

Moss Park Elementary



2014-15 School Improvement Plan

Moss Park Elementary

9301 N SHORE GOLF CLUB BLVD, Orlando, FL 32832

[no web address on file]

School Demographics

School Type
Elementary

Title I
No

Free/Reduced Price Lunch
33%

Alternative/ESE Center
No

Charter School
No

Minority
56%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	B	A	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	Ella Thompson
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

At Moss Park, our teachers and staff build strong relationships through a variety of methods. Student inventory surveys are used to determine a student's interests. There are many evening and weekend events that allow relationships to be developed and fostered outside of the classroom environment. Our school is also using a new school-wide positive behavior plan that incorporates fun into learning and gives teachers the opportunity to recognize students for both academic and non-academic accomplishments.

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

Moss Park Eagles! We are "S.O.A.R."-ing towards an exciting new school year! S.O.A.R is our new academic and behavior initiative designed to invoke Safe, Organized, Accepting, and Respectful choices within all aspects of Moss Park. S.O.A.R. is specific strategies and expectations designed to assist and reward our students when making positive choices through the distribution of "Eagle Bucks." These bucks can then be used at the desired time to purchase from the school store. Teachers and staff recognize that a Safe, Organized, Accepting, and Respectful student is a Moss Park Eagle, SOARing above the rest!

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

In addition to the promotion of the Positive Behavioral System, SOAR, teachers follow a behavior flow chart that lays out the sequence in handling a classroom disruption and the referral process. Each class and common areas then have SOAR posters displayed that identify the expected behaviors for that area. Teachers and staff may recognize students in these areas that are displaying the expected behaviors. During preplanning, all staff members attended a break out session of the SOAR positive behavioral system. This school-wide behavioral system allows for consistent, clear, and fair expectations for behavior throughout the school.

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

Our school guidance counselor pulls small groups and works with children one on one based on their needs. We also use the Superflex program with identified students to give them appropriate social thinking strategies to help them relate to their peers and handle conflict appropriately.

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

At Moss Park Elementary the following early warning systems are in place:
 Attendance-the registrar monitors SMS attendance on a daily basis to track student attendance. When a student has multiple absences, the school works with the social worker for a home visit to check on the well-being and status of the child.
 Suspensions- the dean monitors the referral process and works with the support of the district behavior coach to proactively observing students to collect behavioral data. The behavior leadership team meets every other Friday to look for trends and patterns in our data.
 Course failure-students that have failed or scored a level 1 on statewide assessments have been targeted for Tier II or Tier III interventions as well as additional tutoring opportunities.

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	23	8	10	9	3	9	62
One or more suspensions	4	1	5	5	4	5	24
Course failure in ELA or Math	0	0	13	23	36	41	113
Level 1 on statewide assessment	0	0	0	17	19	33	69

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

Indicator	Grade Level					Total
	K	2	3	4	5	
Students exhibiting two or more indicators	1	1	10	17	24	53

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

Before and after school tutoring is offered for identified students in grades 3-5. We also meet weekly with teachers to discuss data and concerns they are having about students in their classrooms. The Behavior Leadership Team meets twice a month to discuss current behavior data, including referrals and suspensions, and monitors the effectiveness of our school-wide behavior plan. During these meetings, individual students can be identified and provided with additional support or counseling if needed.

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?

No

PIP Link

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

Description

At Moss Park Elementary School, we have a high rate of parental involvement. More than half of our parents attend various events in the daytime and the evening. Specifically, we have parents who attend or serve on various committees such as the School Advisory Council, Parent Leadership Council, and Parent Teacher Association. It is through the collaboration of these 3 organizations that decisions are made in order to increase student learning and strengthen the relationship between the school, our families and the community.

In order to allow more opportunities for parents and families to be involved this year, it is recommended that events be combined or meetings held before/after functions to increase parent attendance. In order to increase attendance, we will have more evening events as well as have staggered times and/or dates.

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

Moss Park has a Partner in Education coordinator and an Additions coordinator who builds and sustains partnerships with community and business stakeholders to provide resources for students to support student achievement.

