

Macfarlane Park Elementary Magnet School

1721 N MACDILL AVE, Tampa, FL 33607

[no web address on file]

School Demographics

School Type
Elementary

Title I
No

Free/Reduced Price Lunch
40%

Alternative/ESE Center
No

Charter School
No

Minority
65%

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 Hillsborough 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	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

We cultivate in each student the desire to grow in wisdom, to nurture an open and curious mind, and to serve others with a generous spirit. Our School's Vision is to create an advanced elementary program where students become aware of the shared humanity that binds all people together and develop respect for the variety of cultures and attitudes that adds to the richness of life.

Provide the school's vision statement

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

School Environment

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

At the core of our school mission, is an initiative to support and sponsor bridges, dialogues towards a culture of peace as we aim to promote intercultural understanding and respect as an essential part of life in the 21st century. Our magnet program aims to develop inquiring, knowledgeable and caring young people who contribute positively to help shape the life of our school, community, and all of humanity. Our goal is to assist students to become globally-minded, more knowledgeable about the world, people and cultures, well balanced and reflective. Insuring the concept of international studies permeates all subjects in our school, requires collaborative planning to teach transdisciplinary units which promote international education through the study of geography and culture, viewing important and complex issues from multiple perspectives, cultural diversity, human rights, peace and conflict resolution and sharing finite resources. These units of study are the action component of the program and are what bring it to life in the classroom.

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

Coming from over 34 countries, our students each bring their own perspectives, informed by their experiences, beliefs and hopes. Students come with rich and complex multilingual backgrounds and unique learning styles. MacFarlane Park Magnet experience enriches and broadens the learning experiences of our students by instilling the principles of international understanding, with a focus on the whole child. Our school community aspires to remove barriers to learning and participation by creating an inclusive environment which is friendly, welcoming, healthy, protective, and gender sensitive for all our learners. In promoting equitable access to all demographic groups, including English Language Learners ELL and students who receive special education services ESE, we insure the value of the learner diversity is not lost. Faculty and staff develop and broaden classroom learning communities where each student's differences and diversity are seen as resources of opportunities for enriched learning.

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 Student Handbook will be our main reference for consistency across school and district. We will be proactive in training, discussion, and targeting preventions. We will do everything we can to stop misbehavior before it occurs. After reviewing referrals and data, we put the data to use in supporting our discipline plan.

- School wide rules are posted, rehearsed, reviewed and reinforced
- Monthly Guided lessons
- Guidance Counselor classroom rules and procedures are posted, rehearsed, reviewed and reinforced using the Peace Education Foundation Materials
- Teacher training referrals
- Classroom schedules are posted and consistently followed
- Monitor data collection monthly
- Daily behavior reports and agendas of primary students and as needed for intermediate students.
- Teacher training, Classroom Management/Harry Wong.
- Peer mentoring and monitoring
- Observe students making positive choices
- Parent conferences
- School wide character education

Ensure our discipline is fair and consistently enforced through:

- Target group interventions
- Holding students responsible for their behavior
- Implement uniform behaviors and procedures
- Increase supervision and parent involvement
- Monthly Guidance lessons with relevance to include Cyber Bullying into guidance
- Increase peer mediation and review mediation reflections
- Implement peer monitoring
- Eliminate no show parents by requesting parent conferences on all repeat referrals
- Noted in Principal and Assistant Principal Planners
- Monitor high areas of incidences (Transition Areas) Playground & Cafeteria
- Modeling good behavior on the morning show daily and throughout the school
- Encouraging a positive behavior between the teachers and students
- Catch students being good and making good choices
- Bus referrals reduced by adding high interest books and Brainchild hand held computers on the bus for students to use from 7:00-7:30 a.m. Sunshine Book Talk Club Media Specialist
- Address behaviors and students feeling safe at school at each Faculty Meeting as noted on agenda
- Teacher training with classroom management, referrals,
- Hosting a RTI team meeting each week for assistance with weekly concerns
- Responsibility with grade level to meet and compare data
- Implement data collection and monitoring system monthly
- Purchase PRIM Manuals for classroom reference. Hold training in faculty meeting on bullying & procedures for student safety.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

We work within our school and with Community Resources

- Problem solving with thorough FBA
- BIP may include behavior contract services integrated with parents
- MTSS & Problem Solving
- Small Group Training
- Peer Mediators
- Parent Conferences
- Essential Agreements with Conflict Resolution

- Goal Setting with Behavior Plans
- Increased Supervision in transition areas

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

Our school has been recognized as having the top attendance in the entire district 2013 and 2014 at 98 percent. We have strategies to improve student attendance: Recognize perfect attendance daily, weekly, monthly and annually throughout school. School attendance line for reporting absences; DP clerk call to families of absent students to confirm absence and inquire about health and welfare; classroom discussions of importance of regular attendance; cooperation with families for magnet bus transportation stops and transfer stations. Morning show and bulletin announcements of perfect attendance classes for the week/month; classroom bulletin board notations of perfect attendance; Monthly trophy circulation for class with best attendance.

