Molino Park Elementary

2017-18 Schoolwide Improvement Plan

Molino Park Elementary

899 HIGHWAY 97, Molino, FL 32577

www.escambiaschools.org

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	86%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	15%

School Grades History

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

*Informational Baseline School Grade

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

School Board Approval

This plan is pending approval by the Escambia County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in section 1008.33, Florida Statutes, is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by Rule 6A-1.099811, Florida Administrative Code:

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Molino Park Elementary

DA Region and RED	DA Category and Turnaround Status
Northwest - Rachel Heide	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Molino Park Elementary endeavors to prepare each student to be a lifelong learner and a productive citizen. We utilize current research-based educational principles and practices to facilitate maximum student performance.

b. Provide the school's vision statement.

Molino Park's vision is, "To promote joy in learning in a positive, safe and child-centered environment."

2. School Environment

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

The school year starts out with teachers contacting parents to introduce themselves and find out from parents if students have any specific needs or concerns. Before the end of the first nine weeks, each teacher meets with each parent at a designated time to further discuss social, emotional, academic needs. Communication is open and parents have a chance to relate any important information to the teacher. Student progress and individual student needs are discussed.
Teachers build relationships with students by interacting with them on a day to day basis as they provide quality student engagement. Teachers give students opportunities to discuss and engage in conversations in whole group, small groups, and as individuals, both student to student and student to teacher.
Teachers will utilize data from our BPIE (Best Practices for Inclusive Education) assessment to plan and implement activities to support various cultures and build relationships as well.

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

Students are greeted each morning at car riders by the Principal and at buses by the Assistant Principal. Teachers greet students as they enter classrooms each morning. The classroom environment is a collaborative environment with increasing student engagement. Teachers use Whole Brain activities and give students opportunities for choice. Students participate in whole group, small group, and individual assignments. During the day all doors are locked except the front door. An after school child care program is available. Visitors check in through the front office and license are run through the raptor program to insure safety. When students go around school they go in pairs. Safety drills are practiced regularly at Molino Park.

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.

Teachers go over the District Rights and Responsibilities Student Handbook, Molino Park Handbook for Students and Parents, and discuss classroom rules the first week of school. The District Rights and Responsibilities Student Handbook is shared with our parents as well. The school wide acronym SOAR (Show respect; Offer Kindness, Always be prepared, Respect others) is used for student

discipline.The school-wide behavioral plan is reviewed each year by the school leadership team. Teachers handle minor distractions in their classrooms. When these infractions mount up, teacher provides the paper trail to administration and enters a referral in the FOCUS system. Administration handles the situation according to the District Matrix of Discipline and uses the adjudication guidelines in the student handbook as reference.

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.

Teachers are vigilant in identifying student social - emotional needs. When a need is identified, the counselor is advised. Services are provided through school based counseling and Lakeview counseling. Mentors volunteer to support students at school to give them a boost in self esteem as well as academic assistance. We provide with our partners' assistance food for Thanksgiving and Christmas as well as gifts for the most needy at Christmas. When any of these needs are identified in RTI meetings the committee develops strategies to combat the problem. If problems are severe or noted to be harmful to a child, Child Protective Services are contacted.

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.

Attendance below 90%
Behavior: One or more suspensions
Course failure in ELA or Math
Level 1 on statewide assessment

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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Attendance below 90 percent	3	7	9	7	7	11	0	0	0	0	0	0	0	44
One or more suspensions	0	0	3	4	3	7	0	0	0	0	0	0	0	17
Course failure in ELA or Math	0	0	1	5	19	12	0	0	0	0	0	0	0	37
Level 1 on statewide assessment	0	0	0	1	7	11	0	0	0	0	0	0	0	19
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	1	4	6	10	0	0	0	0	0	0	0	21

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

Student with 2 or more early warning indicators will be identified and their records reviewed. The counselor will maintain contact and monitor all areas with these students. Counselor will monitor attendance closely and send Visiting Teacher when necessary and add these students to the MTSS process for attendance. Classroom teacher will progress monitor their academic, behavior, and attendance. If these students continue to exhibit the early warning indicators, they will be brought to the MTSS committee to identify strategies to correct deficiencies.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 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/413865.

