

Hillsborough County Public Schools

Macfarlane Park Elementary Magnet School



2019-20 Schoolwide Improvement Plan

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Macfarlane Park Elementary Magnet School

1721 N MACDILL AVE, Tampa, FL 33607

[no web address on file]

Demographics

Principal: Denyse Rive IR O

Start Date for this Principal: 9/26/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	45%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (71%) 2017-18: A (70%) 2016-17: A (68%) 2015-16: A (73%) 2014-15: A (78%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	No	39%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	69%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	A	A	A	A

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<https://www.floridacims.org>.

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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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

We cultivate in each student the desire to grow in wisdom, to nurture an open and curious mind, and to serve others with a generous spirit.

Provide the school's vision statement.

The school's vision is to create an advanced elementary program where students become aware of the shared humanity that binds all people together and develop respect for the variety of cultures and attitudes that add to the richness of life.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Riveiro, Denyse	Principal	
Longacre, Kathy	School Counselor	
Hartle, Angela	Instructional Coach	
Van Hise, Jake	Assistant Principal	

Early Warning Systems

Current Year

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	62	57	53	59	62	64	0	0	0	0	0	0	0	357
Attendance below 90 percent	0	4	1	2	1	0	0	0	0	0	0	0	0	8
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	1	8	8	0	0	0	0	0	0	0	17

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FTE units allocated to school (total number of teacher units)

27

Date this data was collected or last updated

Thursday 9/26/2019

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	5	4	12	0	0	0	0	0	0	0	21

The number of students with two or more early warning indicators:

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

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	5	4	12	0	0	0	0	0	0	0	21

The number of students with two or more early warning indicators:

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

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	82%	52%	57%	79%	52%	55%
ELA Learning Gains	64%	55%	58%	66%	55%	57%
ELA Lowest 25th Percentile	47%	50%	53%	52%	51%	52%
Math Achievement	84%	54%	63%	81%	53%	61%
Math Learning Gains	78%	57%	62%	65%	54%	61%
Math Lowest 25th Percentile	58%	46%	51%	49%	46%	51%
Science Achievement	84%	50%	53%	84%	48%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	62 (0)	57 (0)	53 (0)	59 (0)	62 (0)	64 (0)	357 (0)
Attendance below 90 percent	0 (0)	4 (0)	1 (0)	2 (0)	1 (0)	0 (0)	8 (0)
One or more suspensions	0 (0)	0 (1)	0 (0)	0 (0)	0 (0)	0 (0)	0 (1)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	1 (5)	8 (4)	8 (12)	17 (21)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	83%	52%	31%	58%	25%
	2018	84%	53%	31%	57%	27%
Same Grade Comparison		-1%				
Cohort Comparison						
04	2019	82%	55%	27%	58%	24%
	2018	85%	55%	30%	56%	29%
Same Grade Comparison		-3%				
Cohort Comparison		-2%				
05	2019	81%	54%	27%	56%	25%
	2018	63%	51%	12%	55%	8%
Same Grade Comparison		18%				
Cohort Comparison		-4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	78%	54%	24%	62%	16%
	2018	86%	55%	31%	62%	24%
Same Grade Comparison		-8%				
Cohort Comparison						
04	2019	84%	57%	27%	64%	20%
	2018	93%	57%	36%	62%	31%
Same Grade Comparison		-9%				
Cohort Comparison		-2%				
05	2019	91%	54%	37%	60%	31%
	2018	77%	54%	23%	61%	16%
Same Grade Comparison		14%				
Cohort Comparison		-2%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	84%	51%	33%	53%	31%
	2018	68%	52%	16%	55%	13%
Same Grade Comparison		16%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	73			73							
ELL	73	68		77	74						
ASN	90	58		98	84		80				
BLK	77	73		61	67						
HSP	71	60	57	73	64	45	71				
WHT	88	69		91	86	82	95				
FRL	75	64	59	72	68	54	80				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
ELL	53	35	30	77	71						
ASN	94	76		100	95						
BLK	68	69		68	54						
HSP	66	55	47	76	66	60	61				
WHT	84	54		92	83		89				
FRL	60	53	50	71	64	47	55				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	40			53							
ELL	48	50		70	75						
ASN	91	65		94	76		100				
BLK	54	63	55	50	42	36					
HSP	72	61	54	78	70	53	85				
WHT	89	74		89	63		88				
FRL	70	57	38	70	57	39	75				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	71
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	73
Total Points Earned for the Federal Index	570
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	73
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	73
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	82
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	70
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	63
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	85
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	68
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Hispanic students in the bottom quartile performed lowest in both ELA and math. The main contributing factor is that these students are bilingual and many use a language other than English at home. Our teachers are almost all monolingual and deliver instruction in English. This is not a trend, as in the previous year, the scores of Hispanic students in the bottom quartile increased.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component that showed the greatest decline from the prior year was ELA and math achievement of the students in the bottom quartile. One contributing factor is that many of these students are given ESE instruction from a separate ESE teacher. Last year, the ESE teacher was only half time, so she was not able to deliver instruction to these students on a daily basis. Another contributing factor is that our teachers did not feel confident in their abilities to differentiate instruction to these particular students, due to a lack of sufficient planning time.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The largest gap between our performance and that of the state is in ELA achievement. In this area, our results were 24 points higher than that of the state average. We attribute much of the success of our ELA scores to our IB program that focuses on the use of authentic resources in ELA. Our students utilize articles, research and literature that relate to the IB units of study and have purpose in the classroom and a connection to real life.