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	3	2	2	1	0	1	9
One or more suspensions	0	0	0	0	1	1	2
Course failure in ELA or Math	6	6	8	5	4	3	32
Level 1 on statewide assessment	0	0	0	8	5	5	18

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	3	1	1	2	1	3	11

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

Intervention Strategies for Reading:
 1.1 Strategy: Strengthen the core curriculum. Students' reading comprehension will improve through teachers using Core Continuous Improvement Model and providing Differentiated.
 1.2Strategy: Strengthen the core curriculum. In every lesson, use clear expectations of learning tools such as posting learning objectives, standards, essential questions, and Big Ideas in student friendly terms.
 2.1 Strategy: Use the SEM-R instructional model which includes:

- increased time for students' independent reading,
- exposure to multiple genres,
- students responding critically to text,
- instruction in & use of higher order thinking strategies,
- ongoing assessment through individual student conferencing.

2.2 Strategy: Strengthen the core curriculum. In every lesson, use clear expectations of learning tools such as posting learning objectives, standards, essential questions, and Big Ideas in student friendly terms.

2.3 Strategy: Strengthen the core curriculum. Students' reading comprehension will improve through teachers using Core Continuous Improvement Model and providing Differentiated.

3.1. Strategy Strengthen the core curriculum. Students' reading comprehension will improve through teachers using Core Continuous Improvement Model and providing Differentiated.

3.2. Strategy: Improve students' reading fluency through the use of appropriate teaching techniques centered on prosody (phrasing, rate, punctuation/intonation, expression).

Intervention Strategies Math:

1.1. Strategy: Improve students' math skills through participation in HOTS activities. Teachers will analyze data, plan instruction based on data, include HOT questions designed to increase rigor in lesson plans.

1.2. Strategy: Improve students' math skills through participation in lessons designed to increase knowledge of depth and rigor of content. Teachers will also use the DOE links to the NGSSS highlighting the depth and rigor of each of the benchmarks.

1.3. Strategy: Improve students' math skills through participation in Differentiated Instruction lessons. These DI lesson will provide both re-teaching and enrichment where needed. Students will be regrouped for DI lessons based on classroom performance.

Intervention Strategies Science:

1.1.Strategy: Increase the number of inquiry based instruction (such as student engagement, explore time, accountable talk and higher order questioning) per unit of instruction.

1.2.Strategy: Improve science skills through participation in HOTS activities. Teachers will analyze data, plan instruction based on data, include HOT questions designed to increase rigor in lesson plans.

1.3.Strategy: Use clear expectations of learning tools such as posting: learning objectives, standard/ Big Ideas in student friendly terms, essential questions, unwrapped standards and/or unpack assessments. These learning tools will be used during every lesson to build connections between activities and learning.

MacFarlane Park takes an active role in the articulation process.

Students entering Kindergarten from EELP, Head Start or who have CINS/FINS evaluations are monitored by the MTSS/PSLT team to ensure a smooth transition to our school. Parent teacher conferences are held and interventions started as necessary.

In the transition from 5th to 6th grade we employ a variety of strategies to place children in middle school. Guidance lesson in October and November focus on planning for each student's academic future and Magnet/Choice information is provided to the families so that they can start to research their choices. School visits, shadowing and guest speakers from the respective Middle Schools are all part of our plan during the fall. Once the placements are confirmed, our Leadership team follows the Articulation and Arbitration procedures set by the district; although we have had no students not meeting promotion requirements in the last few years. 100% of our 5th graders have met graduation requirements in the last 5 years.

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

Our school community promotes a school environment which welcomes and embraces the diversity of cultures and perspectives. Our school's community partnerships are committed to the community we serve and mirror

values we teach our students. MacFarlane Park IB World School's recognition as a National PTA School of Excellence and the Florida PTA President's Achievement Award recognizes our commitment of family-school partnerships and working together to support student success and school improvement. Our school's community partnerships are committed to the community we serve and mirror values we teach our students. Teachers lead monthly parent involvement workshops sharing our school PYP curriculum information educating parents about the curriculum. They articulate the benefits and superior attributes of our magnet program to improve parent understanding and participation in the education process. Family "Evenings of" in math/science, literature, arts and culture provide interactive learning activities with students, parents, teachers and community members. Monthly online newsletters and agendas encourage students to reflect on their learning and the school's website provides current information about events and school activities in our community. Parents and community representatives often are guest speakers, bringing current events both locally and internationally to the classroom. Parent, teacher and community partnerships are valuable assets of our school and have been recognized nationally.

MacFarlane Park PTA and MacFarlane Park IB World School have been designated as a 2014–2016 National PTA School of Excellence! Our PTA and school stand out as a nationwide leader in developing strong family-school partnerships, and have been recognized for our hard work and achievements with the National PTA School of Excellence designation. As a National PTA School of Excellence, families feel welcomed and empowered to support student success, and PTA is a key partner for continuous school improvement. The path to excellence starts with a joint commitment of PTA and school leaders to work together to achieve National Standards for Family-School Partnerships. Through the School of Excellence program, our PTA and school will gain new ways to engage families in school decision-making, such as improvements to programs, practices and policies related to education, health, safety or the arts.