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.

Molino Park Elementary receives TITLE I, Part A funds and is developing a written Parent and Family Engagement Plan (PFEP) that establishes our expectations for parent and family engagement. This plan will describe how we will carry out the programs, activities, and procedures in accordance with the definitions in Section 8101 of ESEA. This plan is developed jointly and agreed upon with the families of children participating in TITLE I, PART A programs.

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
Barnes, Lisa	Principal
Scanlon, Samantha	Teacher, K-12
Gilmore, Rachel	Teacher, K-12
Solchenberger, Jennifer	Teacher, K-12
Abrams, Gwen	Other
Fletcher, Karon	Teacher, K-12
Madril, Rachel	Teacher, K-12
Fetsco, Shana	Teacher, K-12
Sager, Adrianna	Teacher, ESE
Crites, Jessica	Teacher, PreK
Montgomery, Tommy	Instructional Media
Johnecheck, Cheryl	Assistant Principal

b. Duties

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

The school leadership team assists in identifying resources, setting school goals, and supporting grade level goals. Grade level chairs, ESE representative, special area representative, parent representative, assistant principal, and principal make up the Leadership team. Each grade level chair gathers information/ideas from their team members and bring it before the team and disseminate decisions back to their areas of representation. These members are also members of other Molino Park Committees so they can bring initiatives/areas of concern or need to be discussed during Leadership Team meetings. Discussions from these meetings also become part of the SIP goals in identifying goals, barriers, and resources. Members of the MTSS have the opportunity to assist with development of strategies to be used in teaching Reading, Math, Science, Writing, and behavior. The team will use strategies from the School Improvement Plan for support of students and implementation of the School Improvement plan. The MTSS process helps identify strategies, goals, resources, and staff development to support the School Improvement Plan and promote student growth and support learning gains.

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.

Teachers maintain a data notebook in which they keep data on weekly assessments, unit assessments, benchmark data, STAR 360 Assessments, Progress Monitoring data, Standardized test results, iii data, Go Math! Assessments, and any other data they may need to identify student progress. Teachers dig into data to identify areas of strengths and weaknesses of students and examine implementation of core curriculum to develop strategies for growth which are incorporated into the School's Improvement Plan, needed funding and strategic placement of teacher support systems. We identify students in need of additional help or intensive interventions. As teachers identify students in need of interventions they gather data and complete appropriate records review, graphs, and forms to give to the Guidance Counselor. The guidance counselor sets up a MTSS meeting with team members. At this meeting we identify the problem and concern, analyze why the

problem is occurring, and develop a plan of interventions. As the teacher implements the plan data is kept of time and length intervention occurs and progress. As these interventions are carried out the team then evaluates the effectiveness of the plan (Progress Monitoring). If needed the team meets again for more intensive interventions, problem-solving, and evaluating the effectiveness of the plan. If needed a school psychologist, school social worker, behavior intervention specialist, or nurse are consulted. If the intervention needs to be continued, changed, or intensified, another meeting is held to continue monitoring the student in need. We summarize everything that has occurred to this point in time (interventions, screenings, diagnostic results if available). It is then determined if the intervention was successful, if further evaluation is needed, or if the response to intervention data can be used to decide how best to help the student in need in other ways.Teachers use graphs of informational results over time identifying student progress in targeted areas. Some of which may include Reading Wonders Benchmark tests, fluency drills, teacher made tests, FSA Grade level testing, Go Math! data, on going progress monitoring records, and report cards. Tier II and III forms are completed to evaluate data and make decisions based upon predetermined criteria for each child in need. If the committee deems further testing is needed, appropriate forms are completed to request testing from school psychologist.

