

# Union Park Elementary



2014-15 School Improvement Plan

## Union Park Elementary

1600 N DEAN RD, Orlando, FL 32825

[ no web address on file ]

### School Demographics

**School Type**  
Elementary

**Title I**  
Yes

**Free/Reduced Price Lunch**  
79%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
82%

### School Grades History

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

### School Board Approval

This plan was approved by the Orange County School Board on 2/10/2015.

### 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.

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 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 Florida Department of Education'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 resources available to support the goals and barriers that could hinder achieving those goals (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 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### 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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

| DA Category | Region            | RED                           |
|-------------|-------------------|-------------------------------|
| Not In DA   | 3                 | <a href="#">Ella Thompson</a> |
| Former F    | Turnaround Status |                               |
| No          |                   |                               |





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

To lead our students to success with the support and involvement of families and the community

##### **Provide the school's vision statement**

To be the top producer of successful students in the nation

#### School Environment

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

Union Park Elementary uses CHAMPS as the school wide behavior support system. Through weekly character education lessons from the guidance counselor, students are able to learn about appropriate and acceptable behaviors for learning. We also provide student mentors through Read2Succeed, Big Brothers/Big Sisters, ADDitions volunteers and Paws to Read Therapy Dogs. Our student code of conduct is reviewed each 9 weeks to include acceptable behaviors at Union Park Elementary each 9 weeks.

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

Union Park Elementary recently received upgrades to the campus with the installation of perimeter fencing, locked gates and video surveillance cameras. School patrols assist key staff during morning and afternoon dismissal to ensure all students enter campus and travel to class safely. During morning arrival, students are no longer able to roam freely about campus. This year, we created grade level specific holding areas at the front of the school so students have a safe place to learn before classrooms open.

CHAMPS campus-wide behavior system that includes Guidelines for Success, is used throughout the campus and in all classrooms. Using a common language among all staff to communicate expectations to students has created consistency in positive behavior choices.

Staff is held accountable for accepting duty times during morning, afternoon and transitions of students.

The cafeteria procedures and expectations were also revisited this year. To lesson negative behaviors, all students now sit facing the same direction. Also, assigned seating for the dismissal area was put into place and a monthly Silver Spoon Award incentive was created as an incentive to follow CHAMPS guidelines in the cafeteria.

##### **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**

Our School wide behavior system includes Behavior Expectations, Training for all personnel (to include CHAMPS, referral process, reviews and support of code of conduct), a Behavior Coach and Behavior Leadership Team. Other items in place include a Master schedule to minimizes distractions, Management and discipline form (posted) and 5th grade departmentalization and disbursement into college teams for specials and lunch.

**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**

The social-emotional needs of all students are met through various support groups and activities including weekly Character Education lessons with the support of the school guidance counselor and a Bullying Prevention Club. Mentor service through Big Brothers/Big Sisters, SEDNET Counselors, Paws to Read therapy dogs, Social stories with ESE Teacher, Good News Club and a Community partnership with faith-based organizations.

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

Early warning indicators monitored at the school site include five or more tardies or absences, students with frequent behavior support calls, referrals or suspension from school, benchmark or state assessment failure and negative progress in any course or intervention. Systems in place to support include registrar and administration conducting meetings with family, implementation of individual behavior plans, Behavior/Academic leadership teams MTSS meetings, Behavior coach support for teachers/students, Fluid scheduling for intervention, Frequent monitoring of intervention data, Ongoing communication with families, and scheduling below grade-level students for after-school tutoring and special area pull-out tutoring.

**Provide the following data related to the school's early warning system**

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

| Indicator                       | Grade Level |    |   |    |   |    | Total |
|---------------------------------|-------------|----|---|----|---|----|-------|
|                                 | K           | 1  | 2 | 3  | 4 | 5  |       |
| Attendance below 90 percent     | 10          | 12 | 9 | 10 | 4 | 10 | 55    |
| One or more suspensions         | 0           | 0  | 0 | 1  | 0 | 0  | 1     |
| Course failure in ELA or Math   | 0           | 2  | 0 | 6  | 0 | 0  | 8     |
| Level 1 on statewide assessment | 0           | 0  | 0 | 6  | 3 | 11 | 20    |

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

| Indicator                                  | Grade Level |   | Total |
|--|-------------|---|-------|
|  | 3           | 5 |       |
| Students exhibiting two or more indicators | 1           | 1 | 2     |

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

Intervention strategies employed include a Behavior/Academic MTSS Process, implementation of - Individual behavior plans, creation of a Behavior/Academic leadership team to include MTSSB meetings, a -Behavior coach to support both teachers and students, Fluid scheduling for intervention, Frequent monitoring of intervention data, Ongoing communication with families, Scheduling below grade-level students for after-school tutoring and special area pull-out tutoring.

**Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**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**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

Yes

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/59369>.

**Description**

A PIP has been uploaded for this school or district - see the link above.

**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**

In order to build and sustain partnerships with the community, all communication is provided in Spanish and English. We also offer individual phone calls made by administration, direct communication with community partners, a UPE Partners in Education Team and Teach-In Coordinator where we invite local community businesses to speak to students about college and careers in the work force. We also opening up school on weekend to partner with community for events, provide volunteer orientation to our newest volunteers, and seek partnerships with local higher education organizations for classroom volunteers. SAC and PTA committees also include community members and partnerships.

**Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

**School Leadership Team**

**Membership**

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

| Name              | Title               |
|-------------------|---------------------|
| Klaber, Amy       | Principal           |
| Baez, Wilma       | Assistant Principal |
| Sampayo, Sandra   | Instructional Coach |
| Summers, Jennifer | Instructional Coach |

**Duties**

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

(The following is the MTSS process at Union Park ES:

Principal and Assistant Principal:

Provide a common vision for the use of data-based decision-making, ensure that the school-based team is implementing MTSS plan. The MTSS Coordinator will conduct training and /review of the MTSS process with instructional staff. Instructional Coaches will meet with classroom teacher to work on academic concerns and best practices for intervention. MTSS meeting request form will be completed with recommendations made for intervention. Follow up process will be implemented to ensure students are meeting academic progress. If the student is not making noticeable progress

then the student will be brought to the MTSS team for review of MTSS form and data.