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

Our school community promotes a school environment which welcomes and embraces the diversity of cultures and perspectives. Community involvement is a powerful tool in generating resources that are essential for educational excellence. MacFarlane Park is characterized by a strong and sustained partnership among families, faculty, staff, and community stake holders. This is achieved by continuously communicating our mission, values, and accomplishments as we keep all stakeholders and the larger international community engaged in the life of the school.

The men of MacFarlane (MacDaddies) are positive male role models who meet monthly to discuss the safety and welfare of our children. MacDaddies volunteer hundreds of hours enhancing school security, contribute to school beautification and assist in classrooms and special events. In building family loyalty, not only do we offer the highest standards of excellence in education, we strive to educate our families about the benefits and superior attributes of our magnet program through monthly parent involvement workshops.

Monthly workshops and events provide opportunities for the whole school community to engage in constructive dialogue and creative problem solving. Teachers actively contribute to and lead significant school, and community projects including facilitating school district professional development, organizing environmental cleanup teams, and mentoring students in after school enrichment clubs.

Our school passport initiative program fosters personal growth, encourages respect for others, promotes family involvement and increases civic action. This service program has been highly successful in

involving entire families to take part in activities that link our magnet theme IB Principles and Attitudes with taking action within their school and community. This has increased the culture of kindness, school pride and has helped make our school an ever more vibrant and enriching place for our students, staff and families.

Our school advisory team made up of faculty, staff, parents, business partners, and parent liaisons, assess barriers we face and together we establish an understanding of how to provide the best possible educational experience for current and future generations of students. In valuing and using the diversity of learners, cultures and perspectives to enhance learning, we promote a successful teaching and learning environment for everyone in our school community.

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
Riveiro, Denyse	Principal
Adhia, Hema	Assistant Principal
Longacre, Kathy	Guidance Counselor

Duties

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

Denyse Riveiro, Principal

1. Will support continuous coaching, collaboration and collegiality to improve instruction, hold everyone accountable and expect shared responsibility for student success
2. Quality Assessment with clear targets for every child
3. Will utilize the MTSS/RTI model. Organize and plan weekly CSI meetings to routinely work through steps one through four of the Continuous Improvement Model (Data Disaggregation, Timeline Development, Instructional Focus, Assessments). Through data disaggregation the team will develop instructional timelines with identified instructional focus areas based on the Sunshine State Standards. Ongoing, frequent assessments will be administered to determine mastery/non mastery of what has been taught. These assessments will be communicated once identified within the Progress Monitoring and Evaluation components of the SIP and CIM.
4. Will provide each team leader with description of team leader role
5. Observe Teachers and provide feedback
6. Build data analysis profile relationships with individual teachers
7. Meet with individual teachers to review data and answer questions
8. Make frequent focused classroom observations to identify best practices/needs and provide teacher feedback. The observations will assist teachers in reflecting on teaching practice, aligning instruction, and improving student achievement.
9. Be knowledgeable about the essential components of MTSS, easy CBM, EET Rubric, Professional Development and be strong instructional leaders.

Hema Adhia, Assistant Principal

1. Will create a chart spreadsheet of students identified in
 *the bottom 25% Reading & Math
 * Borderline level 4's/5's with monitoring measures for each
2. Will create a team PLC template and meet with grade level team leaders

3. Provide professional development copies for IPDP & PD Binder
4. Contact Dia Davis to provide printout of gender, ethnicity, levels, gains etc. by classroom teacher. Look at trends over time
5. Identify students to participate in ELP, monitor progress
6. Meet with ESE instructor to align Corrective Reading and ESE support
7. Create Faculty Meeting Focused Template (with 3 minutes built in for any important updates)
8. Meet bi-weekly with gifted teachers align school wide enrichment model

Kathy Longacre, Guidance

1. Design PYP Carbon Reflection Sheet Guidance Referral~see Hema
2. Monitor Behavior /Trends to plan guidance lessons & report trends
3. Work with school psychologist and social worker on targeted family assistance and community outreach
4. Email teachers reminders for pending paperwork and provide support with MTSS
5. Meet with teachers at faculty, team meetings and individually on parent communication/conference (Reporting via email, phone, conference, meeting on behavior concerns, academic concerns, filling in SB conference form).

Reading Coach

1. One-One support for new teachers to complete required assessments (DRA, FAIR, FLKS, KRT)
2. Observe Reading Lessons & provide feedback & Coaching
3. Support teachers with organizing Data Binders
4. Read Aloud in all classrooms on PYP Attitudes (planning with Hema)
5. In class support and modeling close reading
6. Share data with leadership team
7. Provide a spreadsheet of at risk and stagnate learners with suggested interventions
8. Provide monthly I Station usage reports by teacher and identified at risk students
9. Schedule of daily 7:30 AM meetings with teachers
10. Report on Beginning of Year Coaching Plan developed with Hema
11. Common Core Updates and implementation
12. Assist with ELP instructional materials (box/folders)

Classroom Teachers

Classroom Teachers will stay current with professional development and be consistent with interventions and sharing concerns in a timely manner.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Denyse Riveiro, Principal