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
Cantrell, Eric	Principal
Fox, Karl	Assistant Principal
Sico, Sheri	Assistant Principal
Lohman, Scott	Dean
Castro, Kim	Instructional Coach
Peters, Tammie	Instructional Coach
LaFave, Heather	Instructional Coach

Duties

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

- Principal - Meet with and instruct all members of the leadership team on instructional practices, provide observation feedback to teachers, run all areas of the school
- Assistant Principals - Meet weekly with instructional staff to review data and instructional strategies, provide observational feedback to teachers using Instructional Framework, support principal in all above areas
- Instructional Coaches - Meet w/ grade level team members to guide planning using the Instructional

Framework and state standards, provide coaching and modeling when appropriate
Dean- Meet with Behavior Leadership Team, provide coaching to individuals and small groups of teachers, work with teachers to analyze student behavior data and provide support when necessary

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

Resources are aligned to meet the needs of all students based upon summative assessment and teacher created formative assessment data. The methodologies for coordinating services and programs designed to maximize desired student outcomes are before and after school tutoring programs, small group interventions and computer based tutorial programs. The persons responsible for providing these services are classroom teachers, instructional support personnel, academic coaches and school administrators. Problem solving discussions based upon formative assessment data take place on a weekly basis. Personnel providing interventions are redirected according to needs as evidenced through student formative data.

Title II

Title II funds are not currently available for this year.

Title III

Title III monies are provided through the district for students that have been identified as English Language Learners as well as the education of immigrants. These monies are to provide services for these students as directed by Multilingual Services.

Title X - Homeless

The district homeless liaison works with the school homeless coordinator to ensure the needs of the students and parents of our homeless population are met. They have provided backpacks, hygiene products, and other essential items for the day to day needs of these families.

Supplemental Academic Instruction (SAI)

SAI funding is provided for schools based on the number of Level 1 readers on the FCAT Reading Assessment. Moss Park will utilize these funds for morning tutoring for extended learning opportunities. Moss Park will not only target Level 1 students, but also those students receiving Good Cause Exemptions for ELL, ESE and portfolio students.

Violence Prevention Programs

The classroom teachers will provide four Code of Conduct reviews during the school year to ensure students are aware of the different levels of offenses. In addition, teachers will create a Buddy System to help each other when discipline issues arise. The School Resource Officer teaches GREAT to the students in 4th grade and MAGIC to the students in 5th grade to raise awareness for Drugs and Alcohol.

Nutrition Programs

The school implements a healthy school program. The school asks that parents adhere to the Healthy School Policy by not sending high sugar foods and treats, but instead send in healthy alternatives. The school food service staff will post the nutritional information for students, so that students are aware of the nutritional factors relating to the food which they eat.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Mary Beth Middleton	Parent
Georgina Roman	Parent
Eric Cantrell	Principal
Terry Judy	Parent
Marika Irizzary	Parent
Karla Perry	Parent
Rosael Alicea	Teacher
Joe Ann Lys	Teacher
Arnita Blue	Teacher
Rene Griffith	Parent
Tijuanna Nunn	Business/Community
Abdul Estrella	Parent
Lena Rojos	Parent
Diana Lopez	Parent
Maira Da Silva	Parent
Tracy Kyker	Parent
Lisa Neighbors	Teacher
Gladys Limon	Education Support Employee

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

The School Advisory Council meets to discuss and review the School Improvement Plan from the previous school year. When the SAC meets, the council will discuss the annual measurable objectives and the outcome of the student FCAT scores for reading, math, writing, and science. The council also discusses the barriers that were in place to meeting the annual measurable objectives. The process is then initiated for the school improvement plan for the upcoming school year taking into consideration the following changes: shift from the NGSS to CCSS to Florida Standards, the change in assessments, the need to align formative assessments, and additional district initiatives.

Development of this school improvement plan

At each of the School Advisory Council meetings, one of the agenda items will tie to a part of the SIP. At the first SAC meeting the data from the previous school year is shared regarding annual measurable objectives, FCAT data, and other formative assessments to initiate the 8 step continuous improvement cycle. As the school year progresses, the SAC discusses ongoing assessments for academics and provides input. The SAC is also able to provide input as to how parents can work with students at home to build a home-school relationships.

Preparation of the school's annual budget and plan

In preparation for the school's annual budget, the school first looks at the projected enrollment provided by the district and then subtracts the number of outgoing fifth graders and projects on the incoming kindergartners to determine if the projected enrollment is aligned. A staffing report is then

ran to determine staff needs and staff placements. After staff needs are determined, funds are set aside for the daily operations of the school such as copier rental, teacher and student supplies, substitutes and custodial needs. This is shared and discussed with SAC committee to determine the best use of the allocated funds. The school then uses Supplemental Academic Instruction funding to address the students in need of additional tutoring needs.

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

Moss Park Elementary dropped to a B, so no school improvement funds were allocated.

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

The school is currently in the process of forming the School Advisory Council and will meet for the first time on September 25, 2014. At this meeting, the council will nominate the SAC Chair, Co-chair, and Secretary.