Instructional Support and MTSS Coordinator will provide service and expertise on interventions for individual students.

Instructional staff, primary and intermediate, will deliver Tier 1 instruction/intervention, collaborate with Instructional Coaches to implement Tier 2 interventions, and integrate Tier 1 materials and instruction with Tier 2 and/or Tier 3 activities.

ESE teachers will participate in student data collection, integrate core instructional activities and/or materials into Tier 3 instruction. They will collaborate with general education teachers through such activities as co-teaching and pushing into the regular education classroom.

Reading Coach will provide guidance in K-12 reading plan as well as research-based intervention materials. The reading coach will facilitate and support the data collection and analysis of the interventions put in place for students struggling in reading. Professional development will be provided on Marzano's elements that will direct and enhance instruction. They will support the implementation of Tier 1, 2 and 3 intervention plans.

The School Psychologist will participate in collection, interpretation, and analysis of data. She will facilitate in the development of intervention plans while providing support for intervention fidelity and documentation. The school psychologist will coordinate with the MTSS Coordinator the problem-solving activities including data collection needed to complete the MTSS process.

Guidance Counselor and staffing specialist will provide background information on children and inform the team on services the child is receiving.

***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***

Identify the school-based MTSS leadership team.

The following school based personnel are part of the MTSS process:

- 1) Principal:
- 2) Assistant Principal:
- 3) MTSS Coordinator: Kristin DeSanctis
- 4) School Psychologist: Amber Leino
- 5) Classroom Teachers
- 6) Speech and Language: Mary Hazlinsky
- 7) CRT: Sandra Sampayo
- 8) Reading Coach: Jennifer Summers
- 9) ESE Teacher: Joan Skrivseth

The following is the MTSS process at Union Park ES:

If a teacher has a concern about a student's academic progress in reading and math, the teacher will complete a Multi Tier System Support (MTSS) meeting request form to establish a Kid Watch meeting. The teacher will collaborate with the instructional coaches on best practice interventions for the student. The teacher will implement and document the progress of the student. If the strategies or best practices does not help the student make adequate progress, then the team will discuss TIER III interventions..

Every resource available will be directed toward student achievement. Title I funds as well as any other funding will be spent on tutoring of our most vulnerable, struggling third, fourth, and fifth graders. Coaches will spend their time helping teachers become more effective and helping them convert data into effective instruction.

Every moment of the school day will be accounted for in making learning time maximized.

Parent education in the form of meetings, newsletters, mass phone calls, etc. will be directed to assisting in academic progress of their children.

Additions volunteers will be used to support maximal gains with students. Any Partner in Education also will help us in continual motivation of teachers and students for the task at hand.

**School Advisory Council (SAC)**

**Membership**

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

| Name             | Stakeholder Group          |
|------------------|----------------------------|
| Jacolynn Wenz    | Parent                     |
| Michelle Johnson | Parent                     |
| Celina Beaumont  | Parent                     |
| Paula Butler     | Parent                     |
| Dea Johnson      | Parent                     |
| Dana Richcreek   | Parent                     |
| Birvany Adames   | Parent                     |
| Uma Dale         | Parent                     |
| Maria Zarzoza    | Parent                     |
| Kayla Sauders    | Business/Community         |
| Jennifer Summers | Teacher                    |
| Araceli Matos    | Teacher                    |
| Myrna Veyna      | Teacher                    |
| Erica Kmak       | Teacher                    |
| Lenabell Mendez  | Education Support Employee |
| Dayanara Soto    | Teacher                    |
| Colleen Adkins   | Teacher                    |
| Amy Klaber       | Principal                  |

**Duties**

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

*Evaluation of last year's school improvement plan*

On April 10, 2014 the SAC committee met to evaluate the 2013-2014 School Improvement Plan. Sub-committees were created to look at each individual goal and to provide feedback on success and areas of improvement. That information was brought to the SAC Retreat to assist in the development of the new SIP on May 28, 2014.

*Development of this school improvement plan*

On May 28, 2014, a SAC Retreat was held to focus on SIP goals for 2014-2015 school year and what areas needed to be revised with parent, business and instructional staff input based on progress monitoring.

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

A Budget Advisory Committee provided a proposed budget to the SAC committee for feedback and input.

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

NA

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

An open SAC meeting was held on September 9, 2014 to build a SAC Board. SAC is now partnering with our MPLC (Multi-lingual Parent Leadership Committee) to build a larger membership.

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

| Name              | Title               |
|-------------------|---------------------|
| Klaber, Amy       | Principal           |
| Summers, Jennifer | Instructional Coach |
| Sampayo, Sandra   | Instructional Coach |
| Baez, Wilma       | Assistant Principal |

**Duties**

**Describe how the LLT promotes literacy within the school**

The major initiatives of the Literacy Team this year include incorporating independent reading, literature circles, and guided reading into classrooms on a consistent basis. The LLT is also increasing the involvement with AR at Union Park by developing a more specific incentive plan to promote curriculum nights so that the evenings are directly impacting Union Park's students' learning outside of the classroom. Curriculum nights will provide parents with ideas and suggestions about how to incorporate Literacy at home. During common planning with coaching support, the reading coach will work to ensure literacy instruction is aligned with the new Florida Standards and use the Literacy Instructional Framework developed by the district. New computer programs are also being implemented to help with reading achievement, such as, IStation, Achieve 3000, STAR/AR in English and Spanish. Computer labs and the media center will be open before school (early morning media hours - 7am) to allow for students to get extra computer-based support. An after-school book club (Battle of the Books) with incentives is also in place to promote literacy among 4th and 5th graders.

