

Marion County Public Schools

# College Park Elementary School



2015-16 School Improvement Plan

## College Park Elementary School

1330 SW 33RD AVE, Ocala, FL 34474

[ no web address on file ]

### School Demographics

|                    |                               |   |
|--------------------|-------------------------------|---|
| <b>School Type</b> | <b>2014-15 Title I School</b> | <b>2015-16 Economically Disadvantaged (FRL) Rate</b><br>(As Reported on Survey 2) |
| Elementary         | Yes                           | 81%   |

|                               |                       |   |
|-------------------------------|-----------------------|---|
| <b>Alternative/ESE Center</b> | <b>Charter School</b> | <b>2015-16 Minority Rate</b><br>(Reported as Non-white on Survey 2) |
| No                            | No                    | 77%   |

### School Grades History

|              |                |                |                |                |
|--------------|----------------|----------------|----------------|----------------|
| <b>Year</b>  | <b>2014-15</b> | <b>2013-14</b> | <b>2012-13</b> | <b>2011-12</b> |
| <b>Grade</b> | C*             | C              | D              | C              |

*\*Preliminary Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

This plan was approved by the Marion County School Board on 12/8/2015.

### SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- 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-C 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)

### 2015-16 DA Category and Statuses

| DA Category | Region            | RED                         |
|-------------|-------------------|-----------------------------|
| Not In DA   | 2                 | <a href="#">Wayne Green</a> |
| Former F    | Turnaround Status |                             |
| No          |                   |                             |





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

Our mission at College Park Elementary School is to provide all students with the educational opportunities needed to develop academic skills and character traits necessary for a diverse and global society.

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

Our vision at College Park Elementary is to provide a quality education in a safe and nurturing environment.

#### School Environment

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

School demographic data provides the school with information related to the diversity on our campus. Teachers provide opportunities to engage students in multi-cultural activities that promotes awareness of family backgrounds.

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

CPE is a PBS school. Everyone on campus has been trained in the Positive Behavior Support System. CPE's focus is on promoting Respect, Responsibility and being a Role Model among staff and students.

##### **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**

CPE is a PBS school. Everyone on campus has been trained in the Positive Behavior Support System. CPE's focus is on promoting Respect, Responsibility and being a Role Model among staff and students.

A strategy from our PBS program is the implementation of three interventions before a behavior referral is documented.

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

Our guidance counselors are available to provide individual and small group counseling to meet student needs, such as interactive social groups and the check-in and check-out monitoring system.

We also provide mentoring for students identified by our Early Warning System as being high risk students.

PBS is a major focus on our campus this year and many student-based activities are planned to provide appropriate opportunities for students to socialize..

#### 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**

Performance Matters is used to monitor the EWS indicators such as students with attendance below 90 percent, ELA and Math course failure and students scoring Level 1 on the statewide assessments in ELA and Math.

**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     | 25          | 24 | 24 | 19 | 11 | 9  | 112   |
| One or more suspensions         | 7           | 7  | 16 | 13 | 5  | 13 | 61    |
| Course failure in ELA or Math   | 9           | 26 | 31 | 26 | 4  | 19 | 115   |
| Level 1 on statewide assessment | 0           | 0  | 0  | 79 | 34 | 54 | 167   |

*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 |             | 1 | 5 | 8 | 6 | 2 | 1     | 23 |

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

School-wide intervention strategies to improve academic performance for students identified by the early warning system includes: PBS, mentoring, counseling, and parent notification.

**Family and Community Involvement**

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

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

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

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

Yes

**PIP Link**

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

**Description**

**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**

At CPE we hold an annual orientation, open house, Title I meeting, and three parent involvement activities. We also have a monthly newsletter as well as family and student access through Skyward, Central Florida College is our business partner and supports CPE through activities such as: Jr. Achievement, readers for College Park Read-In and volunteers for various events. Meadowbrook Church is a new community resource which sponsors many PBS and other school activities.

## 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:

| Name              | Title               |
|-------------------|---------------------|
| Boston, Cassandra | Principal           |
| Doles, Patricia   | Assistant Principal |
| Smithies, Lesa    | Instructional Coach |
| Chin, Calvin      | Dean                |
| Ashberger, Kelly  | Instructional Coach |
| Leilich, Steve    | Instructional Coach |

#### Duties

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

Cassandra Boston, Principal, Team Leader  
 Patricia Doles, Assistant Principal of Curriculum  
 Jessica Conroy, Guidance Counselor  
 Earnestine Boireau, guidance Counselor  
 Calvin Chin, Dean of Students and PBS Facilitator  
 Lesa Smithies, Reading Coach  
 Kelly Ashberger, Math Coach  
 Steve Leilich, Academic Coach

CPE Leadership Team meets monthly to discuss school academic climate, upcoming events and teacher/staff concerns. The school based leadership team should consistently monitor student achievement data and provide intervention opportunities to students as needed. Progress should be monitored and intervention adjusted based on student growth data.

The school based team identifies areas in need of improvement and sets annual goals that are articulated in the SIP. An action plan is then created to address each goal area. The team then meets periodically to set individual goals for students and to progress monitor student growth. Teachers are included in conversation of student growth and their professional growth needs are identified and prioritized through these conversations and results of team meetings. Data is consistently leveraged to adjust the action plan and to address new areas of need.

***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***

The school leadership team met before school to develop a master schedule. The team discussed and created the intervention groups needed based on the end of last year's assessments. Interventions times across grade levels were added along with the personnel needed to facilitate interventions as well as enrichment groups.

ESOL paras and regular classroom paras schedules were created where he or she would have the most impact on students.

Cassandra Boston is the person responsible for calling the Leadership Team together monthly and evaluating the implementation of the intervention/enrichment activities. P. Doles is also responsible for evaluating interventions and entering intervention curriculum into Destiny for record keeping. Dr. L. Smithies, K. Ashberger, and S. Leilich are responsible for determining how to apply our resources for the highest impact.

Below is the methodology for coordinating and supplementing federal, state, and local funds, services and programs:

Title 1 - Part A: College Park is a Title 1 school. A resource teacher and an Academic Coach is paid out of Title 1 funds. These teachers assist with new teachers, staff development, curriculum and evaluation, and tutoring low-performing students. We have also hired Paraprofessionals to tutor students that need extra assistance and provide support to various remediation programs.

Central Florida College, Publix, and local churches provide school supplies for students and Thanksgiving and Christmas food baskets for low socioeconomic families. We also participate in a local service that provides backpacks filled with food that students pick up on Friday and return on Monday. The "Backpack Program" has been funded through Childhood Development Services locally. We also collaborate with the Central Florida Community College who works to provide two of our fifth graders a scholarship to the community college through a foundation.

