/24/2018 daily
G1.B1.S1.A3 A377732	Teachers will teach and model classroom and common are expectations on a regular basis throughout...	Diaz, Ana	8/8/2017	RTI-B data, PBIS team meeting agenda and minutes, Qualifications for GOLD status.	5/24/2018 every-6-weeks
G1.B1.S1.A5 A377734	Communicate expectations and framework to families and community	Young, Carrie	8/10/2017	PeachJar, School Website, Class Dojo, Open House, Title Nights, Parent-Teachers, Faith based communication	5/24/2018 one-time
G2.B1.S1.A8 A377761	Implement effective discussion, tasks and activities, to include writing as a vehicle to assess...	Diaz, Ana	9/4/2017	Student artifacts, writing rubrics	5/30/2018 monthly
G1.B3.S1.A5 A377752	Teachers will attend summer PD to build capacity in handling difficult/ student in crisis situations	Diaz, Ana	6/4/2018	meeting debrief notes, inservice implementation plan	7/30/2018 one-time
G1.B3.S1.A6 A377753	School leadership will attend the 2018 National Association for Elementary School Principals...	Diaz, Ana	7/9/2018	PD inservice points	7/30/2018 one-time
G2.B1.S1.A9 A377762	Provide 10-month assistant principals with 40 hours additional hours of work time will enable them...		6/4/2018	school improvement plan framework and strategies	7/31/2018 one-time

## V. Professional Development Opportunities

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

**G1. Learning Environment :** Increase social-emotional and mental health support for all students and improve student behaviors school-wide.

**G1.B1** Lack of consistent expectations and consequences for student behaviors across school

**G1.B1.S2** Implement a school wide plan to support social-emotional, and mental health needs for students not responding to school-wide expectations (Tier 2 and Tier 3)

### **PD Opportunity 1**

The counselor will train and assist teachers with the writing, implementation, and monitoring of Behavior Improvement Plan (BIP)

#### **Facilitator**

Kate Palmeri, Selena Coles-Stewart

#### **Participants**

All Teachers

#### **Schedule**

Every 3 Weeks, from 9/21/2017 to 5/17/2018

**G1.B2** Lack of school pride and belonging

**G1.B2.S1** Teachers will implement a school wide protected time for character/community building in the classrooms

### **PD Opportunity 1**

Teacher's will utilize and implement the lesson learned from the book "Only One You" to build character /community building in the classroom.

#### **Facilitator**

Ana Diaz

#### **Participants**

All Teachers and Staff

#### **Schedule**

On 8/3/2017

**G1.B3** Lack of teacher understanding of how to build meaningful, productive relationships with every student and every colleague

**G1.B3.S1** Build teacher capacity on understanding their strengths and embracing the differences among each other

**PD Opportunity 1**

Provide a professional development on Strengths Performance

**Facilitator**

Lyn Conroy

**Participants**

All Teachers

**Schedule**

On 2/19/2018

**PD Opportunity 2**

Teachers will attend summer PD to build capacity in handling difficult/student in crisis situations

**Facilitator**

Outside agency

**Participants**

Principal and selected teachers

**Schedule**

On 7/30/2018

**PD Opportunity 3**

School leadership will attend the 2018 National Association for Elementary School Principals conference in Orlando to increase their skills in recognizing effective learning and teaching, collecting evidence to support judgements and a strong emphasis on providing teachers with quality feedback to support improved student performance.

**Facilitator**

Outside Agency

**Participants**

Principal and Assistant Principal

**Schedule**

On 7/30/2018

**G2. Academic Achievement: Increase student's proficiency in the Core Content.**

**G2.B1** Lack of standards-aligned curriculum and consistency in delivery of instruction to execute well-designed lesson plans.

**G2.B1.S1** Teachers will plan and deliver standards-aligned lesson with fidelity during core instruction(Tier 1)

**PD Opportunity 1**

After PD on Visible Learning by Bridget Reed, teachers will embed the clarity piece into their weekly lesson plan. The purpose of this action step is for students to understand learning objective of the lessons/skills being taught.

**Facilitator**

Ana Diaz, Instructional coaches

**Participants**

All classroom

**Schedule**

On 5/23/2018

**PD Opportunity 2**

Purchase, train and implement resources which are rigorous and aligned to state standards (Eureka, ATUs etc).