Which data component showed the most improvement? What new actions did your school take in this area?

The data component that showed the most improvement was fifth grade science achievement. In order to improve this area from the previous year, our school created a hands-on science laboratory, in which students could participate in hands-on activities and experiments lead by the homeroom teacher as well as the gifted science teacher.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

1. Bottom quartile gains in ELA and math

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Increasing learning gains of the bottom quartile
2. Time for teacher planning and collaboration
3. Differentiated instruction for all levels
4. Differentiated PD for teachers

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Effective communication between school and home.
Rationale	Consistent and effective avenues for communication that work for all students and families are essential to building and maintaining a strong school community.
State the measurable outcome the school plans to achieve	Teachers, students and families will have ample opportunity for open communication, reflection, training and collaboration for the purpose of strengthening the foundation of a positive learning environment.
Person responsible for monitoring outcome	Denyse Riveiro (denyse.riveiro@hcps.net)
Evidence-based Strategy	Effective communication between teachers and students, the school and home, and faculty members within the school.
Rationale for Evidence-based Strategy	Effective communication between the school and home is an effective strategy for increasing student achievement because all stakeholders are informed of each child's strengths and areas for growth.
Action Step	
Description	<ol style="list-style-type: none"> 1. A revised IB Parent Handbook of MacFarlane Park School IB practices and procedures will be given to parents at open house. The IB Parent Handbook will provide parents a resource of our school practices and procedures to answer a good number of frequently asked questions. 2. In parent teacher conferences teachers will communicate to parents both expectations and supports provided. 3. Teachers will identify their needs and observe their peers in action during learning walks in order to and reflect on and strengthen their own practice.
Person Responsible	Denyse Riveiro (denyse.riveiro@hcps.net)