Title I Part C:

Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met. District funds are used to purchase school supplies, provide an after school tutorial program to improve grades, increase promotion, improve attendance and reduce the drop out rate. A Migrant Liaison works with schools and families to identify students and provide needed referrals for families. School guidance counselor works with migrant families on an as needed basis. School provides mini orientation for migrant Pre-K students.

Title I Part D:

Through the Title IV grant, College Park participated in Red Ribbon Week and the anti-bullying program. CPE sponsors an "Anti-Bullying Program" through the district office.

Title II:

The district provided training opportunities for our teachers through Title II funds.

Title III:

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

Title X Homeless: District Homeless Social Worker provides resources (clothing, school supplies, referrals....) for students identified homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. Families who are in need of support are identified through referrals to the guidance. Students participate in free breakfast and free lunch programs. Community churches sponsor a Backpack Program for needy students. Students take home a backpack full of food on the weekends to assist in providing food in the home. Backpacks are returned on Monday and refilled for the next weekend. Our guidance department gives out information on the Community Technical Adult Education and Central Florida Community College as needed.

Supplemental Academic Instruction:

We do not have SAI - Supplemental Academic Instruction through the district. We do provide Before and After School Academic Instruction for our students.

Violence Prevention Programs:

Continuation of our anti-bullying program and participation in Red Ribbon Week. Harbour View sponsors an "Anti-Bullying Program" through the district. Our Dean participates in a district training for an anti-bullying program, entitled Respect.

**Nutrition Programs:**

We also participate in a local service that provides backpacks filled with food that students pick up on Friday and return on Monday. This program has been funded through Childhood Development Services locally. All of our students receive free breakfast and we are 80% free or reduced lunch.

**Adult Education:**

Information regarding classes offered at the Community Technical Adult Education are available upon request .

**Career and Technical Education:**

Career Education is dealt with on an individual grade level basis by discussing careers and bringing in resource people.

**Other:**

College Park takes advantage of the Marion County Health Department through the use of a nurse on campus and to train staff to assist students with specific medical needs.

**School Advisory Council (SAC)**

**Membership:**

| Name             | Stakeholder Group          |
|------------------|----------------------------|
| Cassandra Boston | Principal                  |
| Patricia Doles   | Education Support Employee |
| Lorrie Orange    | Teacher                    |
| Steven Leilich   | Education Support Employee |
| Teresa Kaham     | Teacher                    |
| Kelly Besser     | Business/Community         |
| Pastor Ybarra    | Business/Community         |
| Pastor Garboden  | Business/Community         |
| Steven Prickett  | Parent                     |
| Rita Hamer       | Parent                     |

**Duties**

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

*Evaluation of last year's school improvement plan*

The 2015-2016 school advisory council will meet to review the goals of the plan. Discussions and adjustments will be made to ensure the plan is aligned to the school's expectations for academic achievement for the 2015-2016 school year.

*Development of this school improvement plan*

In May of 2015 a school improvement work session was held on to develop a draft of the 2015-2016 CIMS plan.

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

In May of 2015 a school improvement work session was held on to discuss and plan CIMS activities and the necessary expenditures.

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

School improvement funds will be used to provide subs and stipends for professional development opportunities.

**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:

| Name              | Title               |
|-------------------|---------------------|
| Boston, Cassandra | Principal           |
| Doles, Patricia   | Assistant Principal |
| Smithies, Lesa    | Instructional Coach |
| Leilich, Steve    | Instructional Coach |
| Ashberger, Kelly  | Instructional Coach |

#### Duties

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

CPE LLT will meet monthly to monitor school-wide fidelity of our 90/120 minute reading block and the 45 minute intensive intervention/enrichment block. The LLT will also discuss the inclusion of literacy across the campus as literacy across all subject areas is the goal of the school. The Reading Coach, Dr. Lesa Smithies, chairs this committee, which consists of grade cluster ELA lead teachers and school administration.

The LLT will monitor effective instructional strategies to provide reading, writing, speaking and opportunities in all classrooms K-5 and continue to make Professional Learning Communities a major part of the way teachers collaborate and plan whole group instruction, literacy centers, and guided reading lessons.

The LLT will continue to focus on Florida Standards. Teachers will share best practices, review current student data for re-teaching if necessary, with administrative monitoring to endure effective teaching is taking place.

### 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**

College Park fosters positive working relationships between teachers by scheduling Grade Level PLCs where teachers share best practices, review instructional data and participate in classroom learning walks.

Team building activities during school wide PLCs or trainings, Sunshine events, and PBS activities give teachers time to strengthen relationships.

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

School Orientation - Cassandra Boston  
Appoint Mentor Teachers - Cassandra Boston  
Orient to curriculum materials and school policies - Cassandra Boston  
Schedule classroom visits to offer support - Cassandra Boston / Patricia Doles  
Encourage teachers to participate in school-based committees - Cassandra Boston / Teachers  
Provide feedback to new teachers - Cassandra Boston/ Patricia Doles / Teachers

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

Allison Blankenship (veteran Kindergarten teacher) will mentor Ashley Durrance (first year Kindergarten teacher). Mentor and new teacher will meet weekly to go over lesson plans, discuss curriculum and analyze student performance.

Kari Lewis (veteran Kindergarten teacher) will mentor Angela Wagner (replacement Kindergarten teacher). Mentor and new teacher will meet weekly to go over lesson plans, discuss curriculum and analyze student performance.

Janice Belanger (veteran 1st grade teacher) will mentor Gary Morrow (new to College Park). Mentor and new teacher will meet weekly to discuss curriculum, prepare lesson plans, and analyze student performance.

Lorrie Orange(veteran 1st grade teacher) will mentor Patricia Gall (new to College Park). Mentor and new teacher will meet weekly to discuss curriculum, prepare lesson plans, and analyze student performance.

Louketha Daymon (veteran 4th grade teacher) will mentor Abony Bryant (replacement 4th grade teacher). Mentor and new teacher will meet weekly to discuss curriculum, prepare lesson plans, and analyze student performance.

Yanay Lanza (veteran 4th grade teacher) will mentor Howard Braden (new to College Park). Mentor and new teacher will meet bi-weekly to discuss curriculum, create lesson plans, and analyze student performance.

Katherine Jones (veteran 2nd grade teacher) will mentor Tameka Singleton (new to 1st grade teacher). Mentor and new teacher will meet bi-weekly to discuss curriculum, create lesson plans, and analyze data.

## **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***

CPE uses the district endorsed and stated approved Wonders Reading series. This series is Common Core aligned. Teachers are given copies of the Florida Standards with district created curriculum maps aligned to the Florida standards.