**Facilitator**

Sejal Shah, Katie Viera, Karen Sadoff

**Participants**

All Teachers

**Schedule**

On 11/7/2017

**G2.B2** Lack of consistent and adequate support for our bottom quartile

**G2.B2.S1** Differentiate support for students not making adequate gains

**PD Opportunity 1**

District resource teachers will work with all instructional support staff(non-classroom) teachers on maximizing their effectiveness of their time to serve Tier 2 and Tier 3 students after receiving a PD on Andragogy. This Androgogy will help Instructional support staff to interact with classroom to best serve the needs of Tier 2 and Tier 3 students.

**Facilitator**

John Hays

**Participants**

All Instructional Support staff

**Schedule**

Biweekly, from 10/10/2017 to 5/16/2018

## VI. Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1. Learning Environment :** Increase social-emotional and mental health support for all students and improve student behaviors school-wide.

**G1.B1** Lack of consistent expectations and consequences for student behaviors across school

**G1.B1.S1** Implement cohesive framework for addressing school-wide expectations(Tier 1)

### **TA Opportunity 1**

Administration will implement and train staff in the components of the new district-wide discipline plan, to include the new discipline referral form.

#### **Facilitator**

Michelle Bonney

#### **Participants**

All teachers and Staff

#### **Schedule**

Every 3 Weeks, from 8/8/2017 to 4/26/2018

### **TA Opportunity 2**

Communicate expectations and framework to families and community

#### **Facilitator**

Carrie Young

#### **Participants**

Parents, Teachers, Staff and Community

#### **Schedule**

On 5/24/2018

**G2. Academic Achievement: Increase student's proficiency in the Core Content.**

**G2.B1** Lack of standards-aligned curriculum and consistency in delivery of instruction to execute well-designed lesson plans.

**G2.B1.S1** Teachers will plan and deliver standards-aligned lesson with fidelity during core instruction(Tier 1)

**TA Opportunity 1**

Teachers will collaborate with grade level facilitators (coaches + Title I) every week to create lesson plans based on new standards-aligned materials( e.g. Adapted test Units ATUs, Eureka Math, Collaborative classrooms)

**Facilitator**

Leslie Guevara, Fran Rosado, Carrie Young, Ann Hampson, Terri Nicolette, Karen Sadoff, Sejal Shah, Michelle Bonney

**Participants**

All Teachers

**Schedule**

Weekly, from 8/23/2017 to 5/23/2018

**TA Opportunity 2**

Teachers will collaborate a full-day planning with district and school-based facilitators including instructional coaches to create standards-aligned lesson plans

**Facilitator**

Grade levels Facilitators , district resource teachers

**Participants**

All grade level teachers

**Schedule**

Quarterly, from 10/13/2017 to 5/23/2018

### TA Opportunity 3

Implement effective discussion, tasks and activities, to include writing as a vehicle to assess student learning

#### Facilitator

Ana Diaz, William Svendsen

#### Participants

All teachers

#### Schedule

Biweekly, from 8/23/2017 to 5/23/2018

## VII. Budget

1	G1.B1.S1.A1	Administration will implement and train staff in the components of the new district-wide discipline plan, to include the new discipline referral form.	\$0.00
2	G1.B1.S1.A2	A PBIS Committee representative of all grade levels and support areas will oversee the implementation of PBIS to include coaching the staff on their roles and responsibilities, sharing discipline data, facilitating, problem-solving relative to behavior data, gathering student input, and increasing parent involvement	\$0.00
3	G1.B1.S1.A3	Teachers will teach and model classroom and common are expectations on a regular basis throughout the school year.	\$0.00
4	G1.B1.S1.A4	Staff will recognize student demonstrating consistent positive behaviors	\$0.00
5	G1.B1.S1.A5	Communicate expectations and framework to families and community	\$0.00
6	G1.B1.S1.A6	Administration will oversee the implementation of the district attendance plan.	\$0.00
7	G1.B1.S2.A1	The counselor will train and assist teachers with the writing, implementation, and monitoring of Behavior Improvement Plan (BIP)	\$0.00
8	G1.B1.S2.A2	The counselor will identify, group, and counsel students with common behavior needs. Once the students are grouped a mentoring program will be created for mentoring and counselling with the students	\$0.00
9	G1.B1.S2.A3	The school's mental health provider will be housed on campus to provide increased accessibility to students in crisis	\$0.00
10	G1.B2.S1.A1	Teacher's will utilize and implement the lesson learned from the book "Only One You" to build character /community building in the classroom.	\$0.00
11	G1.B2.S1.A2	All students and staff will solidify message learned from the book by creating a Diversity Rock Garden	\$0.00
12	G1.B2.S1.A3	All students will attend a school wide assembly hosted by admin to clarify the book message	\$0.00
13	G1.B2.S2.A1	Improve the framework which in place for student council and safety patrols	\$0.00
14	G1.B2.S2.A2	Establish a team of Student Ambassadors responsible for welcoming new students and visitors	\$0.00

