

Allen Park Elementary School



2014-15 School Improvement Plan

Allen Park Elementary School

3345 CANELO DR, Fort Myers, FL 33901

<http://alp.leeschools.net/>

School Demographics

School Type
Elementary

Title I
No

Free/Reduced Price Lunch
47%

Alternative/ESE Center
No

Charter School
No

Minority
48%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

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	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To be a high performing school community inspiring high performing lifelong learners

Provide the school's vision statement

Today's Learners...Tomorrow's Leaders

School Environment

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

Allen Park Elementary School uses a variety of techniques to learn about the culture of students. A variety of family events are held to allow the families of our students and staff to engage with one another. We start the year with Meet the Teacher, an event to initially meet and become familiar with one another. We also offer Love and Logic classes to assist parents with consistent home school communication. Curriculum Night, Family Fall Festival and FCAT Night are a few other events that promote communication and relationships that foster a consistent stakeholder relationship. All teachers make contact either by phone or in a parent-teacher conference within the first 2 weeks of school. This initial contact stresses the positive to foster a foundation of open communication between home and school. Agendas are another means of communication between our teachers and parents. Notes are written back and forth and assignments are written so parents can support the learning taking place at school.

Our ESOL reports are reviewed and data is used to identify ELL students and initial background information that helps the school better get to know their families. The parents are invited to attend parent committees at both the district and school level. Additionally, our SAC committee is reflective of our school culture and incorporates parents' input into decisions.

Relationships between students and teachers are built from day one at Allen Park. Our teachers provide students with an environment where students feel safe and secure. By having detailed background knowledge about special needs, strengths and areas in need of improvement, teachers create a safe learning environment in which students take risks in their learning. An environment in which mistakes create opportunities for learning, all stakeholders rely on the strong relationships we build on our campus. Students are encouraged to share family information through student of the week presentations, family tree projects and lessons that support a variety of cultures encompassed in the classroom.

Teachers also build relationships with students through small group center activities and Kagan structures which are infused throughout our instructional day. Students are given multiple opportunities to meet within small groups with both the teacher and peers. Teachers can assess the needs of students within small groups and develop relationships with students by getting to know each one. In addition, Kagan activities allow students to participate in cooperative learning with other students as they are encouraged by teachers to share their information with fellow students.

Allen Park teachers use the Accelerated Reader program to develop one on one relationships with students. Teachers meet with individual students each day during a regularly schedule reading time. Teachers discuss goals, reading habits, and questions or concerns with each student throughout the week. Students build the home school relationship by sharing data about their success and discussing what they're reading with family members.

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

Allen Park's behavioral expectations also serve to facilitate an environment where all students feel safe and respected. We incorporate into our culture R2S2, which represents Respect, Responsible, Smart, and Safe. This culture encourages all students to actively utilize each component through their actions and decision making opportunities. As a school that utilizes a positive behavior support (PBS) program, students are frequently recognized for making good choices and being peer models for R2S2.

Our fifth grade students who exemplify the R2S2 motto on a consistent basis are recognized as members of our "Gold Coin Club". These students are presented with their golden medallions in a special quarterly ceremony. They wear these medallions with pride for all their peers to see. These model students participate in special programs that reinforce the value of making good choices. Monthly character words are introduced and utilized on our campus as another form of encouraging students to value the feelings of others.

Allen Park is a bucket filling school. Every classroom within our school uses the philosophy of "bucket filling" and not "bucket dipping". This philosophy encourages students and staff to use our words and actions to encourage one another. Teachers, paraprofessionals, office staff, and administration all support the concept of bucket filling and reinforce it regularly throughout the school campus. Students recite a bucket filling pledge each morning which is modeled daily on the morning news.

Outside of the traditional school day we offer a Before and After School Program (BASP) that carries on our R2S2 motto and reinforces making good choice. Before school, students can participate in our Running Club. This club is well respected throughout the greater community and has a high rate of participation. Students who may not excel academically, may shine in this forum. It creates an opportunity for students to share their strengths outside the classroom, aside from academics. It also is related to a program called Walk for Water that donates a water filtration system to Kenya. Our students learn that they can help others in our world just by walking/running in the mornings. In addition, our BASP creates opportunities for students learn and model good study habits as they work with counselors on homework assignments. They also participate in planting a school garden which provides lessons beyond horticulture. This project develops responsibility and respect for the environment. Students are also part of the harvesting and preparation of food so that they may sample their fruits of labor. Students are able to share their talents in a safe and secure environment that is outside the academic setting.