District provides monthly opportunities for training and staff development in the core curriculum areas. Early release days are used for school site trainings by instructional coaches, STEM leads, and administration.

#### **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***

College Park Elementary uses data to provide and differentiate instruction to meet diverse needs of students as follows:

- Whole group, small group and one-on-one instruction based on student needs
- Uninterrupted 90 minute reading block
- Providing interventions based on student needs
- Providing instruction aligned with the Language Arts Florida Standards for each grade level
- Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
- Monitoring progress at the class and grade level during data meetings/PLC's
- Conducting data chats with students
- Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)

**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:** After School Program

**Minutes added to school year:** 5,760

Targeted groups of students will be provided additional instruction support for 12 - 16 weeks in the content areas of ELA and Math.

#### **Strategy Rationale**

If we utilize the five essential domains to support literacy instruction, then student achievement will increase.

#### **Strategy Purpose(s)**

- Core Academic Instruction

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

Doles, Patricia, patricia.doles@marion.k12.fl.us

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

Pre/Post Test

## **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

Marion County Public Schools implements standards provided by the state that are set to prepare students for success and make them competitive in the global workplace. Each Florida Standard provides clear expectations for the knowledge and skills students need to master in each grade (K-12) and subject so they will be prepared to succeed in college, careers and life.

The Florida Standards supports the implementation of the skills and knowledge necessary for success in STEM related experiences. Marion County Public Schools implements the Florida Standards which consist of:

- A curriculum driven by problem-solving, discovery and exploratory learning that requires students to

actively engage a situation in order to find its solution.

- Innovative instruction allows students to explore greater depths of all of the subjects by utilizing the skills learned.
- Independent and collaborative research projects embedded in the curricula.
- Collaboration, communication, and critical thinking skills threaded throughout the curricula.
- Real-world, problem-based applications.
- Content rich instruction.

### 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***

CPE is in partnership with the College of Central Florida which provides support to students and staff

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

NA

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

NA

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

NA

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

##### Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

#### Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.



**Problem Analysis Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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## 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.** Utilize the five essential domains to focus on literacy instruction in all subject areas, then student achievement will increase.

## 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.** Utilize the five essential domains to focus on literacy instruction in all subject areas, then student achievement will increase. 1a

G073807

**Targets Supported** 1b

| Indicator                    | Annual Target |
|------------------------------|---------------|
| ELA/Reading Lowest 25% Gains | 67.0          |
| Math Gains                   | 62.0          |
| FCAT 2.0 Science Proficiency | 45.0          |

**Resources Available to Support the Goal** 2

- Instructional Coaches Paraprofessionals Research based programs Parent Involvement Professional Development Title I funding /resources Community resources (College of Central Florida, Meadowbrook Church, Interfaith, Publix) Regional DA Team District Administration

**Targeted Barriers to Achieving the Goal** 3

- Domain #1 (Effective Leadership) - program coherence and instructional leadership
- Domain #2 (Supportive Environment) - course clarity, academic engagement, innovation, rigorous study habits
- Domain #3 (Ambitious Instruction and Learning) - delivery of instruction, differentiation of instruction with fidelity
- Domain #4 (Collaborative Teachers) - Collective Responsibility, Teacher - Teacher Trust
- Domain #5 (Involved Families and Community Engagement) - Outreach to Parents

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

Aimsweb benchmarking/progress monitoring data will be used to monitor student progress in each grade level

**Person Responsible**

Cassandra Boston

**Schedule**

Biweekly, from 8/17/2015 to 5/27/2016

**Evidence of Completion**

Aimsweb reports

## 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.** Utilize the five essential domains to focus on literacy instruction in all subject areas, then student achievement will increase. **1**

 G073807

**G1.B1** Domain #1 (Effective Leadership) - program coherence and instructional leadership **2**

 B192761

**G1.B1.S1** Departmentalization in grades 3-5 **4**

 S204249

#### Strategy Rationale

If we utilize the five essential domains to focus on literacy instruction in all subject areas, then student achievement will increase.

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

Teachers will be scheduled by content area for ELA and math instruction in grades 3-5

#### Person Responsible

Cassandra Boston

#### Schedule

Daily, from 8/17/2015 to 5/27/2016

#### Evidence of Completion

Master Schedule

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

Walkthroughs, lesson plans

**Person Responsible**

Cassandra Boston

**Schedule**

Daily, from 8/17/2015 to 5/27/2016

***Evidence of Completion***

Lesson plans, TNL teacher observation data

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

Classroom walkthroughs, review of teacher lesson plans

**Person Responsible**

Cassandra Boston

**Schedule**

Weekly, from 8/17/2015 to 5/27/2016

***Evidence of Completion***

Lesson plans, TNL observation data

**G1.B1.S2 Interventions - targeted and specific** 4

S204250

**Strategy Rationale**

If we utilize the five essential domains to focus on literacy instruction in all subject areas, then student achievement will increase.

**Action Step 1** 5

Provide research based intervention programs for targeted groups of students

**Person Responsible**

Lesa Smithies

**Schedule**

Daily, from 8/17/2015 to 5/27/2016

***Evidence of Completion***

Intervention data notebooks

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

Intervention walkthroughs, collaborative conversations with intervention providers, monitoring of program data

**Person Responsible**

Lesa Smithies

**Schedule**

Weekly, from 8/24/2015 to 5/27/2016

***Evidence of Completion***

Data notebooks, intervention fidelity checklists

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

Walkthroughs, collaborative conversations, program data reviews

**Person Responsible**

Cassandra Boston

**Schedule**

Biweekly, from 8/24/2015 to 5/27/2016

**Evidence of Completion**

program data notebooks, classroom visitation logs, TNL observation data

**G1.B1.S3 Instructional support for ELA and math** 4

 S204251

**Strategy Rationale**

If we utilize the five essential domains to focus on literacy instruction in all subject areas, then student achievement will increase.

**Action Step 1** 5

Provide coaching and modeling

**Person Responsible**

Cassandra Boston

**Schedule**

Daily, from 8/17/2015 to 5/27/2016

**Evidence of Completion**

TNL observation data, coaches' logs

**Plan to Monitor Fidelity of Implementation of G1.B1.S3** 6

collaborative conversations, TNL course evaluations, data meetings, PLC's

**Person Responsible**

Cassandra Boston

**Schedule**

Weekly, from 8/17/2015 to 5/27/2016

***Evidence of Completion***

Coaching logs, observation sheets, classroom walkthroughs, student data

**Plan to Monitor Effectiveness of Implementation of G1.B1.S3** 7

collaborative conversations, TNL course evaluations, data meetings, PLC's

**Person Responsible**

Cassandra Boston

**Schedule**

Weekly, from 8/17/2015 to 5/27/2016

***Evidence of Completion***

Coaching logs, observation sheets, classroom walkthroughs, student data



**G1.B1.S4** Content area PLC"s for grades K-5. 4

S204252

**Strategy Rationale**

If we utilize the five essential domains to focus on literacy instruction in all subject areas, then student achievement will increase.