Molino Park will be receiving Title I Grant money for 2017/2018. We will receive $47,843 which will be used to purchase a .5 technology coordinator, Parental Involvement, staff development/instructor training, supplies, and substitute teachers for professional development and parent conferences. Services for migrant children are provided by the district level Title I office. After thorough checking of the MSIX system and our local Student Data Base, we have determined that there are no migrant children at Molino Park.
Services to neglected and delinquent students are provided by various district-operated programs. These services are overseen by the Title I office. Our school does not serve Title I, Part D students. Professional development is offered at both the school and district level. Please see each goal area for specific professional development activities. Title II funds are used to provide additional training to school personnel on MTSS, School Leadership Team, Curriculum Programs, Thinking Maps, and other staff development as deemed necessary from staff analysis of curriculum needs. Staff development needs noted at this time are reading comprehension strategies, small group instruction (reading/math), data analysis, and Thinking Maps. Services are provided, as required by law. Several ESOL centers are provided at various key locations in the district. Students who do not attend centrally located school-based sites attend their zoned school where ESOL-endorsed teachers provide services. All teachers who serve ELL identified students have ESOL endorsement on their teaching certificate. At the present time, Molino Park does not have any ELL students.
The school works with the district's Homeless Coordinator to provide resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.
SAI monies is supplied to each school as part of our Operating budget. SAI funds for 2016/2017 will be used to supplement teaching materials in the classroom and to provide substitutes for professional development and parent conferences.
The school offers non-violence and anti-drug programs to students across all grade levels. The County Drug and Alcohol Commission of Escambia supplies a counselor to Molino Park through the RISE program. She provides prevention training to identified students that will benefit from the program school-wide. The counselor provides drug, alcohol, violence, and bullying programs to all grade levels.. SESIR data, if applicable, are reported to the district as required. Red Ribbon Week is held in October with school-wide activities. Our district has launched the "Bullying Reporting" website where bullies may be reported anonymously.
Molino Park is committed to continue offering nutritional choices in its cafeteria.
Housing opportunities are offered at the district level and are overseen by the Title I District Office. This program is offered at the district.
The Head Start program is offered at the district and several Head Start programs are housed at various elementary schools. Molino Park does not have a Head Start program.

Adult Education evening programs are offered at all of Escambia County's high schools. Teachers integrate career and technical awareness into the regular curriculum. We provide opportunities and resources for professionals to be a part of our resources and presentations to students.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Lisa Arnold	Principal
Gena Daniels	Teacher
Emma Pryear	Education Support Employee
Charlene Wilson	Parent
Irene Lee	Business/Community
Gwen Abrams	Parent
Amanda Manning	Parent
Sabrina Youtzy	Parent
Bobby Dix	Parent
Megan Walters	Parent
Amanda McIntyre	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

At the end of the 2017 school year School Improvement Plan was reviewed by the SAC committee and given the opportunity for suggestions for areas of parental importance and involvement. They also reviewed the Parent Involvement Plan and had opportunity for input.

b. Development of this school improvement plan

Each year the SAC is given an end of year data report of assessments. Along with the report and the input of other stakeholders, the committee reviews the SIP plan and gives their input for strategies. Their suggestions are incorporated into the plan.

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

In the springtime, the SAC reviews the annual budget for the following year. Each project is reviewed and an opportunity for input from the SAC is given.

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

In 2017, our school has $2113.00 in Discretionary Lottery Funds (School Improvement Funds). We will use the school improvement funds for school supplies, curriculum needs, substitute teachers, and/or technology.

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.

N/A

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
Johnecheck, Cheryl	Assistant Principal
Barnes, Lisa	Principal
Abrams, Gwen	Other
Madril, Rachel	Teacher, K-12
Fletcher, Karon	Teacher, K-12
Fetsco, Shana	Teacher, K-12
Solchenberger, Jennifer	Teacher, K-12
Gilmore, Rachel	Teacher, K-12
Scanlon, Samantha	Teacher, K-12
Sager, Adrianna	Teacher, ESE
Crites, Jessica	Teacher, PreK
Montgomery, Tommy	Instructional Media