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

The school-wide behavioral system establishes expectations for all students through our R2 S2 Program. Everyone is trained in the 4 expectations for students and staff and the importance of creating a positive school culture. Expectations for Respectful, Responsible, Safe and Smart behavior choices are intentionally taught in the classrooms by classroom teachers, by additional staff in special area subjects, and specific areas of the campus. In addition to the R2 S2 expectations, we have established and continue to reinforce the Bucket Fillers program. A daily reinforcement of positive behavior also takes place through the Bucket Fillers Pledge which is recited on the school-wide news and reinforced throughout the day and campus with use of the language/terminology from the Bucket Fillers program.

Reward and discipline systems are managed by classroom teachers for all students, and more serious offenses are handled by the Office Discipline Referral system. Students who are receiving MTSS Tier 2 and Tier 3 services receive additional support, incentives, rewards from special area and administrative staff.

Consistency is maintained through training and a team approach to the MTSS system of progress monitoring. The team approach ensures that expectations, evaluation, reward and consequence

systems maintain objectivity and equity.

In addition to students and staff, parents are encouraged to actively engage in their children's academic and social development. Open communication with parents takes place through the daily agenda, parent-teacher conferences, school wide newsletters, and parent training using the Love and Logic curriculum.

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 monitored on daily basis through a collaborative approach to teaching and learning . Using teacher and staff observations and interactions, parent communications, and consultation with our curriculum, counseling and psychology service providers, we are able to assess and manage the needs of children through their changing developmental stages and life circumstances. Students who are in need of additional support are referred to the MTSS process, school counseling services, special area teacher/mentors and to outside social service providers.

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

Allen Park continually provides teachers and families with opportunities to build positive relationships. Through our PTA, parent volunteer program, and WatchDOGS program, parents are encouraged to be actively engaged in the activities of our school. PTA schedules and runs many activities throughout the school year to bring families into the school such as a Boo Hoo Breakfast, Family Fun Nights to Chuck E Cheese, Jason's Deli, Skate Nights, and Spring Fling. Our school promotes and encourages family involvement in school activities such as Accelerated Reader celebrations, classroom presentations, Grade level luncheons, Quarterly Awards Ceremonies, and Grandparents Day activities.

The mission and vision of our school are displayed throughout the campus in all classrooms, office areas and cafeteria. Our daily School News program and monthly newsletters display both the vision and mission for all stakeholders to view. Our online resources also use banners to display these. Progress reports are sent home to parents on a weekly basis. The report includes current grades, comments on student behavior as needed, Accelerated Reader progress, and requests, as needed, for parent conferences. Parentlink is another method for communicating with parents. Teachers recently received training on utilizing Parentlink and are using this resource to inform parents of classroom events, student progress, and other classroom information. On a daily basis, teachers and parents communicate through the daily agenda. This enables teachers to communicate more frequently than waiting to report any improvements or concerns, prior to the weekly progress report. Teachers also invite families to participate in grade level or classroom level special projects or units of instruction. Parents are actively involved in mentoring, monitoring small groups activities within teacher's classrooms, and even help support classrooms by working on special projects at home and returning them to teachers to help support students' learning.

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

Allen Park partners with many local organizations and businesses in an effort to support student achievement. Administration and teachers actively solicit our local community to enlist the support of businesses and organizations. In addition, parents generously bring forth donation from their personal businesses and those they have received donations from.