**Action Step 1** 5

Review student data and share best practices

**Person Responsible**

Cassandra Boston

**Schedule**

Biweekly, from 8/17/2015 to 5/27/2016

***Evidence of Completion***

PLC Meeting Documents

**Plan to Monitor Fidelity of Implementation of G1.B1.S4** 6

Walkthroughs

**Person Responsible**

Patricia Doles

**Schedule**

Biweekly, from 8/17/2015 to 5/27/2016

***Evidence of Completion***

PLC Documents, TNL observation data, classroom visitation logs

**Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7**

Walkthroughs

**Person Responsible**

Patricia Doles

**Schedule**

Biweekly, from 8/17/2015 to 5/27/2016

**Evidence of Completion**

PLC Documents, TNL observation data, classroom visitation logs

**G1.B2 Domain #2 (Supportive Environment) - course clarity, academic engagement, innovation, rigorous study habits 2**

 B192762

**G1.B2.S1 Departmentalization in grades 3-5 4**

 S204253

**Strategy Rationale**

Utilize the five essential domains to focus on literacy instruction in all subject areas, then student achievement will increase

**Action Step 1 5**

Teachers will be scheduled by content area for ELA and math instruction in grades 3-5

**Person Responsible**

Cassandra Boston

**Schedule**

Daily, from 8/17/2015 to 5/27/2016

**Evidence of Completion**

Master schedule

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

Walkthroughs, lesson plans

**Person Responsible**

Cassandra Boston

**Schedule**

Daily, from 8/17/2015 to 5/27/2016

***Evidence of Completion***

Classroom visitation log, TNL teacher observation data

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

Classroom walkthroughs, review of teacher lesson plans

**Person Responsible**

Cassandra Boston

**Schedule**

Weekly, from 8/17/2015 to 5/27/2016

***Evidence of Completion***

Lesson plans, TNL observation data

**G1.B2.S2** Instructional support for ELA and math instruction 4

S204254

**Strategy Rationale**

Utilize the five essential domains to focus on literacy instruction in all subject areas, then student achievement will increase

**Action Step 1** 5

Provide coaching and modeling

**Person Responsible**

Lesa Smithies

**Schedule**

Weekly, from 8/17/2015 to 5/27/2016

**Evidence of Completion**

TNL observation data, coaches' logs

**Plan to Monitor Fidelity of Implementation of G1.B2.S2** 6

Collaborative conversations, classroom walkthroughs, TNL course evaluations, data meetings, PLC's

**Person Responsible**

Cassandra Boston

**Schedule**

Weekly, from 8/17/2015 to 5/27/2016

**Evidence of Completion**

Coaching logs, observation sheets, classroom walkthrough schedule, student data

**Plan to Monitor Effectiveness of Implementation of G1.B2.S2** 7

Classroom walkthroughs, review of teacher lesson plans

**Person Responsible**

Cassandra Boston

**Schedule**

Weekly, from 8/17/2015 to 5/27/2016

**Evidence of Completion**

Lesson plans, TNL observation data

**G1.B2.S3** Content area PLC's in grades K-5 4

 S204255

**Strategy Rationale**

Utilize the five essential domains to focus on literacy instruction in all subject areas, then student achievement will increase

**Action Step 1** 5

Schedule biweekly content area PLC's for grades K-5

**Person Responsible**

Patricia Doles

**Schedule**

Biweekly, from 8/17/2015 to 5/27/2016

**Evidence of Completion**

Agendas, weekly staff newsletters, PLC Documentation, Meeting minutes

**Plan to Monitor Fidelity of Implementation of G1.B2.S3** 6

Walkthroughs

**Person Responsible**

Patricia Doles

**Schedule**

Biweekly, from 8/17/2015 to 5/27/2016

***Evidence of Completion***

PLC Documents, TNL observation data, classroom visitation logs

**Plan to Monitor Effectiveness of Implementation of G1.B2.S3** 7

Walkthroughs

**Person Responsible**

Patricia Doles

**Schedule**

Biweekly, from 8/17/2015 to 5/27/2016

***Evidence of Completion***

PLC Documents, TNL observation data, classroom visitation logs

**G1.B3 Domain #3 (Ambitious Instruction and Learning) - delivery of instruction, differentiation of instruction with fidelity** 2

 B192763

**G1.B3.S1 Departmentalization in grades 3-5** 4

 S204256

**Strategy Rationale**

Utilize the five essential domains to focus on literacy instruction in all subject areas, then student achievement will increase.

**Action Step 1** 5

Teachers will be scheduled by content area for ELA and math instruction in grades 3-5

**Person Responsible**

Cassandra Boston

**Schedule**

Daily, from 8/17/2015 to 5/27/2016

**Evidence of Completion**

Master Schedule

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

Walkthroughs, lesson plans

**Person Responsible**

Cassandra Boston

**Schedule**

Daily, from 8/17/2015 to 5/27/2016

**Evidence of Completion**

Lesson plans, TNL teacher observation data

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

Classroom walkthorughs, review of teacher lesson plans

**Person Responsible**

Cassandra Boston

**Schedule**

Weekly, from 8/17/2015 to 5/27/2016

**Evidence of Completion**

Lesson plans, TNL observation data

**G1.B3.S2 Instructional support for ELA and math** 4

 S204257

**Strategy Rationale**

Utilize the five essential domains to focus on literacy instruction in all subject areas, then student achievement will increase.

**Action Step 1** 5

Provide coaching and modeling

**Person Responsible**

Cassandra Boston

**Schedule**

Weekly, from 8/17/2015 to 5/27/2016

**Evidence of Completion**

TNL observation data, coaches' logs



**Plan to Monitor Fidelity of Implementation of G1.B3.S2 6**

Collaborative conversations, TNL course evaluations, data meetings, PLC's

**Person Responsible**

Cassandra Boston

**Schedule**

Weekly, from 8/17/2015 to 5/27/2016

**Evidence of Completion**

coaching logs, observation sheets, classroom walkthroughs, student data

**Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7**

Collaborative conversations, TNI course evaluations, data meetings, PLC's

**Person Responsible**

Cassandra Boston

**Schedule**

Weekly, from 8/17/2015 to 5/27/2016

**Evidence of Completion**

Coaching logs, observation sheets, Classroom walkthroughs, student data

**Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7**

Collaborative conversations, TNI course evaluations, data meetings, PLC's

**Person Responsible**

Cassandra Boston

**Schedule**

Weekly, from 8/17/2015 to 5/27/2016

**Evidence of Completion**

Coaching logs, observation sheets, Classroom walkthroughs, student data

**G1.B3.S3** Content area PLC's in grades K-5 **4**

 S204258

**Strategy Rationale**

Utilize the five essential domains to focus on literacy instruction in all subject areas, then student achievement will increase..

