2013-2014 SCHOOL IMPROVEMENT PLAN

Molino Park Elementary

899 HIGHWAY 97
Molino, FL 32577
850-587-5265
www.escambia.k12.fl.us

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	64%

Alternative/ESE Center	Charter School	Minority Rate
No	No	14%

School Grades History

2013-14	2012-13	2011-12	2010-11
A	C	B	A

SIP Authority and Template

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

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    ◦ Year 1 – declined to D, or first-time graded schools receiving a D
    ◦ Year 2 – second consecutive D, or F followed by a D
    ◦ Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    ◦ Year 1 – declined to F, or first-time graded schools receiving an F
    ◦ Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Molino Park Elementary

Principal
Alice Woodward

School Advisory Council chair
Angilia Bodiford

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Wooodward, Alice	Prinicpal
Evans, Quinn	Curriculum Coordinator
Montogmery, Tommy	Media/ Tech Coordinator
Jones, Lenore	ERT
Ledger, Beth	Kindergarten/PTA Rep
Venable, Rachel	1st Grade Teacher
Solchenberger, Jennifer	2nd Grade Teacher
Fletcher, Karon	3rd Grade Teacher
Madril, Rachel	4th Grade Teacher
Hatch, Rebecca	5th Grade Teacher
Ross, Tina	ESE Teacher
Abrams, Gwen	Parent

District-Level Information

District
Escambia

Superintendent
Mr. Malcolm Thomas

Date of school board approval of SIP
10/15/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The SAC is made up of members that are representative of the school population and are nominated and voted in by the group in which they represent. The SAC appoints a community representative. District employees make up less than 50% of the committee.

Dawn Sims, Teacher
Barbara Redmond, Support Rep.
Megan Walters, Parent
Alan Gantzhorn, Community Rep.
Robert Woodfin, Parent
Marvin Pawless, Parent
Rachel Bradley, Parent/Chair
Amanda Manning, Parent
Deborah Floyd, Parent
Alice Woodward, Principal

Involvement of the SAC in the development of the SIP

Each year the SAC is given an end of year data report of FCAT 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.

Activities of the SAC for the upcoming school year

The SAC elects officers and keeps formal minutes for each meeting. The SAC reviews and gives input for SIP and Parent Involvement Plan and Title I Parent/School Compact Letter, gathers information on FCAT process, reviews data of Discovery ED beginning, middle and end of year, Behavior Management Plan 3 times a year, plans and implements ideas for increased parent involvement in conjunction with PTA, meets with Supt. at District SAC meeting, and gives input on school's annual budget.

Projected use of school improvement funds, including the amount allocated to each project

N/A. No lottery funds are allocated for school improvement at this time.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

N/A

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators
1

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Alice Woodward		
Principal	Years as Administrator: 7	Years at Current School: 10
Credentials	Principal holds a B.S. Elementary Ed, K-6 and a Masters in Ed Leadership, K-12. Certified as Principal at all levels.	
Performance Record	2011 - A 2012, 595 points - B, 2013, 443 points - C	

Classroom Teachers

# of classroom teachers
33

 # receiving effective rating or higher
33, 100%

 # Highly Qualified Teachers
97%

 # certified in-field
32, 97%

 # ESOL endorsed
7, 21%

 # reading endorsed
4, 12%

 # with advanced degrees
7, 21%

 # National Board Certified
4, 12%

 # first-year teachers
0, 0%

 # with 1-5 years of experience
5, 15%

 # with 6-14 years of experience
14, 42%

 # with 15 or more years of experience
13, 39%

Education Paraprofessionals

# of paraprofessionals
7

 # Highly Qualified

7, 100%

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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 NCLB Highly Qualified Teachers. A consulting teacher (CT) is assigned for first year teachers. Veteran teachers are assigned to experienced teachers new to the school worksite (mentors/budddy). START teachers are utilized for beginning teachers. Grade level chairs insure teachers on grade level are working together and compliant in instructions from administration. The principal provides a survey to teachers at both the beginning of the year and the end of the year to gather information of teacher needs for professional development and resources, teacher satisfaction, and teacher goals for the year. The principal is responsible for recruitment and retention.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

N/A. All teachers at Molino Park are returning teachers.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

