

Meadow Park Elementary School



2017-18 Schoolwide Improvement Plan

Meadow Park Elementary School

3131 LAKE VIEW BLVD, Port Charlotte, FL 33948

<http://yourcharlotteschools.net/mpe>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	36%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

This plan was approved by the Charlotte County School Board on 10/10/2017.

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 Meadow Park Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	- N/A

I. Part I: Current School Status

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
Loge, Matt	Principal
Bishop, Bo	School Counselor
Vida, Holly	Teacher, ESE
Bishop, Christy	Instructional Coach
Elek, Lauren	Assistant Principal
Probst, John	Instructional Coach
Smith, Jess	Instructional Coach
Taylor, Michelle	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.

1. Matthew Loge, Principal

~Leads (facilitates) the following meetings: Core Team, Program Planners, PPC (with co-chair), SAC (with co-chair). The topics for these vary, but they include: District and school initiatives, District and school expectations, best practices for student learning, best practices for instruction, data analysis, data-driven planning, and problem-solving. Synergy is the method used for arriving at a solution, with the goal of win-win.

~Classroom walk-throughs are conducted and cc paper slips are left with the teachers when leaving the rooms. Comments on instruction include: a positive point, lesson plans, reflection question, and additional comments on instruction. Teachers sometimes choose to respond to the reflection question with an email to the principal or a follow-up conversation. PD 360/Edviation is also used as a tool to assess current teacher strategies.

~The Principal practices shared decisions by talking with stakeholders prior to making a decision. In addition, the Assistant Principal, Lead Teacher, Academic Coaches, Core Team members, and Program Planners are often consulted when there is a decision that will directly affect teachers.

2. Lauren Elek, Assistant Principal

~Leads (facilitates) the following meetings: SPPC (with co-chair) and is back-up (alternate) for the Principal at Core Team, Program Planner, PPC, and SAC. Teachers often feel more comfortable in conversing with AP about instructional strategies and concerns in the classroom. Same procedures are followed as Principal with regard to synergy.

~Classroom walk-throughs are conducted and cc paper slips are left with the teachers when leaving the rooms. Comments on instruction include: a positive point, lesson plans, reflection question, and additional comments on instruction. Teachers sometimes choose to respond to the reflection question with an email to the principal or a follow-up conversation.

~Ensures teachers and students have all necessary textbooks.

~Shared decision-making is protocol and AP consults with Principal, Lead Teacher, Academic Coach, Core Team members, and teachers to make the best decisions possible.

~Leads (facilitates) the following meetings: EBD team meetings, Best Practices for EBD. As a specialist for behavior, Mrs. Elek's expertise is valued by the ESE team, and she leads our group in best instructional practices in the area of ESE. She incorporates the concerns for teachers and students during his meetings, allowing time for teachers to talk about the data and needs in their classrooms, and then arriving at a shared decision that is for the good of all.

3. John Probst - Lead Teacher

4. Christy Bishop - Academic Coach

5. Jessica Smith - Academic Coach

~Lead PD for the staff in recent best instructional practices. This is done during before and after-school times as well as during teacher planning periods. Teachers "lean on" them for quick, solid advice on issues such as: lesson plans, curriculum concerns, FL standards questions, and much more.

~Our Lead Teacher and Academic Coaches remain in great communication with the principal, AP, and the remainder of the Core Team to solve the problem with synergy. They use email, text, phone, and meeting times to make this happen.

~Work together with others to facilitate All Pro Families, a monthly family involvement program, and provide support to teachers when providing remediation for the lowest 25%

6. Holly Vida - ESE Liaison

~ESE Liaison is available to provide mentorship to new ESE teachers, teaching how to use PEER and write IEPs. She facilitates IEP meetings and notifies teachers of requirements for these. She is available to assist with questions and leads ESE meetings for teachers.

~She participates in shared decision-making by discussing concerns at Core Team.

7. Bo Bishop - Guidance Counselor

~Provides instruction for teachers on Rtl policy, District initiatives with MTSS, and offers advice to teachers with questions on needy students.

~He participates in shared decision-making by discussing concerns at Core Team, and communicating with all stake-holders, such as parents, teachers, and support personnel.