**Public and Collaborative Teaching**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

The school's strategies include ,common planning with teams and subject area teachers, TDY planning days, instructional rounds, staff field trips, professional development infused with team building activities, and shared leadership (with staff input).

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

The school's strategies include mentoring new teachers (CRT establishes and pairs new teachers with qualified veteran teachers), bi-weekly meetings between CRT and new teachers to discuss current status and current educational needs, instructional coaches will visit classrooms to provide coaching feedback, and instructional coaches will provide planning and assessment disaggregation support. Union Park will also seek partnerships from local universities of education to recruit and retain quality, highly effective teachers. The Leadership Team was created to support in all areas (Reading Coach, Math/ Science/STEM coach, Behavior Coach, MTSS Coach, Technology Coach, Compliance Support)

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

The Curriculum Resource Teacher(CRT) will have monthly meetings with beginning teachers and mentors, as well as with 2nd year teachers to discuss areas of need and progress in completion of Teacher Induction Program components. Mentors are experienced teachers on a grade level that are paired with new teachers on that grade level. They are to meet weekly and log the outcomes of their meetings (to be submitted to CRT). Mentors are also to observe their proteges every quin, as well as be observed by the beginning teacher. Beginning teachers will also observe experienced teachers on campus on a monthly basis.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

##### ***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

During common planning, teams will deconstruct new Florida Standards, use item specifications for new Florida Standards Assessments, use district resources (Scope and Sequence, Instructional Guides, MTPs, Safari Montage, ThinkCentral) to help plan instruction, use school resources for planning that are housed on SharePoint to help teachers align instruction to standards and Marzano Instructional Framework

and use backwards-planning to create/modify assessments that are aligned to standards

#### **Instructional Strategies**

##### ***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***

Through use of data, teams plan formative assessments for lessons to modify instruction during a unit, they create common assessments and then individually analyze data (item analysis) before meeting as a team and inviting support team. Teams decide what instruction needs to be changed/ modified according to data then Teachers re-teach students that did not meet mastery threshold through small group instruction or partnering with team teachers to group students for individual lessons.

The MTSS Coach monitors progress monitoring data and meets with teachers to make necessary changes to interventions. The ELA Coach monitors intervention and enrichment data to ensure all students are placed appropriately, making modifications as necessary and the Support team meets with grade-level teams to analyze school-wide and district data, starting with an essential question and determining root causes.

##### ***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: Before School Program**

**Minutes added to school year: 4,320**

Opening the media center before school to provide students open access to multiple forms of text (books, computers, etc).

**Strategy Rationale**

This program will allow students to access a variety of text with support from the media specialist. It will also give students opportunities to take AR quizzes.

**Strategy Purpose(s)**

- Enrichment

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

Summers, Jennifer, jennifer.summers2@ocps.net

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

We will use AR and STAR data to monitor its effectiveness.

**Strategy: After School Program**

**Minutes added to school year:**

**Strategy Rationale**

**Strategy Purpose(s)**

""

**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**

**Strategy: Summer Program**

**Minutes added to school year:**

**Strategy Rationale**

**Strategy Purpose(s)**

""

**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**

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Pre-kindergarten students will have the opportunity to visit kindergarten classrooms near the end of the year. The Pre-K teacher collaborates with kindergarten teachers to enhance her instruction in support of the kindergarten curriculum. She also plans excursions with kindergarten to provide school based activities and programs for her students. Pre-K teacher attends all professional development to enhance instruction for her preschool students. All our home based Pre-K students were identified and STAR tested. Our DD students also were identified to ensure supports were in place for the new school year.

Fifth grade students are planning to visit Union Park Middle school twice during school year to prepare for the transition. Both 4th and 5th grade students are also on block schedule to prepare them for the middle school schedule.

### **College and Career Readiness**

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

In order to help our students become college and career ready we are promoting the idea of college with a weekly college spirit day and using Destination College Strategies. For 5th grade in particular, we have grouped the 3 regular ed classes into 5 college teams where they earn Class Dojo points for their college team for their positive behavior and effort throughout the whole campus. We also participate in Teach-in where we invite local community members to talk about their careers. Our school-wide STEM initiative includes STEM daily for our high-achieving students, STEM activities during after-school tutoring for our lowest 30%, and at least one STEM activity per 9 weeks in every classroom.

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

N/A

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

NA

***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

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Increasing student achievement by implementation of standards-based instruction, integrating writing to text in all content areas.
- G2.** Increase student proficiency in Science and Math through implementation of a school-wide STEM Initiative.
- G3.** Increase student academic attendance and achievement through successful implementation of a school wide positive behavior support system where procedures are clearly communicated and all stakeholders are respected and heard.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1. Increasing student achievement by implementation of standards-based instruction, integrating writing to text in all content areas.** 1a

G036188

**Targets Supported** 1b

| Indicator                                      | Annual Target |
|--|---------------|
| FSA - English Language Arts - Proficiency Rate | 70.0          |
| FSA - Mathematics - Proficiency Rate           | 70.0          |
| FCAT 2.0 Science Proficiency                   | 50.0          |

**Resources Available to Support the Goal** 2

- Reading and Math Coaches
- Professional Development
- PDS Online
- PD360
- GO Math Podcasts
- IMS - Scope and Sequence and Deconstructed Standards
- Performance Matters
- Data transparency (SharePoint)
- Flexible scheduling
- Title 2 funds for co-planning days with coaches
- Marzano's "Becoming a Reflective Teacher" book
- Teacher evaluation trained evaluators

**Targeted Barriers to Achieving the Goal** 3

- Team leaders lack of knowledge and ability in facilitating data talks to guide instructional planning.
- Lack of time and support for teachers to plan effective lessons collaboratively that are backwards planned with the standards/goals in mind, the assessment, then the learning experiences.
- Lack of structured coaching schedule to conduct observations and provide feedback regarding effective, evidence-based teaching strategies.