- * PTA - donates money to each teacher to be used for students
- * Publix - donates many supplies throughout the school year to be utilized by teachers
- * Seven Lakes - monetary donations
- * Laces for Love - student participation in collecting new and gently used shoes
- * Adopted grandparents - volunteers time in classrooms to assist with student learning
- * Local news - two local news anchors volunteer in our classrooms to support learning
- * VFW - donates school supplies annually
- * Rotary Club - donates dictionaries to our third grade students annually
- * Foundation for Lee County Schools - provides resources to teachers and students, provides resources for student such as clothing, medical hearing evaluations, and more
- * Mason's Men's club - monetary donations
- * Police Department Explorers - promotes safety on campus for after school events
- * Future Educators of America - reads to students
- * Fort Myers High School Band - Young Author's Club
- * Game Guys - donates game trailer at a discounted cost to reward students for meeting their reading goals
- * Moonwalk and More - donates bounce house at a discounted cost to reward students in meeting their reading goals
- * Direct Impressions - discounted services to print school calendar and handbook to inform stakeholders of academic events and school information
- * Carson's Scholars Fund - accentuates student achievement and recognizes individuals with monetary rewards
- * Higgins the Search and Rescue Dog - volunteers in our Hearing Impaired classrooms
- * Box Tops for Education - monetary donations are made directly to classrooms for student needs

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
Curtis, Debra	Teacher, K-12
Brunkhe, Joy	Teacher, ESE
Dreussi, Karen	Instructional Technology
Eastridge, Lisa	Principal
Fleming, Jada	Teacher, K-12
Kelly, Robyn	Teacher, K-12
Metzger, Stephanie	Assistant Principal
Patti, Susan	Guidance Counselor
Redding, Brandy	Teacher, K-12
Rodgers, Jean	Teacher, K-12
Sidwell, Jennifer	Instructional Coach
Wagener-Pachivia, Renee	Teacher, ESE
Foster, Sandra	Instructional Media
Thorstad, Lindsey	Other

Duties

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

The roles of each member are as follows:

Teacher

Administration utilizes the membership of the School Leadership Team (SLT) as part of the problem solving process. Team members share in the decision making for the school. They discuss problems or decisions that need to be made and come to consensus with full knowledge of implications and details to share with their PLCs.

SLT members support their PLC members with scheduling, modeling and sharing best practices, organizing data review sessions, and facilitating WIN time for remediation and enrichment. In addition, they identify opportunities for growth within both the instructional staff and student body and collaborate on possible ideas to address concerns.

Curriculum Specialist

The curriculum specialist supports PLCs modeling and sharing best practices as well as facilitating data review work sessions, in which teachers work in PLCs to review data as it relates to SIP goals. As a district liaison, information on District initiatives, programs, and support are brought back to PLC members and shared through training or materials review. Information about standards, assessment or academic plan changes are also brought to the SLT.

In addition, regular review of data identifies opportunities for growth within both the instructional staff and student body to share with the team so they may take the information back to their PLCs.

Principal/Assistant Principal

- Provide or coordinate valuable and continuous professional development
- Assign paraprofessionals to support MTSS implementation when possible
- Attend MTSS Team meetings to be active in the MTSS change process
- Conduct classroom Walk-Throughs to monitor fidelity

Guidance Counselor/Curriculum Specialist

- Often MTSS Team facilitators
- Schedule and attend MTSS Team meetings
- Maintain log of all students involved in the MTSS process
- Send parent invites

- Complete necessary MTSS forms
 - Conduct social-developmental history interviews when requested
- School Psychologist
- Attend MTSS Team meetings on some students receiving supplemental supports & on all students receiving intensive supports
 - Monitor data collection process for fidelity
 - Review & interpret progress monitoring data
 - Collaborate with MTSS Team on effective instruction & specific interventions
 - Incorporate MTSS data when guiding a possible ESE referral & when making eligibility decisions
- ESE Teacher/Staffing Specialist
- Consult with MTSS Team regarding intensive interventions
 - Incorporate MTSS data when making eligibility decisions
- Specialist (Behavior, OT, PT, ASD)
- Consult with MTSS Team
 - Provide staff trainings
- Social Worker
- Attend MTSS Team meetings when requested
 - Conduct social-developmental history interviews and share with MTSS Team
- ESOL/ELL Representative
- Attend all MTSS Team meetings for identified ELL students, advising and completing LEP paperwork
 - Conduct language screenings and assessments
 - Provide ELL interventions at all tiers

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

An organization flow chart is administered throughout the school. Teachers share concerns with grade level chairs who discuss those needs with our curriculum specialist. The curriculum specialist shares questions and concerns with administration who discusses what resources are available to meet the needs of our teachers and students. If necessary, district personnel would be contacted and resources would be acquired through the proper channels.