Teachers maintain a data notebook in which they keep data on weekly assessments, unit assessments, benchmark data, Study Island data, Discovery Education Assessments, Progress Monitoring data, FCAT results, iii data, Go Math! Assessments, and any other data they may need to identify student progress. Teachers dig into data each summer 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. Data meetings are held monthly to monitor student growth. 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, Discovery Education Assessment, Study Island Reports, teacher made tests, FCAT Simulations, FCAT 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 comleted to request testing from school psychologist.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The school MTSS leadership team assists in identifying resources, setting school goals, and supporting grade level goals. Grade level chairs, ESE representative, special area representative, parent representative, curriculum coordinator, and principal make up the Leadership team. Each grade level chair gathers information/ideas from their team members bring it before the team and disseminate decisions back to their areas of representation. Discussions from these meetings also become part of the SIP goals in identifying goals, barriers, and resources. Members of the RTI 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.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Administration is an integral part of the MTSS process and team. An administrative representative is present at each MTSS meeting. Administration meets with staffing specialist, individual teachers, visiting teacher and parents in preparation for MTSS meetings and student improvement. Administrator also monitors process and implementation of plans during classroom walk throughs and monitoring of grades in FOCUS and report cards. At mid-semester, teachers complete a reflection survey to monitor effectiveness of School Improvement Plan for student growth.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Teachers use graphs of informational results over time identifying student progress in targeted areas. Some of which may include Reading Wonders Benchmark Testing, fluency drills, Discovery Education Assessment, Study Island Reports, teacher made tests, FCAT Simulations, FCAT Grade level testing, Go Math! data, on going progress monitoring records, and report cards. Escambia County quarterly writing and science tests assists in monitoring these areas. A quarterly report of the Behavior Mangaement plan is monitored for behavior and attendance and tardies. These data are used quarterly in data dialogues between administrator and teacher to identify student growth and tweak strategies and interventions as needed.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Professional Development is provided for teachers to be proficient in gathering data and using it to identify student needs to plan for enrichment or remediation. The MTSS meets monthly to discuss problem areas/concerns as identified through data meetings, teacher observations, or administrative observations. Also school wide initiatives are identified and discussed and plans created to alleviate

problem areas or increase parent involvement and strenghen core curriculum.. Team members take ownership in putting plans in motion and report back to grade levels for implementation. Parents are involved at they meet in RTI meetings to discuss specific ways to assist their child in the areas of concern. Individual student data is provided for understanding and identification of problem areas and to identify strategies for improvement at school and home.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 2,400

Teachers identify students in need of assistance to improve their understanding and success of core curriculum through assessments in Discovery Ed, Reading Wonders, and Go Math! The teacher develops a plan to assist and group students in core curriculum. Activities are planned to extend, remediate, or enrich student learning.

Strategy Purpose(s)

- Instruction in core academic subjects
- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

Teacher uses on going progress monitoring with Discovery Ed, curriculum tests, Study Island, Moby Math, and FCAT simulations to identify progress. This information is shared during data meetings with administration.

Who is responsible for monitoring implementation of this strategy?

Teacher and administrator.

Strategy: Before or After School Program

Minutes added to school year: 2,700

RISE program targets students referred by classroom teachers in 4th and 5th grade. A certified counselor and teacher provides a homework club for these students where they are provided guidance, explanations for deeper understanding, enrichment activities, study skill training, and checking for correctness of completed homework.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

The RISE program uses standardized assessments of before and after results to gage program effectiveness. Student curriculum assessments, DE assessments, and FCAT results.

Who is responsible for monitoring implementation of this strategy?

The RISE program counselor and teacher are responsible for implementation. They report back to the students' teachers.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Alice Woodward	Principal
Quinn Evans	Principal
Beth Ledger	Teacher/PTA Rep
Rachel Venable	Teacher/ 1st Grade
Jennifer Solchenberger	Teacher/ 2nd Grade
Karon Fletcher	Teacher/ 3rd Grade
Rachel Madril	Teacher/4th Grade
Rebecca Hatcg	Teacher/ 5th Grade
Candice Blackburn	Teacher/ Pre-K
Tommy Montgomery	Media Specialist
Gwen Abrams	Parent Rep
Lenore Jones	ERT
Adrianna Ellis	ESE Teacher

How the school-based LLT functions

The LLT meets monthly to discuss problem areas/concerns as identified through data meetings, teacher observations, administrative observations, or school wide/ district initiatives. Also school wide plans are

discussed and developed to support Accelerated Reading program to increase student reading. Team members take ownership in putting plans in motion and report back to grade levels information and activities for implementation.

Major initiatives of the LLT

The major initiatives of the LLT this year is to implement the new reading series, Reading Wonders, to fidelity; insure DE data is used to better develop student skills, close gaps, and insure student success; and to meld Common Core Standards in daily curriculum.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Teachers and Administrator participate in data dialogues each month. Results of Data points are discussed and individual student's needs are discussed. Plans and interventions will be developed for the struggling student and enrichment activities for excelling students. eachers will conference with parents, bring students to RTI process, and provide on going progress monitoring. A data board will be used to move students as they make progress.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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.