15	G1.B2.S2.A3	Establish a team of student "Green Pandas" responsible for school cleanliness and beautification				\$0.00
16	G1.B2.S2.A4	Showcase student Art Work and Writing around the community				\$0.00
17	G1.B2.S2.A5	Create opportunities to serve the community such as post on social media				\$0.00
18	G1.B2.S2.A6	Increase community engagement opportunities by creating community members "BaseBall Cards" and story time videos				\$0.00
19	G1.B3.S1.A1	Provide book "Strengths finder" to every all teachers				\$0.00
20	G1.B3.S1.A2	Provide a professional development on Strengths Performance				\$0.00
21	G1.B3.S1.A3	Provide book "Leader in Me" to all teachers				\$0.00
22	G1.B3.S1.A4	Create team for writing grants for implementation of strategies for the leader in me for 2018-2019 school year				\$0.00
23	G1.B3.S1.A5	Teachers will attend summer PD to build capacity in handling difficult/student in crisis situations				\$13,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	2051 - University Park Elementary School	UniSIG		\$13,500.00
			<i>Notes: Teacher stipends for extra duty pay while attending trainings during summer. G2.B2.S1.A1</i>			
24	G1.B3.S1.A6	School leadership will attend the 2018 National Association for Elementary School Principals conference in Orlando to increase their skills in recognizing effective learning and teaching, collecting evidence to support judgements and a strong emphasis on providing teachers with quality feedback to support improved student performance.				\$1,750.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	7300	110-Administrators	2051 - University Park Elementary School	UniSIG		\$550.00
			<i>Notes: Principal will attend NAESP conference during summer G1.B1.S1.A8</i>			
	7300	330-Travel	2051 - University Park Elementary School	UniSIG		\$1,200.00
			<i>Notes: Travel expense for principal out of county conference(NAESP). G1.B1.S1.A8</i>			
25	G2.B1.S1.A1	Teachers will collaborate with grade level facilitators (coaches + Title I) every week to create lesson plans based on new standards-aligned materials( e.g. Adapted test Units ATUs, Eureka Math, Collaborative classrooms)				\$0.00
26	G2.B1.S1.A2	Teachers will collaborate a full-day planning with district and school-based facilitators including instructional coaches to create standards-aligned lesson plans				\$3,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	140-Substitute Teachers	2051 - University Park Elementary School	UniSIG		\$3,200.00