1. Will support continuous coaching, collaboration and collegiality to improve instruction, hold everyone accountable and expect shared responsibility for student success
2. Quality Assessment with clear targets for every child
3. Will utilize the MTSS/RTI model. Organize and plan weekly CSI meetings to routinely work through steps one through four of the Continuous Improvement Model (Data Disaggregation, Timeline Development, Instructional Focus, Assessments). Through data disaggregation the team will develop instructional timelines with identified instructional focus areas based on the Sunshine State Standards. Ongoing, frequent assessments will be administered to determine mastery/non mastery of what has been taught. These assessments will be communicated once identified within the Progress Monitoring and Evaluation components of the SIP and CIM.
4. Will provide each team leader with description of team leader role
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7. Meet with individual teachers to review data and answer questions
8. Make frequent focused classroom observations to identify best practices/needs and provide teacher feedback. The observations will assist teachers in reflecting on teaching practice, aligning instruction, and improving student achievement.
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Look at trends over time
5. Identify students to participate in ELP, monitor progress
6. Meet with ESE instructor to align Corrective Reading and ESE support
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8. Meet bi-weekly with gifted teachers align school wide enrichment model

Kathy Longacre, Guidance

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5. In class support and modeling close reading
6. Share data with leadership team
7. Provide a spreadsheet of at risk and stagnate learners with suggested interventions
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10. Report on Beginning of Year Coaching Plan developed with Hema
11. Common Core Updates and implementation
12. Assist with ELP instructional materials (box/folders)

Classroom Teachers

Classroom Teachers will stay current with professional development and be consistent with interventions and sharing concerns in a timely manner.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Denyse Riveiro	Principal
Kathy Longacre	Teacher
Kathryn Desmond	Teacher
Steve Tamargo	Teacher
Carl Woodruff	Education Support Employee
Sanjay Gupta Manian	Parent
Ingrid Peavy	Parent
Susan Brown	Parent
Joseph Johnson	Parent
Joseph Gonzalez	Parent
Benjamin Torrent	Business/Community
Luke Cardillo	Business/Community

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

After reflecting on the 2013-2014 school improvement plan, our school improvement team has developed goals for the 2014-2015 school year.

Goals for our Students

MacFarlane Park IB World School welcomes a full enrollment of students of diverse cultural and religious backgrounds and will encourage and challenge them to achieve their potential. MacFarlane Park IB World School shapes and inspires students to be leaders in the local and global communities.

Suggested Implementations

- Improve the orientation program for new students
- Continue to respond to students' specific learning needs by providing programs in such areas as ELL, ESE, and Gifted Education, etc.
- Develop programs to foster responsibility, teamwork, leadership, and school spirit.
- Promote opportunities for the views of students to be included in shaping the life of the school.
- Participate in local, national, and international activities and celebrations.
- Develop plans and activities that promote greater integration of the diverse cultural groups within the school community.
- Celebrate student achievements.
- Describe the expected qualities of a MacFarlane Park IB World student.

MacFarlane Park will offer its students excellent academic and extra-curricular programs that reflect a world without boundaries and emphasizes a critical awareness of and generous response, rooted in IB values to global issues.

Suggested Implementations

- Continue to offer outstanding academic programs that are designed to enable students to reach their full potential.
- Create and monitor a language policy, placing particular emphasis on English, the school's official language, so that students are successful in academic programs and are prepared to communicate effectively and articulately in a global society.
- Identify and apply best practices for incorporating leading edge technology, including virtual education, into the curriculum in response to continual and rapid advances in this field.
- Continue to offer extensive and varied extra-curricular programs and review those programs

regularly.

- Continue to promote awareness of and respect for the Spanish culture our school's second language.
- Encourage a variety of approaches to teaching and learning, such as collaborative learning, project-based investigations, interactive activities, alternative forms of assessment, and classroom learning centers.

Goals Parents and Families

MacFarlane Park IB World School will be characterized by a strong and sustained partnership among families, faculty, staff, administration, and alumni. There will be a strong and sustained partnership among all members of the MacFarlane Park IB World School community in support of the IBO mission and school philosophy promotes community pride and spirit.

Suggested Implementations

- Create more effective avenues of communication, including adoption of technologies such as Parentlink, E-mail, an interactive website, and Atlas curriculum mapping.
- Promote the continued growth of active parent involvement through the Parents Organization, fundraising projects, and school activities.
- Provide guidance to parents in order to increase their involvement in and support of student learning.
- Offer families opportunities for content enrichment.
- Effectively communicate MacFarlane Park's educational expectations to parents and families.
- Foster an active alumni association.

Goals Faculty, Staff & Administration

MacFarlane Park IB World School will ensure open dialogue and effective communication among administration, faculty, and staff. Effective communication is the key to enabling administration, faculty and staff to understand, embrace, and actively collaborate in the work of the school.

Suggested Implementations

- Provide effective and regular guidance, support, evaluation, and feedback for administration, faculty and staff.
- Provide opportunities for the whole school community to engage in constructive dialogue and creative problem-solving.
- Enhance the effectiveness of professional planning days and meeting times.

MacFarlane Park will attract, reward, and retain the highest caliber of diverse administration, faculty, and staff who embody the core values of the school. MacFarlane Park attracts and retains leaders who will challenge, inspire, and nurture the school community by rewarding them with opportunities for personal, professional and financial growth.