Expected Improvements

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	78%	65%	No	81%
American Indian				
Asian				
Black/African American	74%	73%	No	77%
Hispanic				
White	78%	65%	No	81%
English language learners				
Students with disabilities	54%	23%	No	59%
Economically disadvantaged	74%	60%	No	77%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	144	65%	80%
Students scoring at or above Achievement Level 4	52	36%	40%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	133	60%	80%
Students in lowest 25% making learning gains (FCAT 2.0)	27	49%	60%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	28	35%	65%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		0%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	77%	64%	No	79%
American Indian				
Asian				
Black/African American	81%	82%	No	83%
Hispanic				
White	77%	63%	No	79%
English language learners				
Students with disabilities	54%	33%	No	59%
Economically disadvantaged	69%	63%	No	72%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	142	64%	80%
Students scoring at or above Achievement Level 4	44	31%	40%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	118	53%	80%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	34	54%	60%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	48	69%	80%
Students scoring at or above Achievement Level 4	25	36%	40%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		0%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	15		
Participation in STEM-related experiences provided for students	425	100%	100%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	30	7%	5%
Students retained, pursuant to s. 1008.25, F.S.	9	23%	15%
Students who are not proficient in reading by third grade	18	27%	15%
Students who receive two or more behavior referrals	33	7%	5%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	12	2%	1%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

See Parent Involvement Plan

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase number of parent programs to increase parent involvement	12	90%	90%

Goals Summary

G1. Increase rigor of on grade level instruction/enrichment to ensure both on grade level and above grade level proficiency and expectations incorporating common core strategies and use of data driven instruction.

G2. Increase the use of collaborative structures to impact highest awareness of academic and behavioral expectations.

Goals Detail

G1. Increase rigor of on grade level instruction/enrichment to ensure both on grade level and above grade level proficiency and expectations incorporating common core strategies and use of data driven instruction.

Targets Supported
- All Areas

- Social Studies

- U.S. History EOC

- Civics EOC

- STEM

- STEM - All Levels

- STEM - High School

- CTE

- Parental Involvement

- EWS

- EWS - Elementary School

- EWS - Middle School

- EWS - High School

- EWS - Graduation

- Additional Targets

Resources Available to Support the Goal
- ESE resource teacher will provide additional time and materials to assist lower quartile students.

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

- Reading Wonders will be implemented to fidelity in the classroom taking advantage of integrated curriculum and technology embedded in RW program.

- Discovery Education program will be used to assess, provide remediation activities, and assist teachers in identifying student needs,

- Study Island is an on line program that will provide activities for skill development, remediation, and enrichment.

- 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.

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

- Common Core training will be incorporated in faculty meetings and teacher planning days to give teachers tools and resources to use in the classroom.

Targeted Barriers to Achieving the Goal
- Time for professional development when teachers are focused and fresh.

- Discovery Education is a new program and teachers are not proficient with how it works.

Plan to Monitor Progress Toward the Goal

Classroom walk throughs, Assessment results

Person or Persons Responsible
Administrator

Target Dates or Schedule:
Quarterly

Evidence of Completion:
DE, Reading wonders assessment results

G2. Increase the use of collaborative structures to impact highest awareness of academic and behavioral expectations.

Targets Supported

- All Areas

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)

- Algebra 1 EOC

- Geometry EOC

- Social Studies

- U.S. History EOC

- Civics EOC

- Science

- Science - Elementary School

- Science - Middle School

- Science - High School

- Science - Biology 1 EOC

- STEM

- STEM - All Levels

- STEM - High School

- CTE

- Parental Involvement

- EWS

- EWS - Elementary School

- EWS - Middle School

- EWS - High School

- EWS - Graduation

- Additional Targets

Resources Available to Support the Goal

- District specialist to provide clarification and PD to grade levels

- Colleagues meeting monthly among grade levels

- Colleagues meeting by subject areas to ensure spiraling and smooth transitions of knowledge.

- Administration observations and expertise

- Leveled classes

Targeted Barriers to Achieving the Goal

- Time for quality conversations and problem solving

Plan to Monitor Progress Toward the Goal

Data Assessments

Person or Persons Responsible
Administrator

Target Dates or Schedule:
Each 9 weeks

Evidence of Completion:
Student Improvement, FCAT data

Action Plan for Improvement

Problem Solving Key

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

G1. Increase rigor of on grade level instruction/enrichment to ensure both on grade level and above grade level proficiency and expectations incorporating common core strategies and use of data driven instruction.

G1.B1 Time for professional development when teachers are focused and fresh.