The MTSS Problem-Solving team at Allen Park Elementary meets on a weekly, monthly, as needed basis to analyze school and/or student progress data in order to identify students in need of further support and monitor the progress of students receiving interventions to ensure that the needs of all students are being met within a multi-tiered system of student supports. The team uses the five-step problem solving process as outlined in the district's MTSS Manual. Data analysis comparison of cohort schools at the district level, classrooms by teacher, and individual student level will be used to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs.

WIN (What I Need) - Teachers meet regularly in Professional Learning Communities to address the continuing needs of all students. Grade levels work together to identify student needs and organize groups of students to work weekly in a classroom to maximize opportunities for student growth of a particular skill or strategy. School leadership works closely with the grade levels to provide resources and address concerns as needed. Our Professional Development Resource Teacher contacts grade level chairs and teachers weekly to offer support and provide ideas for WIN activities.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Lisa Eastridge	Principal
Jennifer Sidwell	Teacher
Amy Mayer	Teacher
Oswaldo Munoz	Education Support Employee
Sherry Tobler	Education Support Employee
Bobby Dennis, Sr.	Parent
Angie Roland	Parent
Tracee Tobler	Parent
Shannon Carlino	Parent
Yavuz Onaran	Parent
Derya Onaran	Business/Community
Katie Murphy	Parent
Jennifer Keene	Business/Community
Patricia Givens	Business/Community
Crystal Fitzgerald	Parent
Terry Kinsey	Student
Shawn Ward	Parent
Anthony Ruiz	Teacher
Ricardo Alvarez	Parent
Marie Auchmuty	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

During the initial SAC Meeting for each academic year, Allen Park's SAC, is presented with the High Stakes evaluation results from the previous school year. The Committee then reviews the previous year's goals, and actions to aid in accomplishing the goals. The committee will discuss the effectiveness of the actions taken in respect to our progress toward meeting our goals. Our SAC then will engage in a collaborative discussion to determine if previous actions intended to yield gains should continue to be implemented or revised.

Development of this school improvement plan

SAC members work with the school team to create SIP. During a SAC meeting members review the SIP and are provided the opportunity to ask questions, make recommendations and approve revisions prior to voting and reaching consensus on the approval or revocation of the drafted SIP.

Preparation of the school's annual budget and plan

Mrs. Eastridge, the school's principal, is responsible for the school's budget. Decisions are made to align with improvement goals in the SIP and support student learning. She shares with the committee any budgetary provisions that are made to aid in the progress toward reaching SIP goals.

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

School improvement funds were allocated recently and a plan is currently being addressed to utilize these funds.

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

Literacy Leadership Team (LLT)

Membership

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

Name	Title
Eastridge, Lisa	Principal
Metzger, Stephanie	Assistant Principal
Sidwell, Jennifer	Instructional Coach
Foster, Sandra	Instructional Media
Brunkhe, Joy	Teacher, ESE
Fleming, Jada	Teacher, K-12
Curtis, Debra	Teacher, K-12
Kelly, Robyn	Teacher, K-12
Redding, Brandy	Teacher, K-12
Rodgers, Jean	Teacher, K-12
Schwind, Stacy	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Students work to achieve personal goals that are established based on their individualized reading levels. Each student meets to conference with their teacher to review individual progress on meeting genre goals, comprehension goals, and discuss areas of strength and opportunities for grow. The school encourages students to achieve personal goals, so that they may participate in quarterly school-wide reading celebrations.

Additionally, students are recognized on our school news when they meet specific reading goals such the accomplishment of becoming a "Millionaire Club" member, a student who has read a million words or an honors reader who has read a specific number of classic books, such as Tom Sawyer. Students are encouraged to become young authors and illustrations through an annual "Author's Parade". Students author, illustrate, and publish fiction and non-fiction stories that are reviewed by a panel of judges. The top choice authors are permitted to participate in the "Annual Author's Parade" which incorporates stakeholders throughout school and larger the community. The parade is a community and school-wide event that celebrates budding literacy in our young students.

Additionally, students are provided the opportunity to participate on the school's Book Battle Team. The team members have completed books on the Sunshine State Readers List. The review, discuss and practice answering questions about these books at the school level. They then participate in competitions across at the District level to finalize the District Champions.