Literacy Leadership Team (LLT)

Membership

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

Name	Title
Castro, Kim	Instructional Coach
Beaudet, Amy	Teacher, K-12
Bock, Tanja	Teacher, K-12
Craft, Linda	Teacher, K-12
Fontaine, Jennifer	Teacher, K-12
Denboer, Lynne	Teacher, K-12
Hart, Jennifer	Teacher, K-12
Micheal, Angela	Instructional Media

Duties

Describe how the LLT promotes literacy within the school

The major initiative of the LLT this year will be to continue to provide support and professional development to classroom teachers during their planning. Using the Instructional Framework and the district MTPs, the LLT will help teachers intentionally plan for rigorous lessons that match the standards. Through this, the percentage of students scoring level 3 and above in grades 3-5 will increase. The LLT will also work through grade level PLC's to facilitate collaboration and perform data analysis to identify trends in instruction. As part of the monthly PLC meetings, grade levels will target specific strategies that will accelerate their students' reading ability. The LLT will also continue to promote the Accelerated Reader program and introduce the Battle of the Books to our students.

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

Moss Park Elementary is using the FISH philosophy to establish a positive school climate and culture. Teachers and staff are encouraged to bring fun into learning every day. Grade level teams have common planning time in the morning and during their special areas. Instructional coaches sit in for support once a week during this time to ensure that the standards are being taught to the level of rigor expected, help create formative assessments and use the Marzano Instructional Framework to collaborate on instructional strategies.

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

The administration is responsible for the recruitment and retention of highly qualified, certified in-field, and effective teachers at Moss Park Elementary School. The following strategies are being initiated at Moss Park:

1. Common planning times is provided for all grade levels to plan, discuss data and function as Professional Learning Communities
2. Members of the leadership team are assigned to each grade level to provide ongoing support and assistance, as well as act as a liason to the administration
3. Faculty and staff are provided ongoing professional development to meet district initiatives as well as target specific needs as identified
4. Teachers new to the district and school are provided mentors as an additional support

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

Moss Park Elementary School follows the district's guideline for the teacher induction program. Each mentor has participated in both the Clincial Educator and Coaching and Mentoring courses. The rationale for pairing is to partner teachers with members of the staff that are on the same grade level, who can provide instructional support and monitor for the use of best practices. Mentoring activities this year include monthly meetings, coaching opportunities, collaborative planning time, completion of the Beginning Teacher portfolio, and professional development on Domain One of the Marzano Protocol. The instructional coach will also lend support to both groups of teachers as needed throughout the school year.

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

Core Reading Program: Journeys
Core Math Program: Go Math
Core Science Program: Fusion
Core Social Studies: McGraw Hill

All resources have met the adoption criteria developed by the state and the district has centralized purchasing to ensure equity. Teachers and coaches use district MTPs, item specifications and the Florida DOE website to analyze the lessons in the core programs and align them to state standards. Teacher lesson plans are monitored by administration to ensure that the activities planned meet the level or rigor required in the standard.

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

We use student performance data to determine our reteaching, interventions and student grouping. Examples of how instruction is modified to assist students to attain the proficient or advance level on state assessments are teacher led guided reading and math groups, master teaching interventions for reading and math and iii intervention through fluid grouping based upon student need.

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

Strategy: Extended School Day

Minutes added to school year: 10,000

Moss Park Elementary School provides an additional 60 minutes in the morning and afternoon 4 days per week from October to March for additional tutoring for students struggling in reading and/or math. Sessions will be in a small group setting for accelerated support. IReady will be the program used during tutoring sessions.

Strategy Rationale

We need to provide additional academic support for students who continue to struggle after receiving instruction in the core subjects or ELA and math.

Strategy Purpose(s)

- Instruction in core academic subjects

Person(s) responsible for monitoring implementation of the strategy

Fox, Karl, karl.fox@ocps.net

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

Data is collected through teacher observation, formative and summative assessments. Students are selected to participate based on the results of the beginning of the year Benchmark assessment and beginning of the year unit tests.

Strategy: Extended School Day

Minutes added to school year: 3,050

Moss Park Voices is an enrichment activity that incorporates the arts to contribute to the well roundedness of students. The group teaches children to become better singers, to become comfortable on stage, and to become life long learners.

Strategy Rationale

This activity promotes collaboration among students and increases reading fluency.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

Person(s) responsible for monitoring implementation of the strategy

Sico, Sheri, sheri.sico@ocps.net

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

Data is collected through teacher observation and attendance at performances. The effectiveness of the activity is measured by the increased confidence of the students, as well as the confidence gained by the students. Attendance is for parents, staff, and the other students of the school.