G1.B1.S1 Use district reading department to teach common core strategies for reading to be held during the school day so teachers can learn, collaborate, and plan for change.

Action Step 1

Reading Training for 2nd, 4th, and 5th grades

Person or Persons Responsible

District Reading Specialist

Target Dates or Schedule

Oct. and Nov

Evidence of Completion

Training agenda, Teacher feedback

Facilitator:

District Reading Specialist

Participants:

2n, 4th, and 5th grade teachers

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

Classroom Walk Throughs for follow up

Person or Persons Responsible

Administrator and District Specialist

Target Dates or Schedule

Ongoing After training has been completed

Evidence of Completion

Feedback to teachers, E3 evaluations, Reading assessments

Plan to Monitor Effectiveness of G1.B1.S1

Visible objectives, student engagement, lesson plan reviews

Person or Persons Responsible

Principal

Target Dates or Schedule

Class Walk throughs, conferences with teachers

Evidence of Completion

Principal observation, E3 evaluation and conferences, and FCAT Scores

G1.B2 Discovery Education is a new program and teachers are not proficient with how it works.

G1.B2.S1 Provide Professional Development for teachers to create confidence and use of program to identify student needs.

Action Step 1

Discovery Ed training by team representatives for Molino Park

Person or Persons Responsible

2 teachers and 2 non instructional personnel

Target Dates or Schedule

Summer, Sept. Oct. Feb. and March

Evidence of Completion

TNL sign up and teachers knowledge to bring back to teach teachers

Facilitator:

DE Teacher leaders

Participants:

All teachers and support staff that work with students

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

DE Training

Person or Persons Responsible

All classroom teachers

Target Dates or Schedule

4 times a year

Evidence of Completion

DE results and data meetings

Plan to Monitor Effectiveness of G1.B2.S1

Data dialogues

Person or Persons Responsible

Administration and classroom teachers

Target Dates or Schedule

Quarterly after each assesment period

Evidence of Completion

Students grouping and planned skills

G2. Increase the use of collaborative structures to impact highest awareness of academic and behavioral expectations.

G2.B1 Time for quality conversations and problem solving

G2.B1.S1 Provide subs for teachers to meet during the school day.

Action Step 1

Writing teachers, Math teachers, and Science teachers will meet to collaborate and make plans for continuity of curriculum to insure student success as standards spiral upward.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

During the school day each semester.

Evidence of Completion

Notes/minutes/action plans created during meeting.

Facilitator:

Subject area chairs

Participants:

Grade level members/ subject area members

Action Step 2

PD for teachers in subject areas Literacy, Math, and Science

Person or Persons Responsible

District Specialist

Target Dates or Schedule

1st semester and 2nd semester

Evidence of Completion

Action plan created during PD

Facilitator:

District Specialist, grade level and subject area school based chairs

Participants:

Classroom teachers

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

Monitor that the plans are being implemented in the classroom and students are making progress

Person or Persons Responsible

Grade Level Chair/ administration

Target Dates or Schedule

Each 9 weeks with data dialogues

Evidence of Completion

Action Plans, assessment results

Plan to Monitor Effectiveness of G2.B1.S1

Reviews action plan and provides feedback

Person or Persons Responsible

Administrator

Target Dates or Schedule

Within 1 week after meeting

Evidence of Completion

Action Plan, written feedback, and data points

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Molino Park will be receiving Title I Grant money for 2013/2014. We will receive $41400.00 which will be used to purchase a .5 technology coordinator, Parental Involvement, staff development/instructor training, supplies, and substitute teachers for staff development, parent conferences, and instructional technology staff development.

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 RTI, School Leadership Team, Curriculum Programs and newly adopted series, and other staff development as deemed necessary from staff analysis of curriculum needs. Staff development needs noted at this time are reading comprehension strategies, data analysis, small group instruction, and integration of technology in the classroom.

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.
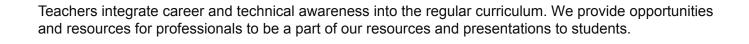
SAI monies is supplied to each school as part of our Operating budget. SAI funds for 2012/2013 will be used to supplement teaching materials in the classroom.

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 teacher and counselor to Molino Park through the RISE program. This team provides prevention training as well as academic assistance to identified students that will benefit from the program in fourth and fifth grades. The counselor provides drug, alcohol, violence, and bullying programs to all grade levels. As part of the behavior management program for the school, bullying training will be provided to all faculty and staff. SESIR data, if applicable, are reported to the district as required. Red Ribbon Week is held in October with school-wide activities and guest speakers. Through our school's School wide Behavior Management Plan, we provide training for faculty, staff, and students regarding bullying. 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. This includes salad bar, ala carte items, and self serve options. Our school is also a Healthier Generation Alliance School. The school follows the district's nutrition program for summer feeding at select sites. Additional programs and staff will address the obesity issue. We also received a Fuel Up to Play 60 grant to provide students with educational opportunities on how to make healthy choices as they develop healthy eating habits and exercise.