b. Duties

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

The major initiatives of the LLT this year is to promote fidelity in implementing ELA standards, insure STAR 360 data is used to better develop student skills, close gaps, insure student success; and to meld Florida Core Standards in daily curriculum. The LLT will help plan activities, monitor consistency among grade levels, and insure opportunities for parent involvement to create a working partnership for student proficiency and improvement. They will set cut points for the Accelerated Reading program and identify reward categories. They will plan for activities for Literacy Week. Representatives for K-2 and 3-5 will participate in monthly district meetings and disseminate this information to colleagues.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Teachers meet weekly to plan together on grade levels and they meet monthly to discuss grade level issues. Each quarter teachers are given PD time to analyze current DE data, identify specific student needs, and plan strategies to improve student learning gains.

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

We provide University of West Florida students a place to practice teaching strategies, host student teachers, and provide opportunities to volunteer, encourage volunteers and parents to complete practicums and student teaching assignments. The principal hires Highly Qualified Teachers, Veteran teachers are assigned an experienced teacher new to the school worksite (mentors). START teachers are utilized for beginning teachers. Grade level chairs ensure teachers on grade level are working together and compliant in instructions from administration and serve as a liason between teachers and administration. The principal provides opportunities to teachers for input concerning teacher needs for professional development and resources, teacher satisfaction, and teacher goals for the year. The principal is responsible for recruitment and retention.

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

Veteran teachers are assigned an experienced teacher new to the school worksite (mentors). START teachers are utilized for beginning teachers. START teachers are also assigned a mentor.

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.

Principal and Assistant Principal visit classrooms daily to observe student engagement and teacher presentation. Objectives are noted in each classroom and principal and assistant principal talk with students about activities they are completing. Teacher lesson plans are available for review and principal and assistant principal spot check these occasionally. Teachers provide notes to administration after each grade level meeting. Data meetings are also held with administration throughout the year. Principal and Assistant Principal review report cards quarterly.

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 use assessments from curriculum, FSA Assessments, STAR Program for Reading, and Think Central Go Math! Assessments. These results are kept in a data notebook and referred to often as they plan lessons. STAR 360 results are reported in Reading. Teachers identify both the weaknesses and strengths of the students. These data are disaggregated to identify skills needed to be taught as whole group, small group, and/or individual for teaching specific skills. MTSS meetings are held to discuss student needs and strategies for both home and school implementation.

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

Strategy: After School Program
Minutes added to school year: 0

Strategy Rationale

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

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.

Preschoolers are included in all school based activities. They visit the Kindergarten classrooms at the end of the year. Preschoolers visit the school prior to the beginning of the year and participate in activities to gain an idea of how well they are prepared for Kindergarten.
Middle School Administration come to talk with outgoing 5th graders about programs and expectations offered in middle school. Parents are given an opportunity for input in the child's 6th grade schedule. The 5th grade teacher also gives academic input to the counselor for the 5th graders.
ESE teachers from the elementary school and the middle school meet to transition students to middle school.

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.

N/A

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

N/A

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

N/A

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

N/A

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

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

The following documents were submitted as evidence for this section:

No files were uploaded

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

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"Â? 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.   Increase student performance through active teacher/student engagement in the use of classroom structures/routines and active learning strategies in whole group, small group, and individual instruction.

G2.   Increase individual student achievement in all subject areas through the continuation of Thinking Maps in all grade levels.

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. Increase student performance through active teacher/student engagement in the use of classroom structures/routines and active learning strategies in whole group, small group, and individual instruction.

1a

🔑 G098995

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	70.0
FSA Mathematics Achievement	75.0

Targeted Barriers to Achieving the Goal 3

- Level of teacher knowledge of effective small group instruction and differentiating this instruction for students.

- Student attendance/tardies

Resources Available to Help Reduce or Eliminate the Barriers 2

- ESE Resource teachers will provide additional time and resources to assist lower quartile students

- Teacher aides will be strategically placed in classrooms to assist lower quartile students in understanding and completion of assignments.

- STAR 360 program will be used to assess, provide remediation activities, and assist teachers in identifying student needs.

- School Based and classroom libraries will provide students with a variety of material for students to choose from that will match student interest and motivation for reading.