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

Schedule biweekly content area PLCs for grades K-5

**Person Responsible**

Patricia Doles

**Schedule**

Biweekly, from 8/17/2015 to 5/27/2016

***Evidence of Completion***

Agendas, Weekly Staff Newsletters, PLC Documentation, Meeting minutes

**Plan to Monitor Fidelity of Implementation of G1.B3.S3** **6**

Walkthroughs

**Person Responsible**

Patricia Doles

**Schedule**

Biweekly, from 8/17/2015 to 5/27/2016

***Evidence of Completion***

PLC Documents, TNL observation data, classroom visitation logs

**Plan to Monitor Effectiveness of Implementation of G1.B3.S3 7**

Walkthroughs

**Person Responsible**

Patricia Doles

**Schedule**

Biweekly, from 8/17/2015 to 5/27/2016


**Evidence of Completion**

PLC Documents, TNL observation data, classroom visitation logs

**G1.B4 Domain #4 (Collaborative Teachers) - Collective Responsibility, Teacher - Teacher Trust 2**

 B192764

**G1.B4.S1 Content Area PLC's in grades K-5 4**

 S204259

**Strategy Rationale**

Utilize the five essential domains to focus on literacy instruction in all subject areas, then student achievement will increase.

**Action Step 1 5**

Schedule bi-weekly content area PLC's for grades K-5

**Person Responsible**

Patricia Doles

**Schedule**

Biweekly, from 8/17/2015 to 5/27/2016

**Evidence of Completion**

Agendas, Weekly Staff Newsletters, PLC Documentation, Meeting Minutes

**Plan to Monitor Fidelity of Implementation of G1.B4.S1** 6

Walkthroughs

**Person Responsible**

Patricia Doles

**Schedule**

Biweekly, from 8/17/2015 to 5/27/2016

***Evidence of Completion***

PLC Documents, TNL Observation Data, and Classroom visitation logs

**Plan to Monitor Effectiveness of Implementation of G1.B4.S1** 7

Walkthroughs

**Person Responsible**

Patricia Doles

**Schedule**

Biweekly, from 8/17/2015 to 5/27/2016

***Evidence of Completion***

PLC Documents, TNL Observation Data, and Classroom visitation logs

**G1.B4.S2** Departmentalization in grades 3-5 **4**

 S204260

**Strategy Rationale**

Utilize the five essential domains to focus on literacy instruction in all subject areas, then student achievement will increase.

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

Teachers will be scheduled by content area for ELA and math instruction for grades 3-5

**Person Responsible**

Cassandra Boston

**Schedule**

Daily, from 8/24/2015 to 5/27/2016

***Evidence of Completion***

Master Schedule

**Plan to Monitor Fidelity of Implementation of G1.B4.S2** **6**

Walkthroughs and Lesson Plans

**Person Responsible**

Cassandra Boston

**Schedule**

Daily, from 8/17/2015 to 5/27/2016

***Evidence of Completion***

Lesson plans, TNL observation data

**Plan to Monitor Effectiveness of Implementation of G1.B4.S2** 7

Classroom walkthroughs, review of teacher lesson plans

**Person Responsible**

Cassandra Boston

**Schedule**

Daily, from 8/17/2015 to 5/27/2016

**Evidence of Completion**

Lesson plans, TNL observation data

**G1.B4.S3** Instructional support for ELA and math 4

 S204261

**Strategy Rationale**

Utilize the five essential domains to focus on literacy instruction in all subject areas, then student achievement will increase.

**Action Step 1** 5

Provide coaching and modeling

**Person Responsible**

Cassandra Boston

**Schedule**

Daily, from 8/17/2015 to 5/27/2016

**Evidence of Completion**

Walkthroughs, TNL observation data, coaching logs

**Plan to Monitor Fidelity of Implementation of G1.B4.S3** 6

Collaborative Coaching Conversations, view coaching logs

**Person Responsible**

Cassandra Boston

**Schedule**

Daily, from 8/17/2015 to 5/27/2016

***Evidence of Completion***

Walkthroughs, TNL observation data, coaching logs

**Plan to Monitor Effectiveness of Implementation of G1.B4.S3** 7

Classroom walkthroughs, observations of coaching practices

**Person Responsible**

Cassandra Boston

**Schedule**

Daily, from 8/17/2015 to 5/27/2016

***Evidence of Completion***

Coaching logs, classroom walkthroughs

**G1.B5 Domain #5 (Involved Families and Community Engagement) - Outreach to Parents** 2

 B192765

**G1.B5.S1 Provide academic support for parents** 4

 S204262

**Strategy Rationale**

Utilize the five essential domains to focus on literacy instruction in all subject areas, then student achievement will increase.

**Action Step 1** 5

Increasing home/school connection

**Person Responsible**

Steve Leilich

**Schedule**

Quarterly, from 8/17/2015 to 5/27/2016

***Evidence of Completion***

Newsletters, Skyalert, Family and Student Access (Skyward), School Website

**Plan to Monitor Fidelity of Implementation of G1.B5.S1** 6

Family Understanding Nights (FUN)