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

Allen Park is a Professional Learning Community (PLC). Within the school-wide PLC, there are smaller PLC's made up of grade level teams. This allows teachers the benefits of learning and sharing with more than one PLC. In addition, they are members of performance group PLCs or special area PLCs. Within these learning communities, teachers use the standards to reach consensus and establish essential learning outcomes for all students. Once these are determined, the community works to establish common formative assessments that are used to determine the needs of students. Data will be reviewed by the community for error analysis and creation of enrichment or remediation groups to meet individual student needs. In addition, the team will share best practices, plan co-teaching lessons, provide resources, and use the academic plan to insure the curriculum is fair and viable for all students. School leadership has developed grade level PLCs with a deep knowledge of individual teacher's strengths and areas in need of development. They have paired groups to accommodate for these strengths and areas in need of development. In addition, when creating the master schedule, administration has created a flex-schedule in which teachers are guaranteed a minimum of 50 minutes of PLC time weekly. In addition, grade level PLCs have a common 40 minute planning period every day. Through purposeful design, administration has planned for common grade level classrooms to be located within close proximity to one another. This provides opportunities for teachers to co-teach and have students move to another classroom to better have their needs met. During WIN Time (What I Need) students meet with teachers that have lessons specifically designed for students' needs. Some will benefit from additional practice, some require enrichment, while others benefit from reteaching. This assignment of students for WIN Time is a collaborative effort of grade level PLCs. They work together to plan and insure students' needs are being met.

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

The administration believes that the development and retention of highly qualified teachers begins with the first day the teacher is hired. During preschool there is a meeting with all teachers new to Allen Park. The focus of this meeting is to share school policies and procedures, review the school curriculum binder, discuss the information in the instructional staff handbook, and tour the school campus. New teachers or teachers who are new to Allen Park are assigned peer mentors and meet regularly. Regular meetings of new teachers with the administration and curriculum specialist are scheduled to insure they are getting the support they need, trouble shoot, and share positive feedback.

Staff will participate in continuing professional development and Professional Learning Communities (PLCs) to plan for the implementation of the Florida Standards for College and Career Readiness. The PLCs provide teachers support with planning, teaching, assessing, and monitoring student progress with the support of their colleagues. Working together as a PLC strengthens the retention of teachers as they realize they are working together to facilitate learning.

Within our school, students are assigned to teachers based on their performance. This creates a narrower range of performance, to better target teaching based on the students' needs and maximize the learning. Within this structure of performance class assignment, there are teachers who have students who demonstrate the most success with maximum support systems in place. Adult support (highly-qualified paraprofessionals) work daily with students in all of our supported classrooms for their 120 minute reading block. In addition, our special education teachers (Resource, SLD, and SLP) provide support with the classroom setting, keeping pull-out time to a minimum. This support benefits all students as more small group instruction with immediate corrective feedback and praise can be provided. In addition, the curriculum specialist and guidance counselor provide teachers support for students not succeeding academically and/or behaviorally through the MTSS process.

Many stakeholders contribute to our ability retain highly-qualified and effective teachers. One such group

is our Active Volunteer Program that provides support in the classroom with adults working with students. Watch DOGS (Dads of Great Students) are also available to volunteer and mentor students. They are able to provide support and enable teachers to provide more small group and individualized time with students.

A Strong partnership with our PTA resulting in all teachers receiving a \$200.00 grant yearly for the purpose of purchasing classroom materials. This partnership also provides additional technology and library purchases for classrooms. These supports are beneficial, both professionally and emotionally, to teachers and aid in retaining teachers and make Allen Park a highly sought after school in our district by parents and teachers.

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

The administrators schedule a preschool meeting with first year teachers and teachers new to Allen Park. The focus of the meeting is to share school policies and procedures, review the school curriculum binder, discuss the information in the instructional staff handbook, and tour the school campus. First year teachers or new teachers to Allen Park are assigned peer mentors who have been trained in the mentoring process. New teachers meet weekly with assigned peers. Teachers are members of a school-wide PLC, in addition they are members of smaller grade level, performance group, and possibly special needs PLCs. First year teachers are offered the opportunity to visit and observe in other classrooms on an as-needed basis. First year teachers participate in the district's A.P.P.L.E.S program and create an Individualized Professional Development Plan that is monitored by school administration.