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

Many of the children that enter school in kindergarten have had the opportunity to attend VPK or some other form of child care. Moss Park Elementary School holds an annual Tissue and Tears program allowing parents to walk their kindergartners to class on the first day of school. During this time, the administration shares procedures and policies as well as the academic expectations of the school. Parents are able to ask questions and receive instant feedback.

As 5th grade students are preparing to enter middle school, Moss Park hosts a cross over ceremony. Parents are invited and students are recognized for their accomplishments.

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

To advance college and career awareness, Moss Park provides multiple exposures to college and career options for students including providing a college bound atmosphere campus wide. The first exposure is collegiate flags posted around the campus. Moss Park also has a college shirt day monthly where staff and students are encouraged to wear collegiate apparel to bring attention and support towards college readiness. The fifth grade students participate in a research study to learn more about a college of their choice and integrate reading, writing, and speaking skills to present the demographics, academics available, admission criteria, highlights, and specialties to their peers and school staff. In addition independent learning and leadership is fostered to prepare students for college and career readiness through the implementation of teacher assistants, safety patrols, and the MAGIC program.

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

To prepare our students for 21st century careers with technology and industry, Moss Park has increased access to digital curriculum and access through the use of i-Ready Reading, i-Ready Math, Accelerated Reader, and HMH Think Central for interactive lessons and digital experiments to provide real world experiences. Every classroom is equipped with Smart Boards and technology integration in the classroom is implemented to prepare 21st century learners for careers involving computers, virtual manipulatives and labs, Additional laptop carts have been purchased to provide students additional opportunities to use technology in a classroom setting. Students also work with learning how to utilize and monitor technology through the news production crew which rotates throughout the year to provide fifth grade students with the opportunity to learn and experience the multimedia production process.

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

STEM inquiry investigations and experiments are taking place weekly within the academic instruction to provide hands on experience with science, math, engineering, and technology integration and problem solving in real world situations. STEM club is held once a week for 4th and 5th grade students to enhance their learning focus on science, math, engineering, and technology.

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

The strategies implemented at Moss Park for improving student readiness based on the annual analysis of the High School Feedback report include immediate assessments, intensive interventions, and strategic fluid instructional groups. Beginning of the year diagnostic assessments provided through DRA, Journeys and Go Math will be used to identify deficiencies. Teachers will form fluid and strategic intervention groups to provide remediation and enrichment support starting in September and continuing throughout the school year to increase reading and math proficiency to prepare students for on grade level or above coursework in their later academic career. In addition, STEM activities are embedded in the instruction to provide real world problem solving integration and prepare 21st century learners for future academics in science, math, engineering, or technology fields. Another strategy is the implementation and digital access through the use of computer programs and digital curriculum to prepare learners for communicating and demonstrating knowledge with technology as a means of communication. Besides strategies for instruction, recognition strategies are in place to honor academic achievement and motivate student goal setting, The quarterly honor roll award ceremonies recognize academic achievement for K-5 students earning A and B letter grades. The Cross Over Ceremony recognizes students accomplishments in elementary school and prepares them for their middle school experience by honoring students and creating a vision of learning for future years in front of their families at the middle school campus.

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Teacher knowledge and use of the Instructional Framework to deliberately plan will improve in order to increase rigorous instruction and impact student achievement.

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. Teacher knowledge and use of the Instructional Framework to deliberately plan will improve in order to increase rigorous instruction and impact student achievement. 1a

G040360

Targets Supported 1b

Indicator	Annual Target
AMO Math - ELL	74.0
AMO Math - SWD	70.0
AMO Reading - ELL	74.0
Math Lowest 25% Gains	66.0
AMO Reading - SWD	61.0
ELA/Reading Lowest 25% Gains	76.0
AMO Reading - ED	75.0
AMO Math - ED	75.0

Resources Available to Support the Goal 2

- PDS online
- The Coaching Classroom book
- Effective Educators website (IObservation)
- Instructional Coaches planning with teachers
- Kagan Training
- Gifted Teachers well versed in instructional strategies

Targeted Barriers to Achieving the Goal 3

- Lack of comprehensive understanding of FL standards

Plan to Monitor Progress Toward G1. 8

The data that will be collected, analyzed and discussed will include but not be limited to: I-Ready, teacher created formative assessments, teacher created mini assessments, Go Math, Journeys, lobservation, and end of course assessments.

Person Responsible

Karl Fox

Schedule

Daily, from 9/19/2014 to 6/1/2015

Evidence of Completion

Data from I-ready, lobservation and the data spreadsheet

Plan to Monitor Progress Toward G1. 8

Observation data will be collected using the effective educators website.