**Person Responsible**

Steve Leilich

**Schedule**

Quarterly, from 10/29/2015 to 5/27/2016

***Evidence of Completion***

Agenda, Parent Sign In Sheet, Parent Survey



**Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7**

Review parent surveys

**Person Responsible**

Steve Leilich

**Schedule**

Semiannually, from 10/29/2015 to 5/27/2016

**Evidence of Completion**

Notes of leadership team meeting

**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 | Teachers will be scheduled by content area for ELA and math instruction in grades 3-5  | Boston, Cassandra | 8/17/2015                     | Master Schedule  | 5/27/2016 daily     |
| G1.B1.S2.A1 | Provide research based intervention programs for targeted groups of students           | Smithies, Lesa    | 8/17/2015                     | Intervention data notebooks  | 5/27/2016 daily     |
| G1.B1.S3.A1 | Provide coaching and modeling  | Boston, Cassandra | 8/17/2015                     | TNL observation data, coaches' logs  | 5/27/2016 daily     |
| G1.B1.S4.A1 | Review student data and share best practices   | Boston, Cassandra | 8/17/2015                     | PLC Meeting Documents  | 5/27/2016 biweekly  |
| G1.B2.S1.A1 | Teachers will be scheduled by content area for ELA and math instruction in grades 3-5  | Boston, Cassandra | 8/17/2015                     | Master schedule  | 5/27/2016 daily     |
| G1.B2.S2.A1 | Provide coaching and modeling  | Smithies, Lesa    | 8/17/2015                     | TNL observation data, coaches' logs  | 5/27/2016 weekly    |
| G1.B2.S3.A1 | Schedule biweekly content area PLC's for grades K-5                                    | Doles, Patricia   | 8/17/2015                     | Agendas, weekly staff newsletters, PLC Documentation, Meeting minutes      | 5/27/2016 biweekly  |
| G1.B3.S1.A1 | Teachers will be scheduled by content area for ELA and math instruction in grades 3-5  | Boston, Cassandra | 8/17/2015                     | Master Schedule  | 5/27/2016 daily     |
| G1.B3.S2.A1 | Provide coaching and modeling  | Boston, Cassandra | 8/17/2015                     | TNL observation data, coaches' logs  | 5/27/2016 weekly    |
| G1.B3.S3.A1 | Schedule biweekly content area PLCs for grades K-5                                     | Doles, Patricia   | 8/17/2015                     | Agendas, Weekly Staff Newsletters, PLC Documentation, Meeting minutes      | 5/27/2016 biweekly  |
| G1.B4.S1.A1 | Schedule bi-weekly content area PLC's for grades K-5                                   | Doles, Patricia   | 8/17/2015                     | Agendas, Weekly Staff Newsletters, PLC Documentation, Meeting Minutes      | 5/27/2016 biweekly  |
| G1.B4.S2.A1 | Teachers will be scheduled by content area for ELA and math instruction for grades 3-5 | Boston, Cassandra | 8/24/2015                     | Master Schedule  | 5/27/2016 daily     |
| G1.B4.S3.A1 | Provide coaching and modeling  | Boston, Cassandra | 8/17/2015                     | Walkthroughs, TNL observation data, coaching logs                          | 5/27/2016 daily     |
| G1.B5.S1.A1 | Increasing home/school connection  | Leilich, Steve    | 8/17/2015                     | Newsletters, Skyalert, Family and Student Access (Skyward), School Website | 5/27/2016 quarterly |

**Marion - 0651 - College Park Elementary School - 2015-16 SIP**  
*College Park Elementary School*

| Source       | Task, Action Step or Monitoring Activity   | Who               | Start Date (where applicable) | Deliverable or Evidence of Completion   | Due Date/ End Date     |
|--------------|--|-------------------|-------------------------------|---|------------------------|
| G1.MA1       | Aimsweb benchmarking/progress monitoring data will be used to monitor student progress in each grade level     | Boston, Cassandra | 8/17/2015                     | Aimsweb reports   | 5/27/2016 biweekly     |
| G1.B1.S1.MA1 | Classroom walkthroughs, review of teacher lesson plans   | Boston, Cassandra | 8/17/2015                     | Lesson plans, TNL observation data  | 5/27/2016 weekly       |
| G1.B1.S1.MA1 | Walkthroughs, lesson plans   | Boston, Cassandra | 8/17/2015                     | Lesson plans, TNL teacher observation data                                      | 5/27/2016 daily        |
| G1.B2.S1.MA1 | Classroom walkthroughs, review of teacher lesson plans   | Boston, Cassandra | 8/17/2015                     | Lesson plans, TNL observation data  | 5/27/2016 weekly       |
| G1.B2.S1.MA1 | Walkthroughs, lesson plans   | Boston, Cassandra | 8/17/2015                     | Classroom visitation log, TNL teacher observation data                          | 5/27/2016 daily        |
| G1.B3.S1.MA1 | Classroom walkthorughs, review of teacher lesson plans   | Boston, Cassandra | 8/17/2015                     | Lesson plans, TNL observation data  | 5/27/2016 weekly       |
| G1.B3.S1.MA1 | Walkthroughs, lesson plans   | Boston, Cassandra | 8/17/2015                     | Lesson plans, TNL teacher observation data                                      | 5/27/2016 daily        |
| G1.B4.S1.MA1 | Walkthroughs   | Doles, Patricia   | 8/17/2015                     | PLC Documents, TNL Observation Data, and Classroom visitation logs              | 5/27/2016 biweekly     |
| G1.B4.S1.MA1 | Walkthroughs   | Doles, Patricia   | 8/17/2015                     | PLC Documents, TNL Observation Data, and Classroom visitation logs              | 5/27/2016 biweekly     |
| G1.B5.S1.MA1 | Review parent surveys  | Leilich, Steve    | 10/29/2015                    | Notes of leadership team meeting  | 5/27/2016 semiannually |
| G1.B5.S1.MA1 | Family Understanding Nights (FUN)  | Leilich, Steve    | 10/29/2015                    | Agenda, Parent Sign In Sheet, Parent Survey                                     | 5/27/2016 quarterly    |
| G1.B1.S2.MA1 | Walkthroughs, collaborative conversations, program data reviews  | Boston, Cassandra | 8/24/2015                     | program data notebooks, classroom visitation logs, TNL observation data         | 5/27/2016 biweekly     |
| G1.B1.S2.MA1 | Intervention walkthroughs, collaborative conversations with intervention providers, monitoring of program data | Smithies, Lesa    | 8/24/2015                     | Data notebooks, intervention fidelity checklists                                | 5/27/2016 weekly       |
| G1.B2.S2.MA1 | Classroom walkthroughs, review of teacher lesson plans   | Boston, Cassandra | 8/17/2015                     | Lesson plans, TNL observation data  | 5/27/2016 weekly       |
| G1.B2.S2.MA1 | Collaborative conversations, classroom walkthroughs, TNL course evaluations, data meetings, PLC's              | Boston, Cassandra | 8/17/2015                     | Coaching logs, observation sheets, classroom walkthrough schedule, student data | 5/27/2016 weekly       |
| G1.B3.S2.MA1 | Collaborative conversations, TNI course evaluations, data meetings, PLC's                                      | Boston, Cassandra | 8/17/2015                     | Coaching logs, observation sheets, Classroom walkthroughs, student data         | 5/27/2016 weekly       |
| G1.B3.S2.MA1 | Collaborative conversations, TNI course evaluations, data meetings, PLC's                                      | Boston, Cassandra | 8/17/2015                     | Coaching logs, observation sheets, Classroom walkthroughs, student data         | 5/27/2016 weekly       |
| G1.B3.S2.MA1 | Collaborative conversations, TNL course evaluations, data meetings, PLC's                                      | Boston, Cassandra | 8/17/2015                     | coaching logs, observation sheets, classroom walkthroughs, student data         | 5/27/2016 weekly       |
| G1.B4.S2.MA1 | Classroom walkthroughs, review of teacher lesson plans   | Boston, Cassandra | 8/17/2015                     | Lesson plans, TNL observation data  | 5/27/2016 daily        |
| G1.B4.S2.MA1 | Walkthroughs and Lesson Plans  | Boston, Cassandra | 8/17/2015                     | Lesson plans, TNL observation data  | 5/27/2016 daily        |
| G1.B1.S3.MA1 | collaborative conversations, TNL course evaluations, data meetings, PLC's                                      | Boston, Cassandra | 8/17/2015                     | Coaching logs, observation sheets, classroom walkthroughs, student data         | 5/27/2016 weekly       |
| G1.B1.S3.MA1 | collaborative conversations, TNL course evaluations, data meetings, PLC's                                      | Boston, Cassandra | 8/17/2015                     | Coaching logs, observation sheets, classroom walkthroughs, student data         | 5/27/2016 weekly       |
| G1.B2.S3.MA1 | Walkthroughs   | Doles, Patricia   | 8/17/2015                     | PLC Documents, TNL observation data, classroom visitation logs                  | 5/27/2016 biweekly     |
| G1.B2.S3.MA1 | Walkthroughs   | Doles, Patricia   | 8/17/2015                     | PLC Documents, TNL observation data, classroom visitation logs                  | 5/27/2016 biweekly     |
| G1.B3.S3.MA1 | Walkthroughs   | Doles, Patricia   | 8/17/2015                     | PLC Documents, TNL observation data, classroom visitation logs                  | 5/27/2016 biweekly     |
| G1.B3.S3.MA1 | Walkthroughs   | Doles, Patricia   | 8/17/2015                     | PLC Documents, TNL observation data, classroom visitation logs                  | 5/27/2016 biweekly     |