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

Progress will be monitored for student improvement in reading and math by analyzing data collected, including OCPS Benchmark and Mini-benchmark (Performance Matters), FAIR, Moby Max, Intervention data, STAR, and classroom assessments. Classroom visitations will provide instructional practice input.

**Person Responsible**

Jennifer Summers

**Schedule**

On 8/29/2014

**Evidence of Completion**

Student achievement data uploaded on SharePoint.

**G2. Increase student proficiency in Science and Math through implementation of a school-wide STEM Initiative. 1a**

 G036189

**Targets Supported 1b**

| Indicator                            | Annual Target |
|--------------------------------------|---------------|
| FSA - Mathematics - Proficiency Rate | 70.0          |
| FCAT 2.0 Science Proficiency         | 50.0          |

**Resources Available to Support the Goal 2**

- Collaborative team planning
- Safari Montage
- Science/Math coach
- Scope and Sequence
- Professional Development focusing on STEM
- District Resources
- Gifted/enrichment focusing on STEM

**Targeted Barriers to Achieving the Goal 3**

- Students lack experience in the engineering design process.
- Teachers lack of knowledge on the engineering design process.

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

Students will demonstrate increased proficiency of the science and math standards for their grade level.

**Person Responsible**

Sandra Sampayo

**Schedule**

Quarterly, from 8/25/2014 to 5/29/2015

**Evidence of Completion**

Student grades, Science BM and mini-benchmark data will show student improvement.

**G3.** Increase student academic attendance and achievement through successful implementation of a school wide positive behavior support system where procedures are clearly communicated and all stakeholders are respected and heard. 1a

G036190

**Targets Supported** 1b

| Indicator             | Annual Target |
|-----------------------|---------------|
| 2+ Behavior Referrals | 12.0          |

**Resources Available to Support the Goal** 2

- Behavior Coach
- School-wide behavior framework
- CHAMPs

**Targeted Barriers to Achieving the Goal** 3

- Lack of clarified procedures for behavior infractions

**Plan to Monitor Progress Toward G3.** 8

Students academic attendance will not decrease due to behavior challenges

**Person Responsible**

Wilma Baez

**Schedule**

Quarterly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Reports from EDW looking at a decrease in out of school suspensions and in school suspensions

## 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.** Increasing student achievement by implementation of standards-based instruction, integrating writing to text in all content areas. **1**

 G036188

**G1.B1** Team leaders lack of knowledge and ability in facilitating data talks to guide instructional planning.

**2**

 B086643

**G1.B1.S1** Team leaders will get specific coaching on how to facilitate team data analysis, starting with an essential question(s) and root cause analysis (5 why's) **4**

 S107328

### Strategy Rationale

If team leaders can facilitate this process, team capacity is increased and teachers' instruction is specific to student needs.

### Action Step 1 **5**

Leadership team creates a plan, detailing the expectations and responsibilities for the coaches, team leaders, and teams.

#### Person Responsible

Amy Klaber

#### Schedule

On 8/29/2014

#### Evidence of Completion

Sign in sheets, agenda

**Action Step 2** 5

Schedule a time to meet with team leaders for implementation.

**Person Responsible**

Jennifer Summers

**Schedule**

On 8/29/2014

***Evidence of Completion***

Master Calendar

**Action Step 3** 5

Conduct team leader meeting.

**Person Responsible**

Sandra Sampayo

**Schedule**

On 8/29/2014

***Evidence of Completion***

Sign in sheets, exit slip, example activities

**Action Step 4** 5

Coaches support team leaders in facilitating team data analysis and provide feedback to team leaders.

**Person Responsible**

**Schedule**

Monthly, from 8/25/2014 to 4/30/2015

***Evidence of Completion***

Coaches' log, coaches' calendar

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

Administrators will participate in meetings.

**Person Responsible**

Amy Klaber

**Schedule**

On 8/29/2014

***Evidence of Completion***

Sign-in sheets

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

Title I coordinator will collect all sign in sheets and agendas.

**Person Responsible**

**Schedule**

On 8/29/2014

***Evidence of Completion***

Sign in sheets, agendas

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

Administrators will monitor and provide effective feedback to coaches.

**Person Responsible**

Amy Klaber

**Schedule**

On 8/25/2014

***Evidence of Completion***

Notes documented with action steps on SharePoint (from meeting with coaches).

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

Coaches will monitor data meetings and provide effective feedback to team leaders.

**Person Responsible**

Sandra Sampayo

**Schedule**

On 8/29/2014

***Evidence of Completion***

Notes documented with action steps on SharePoint (from meeting with team leaders).

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

Coaches will support team common planning to ensure lessons are reflective of the outcomes of the data meetings.

**Person Responsible**

Sandra Sampayo

**Schedule**

On 8/29/2014

***Evidence of Completion***

Coaches' ability to verbalize the nuances of the lesson plans.

**G1.B2** Lack of time and support for teachers to plan effective lessons collaboratively that are backwards planned with the standards/goals in mind, the assessment, then the learning experiences. **2**

 B086644

**G1.B2.S1** Provide more time for planning with support in a variety of ways. **4**

 S097340

### Strategy Rationale

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

Schedule Full-day TDY days to plan with coaches and teams based on backwards design approach to planning.

#### Person Responsible

#### Schedule

#### *Evidence of Completion*

On the school collaboration webpage the days of planning for third to fifth grade teachers will be posted. Documentation of the planning agenda for each grade level planning.