Person Responsible

Eric Cantrell

Schedule

Daily, from 9/16/2014 to 5/29/2015

Evidence of Completion

Data from I-ready, observation and the data spreadsheet

Plan to Monitor Progress Toward G1. 8

Data will be collected based on the student performance on the teacher created mini and culminating formative assessments.

Person Responsible

Sheri Sico

Schedule

Biweekly, from 9/17/2014 to 5/29/2015

Evidence of Completion

The teacher created assessments and the data collected from them will be uploaded to the collaboration site.

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. Teacher knowledge and use of the Instructional Framework to deliberately plan will improve in order to increase rigorous instruction and impact student achievement. **1**

 G040360

G1.B7 Lack of comprehensive understanding of FL standards **2**

 B141100

G1.B7.S1 Teachers have had limited opportunity to deconstruct new FL standards **4**

 S153417

Strategy Rationale

Teachers need to know how to teach to the depth of the new standards

Action Step 1 **5**

On-going data meetings where teachers are examining item-specs and FL standards within formative assessments

Person Responsible

Sheri Sico

Schedule

Weekly, from 9/15/2014 to 5/27/2015

Evidence of Completion

Agenda and Minutes

Action Step 2 5

Professional Development aligning planning with standards

Person Responsible

Karl Fox

Schedule

Monthly, from 9/15/2014 to 5/27/2015

Evidence of Completion

Sign in sheets, lesson plans

Plan to Monitor Fidelity of Implementation of G1.B7.S1 6

We will monitor the implementation through the alignment of lesson plans and classroom observations

Person Responsible

Sheri Sico

Schedule

Monthly, from 9/15/2014 to 5/20/2015

Evidence of Completion

iObservation, lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B7.S1 7

To monitor the effectiveness of the teachers' understanding of the FL standards, data will be collected from formative assessments, I-Ready, and Performance Matters.

Person Responsible

Sheri Sico

Schedule

Biweekly, from 9/15/2014 to 5/20/2015

Evidence of Completion

Classroom data spreadsheets will be uploaded on to the school collaboration site

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.B7.S1.A1	On-going data meetings where teachers are examining item-specs and FL standards within formative assessments	Sico, Sheri	9/15/2014	Agenda and Minutes	5/27/2015 weekly
G1.B7.S1.A2	Professional Development aligning planning with standards	Fox, Karl	9/15/2014	Sign in sheets, lesson plans	5/27/2015 monthly
G1.MA1	The data that will be collected, analyzed and discussed will include but not be limited to: I-Ready, teacher created formative assessments, teacher created mini assessments, Go Math, Journeys, lobservation, and end of course assessments.	Fox, Karl	9/19/2014	Data from I-ready, lobservation and the data spreadsheet	6/1/2015 daily
G1.MA2	lobservation data will be collected using the effective educators website.	Cantrell, Eric	9/16/2014	Data from I-ready, lobservation and the data spreadsheet	5/29/2015 daily
G1.MA3	Data will be collected based the student performance on the teacher created mini and culminating formative assessments.	Sico, Sheri	9/17/2014	The teacher created assessments and the data collected from them will uploaded to the collaboration site.	5/29/2015 biweekly
G1.B7.S1.MA1	To monitor the effectiveness of the teachers' understanding of the FL standards, data will be collected from formative assessments, I-Ready, and Performance Matters.	Sico, Sheri	9/15/2014	Classroom data spreadsheets will be uploaded on to the school collaboration site	5/20/2015 biweekly
G1.B7.S1.MA1	We will monitor the implementation through the alignment of lesson plans and classroom observations	Sico, Sheri	9/15/2014	iObservation, lesson plans	5/20/2015 monthly

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. Teacher knowledge and use of the Instructional Framework to deliberately plan will improve in order to increase rigorous instruction and impact student achievement.

G1.B7 Lack of comprehensive understanding of FL standards

G1.B7.S1 Teachers have had limited opportunity to deconstruct new FL standards

PD Opportunity 1

Professional Development aligning planning with standards

Facilitator

Kim Castro, Tammie Peters, Heather LaFave

Participants

Classroom teachers

Schedule

Monthly, from 9/15/2014 to 5/27/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	Total
Goal 1: Teacher knowledge and use of the Instructional Framework to deliberately plan will improve in order to increase rigorous instruction and impact student achievement.	18,000
Grand Total	18,000

Goal 1: Teacher knowledge and use of the Instructional Framework to deliberately plan will improve in order to increase rigorous instruction and impact student achievement.		
Description	Source	Total
B1.S1.A1 - Substitutes	General Fund	10,000
B1.S2.A1 - The Coaching Classroom	General Fund	4,000
B6.S1.A1 - Substitutes	General Fund	4,000
Total Goal 1		18,000