- Accelerated reader program will provide a platform to self selected reading to be assessed for comprehension and motivation to read.

- Various staff development training will be incorporated in faculty meetings and teacher planning days to give teachers tools and resources to use in class.

- Sunshine Math problems are given weekly to students to increase their skill levels for students K-5.

- Whole Brain Teaching

- Thinking Maps

Plan to Monitor Progress Toward G1. 8

STAR 360 data, curriculum assessments, FSA data

Person Responsible
Lisa Barnes

Schedule
Monthly, from 8/10/2017 to 5/23/2018

Evidence of Completion
STAR 360 assessment data and School Net data will be collected and analyzed throughout the year. Reading Wonders, Go Math, and Science 9 week tests will be collected and analyzed throughout the year.

Plan to Monitor Progress Toward G1. `8`

Individual student report cards will be reviewed by principal and assistant principal for student success. Students not being successful will be brought to RTI process.

Person Responsible
Lisa Barnes

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

Evidence of Completion
Report cards will be monitored and strategies will be developed in RTI meetings to assist the struggling student.

G2. Increase individual student achievement in all subject areas through the continuation of Thinking Maps in all grade levels. `1a`

🔍 G098996

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	70.0
FSA Mathematics Achievement	75.0

Targeted Barriers to Achieving the Goal `3`
- Time for professional development when teachers are focused and fresh.
- Documentation of plans/activities for Thinking Maps

Resources Available to Help Reduce or Eliminate the Barriers `2`
- ESE teachers will assist students in understanding the Thinking Maps process.
- Teacher Aides will be strategically placed in classrooms to assist lower quartile students in understanding and completion of assignments.
- Thinking Maps will be implemented to fidelity in the classroom.
- Increase use and review of Thinking Maps for use of writing to set a framework for writing in response to reading a passage.

Plan to Monitor Progress Toward G2. `8`

Classroom walk throughs, Assessment results, School Visits from district Teacher-On-Special Assignment (ELA department) and Thinking Maps Representative.

Person Responsible
Lisa Barnes

Schedule
Monthly, from 8/10/2017 to 5/23/2018

Evidence of Completion
Evidence of student Thinking Maps

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. Increase student performance through active teacher/student engagement in the use of classroom structures/routines and active learning strategies in whole group, small group, and individual instruction. `1`

🔑 G098995

G1.B1 Level of teacher knowledge of effective small group instruction and differentiating this instruction for students. `2`

🔑 B266547

G1.B1.S1 Professional development for small group differentiated instruction with district specialists and peer teacher experts will work with their grade levels on small group instruction. `4`

🔑 S282435

Strategy Rationale

Teachers will be provided the tools and knowledge to implement effective small group differentiated instruction.

Action Step 1 `5`

Teachers will participate in professional development with district specialists and peer teacher experts on purposeful small group learning activities and structures. Teacher experts will meet and share ideas with their grade level.

Person Responsible

Lisa Barnes

Schedule

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

Evidence of Completion

Professional Development log, small group lesson plans, and walk through documentation.

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

Student engagement, lesson plan review, standardized test scores, student achievement

Person Responsible

Lisa Barnes

Schedule

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

Evidence of Completion

E3 documentation, Classroom Walk-Through, and administrative anecdotal notes.

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

Classrom walk throughs and Teacher/administrator conversations

Person Responsible

Lisa Barnes

Schedule

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

Evidence of Completion

E3 data and comments

G1.B2 Student attendance/tardies 2

🔑 B266548

G1.B2.S1 Student attendance and tardies 4

🔑 S282436

Strategy Rationale

Phone calls, letters, parent conferences, visiting teacher, truancy court

Action Step 1 5

Teachers will work closely with the guidance counselor and administration to monitor students that have frequent attendance and/or tardies.

Person Responsible

Lisa Barnes

Schedule

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

Evidence of Completion

Phone logs, conference notes, meeting notes, attendance records

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

Monitor attendance and tardies

Person Responsible

Lisa Barnes

Schedule

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

Evidence of Completion

Student records from FOCUS, conference documenation

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

Guidance counselor and administration will meet regularly to determine the effectiveness of the action plan.