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

Allen Park has representatives that are part of a District-wide team that exams materials up for adoption. These curricular materials are pre-approved at the state level and then are reviewed by the district-level review team. The materials are evaluated to the degree to which they address the standards, and the level of rigor. Once the District adopts these instructional materials, the teachers have access to District-wide academic plans that create a scope and sequence that aligns to the State's standards. This academic plan, lists the curriculum resources to assist with helping students achieving mastery of the 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

Allen Park Elementary School utilizes the district adopted data management system, Performance Matters. This allows the school comprehensive access to all school and district databases, thereby assisting with the detailed analysis of district, school, classroom, and student level data. These analyses

assist with the tracking of student progress, management of diagnostic, summative, and formative assessment data, and the response of students to implemented interventions.

Teachers utilize this data to determine if remediation, additional practice, or enrichment is required for students. This information is used to differentiate instruction which may occur in small group or 1:1 instruction. This data is also utilized for assignment of students during their WIN Time (What I Need).

During this time, teachers collaborate on activities that are highly engaging and are targeted to meet students needs, based on the level of proficiency in a skill or on a concept that will aid them in the mastery of the standard. For those already demonstrating proficiency, the activities are enriching and may be of a higher level of rigor and application. For those who are approaching proficiency, additional interactive practice may be utilized or peer teaching to firm up the skills. Teachers may use multiple-modalities and interactive lessons with students that are not proficient which may teach students in a new way that may better suite their needs or personal learning style.

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:

NA

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

Orientation meetings will be held prior to the start of the school year for kindergarten students and their families to familiarize them with the school and expectations for the coming year. Families are provided with a tour of the campus, information about the school's history and make-up of our student population. They receive a glimpse of what the day in the life of a Kindergarten student looks like. School staff talks about curriculum, classroom assignment, special areas, safety and security, as well as lunch and recess. During this time, the families are able to enter the classrooms and see learning in action, as well as ask questions about our school.

Upon assignment to Allen Park from the District's Student Assignment Office, Our information Specialist mails letters to the families of students welcoming them. They then receive a follow-up phone call in which they are scheduled to bring their incoming Kindergarten student for a screening of their Kindergarten readiness skills. During that phone call the parents receive a description of what will occur and how long they should plan on being on our campus. When the families arrive for the screening, they are greeted and given an informational packet. They are asked to complete an student informational sheet about their child and they are provided information about our before and after school program. The families are escorted to our media center where the Kindergarten team of teachers will greet the students and then assess them in a fun game-like format. When the screening is completed, the teacher will speak briefly with the parent to retrieve the informational sheet and answer any questions the parent may have.

During the annual "Meet the Teacher" event, students and parents have the opportunity to view the campus, visit their child(ren)'s classrooms, meet the teacher, preview curriculum materials, and

become familiar with the daily procedures of eating, transportation, and inform the teacher of any health or learning concerns.

All students are assessed prior to or upon entering Allen Park within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Students moving to the next grade level at a new school are prepared due to teachers following the academic plan and continuity of instructional materials across the district.

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

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

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

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. Increase student achievement gains school-wide by focusing on teaching and learning.

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. Increase student achievement gains school-wide by focusing on teaching and learning. 1a

G039332

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	87.0
AMO Reading - SWD	77.0
AMO Math - All Students	85.0
Math Gains	86.0
Math Lowest 25% Gains	81.0
ELA/Reading Gains	77.0
ELA/Reading Lowest 25% Gains	65.0

Resources Available to Support the Goal 2

- District ELA/Math personnel
- District adopted reading, math, science, and social studies programs
- Site-based leadership team
- District training for reading and math adopted programs
- District training for Backwards Design
- Flexible schedule for PLC
- Common grade level planning
- Common assessments
- Volunteers
- Teachers
- Support staff
- Reading Renaissance
- Technology
- Performance Matters District data management tool
- Standards based District-wide academic plans

Targeted Barriers to Achieving the Goal 3

- Staff not proficient in the use of the problem solving process using data to plan for and drive instruction within PLC's .
- Lack of experiences and resources to utilize and the Backward Design process.