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

Instructional Coaches will provide a review of Professional Development on backwards planning, common assessments, formative assessments, teaching strategies/elements from the Marzano Teacher Evaluation Framework, and using resources (deconstructed standards, lesson plan template, scope and sequence) to create effective lesson plans. Teams from third to fifth grade will have at least one day to plan, with coaches' support, both reading and math units.

#### Person Responsible

#### Schedule

#### *Evidence of Completion*

Standards-assessments-activity aligned lesson plans created for reading and math units.  
Sign-in sheet

**Action Step 3** 5

Adapt the schedule to create two 45-minute planning blocks every day.

**Person Responsible**

**Schedule**

***Evidence of Completion***

School master schedule for 2013-2014 school year

**Action Step 4** 5

Coaches will co-plan with teams every other week.

**Person Responsible**

**Schedule**

***Evidence of Completion***

Co-planning Professional Learning Community notes and the collaborated completed lesson plans

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

Lesson plans with standards-assessment-activity alignment will be created with support from coaches.

**Person Responsible**

**Schedule**

***Evidence of Completion***

Lesson plans will be uploaded to SharePoint for review

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

Teaching and assessments will reflect collaboratively created lesson plans.

**Person Responsible**

**Schedule**

***Evidence of Completion***

Observation notes and feedback, lesson plans

**G1.B3** Lack of structured coaching schedule to conduct observations and provide feedback regarding effective, evidence-based teaching strategies. 2

 B086645

**G1.B3.S1** Coaches will observe grade teams and provide feedback regarding effective, evidence-based teaching strategies. 4

 S097341

**Strategy Rationale**

**Action Step 1 5**

Coaches will create a schedule for observing teams.

**Person Responsible**

**Schedule**

***Evidence of Completion***

The schedules that will begin in October for teams to begin observations with reflection notes.

**Action Step 2** 5

Coaches will provide feedback to teachers that require replies to reflective questions.

**Person Responsible**

**Schedule**

***Evidence of Completion***

Copies of lobservation documentation as peer observers or copies of e-mails that provide reflection or feedback to the teachers.

**Plan to Monitor Fidelity of Implementation of G1.B3.S1** 6

Data tracking sheet will be utilized to verify observation schedule was made and feedback was provided.

**Person Responsible**

**Schedule**

***Evidence of Completion***

Observation schedule and feedback evidence (iObservation forms, emails)

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1** 7

Improved ratings on teacher peer evaluations (using iObservation)

**Person Responsible**

**Schedule**

***Evidence of Completion***

Increase in number of "Applying" ratings in peer evaluations.

**G2.** Increase student proficiency in Science and Math through implementation of a school-wide STEM Initiative. 1

G036189

**G2.B1** Students lack experience in the engineering design process. 2

B086651

**G2.B1.S1** Provide weekly STEM instruction for 2nd-5th grade high performing students. 4

S097347

**Strategy Rationale**

Higher performing students need enrichment opportunities to continue to increase in proficiency.

**Action Step 1** 5

Hire a gifted/enrichment teacher to provide STEM instruction.

**Person Responsible**

Amy Klaber

**Schedule**

On 7/1/2014

**Evidence of Completion**

Budget

**Action Step 2** 5

Created daily enrichment schedule for 2nd-5th grade high performing students.

**Person Responsible**

Amy Klaber

**Schedule**

On 8/1/2014

**Evidence of Completion**

Master schedule

**Action Step 3** 5

Gifted teacher collaborates and co-plans with other gifted teachers and science/math coach for appropriate STEM instruction.

**Person Responsible**

Sandra Sampayo

**Schedule**

Biweekly, from 8/25/2014 to 5/29/2015

***Evidence of Completion***

STEM lesson plans

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

Coach and administrator walk through observations and review of lesson plans.

**Person Responsible**

Amy Klaber

**Schedule**

Weekly, from 9/2/2014 to 5/29/2015

***Evidence of Completion***

Observations, lesson plans

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

Coach and administrator walk through observations and lesson plan review.

**Person Responsible**

Sandra Sampayo

**Schedule**

Weekly, from 9/2/2014 to 5/29/2015

***Evidence of Completion***

Walk through notes, feedback to teacher, lesson plan feedback

**G2.B1.S2** Provide an after-school STEM club to lower performing students in tutoring. 4

 S097348

**Strategy Rationale**

Lower performing students need more opportunities to experience instruction other than remediation.

**Action Step 1** 5

Teams will plan for one STEM Unit every 9 weeks.

**Person Responsible**

**Schedule**

***Evidence of Completion***

Professional Learning Community collaboration notes and lesson plans.

**Plan to Monitor Fidelity of Implementation of G2.B1.S2** 6

Teachers will plan for and teach one STEM lesson per 9 weeks.

**Person Responsible**

**Schedule**

***Evidence of Completion***

Lesson plans, classroom visitation and students final work or projects.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S2** 7

Students will become more proficient at completing STEM activities and demonstrating deeper levels of cognitively complex thinking.

**Person Responsible**

**Schedule**

***Evidence of Completion***

Student evidence will be assessed for conclusions and reflection completed after STEM activity.

**G2.B2** Teachers lack of knowledge on the engineering design process. 2

 B086652

**G2.B2.S1** Professional development focused on STEM instruction for 2 semesters. 4

 S097350

**Strategy Rationale**

Build teacher knowledge and confidence in implementing STEM instruction.

**Action Step 1** 5

Scheduled days in master calendar for STEM PD.

**Person Responsible**

Sandra Sampayo

**Schedule**

On 8/18/2014

***Evidence of Completion***

Master Calendar

**Action Step 2** 5

Plan PD for STEM instruction.

**Person Responsible**

Sandra Sampayo

**Schedule**

Biweekly, from 8/25/2014 to 12/3/2014

***Evidence of Completion***

PD Lesson Plan

**Action Step 3** 5

STEM professional development training for staff.