Person Responsible

Lisa Barnes

Schedule

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

Evidence of Completion

Student records from FOCUS, Attendance Child Study documentation

G2. Increase individual student achievement in all subject areas through the continuation of Thinking Maps in all grade levels. 1

🔑 G098996

G2.B1 Time for professional development when teachers are focused and fresh. 2

🔑 B266549

G2.B1.S1 Provide teachers time to plan and meet with the Thinking Maps facilitators. 4

🔑 S282437

Strategy Rationale

Teachers will continually be supported throughout the continuation of Thinking Maps throughout the year.

Action Step 1 5

Provide time for professional development for grade levels

Person Responsible

Lisa Barnes

Schedule

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

Evidence of Completion

Lesson plans; Classroom WalkThrough

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

Classroom Walk Throughs for follow up

Person Responsible

Lisa Barnes

Schedule

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

Evidence of Completion

Feedback to teachers, E3 evaluations

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

Teachers will keep student examples of Thinking Maps. Teachers will share and collaborate with one another at grade level meetings.

Person Responsible

Lisa Barnes

Schedule

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

Evidence of Completion

Evidence of student Thinking Maps

G2.B2 Documentation of plans/activities for Thinking Maps 2

🔑 B266550

G2.B2.S1 Teachers will keep plans for small group instruction that identify activities and specific students in group. 4

🔑 S282438

Strategy Rationale

Teachers are held accountable and can follow what they have done and progress monitor student success.

Action Step 1 5

Classroom WalkThroughs for Thinking Maps evidence

Person Responsible

Lisa Barnes

Schedule

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

Evidence of Completion

Student examples

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

Administrators will monitor the implementation of Thinking Maps by Classroom WalkThroughs

Person Responsible

Lisa Barnes

Schedule

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

Evidence of Completion

Student examples of Thinking Maps

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

Classroom WalkThroughs; Teacher Collaboration

Person Responsible

Lisa Barnes

Schedule

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

Evidence of Completion

Student samples of Thinking Maps

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1 🔑 M413832	STAR 360 data, curriculum assessments, FSA data	Barnes, Lisa	8/10/2017	STAR 360 assessment data and School Net data will be collected and analyzed throughout the year. Reading Wonders, Go Math, and Science 9 week tests will be collected and analyzed throughout the year.	5/23/2018 monthly
G1.MA2 🔑 M413833	Individual student report cards will be reviewed by principal and assistant principal for student...	Barnes, Lisa	8/10/2017	Report cards will be monitored and strategies will be developed in RTI meetings to assist the struggling student.	5/23/2018 quarterly
G2.MA1 🔑 M413838	Classroom walk throughs, Assessment results, School Visits from district Teacher-On-Special...	Barnes, Lisa	8/10/2017	Evidence of student Thinking Maps	5/23/2018 monthly
G1.B1.S1.MA1 🔑 M413828	Classrom walk throughs and Teacher/administrator conversations	Barnes, Lisa	8/10/2017	E3 data and comments	5/23/2018 monthly
G1.B1.S1.MA1 🔑 M413829	Student engagement, lesson plan review, standardized test scores, student achievement	Barnes, Lisa	8/10/2017	E3 documentation, Classroom Walk-Through, and administrative anecdotal notes.	5/23/2018 monthly
G1.B1.S1.A1 🔑 A381129	Teachers will participate in professional development with district specialists and peer teacher...	Barnes, Lisa	8/10/2017	Professional Development log, small group lesson plans, and walk through documentation.	5/23/2018 quarterly
G1.B2.S1.MA1 🔑 M413830	Guidance counselor and administration will meet regularly to determine the effectiveness of the...	Barnes, Lisa	8/10/2017	Student records from FOCUS, Attendance Child Study documentation	5/23/2018 monthly
G1.B2.S1.MA1 🔑 M413831	Monitor attendance and tardies	Barnes, Lisa	8/10/2017	Student records from FOCUS, conference documenation	5/23/2018 monthly
G1.B2.S1.A1 🔑 A381130	Teachers will work closely with the guidance counselor and administration to monitor students that...	Barnes, Lisa	8/10/2017	Phone logs, conference notes, meeting notes, attendance records	5/23/2018 weekly
G2.B1.S1.MA1 🔑 M413834	Teachers will keep student examples of Thinking Maps. Teachers will share and collaborate with one...	Barnes, Lisa	8/10/2017	Evidence of student Thinking Maps	5/23/2018 monthly
G2.B1.S1.MA1 🔑 M413835	Classroom Walk Throughs for follow up	Barnes, Lisa	8/10/2017	Feedback to teachers, E3 evaluations	5/23/2018 weekly
G2.B1.S1.A1 🔑 A381131	Provide time for professional development for grade levels	Barnes, Lisa	8/10/2017	Lesson plans; Classroom WalkThrough	5/23/2018 quarterly
G2.B2.S1.MA1 🔑 M413836	Classroom WalkThroughs; Teacher Collaboration	Barnes, Lisa	8/10/2017	Student samples of Thinking Maps	5/23/2018 monthly
G2.B2.S1.MA1 🔑 M413837	Administrators will monitor the implementation of Thinking Maps by Classroom WalkThroughs	Barnes, Lisa	8/10/2017	Student examples of Thinking Maps	5/23/2018 weekly
G2.B2.S1.A1 🔑 A381132	Classroom WalkThroughs for Thinking Maps evidence	Barnes, Lisa	8/10/2017	Student examples	5/23/2018 weekly