Suggested Implementations

- Continue to ensure that the IB mission of the school is effectively communicated to all current and prospective employees.
- Make better use of faculty expertise.
- Study the feasibility of further reducing unnecessary paper work.
- Offer a comprehensive and well-coordinated new employee PYP orientation program.

School facilities

MacFarlane Park will provide safe and modern facilities suitable for the full development of the students. MacFarlane Park's physical plant will be developed in accord with a master plan in order to provide a facility that meets the needs of its evolving programs. MacFarlane Park's physical plant has a direct impact on the school's ability to offer new or expanded programs in an atmosphere conducive to learning and personal growth. Therefore, plans regarding the school's evolving programs must include consideration of appropriate physical environments.

Suggested Implementations

- Develop an overall master plan for the design, development, and maintenance of all facilities.
- Set priorities within the master plan so that it provides for appropriate spaces for comfortable, stimulating, and well-equipped learning environments: physical education, music, and fine arts; and attractive and comfortable common areas.

- Ensure that the school's facilities continue to meet all safety and health standards and that relevant certificates are updated and available.
- Finalize and implement the crisis management plan and communicate it to the MacFarlane Park community.

Finance Goals

MacFarlane Park IB World School will be known by its unique mission and outstanding achievements as a leading international school. By continuously communicating its mission, values, and accomplishments, MacFarlane Park will keep its constituents and the larger international community engaged in the life of the school. This in turn will assist the school in attracting and retaining students, faculty, and staff; forging and building upon relationships locally and internationally; and garnering support for school initiatives.

Suggested Implementations

- Create a marketing plan that showcases the unique identity of MacFarlane Park to the external community.
- Foster awareness within the school community that we are all ambassadors for MacFarlane Park and encourage a culture of responsibility for promoting the school.
- Create a virtual community using the school's website as an effective marketing tool, a portal for constituencies, and a contact point for the MacFarlane Park community.

Development of this school improvement plan

The School Advisory Council has an active role in the development of the school improvement plan. They are actively involved in improving the school. They thoroughly examine all aspects of the school when developing the school improvement plan. The council determines and prioritizes the needs of the school. They decide how to measure the results of what they plan to do. They assist in the preparation and evaluation of the School Improvement Plan. They assist in the decision making of the school's SAC budget. They will meet monthly to monitor the School Improvement Plan. They will ensure the School Improvement Plan is a dynamic document that is reviewed often and revised as necessary.

Preparation of the school's annual budget and plan

The School Advisory Council assist in the decision making of the school's SAC budget. The School Advisory Council has an active role in the development of the school improvement budget. They thoroughly examine all aspects of the school when developing the school improvement budget. The council determines and prioritizes the needs of the school and act with fidelity in distributing funds. They will meet monthly to monitor the School Improvement Budget and progress in school improvement.

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

School Improvement Funds Budget

Grants- \$230.00 Reading Goal 1.1 and 2.2, Math Goal 1.2 and 1.3, Science Goal 1.2

~Teacher Mini-Grants Approved by SAC for materials used to provide additional close reading lessons, STEM Projects, and differential lessons.

Student Achievement Awards-\$125.00 Reading Goal 3.1, 3.2, 3.3, 3.4, 3.5, Math Goal 1.1, 2.1, 2.2, 2.3, 3, 4, 5 A, Writing Goal 1 and 2, Science Goals 1 and 2

~Ribbons, certificates, brag tags for student achievement

Teacher Professional Resources -\$175.00 ~See Math, and Science PD Sections of SIP Plan, IB resource books for professional development and planning, Teacher Developmental Reading resource kits

Student Health & Wellness -\$175.00 Physical Education Goal 1.1 and 2, Attendance Goal 1, -Student Incentives ~Classroom soccer balls & basketballs

Student Service Projects-\$135.00 Reading Goal 3.1, 4 and 5, Math Goal 1.1, 2.1, 2.3, 5 A, Science

Goal 1.1 and 2 ~Passport books, certificates, books and incentives to participate in service
 Student Technology software-\$254.50 Reading Goal 3.1, 4 and 5, Math Goal 1.1, 2.1, 2.3, 5 A,
 Writing Goal 2, Science Goal 1.1 and 2 ~Classroom engagement activities, student incentives,
 student research

Total Beginning of Year Allocation \$ 985.50

Additional allocation \$109.06 ~adjustment student count

Total \$1,094.56 Total Expenditures~\$ 1,094.56

Additional Revenue ~Macfarlane School Internal Accounts

Ending Balance -0-

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
Riveiro, Denyse	Principal
Adhia, Hema	Assistant Principal
Longacre, Kathy	Guidance Counselor

Duties

Describe how the LLT promotes literacy within the school

The school-based Literacy Leadership Team (LLT) serves as the school's literacy PLC. This team is comprised of the principal, assistant principal, reading coach, media specialist, and a representative from each grade level PLC.