7. Bill Carrion - Behavior Specialist

~Provides behavioral strategies for teachers with students in need of a behavior intervention plan. Communicates with teacher on best practices and plans.

~Participates in shared decision-making by discussing concerns at Core Team and communicating with various stake-holders.

8. Charity Shier - Social Worker

~Provides strategies for teachers to use with students who are in high need of special services (such as attendance concerns, poor housing situations, or lack of food).

~Participates in shared decision-making by discussing concerns at Core Team and communicating with various stake-holders.

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.

Data is the basis for all decisions. Data is reviewed by leadership at various intervals from weekly, to monthly, to quarterly, to annually.

Annually-

Title One Survey indicates percentages with success and/or need in Parent Involvement (parent-

school relations, home-school communication, parent awareness of activities, school quality satisfaction, availability of information, and attendance at school meetings). Meeting in May is attended by Principal, AP, Lead Teacher, SAC chair, additional SAC board member, Parent Involvement Specialist, and a teacher representative (at a minimum). Best practices are shared at the meeting, highlighting those with the highest impact. A problem-solving conversation is begun, which includes barriers and plans for elimination of them. A plan for improving weak areas is created, a timeline with names and responsibilities is created, and a calendar of events is written. During this time, the funding sources are considered and written into the plan. The plan includes alignment of personnel, instruction, and curriculum.

Accountability Report indicates trends for our school, and includes data ranging from demographics to climate surveys, to specific student group performance on standardized testing. This report is then reviewed in-depth by our Core Team, Program Planners (in the summertime meeting), teachers (at first day back-to-school meeting) and the initial SAC meeting. The principal is responsible for sharing this information.

FLKRS Data provides our KG teachers with information about strength and need of our newest students. When data arrives, teachers meet with Lead Teacher and/or AP to discuss curriculum needs, personnel support needed, and best strategies to meet needs.

Quarterly-

i-Ready Assessment reports and START assessments provide specific areas of strengths and weaknesses based upon the FL standards. These reports are measured against those of other schools as well. The reports are analyzed by the Core Team and then Program Planners at the meetings for each (led by principal/AP), and then at the upcoming PD meetings for each grade level (led by Lead Teacher). At the initial assessment review, an Action Plan is created for each grade level. The Action Plan includes resources needed, and funding sources for the resources. Adjustment to instructional strategies may be made based upon best practices vs current practices.

Monthly-

Program Planners' Meeting- Each month, Program Planners meet with the Principal, AP, Lead Teacher, and academic coaches to create synergy for solutions to problems, combine resources, and determine whether or not current practice is meeting the needs for our students. This meeting is facilitated by the principal/AP.

PPC Meeting- Each month, a representative from each of the following areas meet: ESE, K-2, 3-5, and Specials. In addition, there is a co-chair and a co-chair elect that join the principal, APs, and Lead Teacher in the meeting. The intent is to create synergy for solutions to problems or concerns, determine whether or not current practice is meeting the needs for our students and teachers, and how best to provide for resources to meet those needs. Data such as student discipline, student attendance, number of staff with similar concerns, etc. is used. This meeting is facilitated by the principal and PPC co-chair. The AP will facilitate in the principal's absence.

Weekly-

Core Team Meeting- This meeting is held in the principal's office each Thursday at 9 am. It includes: Principal, AP, Lead Teacher, Academic Coaches, SRO, Behavior Specialist, ESE Liaison, Guidance Counselor, Social Worker, and Principal's Secretary. (The Secretary maintains a list of resources that are available, including budget, to assist in problem-solving. She also documents the meeting minutes.) During this meeting, we have "Child Talk" and determine the best possible ways to meet the needs of individual students. Reports are brought by various members of the team that provide data (eg. Attendance, Discipline, Restraint, Homeless, Early Warning System, etc.). The meeting is facilitated by the principal/AP, but synergy is expected. Best practices are used during each meeting.

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.