V. Professional Development Opportunities

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

G1. Increase student performance through active teacher/student engagement in the use of classroom structures/routines and active learning strategies in whole group, small group, and individual instruction.

G1.B1 Level of teacher knowledge of effective small group instruction and differentiating this instruction for students.

G1.B1.S1 Professional development for small group differentiated instruction with district specialists and peer teacher experts will work with their grade levels on small group instruction.

PD Opportunity 1

Teachers will participate in professional development with district specialists and peer teacher experts on purposeful small group learning activities and structures. Teacher experts will meet and share ideas with their grade level.

Facilitator

District Staff; Teacher experts

Participants

Classroom teacher

Schedule

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

G2. Increase individual student achievement in all subject areas through the continuation of Thinking Maps in all grade levels.

G2.B1 Time for professional development when teachers are focused and fresh.

G2.B1.S1 Provide teachers time to plan and meet with the Thinking Maps facilitators.

PD Opportunity 1

Provide time for professional development for grade levels

Facilitator

Thinking Maps facilitators/ Administration

Participants

K - 5th Grade

Schedule

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

VI. Technical Assistance Items

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

G2. Increase individual student achievement in all subject areas through the continuation of Thinking Maps in all grade levels.

G2.B2 Documentation of plans/activities for Thinking Maps

G2.B2.S1 Teachers will keep plans for small group instruction that identify activities and specific students in group.

TA Opportunity 1

Classroom WalkThroughs for Thinking Maps evidence

Facilitator

L. Arnold/C. Johnecheck

Participants

Classroom teachers grades K-5

Schedule

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

VII. Budget

1	G1.B1.S1.A1	**Teachers will participate in professional development with district specialists and peer teacher experts on purposeful small group learning activities and structures. Teacher experts will meet and share ideas with their grade level.**				**$0.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1261 - Molino Park Elementary			$0.00
2	G1.B2.S1.A1	**Teachers will work closely with the guidance counselor and administration to monitor students that have frequent attendance and/or tardies.**				**$0.00**
3	G2.B1.S1.A1	**Provide time for professional development for grade levels**				**$800.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1261 - Molino Park Elementary	Other		$800.00
			Notes: Thinking Maps trainer binders for two trainers Substitute teachers for two Thinking Maps trainers to attend professional development			
4	G2.B2.S1.A1	**Classroom WalkThroughs for Thinking Maps evidence**				**$0.00**
					Total:	**$800.00**