**Person Responsible**

Sandra Sampayo

**Schedule**

On 12/10/2014

**Evidence of Completion**

sign in sheets, presentation, participant artifacts

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

Title 1 coordinator will collect all artifacts.

**Person Responsible**

Jennifer Summers

**Schedule**

Monthly, from 8/25/2014 to 12/17/2014

**Evidence of Completion**

sign in sheets, PD lesson plan, participant artifacts

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

Science/Math coach will review lesson plans and collect student artifacts.

**Person Responsible**

Sandra Sampayo

**Schedule**

Quarterly, from 8/25/2014 to 5/29/2015

**Evidence of Completion**

Teacher reflections, lesson plans, student artifacts (pictures, reflections, products).

**G3.** Increase student academic attendance and achievement through successful implementation of a school wide positive behavior support system where procedures are clearly communicated and all stakeholders are respected and heard. 1

G036190

**G3.B2** Lack of clarified procedures for behavior infractions 2

B096465

**G3.B2.S1** Implementation of a behavior framework that includes a clear progression for processing behavior infractions. 4

S107758

### **Strategy Rationale**

There was a lack of a behavior framework and clear expectations.

### **Action Step 1** 5

Hiring a full-time behavior coach.

#### **Person Responsible**

Amy Klaber

#### **Schedule**

On 7/1/2014

#### **Evidence of Completion**

Budget

### **Action Step 2** 5

Creation of a school-wide positive behavior support system (Behavior Framework).

#### **Person Responsible**

Amy Klaber

#### **Schedule**

On 8/25/2014

#### **Evidence of Completion**

Behavior Framework

**Action Step 3** 5

Develop a CHAMPS training for staff.

**Person Responsible**

Wilma Baez

**Schedule**

On 8/15/2014

***Evidence of Completion***

PowerPoint Presentation

**Action Step 4** 5

Train staff on school-wide expectations and CHAMPS model

**Person Responsible**

**Schedule**

On 8/22/2014

***Evidence of Completion***

Sign-in sheet, teacher classroom behavior plans, CHAMPS boards artifacts and common language across campus.

**Action Step 5** 5

Develop a training to address positive relationships, infractions, interventions, investigations and referral process

**Person Responsible**

Wilma Baez

**Schedule**

On 8/29/2014

***Evidence of Completion***

Classroom discipline plan to include interventions, Sign-In sheet, Behavior Coaches log

**Plan to Monitor Fidelity of Implementation of G3.B2.S1 6**

Academic attendance

**Person Responsible**

Wilma Baez

**Schedule**

Quarterly, from 10/31/2014 to 6/5/2015

**Evidence of Completion**

Decrease of out of school suspension

**Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7**

**Person Responsible**

**Schedule**

**Evidence of Completion**

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

| Source      | Task, Action Step or Monitoring Activity  | Who         | Start Date (where applicable)  | Deliverable or Evidence of Completion | Due Date/ End Date |
|-------------|---|-------------|--|---------------------------------------|--------------------|
| G1.B2.S1.A1 | Schedule Full-day TDY days to plan with coaches and teams based on backwards design approach to planning. |             | On the school collaboration webpage the days of planning for third to fifth grade teachers will be posted. Documentation of the planning agenda for each grade level planning. | once                                  |                    |
| G1.B3.S1.A1 | Coaches will create a schedule for observing teams.   |             | The schedules that will begin in October for teams to begin observations with reflection notes.  | once                                  |                    |
| G2.B1.S1.A1 | Hire a gifted/enrichment teacher to provide STEM instruction.   | Klaber, Amy | 7/1/2014   | Budget                                | 7/1/2014 one-time  |

**Orange - 0431 - Union Park Elementary - 2014-15 SIP**  
*Union Park Elementary*

| Source      | Task, Action Step or Monitoring Activity  | Who               | Start Date (where applicable)  | Deliverable or Evidence of Completion               | Due Date/ End Date  |
|-------------|---|-------------------|--|---|---------------------|
| G2.B1.S2.A1 | Teams will plan for one STEM Unit every 9 weeks.  |                   | Professional Learning Community collaboration notes and lesson plans.  | once  |                     |
| G2.B2.S1.A1 | Scheduled days in master calendar for STEM PD.  | Sampayo, Sandra   | 8/18/2014  | Master Calendar                                     | 8/18/2014 one-time  |
| G1.B1.S1.A1 | Leadership team creates a plan, detailing the expectations and responsibilities for the coaches, team leaders, and teams.   | Klaber, Amy       | 8/25/2014  | Sign in sheets, agenda                              | 8/29/2014 one-time  |
| G3.B2.S1.A1 | Hiring a full-time behavior coach.  | Klaber, Amy       | 7/1/2014   | Budget  | 7/1/2014 one-time   |
| G1.B2.S1.A2 | Instructional Coaches will provide a review of Professional Development on backwards planning, common assessments, formative assessments, teaching strategies/elements from the Marzano Teacher Evaluation Framework, and using resources (deconstructed standards, lesson plan template, scope and sequence) to create effective lesson plans. Teams from third to fifth grade will have at least one day to plan, with coaches' support, both reading and math units. |                   | Standards-assessments-activity aligned lesson plans created for reading and math units. Sign-in sheet                            | once  |                     |
| G1.B3.S1.A2 | Coaches will provide feedback to teachers that require replies to reflective questions.   |                   | Copies of lobservation documentation as peer observers or copies of e-mails that provide reflection or feedback to the teachers. | once  |                     |
| G1.B1.S1.A2 | Schedule a time to meet with team leaders for implementation.   | Summers, Jennifer | 8/25/2014  | Master Calendar                                     | 8/29/2014 one-time  |
| G2.B2.S1.A2 | Plan PD for STEM instruction.   | Sampayo, Sandra   | 8/25/2014  | PD Lesson Plan                                      | 12/3/2014 biweekly  |
| G2.B1.S1.A2 | Created daily enrichment schedule for 2nd-5th grade high performing students.   | Klaber, Amy       | 7/28/2014  | Master schedule                                     | 8/1/2014 one-time   |
| G3.B2.S1.A2 | Creation of a school-wide positive behavior support system (Behavior Framework).  | Klaber, Amy       | 8/25/2014  | Behavior Framework                                  | 8/25/2014 one-time  |
| G1.B2.S1.A3 | Adapt the schedule to create two 45-minute planning blocks every day.   |                   | School master schedule for 2013-2014 school year   | once  |                     |
| G1.B1.S1.A3 | Conduct team leader meeting.  | Sampayo, Sandra   | 8/25/2014  | Sign in sheets, exit slip, example activities       | 8/29/2014 one-time  |
| G2.B2.S1.A3 | STEM professional development training for staff.   | Sampayo, Sandra   | 9/3/2014   | sign in sheets, presentation, participant artifacts | 12/10/2014 one-time |
| G2.B1.S1.A3 | Gifted teacher collaborates and co-plans with other gifted teachers and science/math coach for appropriate STEM instruction.  | Sampayo, Sandra   | 8/25/2014  | STEM lesson plans                                   | 5/29/2015 biweekly  |
| G3.B2.S1.A3 | Develop a CHAMPS training for staff.  | Baez, Wilma       | 8/11/2014  | PowerPoint Presentation                             | 8/15/2014 one-time  |