#2	
Title	MacFarlane Park will maximize academic achievement for ALL students.
Rationale	All students, especially those in the bottom quartile, will benefit from access to a personalized learning environment and excellent extra-curricular activities designed to maximize their academic achievement.
State the measurable outcome the school plans to achieve	Student academic achievement data points will increase as a result of quality, differentiated academic and extra-curriculum programming being offered to all students.
Person responsible for monitoring outcome	Denyse Riveiro (denyse.riveiro@hcps.net)
Evidence-based Strategy	Teachers will use small group instruction to differentiate for the various academic levels of students in the classroom. Gifted teachers will also provide small group instruction to reteach concepts to students that did not show mastery of specific concepts.
Rationale for Evidence-based Strategy	Small group instruction is proven to be an effective method for delivering instruction and allows teachers to narrow in on specific students that have not yet mastered similar concepts.
Action Step	
Description	<ol style="list-style-type: none"> 1. Plan Extended Learning Program (ELP) activities to support students in Reading and Math by identifying standards needed to be reinforced for individual students. 2. In PLC's teachers will analyze student work samples and assessment data and plan to address individual student needs. 3. Learning Walks will provide teachers with opportunities to observe other teachers at Macfarlane with a focus on differentiation in Mathematics and Junior Great Books Shared Inquiry Discussions. 4. Teachers of Gifted and Homeroom Teachers will purposefully plan to provide targeted small group instruction differentiated based on real time data. 5. Effectively plan long term investigations (LTI) and problem based learning to engage all learners.
Person Responsible	Denyse Riveiro (denyse.riveiro@hcps.net)

#3	
Title	Increasing teacher effectiveness.
Rationale	Teacher collaboration, professional development and time for reflection are vital to addressing individual student needs and improving student achievement.
State the measurable outcome the school plans to achieve	Teachers will have sufficient planning time for collaboration and professional development catered to their interests and needs.
Person responsible for monitoring outcome	Denyse Riveiro (denyse.riveiro@hcps.net)
Evidence-based Strategy	Teachers will actively participate in effective PLC's and differentiated professional development.
Rationale for Evidence-based Strategy	When teachers are able to collaborate with their peers and have choice in professional development, they are more willing to try new instructional strategies that can have a positive effect on student learning.
Action Step	
Description	<ol style="list-style-type: none"> 1. Master Schedule will provide uninterrupted time on Mondays for teachers to plan in PLCs 2. One Tuesday a month will be set aside for teacher PD, in which teachers will be able to choose from multiple opportunities for training. 3. The reading coach, ESE teacher, gifted teachers, and Assistant Principal will participate in grade level PLC meetings. 4. Each teacher will act as a member of a curriculum area team to vertically plan from Kindergarten through fifth grade in each academic subject area.
Person Responsible	Denyse Riveiro (denyse.riveiro@hcps.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Part IV: Title I Requirements

Additional Title I Requirements
 This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Our school community promotes a school environment which welcomes and embraces the diversity of cultures and perspectives. Our school's community partnerships are committed to the community we serve and mirror values we teach our students. Teachers lead monthly parent involvement workshops sharing our school PYP curriculum information educating parents about the curriculum. They articulate the benefits and superior attributes of our magnet program to improve parent understanding and participation in the education process. Family "Evenings of" in math/science, literature, arts and culture

provide interactive learning activities with students, parents, teachers and community members. Monthly online newsletters and agendas encourage students to reflect on their learning and the school's website provides current information about events and school activities in our community. A MacFarlane Park IB Parent Handbook was created to assist parents in understanding our school culture, history and the IB Program. Parents and community representatives often are guest speakers, bringing current events both locally and internationally to the classroom.

Parent engagement is an essential part of the MacFarlane Park School community. Parents enjoy meeting for morning coffee in the cafeteria, play groups at the playground, community sporting events together, monthly socials to meet other parents and become a part of our dynamic school family. MacFarlane Park PTA and MacFarlane Park IB World School have been designated as a 2014–2018 National PTA School of Excellence! As a National PTA School of Excellence, families feel welcomed and empowered to support student success, and PTA is a key partner for continuous school improvement. Our PTA and school continuously work to identify new ways to engage families in school decision-making, such as improvements to programs, practices and policies related to education, health, safety or the arts.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

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.

We know and recognize that everyone makes mistakes from time to time. What really matters is how we fix our mistakes and that we learn something from them. There are expected school-wide guidelines for conduct supplemented by guidelines in individual classrooms. If a student breaks one of the classroom guidelines, the teacher will handle the violation appropriately. If the offense is especially serious, or there have been repeated infractions, we work within our school and with Community Resources. Every attempt will be made to ensure there are clear, consistent and fairly administered consequences and support for students.