Plan to Monitor Progress Toward G1. 8

Progress toward meeting our goal will be monitored by reviewing the following data monthly: performance matter results by teacher (and item if warranted) , STAR, STAR Early Literacy, reading and math formative assessments, and district assessments.

Person Responsible

Lisa Eastridge

Schedule

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

Evidence of Completion

Data from reading concept tests, STAR and STAR Early Literacy data, math chapter tests, writing concept tests, district progress monitoring assessments.

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


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

1 = Problem Solving Step  S123456 = Quick Key


G1. Increase student achievement gains school-wide by focusing on teaching and learning. **1**

 G039332

G1.B1 Staff not proficient in the use of the problem solving process using data to plan for and drive instruction within PLC's . **2**

 B094738

G1.B1.S1 Flexible schedule for PLC meetings. **4**

 S105790

Strategy Rationale

Provides the PLCs time to share data and work as a team to correctly identify the problem, and plan meaningful instruction to either remediate, provide additional practice or enrich students.

Action Step 1 **5**

Create master schedule allowing for PLC team meetings

Person Responsible

Lisa Eastridge

Schedule

Evidence of Completion

Master schedule

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

Attend meetings

Person Responsible

Lisa Eastridge

Schedule

Quarterly, from 8/20/2014 to 6/10/2015

Evidence of Completion

Completed products

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

Submit PLC Meeting minutes

Person Responsible

Lisa Eastridge

Schedule

Weekly, from 8/20/2014 to 6/3/2015

Evidence of Completion

Meeting minutes for weekly PLC

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

Attendance register

Person Responsible

Lisa Eastridge

Schedule

On 6/10/2015

Evidence of Completion

School calendar

G1.B1.S2 Training on analyzing and utilizing data to drive instruction. 4

S105791

Strategy Rationale

Provide training on using data to better hypothesize the problems that may be hindering students from successfully mastering the standards and how to act on those hypotheses.

Action Step 1 5

Deliver professional development in analyzing and utilizing data to drive instruction.

Person Responsible

Jennifer Sidwell

Schedule

Semiannually, from 8/11/2014 to 6/3/2015

Evidence of Completion

Agenda and sign-in sheets

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Design and deliver professional development in data-based problem solving and data-driven differentiated instruction

Person Responsible

Jennifer Sidwell

Schedule

Semiannually, from 8/11/2014 to 6/5/2015

Evidence of Completion

Inservice Records and training handouts

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Collect and analyze student data to monitor for mastery of standards

Person Responsible

Lisa Eastridge


Schedule

Monthly, from 8/11/2014 to 6/5/2015

Evidence of Completion

Student progress monitoring data

G1.B2 Lack of experiences and resources to utilize and the Backward Design process. 2

 B101855

G1.B2.S1 Train teachers on the why and how of the Backwards Design Process. 4

 S113195

Strategy Rationale

By understanding what Backwards Design is , how it's accomplished, and why it's important to student success, teachers will utilize it in their planning to help students master the standards.

Action Step 1 5

Providing initial in-service (9 hours) in the how and why of backwards design.

Person Responsible

Lisa Eastridge

Schedule

On 8/14/2014

Evidence of Completion

PLC contribution to school-wide poster project

Action Step 2 5

Provide instructional planning time to implement the backward design process

Person Responsible

Jennifer Sidwell

Schedule

Semiannually, from 9/5/2014 to 9/17/2014

Evidence of Completion

Teachers will be given temporary duty to attend training to review Backward Design and implement the process for upcoming essential standards that are to be taught.

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

Administrative review of lesson plans and classroom walk-throughs

Person Responsible

Lisa Eastridge

Schedule

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

Evidence of Completion

Lesson plans and targeted observations based on classroom walk-throughs.

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

Administrative review of lesson plans and classroom walk-throughs

Person Responsible

Lisa Eastridge

Schedule

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

Evidence of Completion

student data, lesson plans using On-Course and PeopleSoft documentation of classroom walk-throughs.

G1.B2.S2 Provide teachers with supplemental resources to implement the Backward Design process.

4

S116938

Strategy Rationale

Using Florida standards, teachers will identify resources needed to improve student achievement while implementing the Backwards Design process.

Action Step 1 5

Survey teachers to identify needs for implementation of Backwards Design.