**Orange - 0431 - Union Park Elementary - 2014-15 SIP**  
Union Park Elementary

| Source       | Task, Action Step or Monitoring Activity  | Who               | Start Date (where applicable)   | Deliverable or Evidence of Completion   | Due Date/ End Date |
|--------------|---|-------------------|---|---|--------------------|
| G1.B2.S1.A4  | Coaches will co-plan with teams every other week.   |                   | Co-planning Professional Learning Community notes and the collaborated completed lesson plans | once  |                    |
| G1.B1.S1.A4  | Coaches support team leaders in facilitating team data analysis and provide feedback to team leaders.   |                   | 8/25/2014   | Coaches' log, coaches' calendar   | 4/30/2015 monthly  |
| G3.B2.S1.A4  | Train staff on school-wide expectations and CHAMPS model  |                   | 8/18/2014   | Sign-in sheet, teacher classroom behavior plans, CHAMPS boards artifacts and common language across campus. | 8/22/2014 one-time |
| G3.B2.S1.A5  | Develop a training to address positive relationships, infractions, interventions, investigations and referral process   | Baez, Wilma       | 8/25/2014   | Classroom discipline plan to include interventions, Sign-In sheet, Behavior Coaches log                     | 8/29/2014 one-time |
| G1.MA1       | Progress will be monitored for student improvement in reading and math by analyzing data collected, including OCPS Benchmark and Mini-benchmark (Performance Matters), FAIR, Moby Max, Intervention data, STAR, and classroom assessments. Classroom visitations will provide instructional practice input. | Summers, Jennifer | 8/25/2014   | Student achievement data uploaded on SharePoint.  | 8/29/2014 one-time |
| G1.B2.S1.MA1 | Teaching and assessments will reflect collaboratively created lesson plans.   |                   | Observation notes and feedback, lesson plans  | once  |                    |
| G1.B2.S1.MA1 | Lesson plans with standards-assessment-activity alignment will be created with support from coaches.  |                   | Lesson plans will be uploaded to SharePoint for review  | once  |                    |
| G1.B3.S1.MA1 | Improved ratings on teacher peer evaluations (using iObservation)   |                   | Increase in number of "Applying" ratings in peer evaluations.                                 | once  |                    |
| G1.B3.S1.MA1 | Data tracking sheet will be utilized to verify observation schedule was made and feedback was provided.   |                   | Observation schedule and feedback evidence (iObservation forms, emails)                       | once  |                    |
| G1.B1.S1.MA1 | Administrators will monitor and provide effective feedback to coaches.  | Klaber, Amy       | 8/25/2014   | Notes documented with action steps on SharePoint (from meeting with coaches).                               | 8/25/2014 one-time |
| G1.B1.S1.MA4 | Coaches will monitor data meetings and provide effective feedback to team leaders.  | Sampayo, Sandra   | 8/25/2014   | Notes documented with action steps on SharePoint (from meeting with team leaders).                          | 8/29/2014 one-time |
| G1.B1.S1.MA5 | Coaches will support team common planning to ensure lessons are reflective of the outcomes of the data meetings.  | Sampayo, Sandra   | 8/25/2014   | Coaches' ability to verbalize the nuances of the lesson plans.  | 8/29/2014 one-time |
| G1.B1.S1.MA1 | Administrators will participate in meetings.  | Klaber, Amy       | 8/25/2014   | Sign-in sheets  | 8/29/2014 one-time |
| G1.B1.S1.MA3 | Title I coordinator will collect all sign in sheets and agendas.  |                   | 8/25/2014   | Sign in sheets, agendas   | 8/29/2014 one-time |