- Problem solving with thorough FBA
- BIP may include behavior contract services integrated with parents
- MTSS & Problem Solving
- Small Group Training
- Peer Mediators
- Parent Conferences
- Essential Agreements with Conflict Resolution
- Goal Setting with Behavior Plans
- Increased Supervision in transition areas

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Based on Parent Survey (SCIP) data Macfarlane employs the following strategies to support incoming and outgoing cohorts of students in transition from one school level to another

Students and families entering Macfarlane Park in Kindergarten (or subsequent grades) receive a customized presentation and tour of the school. Multiple opportunities for such presentations include a variety of perspectives from current students and teachers, parents, administration, and community members. We believe that our proactive approach in addressing the unique needs of the new families and their children, allows for an easier transition into a magnet program. An open house in the beginning of the year followed by several family evenings where food is provided by PTA and other sponsors allow for many opportunities for families to bond strengthen their commitment in our magnet school.

When students are ready graduate to grade six and join middle magnet program, we organize specialized events to help with this transition. Our Lead Teacher contacts the schools of interest and invites them to present and perform during 5th grade lunches. While protecting valuable instructional time, we make it possible for our 5th grade students to be well informed about the choices they have. Our Guidance Counselor works closely with families through one-one meetings and guidance in making the most suitable choice for middle school.

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.

Denyse Riveiro, Principal

1. Will support continuous coaching, collaboration and collegiality to improve instruction, hold everyone accountable and expect shared responsibility for student success
2. Quality Assessment with clear targets for every child
3. Observe Teachers and provide feedback
5. Build data analysis profile relationships with individual teachers
6. Meet with individual teachers to review data and answer questions
7. Make frequent focused classroom observations to identify best practices/needs and provide teacher feedback.
8. Be knowledgeable about the essential components of MTSS, easy CBM, EET Rubric, Professional Development and be strong instructional leader

Jake Van Hise, AP

1. Create a spreadsheet to monitor progress of all students and identify lowest students.
2. Create a PLC template and meet with team leaders to ensure quality communication.
3. Identify students to participate in ELP
4. Create a OneNote notebook for faculty to use to enhance communication.
6. Facilitate weekly MTSS meetings to ensure progress of bottom quartile/Tier 2/3 students is monitored and plan for future interventions.
7. Perform weekly walkthroughs and provide teachers with feedback.
8. Coordinate with reading coach so teachers receive quality coaching.

Kathy Longacre, Guidance

1. Design PYP Carbon Reflection Sheet Guidance Referral
2. Monitor Behavior /Trends to plan guidance lessons & report trends
3. Work with school psychologist and social worker on targeted family assistance and community outreach
4. Email teachers for pending paperwork and provide support with MTSS
5. Meet with teachers about parent communication/conferences.

Angela Hartle, IB Curriculum Coordinator

1. Provide IB and best practices professional development for teachers
2. Facilitate communication between classroom and families via student-led conferences
3. Plan for parent seminars to be delivered on topics identified by parent needs assessment
4. Meet with teachers weekly to review IB planners and differentiation needed for students based on data
5. Identify and facilitate extra-curricular opportunities and contests offered by community members/ organizations for students

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

HCPS strategies to advance college and career awareness include: Career interest inventory offered to students through Florida Shines; District College Nights; District Financial Aid Nights; Postsecondary representative visits at high schools; Field trip opportunities for career awareness; Field trip opportunities to technical colleges; and Opportunities for students to take courses within their area of interest at their high school, via virtual school, and through dual enrollment.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Effective communication between school and home.	\$0.00
2	III.A.	Areas of Focus: MacFarlane Park will maximize academic achievement for ALL students.	\$0.00
3	III.A.	Areas of Focus: Increasing teacher effectiveness.	\$0.00
Total:			\$0.00