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				<i>Notes: Substitute teachers to provide teachers release time to train/collaborate G1.B2.S1.A5</i>		
27	G2.B1.S1.A3	<b>After PD on Visible Learning by Bridget Reed, teachers will embed the clarity piece into their weekly lesson plan. The purpose of this action step is for students to understand learning objective of the lessons/skills being taught.</b>			\$0.00	
28	G2.B1.S1.A4	<b>Implement effective discussion, tasks and activities, to include writing as a vehicle to assess student learning</b>			\$0.00	
29	G2.B1.S1.A5	<b>The administration will design a learning walk tool and a schedule for classroom observations to provide feedback to each teacher on the implementation of the lesson plan after collaborating with the facilitators.</b>			\$0.00	
30	G2.B1.S1.A6	<b>Differentiate coaching/district support and professional development based on observations from learning walks</b>			\$0.00	
31	G2.B1.S1.A7	<b>Purchase, train and implement resources which are rigorous and aligned to state standards (Eureka, ATUs etc).</b>			\$57,010.00	
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	500-Materials and Supplies	2051 - University Park Elementary School	UniSIG		\$46,465.00
				<i>Notes: Eureka materials and supplies to support rigorous standards aligned instruction in math content area. G1.B2.S1.A7</i>		
	6500	644-Computer Hardware Non-Capitalized	2051 - University Park Elementary School	UniSIG		\$4,995.00
				<i>Notes: Purchase 5 computer hardware as necessary to support implementation instructional curriculum and increase student achievement. G1.B3.S2.A2</i>		
	6500	692-Computer Software Non-Capitalized	2051 - University Park Elementary School	UniSIG		\$1,000.00
				<i>Notes: Purchase 5 computer software as necessary to support implementation instructional curriculum and increase student achievement. G1.B3.S2.A2</i>		
	6400	310-Professional and Technical Services	2051 - University Park Elementary School	UniSIG		\$2,150.00
				<i>Notes: Conference travel for professional development of teachers G1.B2.S1.A2</i>		
	6400	330-Travel	2051 - University Park Elementary School	UniSIG		\$2,400.00
				<i>Notes: Conference travel expenses for professional development of teachers G1.B2.S1.A2</i>		
32	G2.B1.S1.A8	<b>Implement effective discussion, tasks and activities, to include writing as a vehicle to assess student learning</b>			\$0.00	
33	G2.B1.S1.A9	<b>Provide 10-month assistant principals with 40 hours additional hours of work time will enable them to plan and work with the principals during the summer for the purpose of developing the school improvement plan and strategies to positively impact student achievement</b>			\$7,200.00	
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	7300	110-Administrators	2051 - University Park Elementary School	UniSIG		\$7,200.00
				<i>Notes: Hourly pay for Assistant principal to work on school improvement strategies G1.B1.S1.A9</i>		

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34	G2.B2.S1.A1	Identify students using Performance Matters to create Multi-Tiered support groups				\$0.00
35	G2.B2.S1.A2	District resource teachers will work with all instructional support staff(non-classroom) teachers on maximizing their effectiveness of their time to serve Tier 2 and Tier 3 students after receiving a PD on Andragogy. This Andragogy will help Instructional support staff to interact with classroom to best serve the needs of Tier 2 and Tier 3 students.				\$0.00
36	G2.B2.S1.A3	Implement power hour with a focus on teacher led LLI instruction				\$0.00
37	G2.B2.S1.A4	Restructure RTI to maximize the use of instructional support personnel				\$118,720.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	150-Aides	2051 - University Park Elementary School	UniSIG	4.0	\$70,000.00
			<i>Notes: Hire four instructional assistants for kindergarten and one for intervention support. G1.B3.S2.A1</i>			
	5100	210-Retirement	2051 - University Park Elementary School	UniSIG	4.0	\$5,540.00
			<i>Notes: Hire four instructional assistants for kindergarten and one for intervention support. G1.B3.S2.A1</i>			
	5100	220-Social Security	2051 - University Park Elementary School	UniSIG	4.0	\$5,355.00
			<i>Notes: Hire four instructional assistants for kindergarten and one for intervention support. G1.B3.S2.A1</i>			
	5100	230-Group Insurance	2051 - University Park Elementary School	UniSIG	4.0	\$36,855.00
			<i>Notes: Hire four instructional assistants for kindergarten and one for intervention support. G1.B3.S2.A1</i>			
	5100	232-Life Insurance	2051 - University Park Elementary School	UniSIG	4.0	\$580.00
			<i>Notes: Hire four instructional assistants for kindergarten and one for intervention support. G1.B3.S2.A1</i>			
	5100	240-Workers Compensation	2051 - University Park Elementary School	UniSIG	4.0	\$390.00
			<i>Notes: Hire four instructional assistants for kindergarten and one for intervention support. G1.B3.S2.A1</i>			
38	G2.B2.S1.A5	Progress monitor student learning growth				\$3,552.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	500-Materials and Supplies	2051 - University Park Elementary School	UniSIG	0.0	\$3,552.00
			<i>Notes: LLI Assessment materials for progress monitoring and placement in intervention groups. DIAP G1.B3.S2.A2</i>			
					<b>Total:</b>	<b>\$204,932.00</b>