The LLT is a subset of the Problem Solving Leadership Team. The team provides leadership for the implementation of the reading goals and strategies identified in the SIP. The principal is the LLT chairperson. The reading coach is a member of the team and provides extensive expertise in data analysis and reading interventions. The reading coach and principal collaborate with the team to ensure that data driven instructional support is provided to all teachers. The principal also ensures that the LLT monitors reading data, identifies school wide and individual teachers' reading focused instructional strengths and weaknesses, and creates a professional development plan to support identified instructional needs in conjunction with the PSLT's support plan. The principal ensures that time is provided for the LLT to collaborate and share information with all site stakeholders including other administrators, teachers, staff members, parents, and students.

The major initiatives of the LLT this year include:

Implementation and evaluation of the SIP reading goals/strategies across the content areas

Professional Development

Co-Planning, modeling and observation of research-based reading strategies within lessons across the content areas

Data analysis (ongoing)

Implementation of the K-12 Reading Plan

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

Teachers duties extend beyond the doors of their classrooms to include activities related to the entire school and larger district. Activities include such things as school and district curriculum committees. Relationships with colleagues: Teachers regard their work with students as part of a larger school effort and their close relationships with colleagues as a critical part of that effort. The schools strategies to encourage positive working relationships between teachers include a set of essential agreements established by teachers which include:

- Teacher interacts with grade level colleagues on a regular basis, discussing how to improve instruction for all students.
- Teacher shares newly acquired instructional strategies with colleagues on a regular basis.
- Teacher participates for collaboration and job embedded learning.
- Teacher regularly demonstrates a willingness to work collaboratively with colleagues to develop and implement new ideas.
- Teacher regularly examines the practices, policies, and procedures of the school to evaluate their effect on student learning.
- Teacher engages in analysis, reflection, discussion, and debate with the intent to improve instructional practice.
- Teacher has created an area on the school Web site where teachers can post effective classroom strategies.
- Teacher hosts and after school book study on a jointly determined book to assist colleagues in planning to meet an identified student need.
- Teacher encourages colleagues to pursue National Board certification and hosts after school support groups for those involved.
- Teacher leads a school based professional development team, convening meetings and organizing job embedded learning opportunities for faculty members.
- Teacher demonstrates a willingness to challenge practices, policies, and procedures of the school if they are not having the desired effect on student learning.

Involvement in a culture of professional inquiry: Professional teachers recognize that they have an obligation to continue their learning throughout their careers by participating in a culture of inquiry.

- Teacher participates in a discussion group with colleagues about student test data to determine appropriate instructional strategies for struggling students.
- Teacher participates in school based professional development and shares ideas to promote increased understanding among colleagues.
- Teacher conducts action research in the classroom to determine areas of student need.
- Teacher regularly collaborates with colleagues, which may include special area teachers, school specialists, content area specialists, or special educators, to plan instruction that meets the needs of all learners.
- Teacher initiates and leads a discussion group with colleagues about student test data to determine appropriate instructional strategies for struggling students.
- Teacher develops a needs assessment to address school based professional development areas to focus for the year.
- Teacher facilitates school based professional development for colleagues.
- Teacher attends university classes to learn how to enhance instructional practices and shares new knowledge with colleagues.

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

The school invests in recruiting, developing and retaining highly qualified effective teachers. The principal has a strong vision for instruction and getting teachers to buy in to a culture where excellence is

the norm. The school year begins with setting and enforcing high expectations for teachers and ends with encouraging every irreplaceable teacher to stay.

We start the school year with great expectations. Our goal is improve instructional practice and recognize, empower and retain our high performing teachers. In Preplanning we set clear and specific definitions of excellent teaching to builds strong instructional teams and cultures. Each teacher sets individual goals aligned to the school vision for making the school a better place for learning. We recognize excellence publicly and frequently.

Each faculty meeting we publicly celebrate teachers who have done exceptional work in the classrooms or achieved a notable milestone with their students.

We treat our irreplaceable teachers like they are irreplaceable making it hard for them to leave our school.

We provide teaches opportunities to grow in their career and increase their impact.

We invest teachers in the school by involving them in decision-making, and make sure they have a voice in the overall improvement of our school.

We provide frequent, honest and positive feedback to teaches.

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

The school actively supports teachers through mentoring, peers, new teacher programs and experienced teachers growth opportunities.

The leadership team at Macfarlane Park includes the Principal, Assistant Principal, Guidance Counselor, and IB coordinator/Magnet Lead Teacher. As a leadership team we are committed to the ongoing professional development of all our teachers and staff. In alignment with the school, district and IBO mission and vision we are committed to growing as IB Learners. In order to put in place an effective ongoing professional development plan, TIBS was established.

Teacher IB support (TIBS) is led by the Magnet Lead Teacher in charges of the IB-PYP coordination at Macfarlane Park. TIBS sessions are workshop style sessions held bi-weekly. In addition the faculty has collaboratively agreed to reserve 4 Early Release Mondays this year for IB professional development. A number of TIBS sessions are geared towards staff development in the area of Student Led conferencing, Assessment, PYP Concepts, approaches to learning, inquiry based instruction, and concept based teaching and learning. Teachers have the opportunity to suggest topics for workshops and discussions. While some workshops may be designed for new IB teachers, most are aimed at meeting the needs of all instructional staff. These workshops provide opportunities for related arts teachers, School counselors and exceptional student education teachers to work collaboratively with classroom teacher to strengthen the program of inquiry.