1. Our Meadow Park PPC (Partnership and Performance Council) collaborates to create a positive school environment for staff and students.
2. Teachers collaborate using student performance data to create Action Plans to remediate and address student strengths and weaknesses during District Data Days.
3. PLC (Professional Learning Communities) provide teachers the opportunity to enhance their professional repertoire through investigation and collegial inquiry of best practices.
4. The county NET (New Educator Training) program pairs new teachers with experienced mentors in a structured program providing support in curriculum and best practices.
5. Grade level teachers meet weekly to discuss student progress, lesson plan, and school activities.
7. Program Planners from each grade level meet with the principal and assistant principal to disseminate district/school initiatives, upcoming events, and school procedures.
8. Three classrooms are equipped with two co-teachers who have been trained in best practices for co-teaching.
9. Our school hosts a weekly EBD Teachers Support Group (emotional/behavioral disabled students) to provide those teachers the support needed.
10. The ESE (exceptional student education) teachers meet bimonthly to consult on the progress of their students to ensure the IEPs (Individualized Education Plan) is being followed to the specifications and needed accommodations are being met.
11. Staff learning meetings are held every Thursday. We rotate between staff meetings, Professional development meetings, team meetings with admin, and child talk with each grade level.

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

1. We advertise open employment positions.
2. Representatives of our stakeholders participate in the interview process and assist in hiring highly qualified personnel.
3. Each grade-level's Program Planner offers support in many ways to their team members, as do members of the MPE Core Team.
4. The Lead Teacher and Academic Coaches offer professional development and curricular support.
5. The school leadership team addresses discipline and textbook concerns. School admin offers instructional guidance in the form of positive, constructive feedback after walking through classrooms to observe teachers and students, and she offers additional support, as needed.
7. The staff of Meadow Park strives to create a positive, professional, and supportive environment that inspires teachers to perform at their best and enjoy teaching at our school.

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

The rationale for pairing is to find a mentor teacher who has had Clinical Educator Training and is familiar with the new teacher's grade-level and specialty (ie VE or EBD). Planned mentoring activities take place each month, and include all FEAP and additional CCPS policies and procedures.

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.

1. We teach using State-approved, district-adopted textbooks and curriculum.
2. Teachers create lesson plans with the core curriculum and Florida's standards. Teachers upload their lesson plans weekly to our MPE One Drive, and administrators periodically review lesson plans to ensure alignment.
3. Curriculum Maps and Pacing Guides have been provided to teachers as a tool for standards-based lesson planning.
4. Data Days are provided to teachers to ensure alignment between standards and the Action Plans that teachers generate on those days within their grade levels.
5. i-Ready is a computer-based program which provides students instruction on Florida's standards in math and ELA (English Language Arts). There is also a diagnostic component which provides teachers with reports of students' strengths and weaknesses in specific domains. This allows teachers to differentiate instruction to meet the needs of all students. Teachers have been asked to ensure that all students complete 45 minutes of lesson work on iReady per week per subject.
6. The DLT (District Leadership Team) meets monthly to provide alignment between district and schools as we implement the state-approved instructional programs. They determine best policies and practices for dissemination of materials, programs, and professional development at the school level.

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.

1. I-Ready is a computer-based program which provides diagnostic and progress-monitoring assessments in math and ELA (English Language Arts). Teachers are able to access reports of students' profiles that identify strengths and weaknesses in specific domains. This allows our school to review the data and differentiate instruction to meet the needs of all students through small group instruction, additional materials, and homogeneous grouping.
2. Our school focus is "Know Our Kids, Grow Our Kids, ALL of Them" Teachers are expected to collaborate frequently to determine best practices for 'growing' all students, especially those who have difficulty attaining proficiency of our standards.
3. Our school provides various inclusive environments for ESE students in 1st through 5th grades level to provide our exceptional learners with a learning environment that includes non-disabled peers. These classrooms include conversion classrooms with one teacher and one para, and co-teach classrooms with two teachers, one of whom is ESE certified. Some of these classrooms use 1:1 technology with iPads or laptops.
4. Meadow Park uses Accelerated Reader, an online reading program that offers students the ability to read books within their Zone of Proximal Development and take comprehension quizzes on those books. Monthly, students are rewarded for their reading accomplishments at the AR (Accelerated Reader) store. Items can be 'purchased' with points earned from passed comprehension quizzes. STAR test is a diagnostic reading comprehension test used within the AR program to identify reading levels and guide and differentiate instruction.
6. Child Talk meetings, during which grade-level teams, teachers across grade levels, and instructional coaches discuss the needs of individual students, are held every 2-4 weeks at staff learning meetings. Teachers collaborate to discuss and brainstorm strategies and interventions to support students both academically and socially.
7. Teachers who teach conversion classrooms consult monthly with our ESE Liaison to discuss academic progress, differentiation, and strategies for growth.
8. Our assistant principal meets with ESE/EBD teachers every 2 weeks to discuss academic and social progress and concerns and to discuss strategies for improvement.
9. Grade level teams meet with core team quarterly to discuss data and create action plans for improvement.