| Source       | Task, Action Step or Monitoring Activity  | Who               | Start Date (where applicable)   | Deliverable or Evidence of Completion   | Due Date/ End Date  |
|--------------|---|-------------------|---|---|---------------------|
| G2.MA1       | Students will demonstrate increased proficiency of the science and math standards for their grade level.                            | Sampayo, Sandra   | 8/25/2014   | Student grades, Science BM and mini-benchmark data will show student improvement.             | 5/29/2015 quarterly |
| G2.B1.S1.MA1 | Coach and administrator walk through observations and lesson plan review.   | Sampayo, Sandra   | 9/2/2014  | Walk through notes, feedback to teacher, lesson plan feedback                                 | 5/29/2015 weekly    |
| G2.B1.S1.MA1 | Coach and administrator walk through observations and review of lesson plans.   | Klaber, Amy       | 9/2/2014  | Observations, lesson plans  | 5/29/2015 weekly    |
| G2.B2.S1.MA1 | Science/Math coach will review lesson plans and collect student artifacts.  | Sampayo, Sandra   | 8/25/2014   | Teacher reflections, lesson plans, student artifacts (pictures, reflections, products).       | 5/29/2015 quarterly |
| G2.B2.S1.MA1 | Title 1 coordinator will collect all artifacts.   | Summers, Jennifer | 8/25/2014   | sign in sheets, PD lesson plan, participant artifacts   | 12/17/2014 monthly  |
| G2.B1.S2.MA1 | Students will become more proficient at completing STEM activities and demonstrating deeper levels of cognitively complex thinking. |                   | Student evidence will be assessed for conclusions and reflection completed after STEM activity. | once  |                     |
| G2.B1.S2.MA1 | Teachers will plan for and teach one STEM lesson per 9 weeks.   |                   | Lesson plans, classroom visitation and students final work or projects.                         | once  |                     |
| G3.MA1       | Students academic attendance will not decrease due to behavior challenges   | Baez, Wilma       | 8/18/2014   | Reports from EDW looking at a decrease in out of school suspensions and in school suspensions | 6/5/2015 quarterly  |
| G3.B2.S1.MA1 | [no content entered]  |                   |   | one-time  |                     |
| G3.B2.S1.MA1 | Academic attendance   | Baez, Wilma       | 10/31/2014  | Decrease of out of school suspension  | 6/5/2015 quarterly  |

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

**G1.** Increasing student achievement by implementation of standards-based instruction, integrating writing to text in all content areas.

**G1.B1** Team leaders lack of knowledge and ability in facilitating data talks to guide instructional planning.

**G1.B1.S1** Team leaders will get specific coaching on how to facilitate team data analysis, starting with an essential question(s) and root cause analysis (5 why's)

### PD Opportunity 1

Conduct team leader meeting.

#### Facilitator

Sandra Sampayo

#### Participants

Team Leaders

#### Schedule

On 8/29/2014

### PD Opportunity 2

Coaches support team leaders in facilitating team data analysis and provide feedback to team leaders.

#### Facilitator

Sandra Sampayo and Jen Summers

#### Participants

Team Leaders and teams

#### Schedule

Monthly, from 8/25/2014 to 4/30/2015

**G1.B2** Lack of time and support for teachers to plan effective lessons collaboratively that are backwards planned with the standards/goals in mind, the assessment, then the learning experiences.

**G1.B2.S1** Provide more time for planning with support in a variety of ways.

**PD Opportunity 1**

Instructional Coaches will provide a review of Professional Development on backwards planning, common assessments, formative assessments, teaching strategies/elements from the Marzano Teacher Evaluation Framework, and using resources (deconstructed standards, lesson plan template, scope and sequence) to create effective lesson plans. Teams from third to fifth grade will have at least one day to plan, with coaches' support, both reading and math units.

**Facilitator**

Curriculum Resource Teacher

**Participants**

Six third grade teachers, four fourth grade teachers and four fifth grade teachers and Curriculum Resource Teacher

**Schedule**

**G2.** Increase student proficiency in Science and Math through implementation of a school-wide STEM Initiative.

**G2.B2** Teachers lack of knowledge on the engineering design process.

**G2.B2.S1** Professional development focused on STEM instruction for 2 semesters.

**PD Opportunity 1**

STEM professional development training for staff.

**Facilitator**

Sandra Sampayo

**Participants**

K-5 teachers

**Schedule**

On 12/10/2014

**G3.** Increase student academic attendance and achievement through successful implementation of a school wide positive behavior support system where procedures are clearly communicated and all stakeholders are respected and heard.

**G3.B2** Lack of clarified procedures for behavior infractions

**G3.B2.S1** Implementation of a behavior framework that includes a clear progression for processing behavior infractions.

**PD Opportunity 1**

Train staff on school-wide expectations and CHAMPS model

**Facilitator**

Kristin DeSanctis

**Participants**

All instructional staff

**Schedule**

On 8/22/2014

**PD Opportunity 2**

Develop a training to address positive relationships, infractions, interventions, investigations and referral process

**Facilitator**

Kristin DeSanctis

**Participants**

All staff

**Schedule**

On 8/29/2014

## Technical Assistance Items

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

## Budget Rollup

### Summary

| Description   | Total          |
|---|----------------|
| <b>Goal 2:</b> Increase student proficiency in Science and Math through implementation of a school-wide STEM Initiative.  | 65,000         |
| <b>Goal 3:</b> Increase student academic attendance and achievement through successful implementation of a school wide positive behavior support system where procedures are clearly communicated and all stakeholders are respected and heard. | 65,000         |
| <b>Grand Total</b>  | <b>130,000</b> |

### Goal 2: Increase student proficiency in Science and Math through implementation of a school-wide STEM Initiative.

| Description                      | Source       | Total         |
|----------------------------------|--------------|---------------|
| <b>B1.S1.A1</b> - Gifted Teacher | General Fund | 65,000        |
| <b>Total Goal 2</b>              |              | <b>65,000</b> |

### Goal 3: Increase student academic attendance and achievement through successful implementation of a school wide positive behavior support system where procedures are clearly communicated and all stakeholders are respected and heard.

| Description                      | Source         | Total         |
|----------------------------------|----------------|---------------|
| <b>B2.S1.A1</b> - Behavior Coach | Title I Part A | 52,000        |
| <b>B2.S1.A1</b> - Behavior Coach | General Fund   | 13,000        |
| <b>Total Goal 3</b>              |                | <b>65,000</b> |