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

MacFarlane Parks' instructional staff consistently evaluates instruction to ensure that the curriculum simultaneously reflects the school's magnet program and is aligned with state and national standards. Our strong instructional program relies upon the teachers attending school wide magnet approved summer institutes including; planning academic instruction through the integration of Sandra Kaplan's Depth and Complexity Model, School Enrichment Model for reading, Charlotte Danielson's Enhancing Professional Practice, and Differentiation Strategies. During pre-planning we hold a program integration workshop. Teachers work collaboratively with their grade level teams to revise their units of inquiry, incorporating research based instructional strategies acquired through training and book

talks. During the regular school year the teachers use the Common Core Standards to plan for daily instruction and their PYP units of inquiry to integrate the magnet program of international studies into their standards based lessons. Teachers also participate in collaborative planning meetings weekly throughout the year to ensure alignment and rigor in their units of inquiry. Teachers attend IB sponsored regional workshops and collaborate with PYP teachers at the Florida League of IB schools and magnet rolling workshops.

Our magnet theme requires collaborative planning to teach themes focusing on a study of global issues including people and cultures from around the world. These units of study are the action component of the program and are what bring it to life in the classroom. MacFarlane Park teachers plan innovative instructional strategies to empower students to think critically, access and analyze information, creatively problem solve, work collaboratively, and communicate with clarity and impact. Implementation of innovative instructional strategies and resources focus on students' need to stay actively engaged in complex content that lends itself to creative and critical thinking. Activity selection is based on student interest, and activities are developed in ways that encourage self directed learning incorporating hands-on minds-on activities, virtual exchanges, projects, field experiences, authentic resources from the community and literary analysis with open dialogue. The School Enrichment Model for Reading (SEM-R) is designed for students to read high-interest books and conference one-on-one with teachers to enhance reading comprehension. The Junior Great Books program is a research-based K-12 reading program that is used to teach reading at MacFarlane. These two programs together provide a superb framework for teaching reading comprehension, critical thinking, and writing, all in the context of shared inquiry discussions. Teachers target students to dig deeper for understanding by using high level questioning and building connections to more complex topics. Through student led book talks and one on one conferencing with teachers, students learn to develop deep levels of comprehension and how to become critical thinkers.

Differentiation is implemented through Elements of Depth and Complexity. Our teachers utilize the Depth and Complexity model by Dr. Sandra Kaplan, that provides them with strategies to help students 1) develop a deeper understanding of the curriculum through investigating layers of experience (depth), 2) discover relationships and make connections with what they have learned to other content and to the real world (complexity). Specific learning objectives include the development of the art of argumentation and discussion; prove with evidence the meaning of a big idea and determine effects of context on the dimensions of a situation. These elements of depth and complexity are evident within our units of inquiry and core curriculum lessons in the form of real world problem based learning projects.

Global citizenship education: Educating global citizens involves using interactive teaching methods such as Cognitively Guided Instruction which uses problem solving as the focus of instruction; teachers pose a variety of problems and students decide and share how they should solve each problem. Teachers utilize technology in the classroom to enrich what is learned in school and extend beyond the classroom and into the wider community. Through interactive conferencing students can virtually visit and learn about people or places just about anywhere on Earth , even into the solar system. The virtual experience becomes a unique part of the students' life experience. Students learn how things are viewed by different cultures in other parts of the world, in different time periods, by artists, scientists, historians, and even other children. Regular and virtual fieldtrips allow students to explore the world.

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

Assessments are tools that allow us to make informed decisions about how best to help our students learn and achieve. We differentiate assessments based on individual student needs, interests and learning styles. Teachers use assessments to identify student strengths and weaknesses and pinpoint where students are and strategies for where they need to be. In each of our classrooms,

assessment is ongoing and measures student growth through a variety of differentiated formal and informal techniques to ensure that students are provided with ample opportunities to demonstrate their abilities. Strategies include; observations, check lists, narrative notes, selected responses, open ended and performance tasks, and student/teacher conference goals setting. Pre-assessment strategies are used to find out what students already know and help the teacher determine flexible grouping patterns as well as which students are ready for more rigor. These pre-assessment strategies include; KWL charts, turn and talk, mind mapping, journal prompts, written response, games, portfolio analysis, student demonstrations, and student interviews. Formal assessments used to inform instruction include; running records, targeted HOT questions, discussion reflections, thumbs up, pair share, selected response, presentations, exhibits, projects, products and performances. The data informs a review of student goals and objectives informing the teacher to take action by making changes to curriculum map, pedagogy, assignments and or assessments. The students create an authentic collection of meaningful activities to express their understanding of content. They self-evaluate with rubrics/checklist on experiments, written reports, models, solved problems, dramatic presentations, art projects and musical compositions stored in their individual portfolios. The portfolio is an integral resource of student-led conferences with teachers and parents. The portfolio stays with the student from kindergarten through 5th grade where it continues to grow with artifacts and reflections of their learning. Standardized norm-reference test and state test are thoroughly examined and used as an ongoing reference toolkit. They are also used to inform school improvement efforts.