| <b>Source</b> | <b>Task, Action Step or Monitoring Activity</b>            | <b>Who</b>        | <b>Start Date (where applicable)</b> | <b>Deliverable or Evidence of Completion</b>                   | <b>Due Date/ End Date</b> |
|---------------|--|-------------------|--------------------------------------|--|---------------------------|
| G1.B4.S3.MA1  | Classroom walkthroughs, observations of coaching practices | Boston, Cassandra | 8/17/2015                            | Coaching logs, classroom walkthroughs                          | 5/27/2016 daily           |
| G1.B4.S3.MA1  | Collaborative Coaching Conversations, view coaching logs   | Boston, Cassandra | 8/17/2015                            | Walkthroughs, TNL observation data, coaching logs              | 5/27/2016 daily           |
| G1.B1.S4.MA1  | Walkthroughs   | Doles, Patricia   | 8/17/2015                            | PLC Documents, TNL observation data, classroom visitation logs | 5/27/2016 biweekly        |
| G1.B1.S4.MA1  | Walkthroughs   | Doles, Patricia   | 8/17/2015                            | PLC Documents, TNL observation data, classroom visitation logs | 5/27/2016 biweekly        |

**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.** Utilize the five essential domains to focus on literacy instruction in all subject areas, then student achievement will increase.

**G1.B1** Domain #1 (Effective Leadership) - program coherence and instructional leadership

**G1.B1.S1** Departmentalization in grades 3-5

### **PD Opportunity 1**

Teachers will be scheduled by content area for ELA and math instruction in grades 3-5

#### **Facilitator**

Cassandra Boston, Patricia Doles

#### **Participants**

Teachers

#### **Schedule**

Daily, from 8/17/2015 to 5/27/2016

**G1.B1.S2** Interventions - targeted and specific

### **PD Opportunity 1**

Provide research based intervention programs for targeted groups of students

#### **Facilitator**

Lesa Smithies - Literacy coach/Program Specialists for K-12 Academic Services

#### **Participants**

Teachers and paraprofessionals

#### **Schedule**

Daily, from 8/17/2015 to 5/27/2016

**G1.B1.S4** Content area PLC"s for grades K-5.

**PD Opportunity 1**

Review student data and share best practices

**Facilitator**

Instructional Coaches (Ashberger, Leilich, Smithies)

**Participants**

Teachers (K-5)

**Schedule**

Biweekly, from 8/17/2015 to 5/27/2016

**G1.B2** Domain #2 (Supportive Environment) - course clarity, academic engagement, innovation, rigorous study habits

**G1.B2.S1** Departmentalization in grades 3-5

**PD Opportunity 1**

Teachers will be scheduled by content area for ELA and math instruction in grades 3-5

**Facilitator**

Cassandra Boston

**Participants**

Grade Level representatives (K-5)

**Schedule**

Daily, from 8/17/2015 to 5/27/2016

**G1.B2.S3** Content area PLC's in grades K-5

**PD Opportunity 1**

Schedule biweekly content area PLC's for grades K-5

**Facilitator**

Instructional Coaches (Ashberger, Leilich, Smithies)

**Participants**

Teachers (K-5)

**Schedule**

Biweekly, from 8/17/2015 to 5/27/2016

**G1.B3** Domain #3 (Ambitious Instruction and Learning) - delivery of instruction, differentiation of instruction with fidelity

**G1.B3.S1** Departmentalization in grades 3-5

**PD Opportunity 1**

Teachers will be scheduled by content area for ELA and math instruction in grades 3-5

**Facilitator**

Instructional Coaches (Ashberger, Leilich, Smithies) Out of county consultants

**Participants**

Teachers (3-5)

**Schedule**

Daily, from 8/17/2015 to 5/27/2016

**G1.B3.S3** Content area PLC's in grades K-5

**PD Opportunity 1**

Schedule biweekly content area PLCs for grades K-5

**Facilitator**

Instructional Coaches (Ashberger, Leilich, Smithies)

**Participants**

Teachers (K-5)

**Schedule**

Biweekly, from 8/17/2015 to 5/27/2016

**G1.B4** Domain #4 (Collaborative Teachers) - Collective Responsibility, Teacher - Teacher Trust

**G1.B4.S1** Content Area PLC's in grades K-5

**PD Opportunity 1**

Schedule bi-weekly content area PLC's for grades K-5

**Facilitator**

Instructional Coaches (Ashberger, Leilich, Smithies)

**Participants**

Teachers (K-5)

**Schedule**

Biweekly, from 8/17/2015 to 5/27/2016

**G1.B4.S2** Departmentalization in grades 3-5

**PD Opportunity 1**

Teachers will be scheduled by content area for ELA and math instruction for grades 3-5

**Facilitator**

Instructional Coaches (Ashberger, Leilich, Smithies)

**Participants**

Teachers (K-5)

**Schedule**

Daily, from 8/24/2015 to 5/27/2016

**G1.B5 Domain #5 (Involved Families and Community Engagement) - Outreach to Parents**

**G1.B5.S1 Provide academic support for parents**

**PD Opportunity 1**

Increasing home/school connection

**Facilitator**

Steven Leilich

**Participants**

Teachers (PreK-5)