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

Strategy: Extended School Day

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

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.

Pre-K to KG:

~In May, students from PK classes at MPE and those from private PK facilities participate in a day of visitation to our KG classrooms. The time is spent introducing students to the set-up of a KG classroom, routines and procedures, and an overview of the expectations for the first days of school.
~Students enter KG with a delayed entry, with only half attending the first day and half the next. This allows students to receive more individualized attention to start the children's educational experience.
~In addition, KG has a parent orientation breakfast on the first day of school to answer questions and provide information about dismissal, communication, and involvement. This ensures a less-crowded environment that is less likely to overwhelm the students or the parents.

Elementary to Middle School:

~In May, students are invited to Murdock Middle School for an introduction to the middle school environment. Students are provided with transportation to the schools where they are given a presentation by the administrative staff and a few teachers on basic policies and procedures, and the students are then allowed to ask questions. (TOPS students visit their actual geographic middle schools.)
~Students with an IEP will have an IEP meeting prior to transitioning to the middle school so that all supports needed for the student in the new school can be put into place.
~This year, fifth grade is departmentalizing their instruction, which helps students to become accustomed to the transitions they will experience in middle school.
~The majority of our staff members have participated in a "growth mindset" professional development training, and all staff members are encouraged to use growth mindset strategies and language with students. Research indicates that having a growth mindset helps student to transition more successfully between school levels.
~Fifth grade meets with middle school teachers annually to concentrate on vertical articulation.

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.

The school identified an area of need in ELA, Math, and Science proficiency based on FSA results. According to FSA data, the school also identified a need for improvement in the area of L25 for reading and math. The strength of the school for the 16/17 school year was the significant growth that was made with math proficiency.

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.

We determined that a symptom or cause of low proficiency scores in all assessed areas can be attributed to a lack of knowledge regarding grade level standards and ineffective Tier I planning and instruction. We feel it is necessary to strengthen and enrich the quality of instruction and planning in all academic areas.

C. Strategic Goals

School Improvement Goals


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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Meadow Park will improve student performance by aligning instruction and assessments to the Florida Standards.

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. Meadow Park will improve student performance by aligning instruction and assessments to the Florida Standards. 1a

G098587

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	60.0
FSA Mathematics Achievement	65.0
Statewide Science Assessment Achievement	54.0

Targeted Barriers to Achieving the Goal 3

- Lack of depth and knowledge of Florida Plan standards.

Resources Available to Help Reduce or Eliminate the Barriers 2

- LAFS and MAFS instructional materials
- Paraprofessionals
- Academic Coaches
- Standards Resource binders
- i-Ready diagnostic and instructional paths
- District curriculum maps

Plan to Monitor Progress Toward G1. 8

i-Ready progress monitoring and diagnostic data

Person Responsible

John Probst

Schedule

Quarterly, from 9/1/2017 to 5/25/2018

Evidence of Completion

Lesson plans and progress monitoring data

Action Plan for Improvement


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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. Meadow Park will improve student performance by aligning instruction and assessments to the Florida Standards. **1**

 G098587

G1.B1 Lack of depth and knowledge of Florida Plan standards. **2**

 B265313

G1.B1.S2 Guiding teachers in unpacking the rigor of standards. **4**

 S281196

Strategy Rationale

Our lead and academic coaches will attend grade level team meetings to guide conversations and assist in unpacking standards.

Action Step 1 **5**

Coaches will attend grade level meetings to guide discussions and assist in unpacking the standards.

Person Responsible

John Probst

Schedule

Monthly, from 9/1/2017 to 5/25/2018

Evidence of Completion

Team meeting minutes

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

Core team will check in with coaches weekly to discuss action plans and strategies.