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: 9,780

ELP will occur before, during and after school.

Strategy Rationale

The below 40th percentile or Level 2 FCAT/MATH

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Adhia, Hema, hema.adhia@sdhc.k12.fl.us

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

District Form A & B

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

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

N/A

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

N/A

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

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Student achievement will increase when teachers are actively meeting in PLC's with fidelity. Using real time data to plan for differentiation and 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. Student achievement will increase when teachers are actively meeting in PLC's with fidelity. Using real time data to plan for differentiation and student achievement. 1a

G057206

Targets Supported 1b

Indicator	Annual Target
AMO Math - African American	75.0
AMO Math - ELL	57.0
AMO Reading - African American	70.0
AMO Reading - ELL	70.0

Resources Available to Support the Goal 2

- Retired highly qualified teachers
- ELL Grant
- Math Manipulatives
- Reading Enrichment Materials

Targeted Barriers to Achieving the Goal 3

- Inability to filter abundance data
- Lack of knowledge in differentiation instruction

Plan to Monitor Progress Toward G1. 8

Students will become proficient in reading and math

Person Responsible

Denyse Riveiro

Schedule

Quarterly, from 8/19/2014 to 6/5/2015

Evidence of Completion

District data, common assessment, progress reports, teacher evaluation data and MTSS logs

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. Student achievement will increase when teachers are actively meeting in PLC's with fidelity. Using real time data to plan for differentiation and student achievement. **1**

 G057206

G1.B1 Inability to filter abundance data **2**

 B146591

G1.B1.S1 Provide professional development for teachers in data usage **4**

 S158845

Strategy Rationale

Action Step 1 **5**

The district RTI representative trained each grade level team on holding Data proficient PLC meetings

Person Responsible

Denyse Riveiro

Schedule

On 10/31/2014

Evidence of Completion

PLC Agendas

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

PLC Templates

Person Responsible

Denyse Riveiro

Schedule

Weekly, from 8/26/2014 to 6/5/2015

Evidence of Completion

Templates will reflect teacher input of data discussion and implementation of strategies

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

Instructional focus shift to strategies impacting learning

Person Responsible

Denyse Riveiro

Schedule

Weekly, from 8/26/2014 to 6/5/2015

Evidence of Completion

Walk through data, MTSS data, PLC logs

G1.B2 Lack of knowledge in differentiation instruction 2

 B146592

G1.B2.S1 Differentiated instruction professional development 4

 S158846

Strategy Rationale

Action Step 1 5

We will provide professional development related to differentiated instruction

Person Responsible

Denyse Riveiro

Schedule

Evidence of Completion

Agenda, sign in sheets

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

IB planners action component

Person Responsible

Denyse Riveiro

Schedule

Every 6 Weeks, from 8/19/2014 to 6/5/2015

Evidence of Completion

Planners

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

Teacher lesson plans and instruction reflect differentiation in strategies and instruction

Person Responsible

Denyse Riveiro

Schedule

Weekly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Walk through data, planners, MTSS

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	The district RTI representative trained each grade level team on holding Data proficient PLC meetings	Riveiro, Denyse	8/26/2014	PLC Agendas	10/31/2014 one-time
G1.B2.S1.A1	We will provide professional development related to differentiated instruction	Riveiro, Denyse	8/18/2014	Agenda, sign in sheets	one-time
G1.MA1	Students will become proficient in reading and math	Riveiro, Denyse	8/19/2014	District data, common assessment, progress reports, teacher evaluation data and MTSS logs	6/5/2015 quarterly
G1.B1.S1.MA1	Instructional focus shift to strategies impacting learning	Riveiro, Denyse	8/26/2014	Walk through data, MTSS data, PLC logs	6/5/2015 weekly
G1.B1.S1.MA1	PLC Templates	Riveiro, Denyse	8/26/2014	Templates will reflect teacher input of data discussion and implementation of strategies	6/5/2015 weekly
G1.B2.S1.MA1	Teacher lesson plans and instruction reflect differentiation in strategies and instruction	Riveiro, Denyse	8/19/2014	Walk through data, planners, MTSS	6/5/2015 weekly
G1.B2.S1.MA1	IB planners action component	Riveiro, Denyse	8/19/2014	Planners	6/5/2015 every-6-weeks

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. Student achievement will increase when teachers are actively meeting in PLC's with fidelity. Using real time data to plan for differentiation and student achievement.

G1.B1 Inability to filter abundance data

G1.B1.S1 Provide professional development for teachers in data usage

PD Opportunity 1

The district RTI representative trained each grade level team on holding Data proficient PLC meetings

Facilitator

RTI representative

Participants

Instructional staff

Schedule

On 10/31/2014

G1.B2 Lack of knowledge in differentiation instruction

G1.B2.S1 Differentiated instruction professional development

PD Opportunity 1

We will provide professional development related to differentiated instruction

Facilitator

Kailin Speer

Participants

Instructional staff

Schedule

Technical Assistance Items

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

Budget Rollup

Summary	
Description	Total
Grand Total	0