Person Responsible

Jennifer Sidwell

Schedule

On 9/8/2014

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.B1.S1.A1	Create master schedule allowing for PLC team meetings	Eastridge, Lisa	9/2/2014	Master schedule	one-time
G1.B1.S2.A1	Deliver professional development in analyzing and utilizing data to drive instruction.	Sidwell, Jennifer	8/11/2014	Agenda and sign-in sheets	6/3/2015 semiannually
G1.B2.S1.A1	Providing initial in-service (9 hours) in the how and why of backwards design.	Eastridge, Lisa	8/13/2014	PLC contribution to school-wide poster project	8/14/2014 one-time
G1.B2.S2.A1	Survey teachers to identify needs for implementation of Backwards Design.	Sidwell, Jennifer	9/8/2014		9/8/2014 one-time
G1.B2.S1.A2	Provide instructional planning time to implement the backward design process	Sidwell, Jennifer	9/5/2014	Teachers will be given temporary duty to attend training to review Backward Design and implement the process for upcoming essential standards that are to be taught.	9/17/2014 semiannually
G1.MA1	Progress toward meeting our goal will be monitored by reviewing the following data monthly: performance matter results by teacher (and item if warranted) , STAR, STAR Early Literacy, reading and math formative assessments, and district assessments.	Eastridge, Lisa	9/2/2014	Data from reading concept tests, STAR and STAR Early Literacy data, math chapter tests, writing concept tests, district progress monitoring assessments.	5/29/2015 quarterly
G1.B1.S1.MA1	Attendance register	Eastridge, Lisa	8/20/2014	School calendar	6/10/2015 one-time
G1.B1.S1.MA1	Attend meetings	Eastridge, Lisa	8/20/2014	Completed products	6/10/2015 quarterly
G1.B1.S1.MA3	Submit PLC Meeting minutes	Eastridge, Lisa	8/20/2014	Meeting minutes for weekly PLC	6/3/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.MA1	Administrative review of lesson plans and classroom walk-throughs	Eastridge, Lisa	8/18/2014	student data, lesson plans using On-Course and PeopleSoft documentation of classroom walk-throughs.	6/5/2015 quarterly
G1.B2.S1.MA1	Administrative review of lesson plans and classroom walk-throughs	Eastridge, Lisa	8/18/2014	Lesson plans and targeted observations based on classroom walk-throughs.	6/5/2015 quarterly
G1.B1.S2.MA1	Collect and analyze student data to monitor for mastery of standards	Eastridge, Lisa	8/11/2014	Student progress monitoring data	6/5/2015 monthly
G1.B1.S2.MA1	Design and deliver professional development in data-based problem solving and data-driven differentiated instruction	Sidwell, Jennifer	8/11/2014	Inservice Records and training handouts	6/5/2015 semiannually

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. Increase student achievement gains school-wide by focusing on teaching and learning.

G1.B1 Staff not proficient in the use of the problem solving process using data to plan for and drive instruction within PLC's .

G1.B1.S2 Training on analyzing and utilizing data to drive instruction.

PD Opportunity 1

Deliver professional development in analyzing and utilizing data to drive instruction.

Facilitator

Curriculum Specialist Professional Development Specialist

Participants

Site based leadership team

Schedule

Semiannually, from 8/11/2014 to 6/3/2015

G1.B2 Lack of experiences and resources to utilize and the Backward Design process.

G1.B2.S1 Train teachers on the why and how of the Backwards Design Process.

PD Opportunity 1

Providing initial in-service (9 hours) in the how and why of backwards design.

Facilitator

LCSD CSDC

Participants

Instructional Personnel

Schedule

On 8/14/2014

PD Opportunity 2

Provide instructional planning time to implement the backward design process

Facilitator

Participants

Schedule

Semiannually, from 9/5/2014 to 9/17/2014

Technical Assistance Items

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

Budget Rollup

Summary	
Description	Total
Goal 1: Increase student achievement gains school-wide by focusing on teaching and learning.	13,359
Grand Total	13,359

Goal 1: Increase student achievement gains school-wide by focusing on teaching and learning.		
Description	Source	Total
B1.S2.A1	School Improvement Funds	4,640
B2.S1.A2	School Improvement Funds	2,110
B2.S2.A1	School Improvement Funds	6,609
Total Goal 1		13,359