Housing opportunities are offered at the district level and overseeen 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.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Increase rigor of on grade level instruction/enrichment to ensure both on grade level and above grade level proficiency and expectations incorporating common core strategies and use of data driven instruction.

G1.B1 Time for professional development when teachers are focused and fresh.

G1.B1.S1 Use district reading department to teach common core strategies for reading to be held during the school day so teachers can learn, collaborate, and plan for change.

PD Opportunity 1

Reading Training for 2nd, 4th, and 5th grades

Facilitator

District Reading Specialist

Participants

2n, 4th, and 5th grade teachers

Target Dates or Schedule

Oct. and Nov

Evidence of Completion

Training agenda, Teacher feedback

G1.B2 Discovery Education is a new program and teachers are not proficient with how it works.

G1.B2.S1 Provide Professional Development for teachers to create confidence and use of program to identify student needs.

PD Opportunity 1

Discovery Ed training by team representatives for Molino Park

Facilitator

DE Teacher leaders

Participants

All teachers and support staff that work with students

Target Dates or Schedule

Summer, Sept. Oct. Feb. and March

Evidence of Completion

TNL sign up and teachers knowledge to bring back to teach teachers

G2. Increase the use of collaborative structures to impact highest awareness of academic and behavioral expectations.

G2.B1 Time for quality conversations and problem solving

G2.B1.S1 Provide subs for teachers to meet during the school day.

PD Opportunity 1

Writing teachers, Math teachers, and Science teachers will meet to collaborate and make plans for continuity of curriculum to insure student success as standards spiral upward.

Facilitator

Subject area chairs

Participants

Grade level members/ subject area members

Target Dates or Schedule

During the school day each semester.

Evidence of Completion

Notes/minutes/action plans created during meeting.

PD Opportunity 2

PD for teachers in subject areas Literacy, Math, and Science

Facilitator

District Specialist, grade level and subject area school based chairs

Participants

Classroom teachers

Target Dates or Schedule

1st semester and 2nd semester

Evidence of Completion

Action plan created during PD

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase rigor of on grade level instruction/enrichment to ensure both on grade level and above grade level proficiency and expectations incorporating common core strategies and use of data driven instruction.	$1,200
G2.	Increase the use of collaborative structures to impact highest awareness of academic and behavioral expectations.	$3,144
	Total	$4,344

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Professional Development	Total
Title ii funding	$2,600	$0	$2,600
Reading department	$0	$0	$0
Title II funding	$0	$1,200	$1,200
Title I	$544	$0	$544
Total	$3,144	$1,200	$4,344

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Increase rigor of on grade level instruction/enrichment to ensure both on grade level and above grade level proficiency and expectations incorporating common core strategies and use of data driven instruction.

G1.B1 Time for professional development when teachers are focused and fresh.

G1.B1.S1 Use district reading department to teach common core strategies for reading to be held during the school day so teachers can learn, collaborate, and plan for change.

Action Step 1

Reading Training for 2nd, 4th, and 5th grades

Resource Type

Professional Development

Resource

Reading Specialist, Common Core strategies, close reading strategies, incorporating writing strategies

Funding Source

Reading department

Amount Needed

$0

G1.B2 Discovery Education is a new program and teachers are not proficient with how it works.

G1.B2.S1 Provide Professional Development for teachers to create confidence and use of program to identify student needs.

Action Step 1

Discovery Ed training by team representatives for Molino Park

Resource Type

Professional Development

Resource

Discovery Ed training, computers

Funding Source

Title II funding

Amount Needed

$1,200

G2. Increase the use of collaborative structures to impact highest awareness of academic and behavioral expectations.

G2.B1 Time for quality conversations and problem solving

G2.B1.S1 Provide subs for teachers to meet during the school day.

Action Step 1

Writing teachers, Math teachers, and Science teachers will meet to collaborate and make plans for continuity of curriculum to insure student success as standards spiral upward.

Resource Type

Personnel

Resource

Subs to pay for teacher release time to collaborate and create action plans each semester.

Funding Source

Title ii funding

Amount Needed

$2,600

Action Step 2

PD for teachers in subject areas Literacy, Math, and Science

Resource Type

Personnel

Resource

Funds for teacher subs

Funding Source

Title I

Amount Needed

$544