**Schedule**

Quarterly, from 8/17/2015 to 5/27/2016

**Budget**

**Budget Data**

|  |                    |  |                                       |                |     |                    |
|--|--------------------|--|---------------------------------------|----------------|-----|--------------------|
| <b>1</b>   | <b>G1.B1.S1.A1</b> | <b>Teachers will be scheduled by content area for ELA and math instruction in grades 3-5</b> |                                       |                |     | <b>\$18,450.00</b> |
|  | Function           | Object   | Budget Focus                          | Funding Source | FTE | 2015-16            |
|  |                    |  | 0651 - College Park Elementary School | SIG 1003(a)    |     | \$15,000.00        |
| <i>Notes: Acaletics (math instruction)</i>         |                    |  |                                       |                |     |                    |
|  |                    |  | 0651 - College Park Elementary School | Title I Part A |     | \$3,450.00         |
| <i>Notes: collaborative planning/data analysis</i> |                    |  |                                       |                |     |                    |
| <b>2</b>   | <b>G1.B1.S2.A1</b> | <b>Provide research based intervention programs for targeted groups of students</b>          |                                       |                |     | <b>\$65,000.00</b> |
|  | Function           | Object   | Budget Focus                          | Funding Source | FTE | 2015-16            |
|  |                    |  | 0651 - College Park Elementary School | Title I Part A |     | \$65,000.00        |
| <i>Notes: Paraprofessionals</i>                    |                    |  |                                       |                |     |                    |
| <b>3</b>   | <b>G1.B1.S3.A1</b> | <b>Provide coaching and modeling</b>   |                                       |                |     | <b>\$20,235.00</b> |
|  | Function           | Object   | Budget Focus                          | Funding Source | FTE | 2015-16            |
|  |                    |  | 0651 - College Park Elementary School | Title I Part A |     | \$20,235.00        |
| <i>Notes: Academic Coach</i>                       |                    |  |                                       |                |     |                    |



## Budget Data

|           |                    |   |   |                |     |                    |
|-----------|--------------------|---|---|----------------|-----|--------------------|
| <b>4</b>  | <b>G1.B1.S4.A1</b> | <b>Review student data and share best practices</b>   |   |                |     | <b>\$7,282.00</b>  |
|           | Function           | Object  | Budget Focus  | Funding Source | FTE | 2015-16            |
|           |                    |   | 0651 - College Park Elementary School   |                |     | \$7,282.00         |
|           |                    |   | <i>Notes: Attend conferences and workshops to keep current with educational trends and best practices</i> |                |     |                    |
| <b>5</b>  | <b>G1.B2.S1.A1</b> | <b>Teachers will be scheduled by content area for ELA and math instruction in grades 3-5</b>  |   |                |     | <b>\$15,205.00</b> |
|           | Function           | Object  | Budget Focus  | Funding Source | FTE | 2015-16            |
|           |                    |   | 0651 - College Park Elementary School   | Title I Part A |     | \$15,205.00        |
|           |                    |   | <i>Notes: Engaged classrooms to support and engage instruction</i>  |                |     |                    |
| <b>6</b>  | <b>G1.B2.S2.A1</b> | <b>Provide coaching and modeling</b>  |   |                |     | <b>\$6,005.00</b>  |
|           | Function           | Object  | Budget Focus  | Funding Source | FTE | 2015-16            |
|           |                    |   | 0651 - College Park Elementary School   |                |     | \$6,005.00         |
|           |                    |   | <i>Notes: Subs and stipends for learning walks</i>  |                |     |                    |
| <b>7</b>  | <b>G1.B2.S3.A1</b> | <b>Schedule biweekly content area PLC's for grades K-5</b>                                    |   |                |     | <b>\$20,235.00</b> |
|           | Function           | Object  | Budget Focus  | Funding Source | FTE | 2015-16            |
|           |                    |   | 0651 - College Park Elementary School   |                |     | \$20,235.00        |
|           |                    |   | <i>Notes: Data analysis, collaborative planning stipends and materials</i>                                |                |     |                    |
| <b>8</b>  | <b>G1.B3.S1.A1</b> | <b>Teachers will be scheduled by content area for ELA and math instruction in grades 3-5</b>  |   |                |     | <b>\$13,012.00</b> |
|           | Function           | Object  | Budget Focus  | Funding Source | FTE | 2015-16            |
|           |                    |   | 0651 - College Park Elementary School   | Title I Part A |     | \$13,012.00        |
|           |                    |   | <i>Notes: Top Score Writing Write Score</i>   |                |     |                    |
| <b>9</b>  | <b>G1.B3.S2.A1</b> | <b>Provide coaching and modeling</b>  |   |                |     | <b>\$0.00</b>      |
| <b>10</b> | <b>G1.B3.S3.A1</b> | <b>Schedule biweekly content area PLCs for grades K-5</b>                                     |   |                |     | <b>\$0.00</b>      |
| <b>11</b> | <b>G1.B4.S1.A1</b> | <b>Schedule bi-weekly content area PLC's for grades K-5</b>                                   |   |                |     | <b>\$0.00</b>      |
| <b>12</b> | <b>G1.B4.S2.A1</b> | <b>Teachers will be scheduled by content area for ELA and math instruction for grades 3-5</b> |   |                |     | <b>\$0.00</b>      |

| <b>Budget Data</b> |                    |  |   |                |               |                     |
|--------------------|--------------------|--|---|----------------|---------------|---------------------|
| <b>13</b>          | <b>G1.B4.S3.A1</b> | <b>Provide coaching and modeling</b>     |   |                |               | <b>\$37,636.00</b>  |
|                    | Function           | Object                                   | Budget Focus  | Funding Source | FTE           | 2015-16             |
|                    |                    |  | 0651 - College Park Elementary School   |                |               | \$37,636.00         |
|                    |                    |  | <i>Notes: Back to School mini conference, professional development opportunities to support instruction</i> |                |               |                     |
| <b>14</b>          | <b>G1.B5.S1.A1</b> | <b>Increasing home/school connection</b> |   |                |               | <b>\$11,134.00</b>  |
|                    | Function           | Object                                   | Budget Focus  | Funding Source | FTE           | 2015-16             |
|                    |                    |  | 0651 - College Park Elementary School   | Title I Part A |               | \$11,134.00         |
|                    |                    |  | <i>Notes: Parent compacts, K-2 Handbooks, 3-5 handbook/planner</i>  |                |               |                     |
|                    |                    |  |   |                | <b>Total:</b> | <b>\$214,194.00</b> |