Person Responsible

Matt Loge

Schedule

Weekly, from 9/1/2017 to 5/25/2018

Evidence of Completion

Core team agendas and minutes. Core team will meet with teams once a month to discuss action plans.

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

Core team will check in with coaches weekly to discuss action plans and strategies.

Person Responsible

Matt Loge

Schedule

Monthly, from 9/1/2017 to 5/25/2018

Evidence of Completion

Lesson Plans and Team meeting minutes.

G1.B1.S4 Provide teachers with guided reading materials to enhance core instruction. 4

 S281198

Strategy Rationale

Differentiated instruction leads to an increase in student understanding and performance.

Action Step 1 5

Provide teachers with a Scholastic Reading Resource Room

Person Responsible

Lauren Elek

Schedule

Daily, from 9/28/2017 to 5/24/2018

Evidence of Completion

Check out sign out sheets and teacher lesson plans

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Administrators and coaches will monitor the use of the scholastic room and provide incentives for teachers utilizing the resource. Coaches will also model lessons in classrooms.

Person Responsible

Lauren Elek

Schedule

Weekly, from 9/28/2017 to 5/24/2018

Evidence of Completion

Administrators and coaches will monitor the use of the scholastic room and provide incentives for teachers utilizing the resource. Coaches will also model lessons in classrooms.

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

DRA and STAR scores

Person Responsible

Lauren Elek








Schedule

Quarterly, from 9/28/2017 to 5/24/2018

Evidence of Completion

Teachers will assess students using DRA, STAR and monitor student reading levels.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B1.S4.MA1  M411081	DRA and STAR scores	Elek, Lauren	9/28/2017	Teachers will assess students using DRA, STAR and monitor student reading levels.	5/24/2018 quarterly
G1.B1.S4.MA1  M411082	Administrators and coaches will monitor the use of the scholastic room and provide incentives for...	Elek, Lauren	9/28/2017	Administrators and coaches will monitor the use of the scholastic room and provide incentives for teachers utilizing the resource. Coaches will also model lessons in classrooms.	5/24/2018 weekly
G1.B1.S4.A1  A379132	Provide teachers with a Scholastic Reading Resource Room	Elek, Lauren	9/28/2017	Check out sign out sheets and teacher lesson plans	5/24/2018 daily
G1.MA1  M411083	i-Ready progress monitoring and diagnostic data	Probst, John	9/1/2017	Lesson plans and progress monitoring data	5/25/2018 quarterly
G1.B1.S2.MA1  M411079	Core team will check in with coaches weekly to discuss action plans and strategies.	Loge, Matt	9/1/2017	Lesson Plans and Team meeting minutes.	5/25/2018 monthly
G1.B1.S2.MA1  M411080	Core team will check in with coaches weekly to discuss action plans and strategies.	Loge, Matt	9/1/2017	Core team agendas and minutes. Core team will meet with teams once a month to discuss action plans.	5/25/2018 weekly
G1.B1.S2.A1  A379131	Coaches will attend grade level meetings to guide discussions and assist in unpacking the standards.	Probst, John	9/1/2017	Team meeting minutes	5/25/2018 monthly

V. Professional Development Opportunities

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

G1. Meadow Park will improve student performance by aligning instruction and assessments to the Florida Standards.

G1.B1 Lack of depth and knowledge of Florida Plan standards.

G1.B1.S2 Guiding teachers in unpacking the rigor of standards.

PD Opportunity 1

Coaches will attend grade level meetings to guide discussions and assist in unpacking the standards.

Facilitator

JR Probst

Participants

Teachers

Schedule

Monthly, from 9/1/2017 to 5/25/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S2.A1	Coaches will attend grade level meetings to guide discussions and assist in unpacking the standards.				\$16,224.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	120-Classroom Teachers	0141 - Meadow Park Elementary School	Title, I Part A		\$16,224.00
			Notes: Data days x 2 for reviewing student iReady data and pd on unpacking the standards			
2	G1.B1.S4.A1	Provide teachers with a Scholastic Reading Resource Room				\$3,091.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	0141 - Meadow Park Elementary School	School Improvement Funds		\$3,091.00
			Notes: Scholastic Book Room			
Total:						\$19,315.00