Astoria Park Elementary School

2017-18 School Improvement Plan

Astoria Park Elementary School

2465 ATLAS RD, Tallahassee, FL 32303

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2016-17 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	92%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	D	D*	C

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 is pending approval by the Leon 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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Astoria Park Elementary School

DA Region and RED	DA Category and Turnaround Status
Northwest - [Wallace Selph](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

The mission of Astoria Park is based on the worth and dignity of the individual child. Our school strives to create a quality and caring learning environment that fosters a positive self-image while preparing the student to become a responsible, self-motivated, independent, and contributing citizen in an ever-changing world.

b. Provide the school's vision statement

To foster the development of intelligent self-control through cooperation, responsibility, initiative, tolerance, and respect for the "self" in each person. To educate the children in citizenship skills so that they may learn to voice opinions, assume personal responsibility, respect laws, and become a contributing member of the school and community.

2. School Environment

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

Astoria Park learns about students' cultures and builds relationships between teachers and students through our before school orientation, open house, parent/teacher conferences, Parent Teacher Organization meetings and outreach, climate surveys, partner share nights, family nights, progress reports, and report cards. Astoria Park has a clear priority set forth by our mission and vision on building healthy positive relationships. All faculty and staff members set a positive tone by discussing and implementing our school wide Positive Behavior Support system. Teachers utilize effective strategies to build teacher/student relationships as measured by the Leon LEADS Domain 4 Element 37 - Interacting with students and parents in a positive manner to foster learning, and promote positive home/school relationships.
Our Social Studies committee plans and implements school wide multicultural activites and provides resources to embed cultural information into the curriculum and daily class work (e.g. reading selections, writing prompts). Our school infuses the content required by Florida Statute 1003.42(2) and S.B. Policy 2210), as applicable to appropriate grade levels, including but not limited to:
• History of the Holocaust
• History of Africans and African Americans
• Hispanic Contributions
• Women's Contributions
• Sacrifices of Veterans
In addition, our guidance department implements classroom instruction for all children that hightlights diversity, respect, and positive social behaviors that support both peer and teacher relationships.

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

At Astoria Park, the administration, faculty, and staff create an environment where students feel safe and respected before, during, and after school. A school wide Positive Behavior Intervention Support program, called P.R.I.D.E., is utilized: Positive Actions, Responsible Behaviors, Integrity, Dedication, Excellence/Effort. The terms and tenets of the program are discussed with all students during the first few days of school. All adult members of the school community, including administration, teachers, instructional assistants, bus drivers, office staff, custodial and cafeteria staff

are expected to model and reinforce the behavior expectations throughout the school year. Designated adult duty posts are assigned for all before school and after school congregation areas (playgrounds, cafeteria, bus ramps, parent pick up, etc.). At the end of the school day, students are dismissed in a staggered fashion according to their dismissal sites with grade level teachers escorting and supervising them. During the school day, teachers and instructional assistants are visible and monitoring students during transitions, at lunch, in labs, and on playgrounds.

The guidance department as well as the School Resource Deputy implement programs on personal safety, peer relations, bullying, harrassment, and conflict resolution. Students are educated on how to get help or report any safety concerns. The guidance department also supports students that may need small group counseling, or referrals to the school's social worker or outside counseling resources. Astoria Park's Safety Committiee is charged with regularly inspecting the facility and grounds for any potential safety issues, as well as reviewing safety policies and procedures. The Safety Committee works with maintenance or the district's safety and security office to remedy any areas.

c. 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

Astoria Park has a school wide Positive Behavior Intervention Support (PBIS) system that outlines expectations for behavior. These expectations are referred to as Panther P.R.I.D.E.
P – Positive Actions (using manners and kind words, self-respect and respect for others)
R – Responsible Behaviors (being accountable for one's actions and decisions)
I – Integrity (the act of being honest)
D – Dedication (take ownership and follow through on given responsibilities)
E – Excellence/Effort (being the best you can be in all areas; putting forth your best effort)
Every teacher and staff member is trained in the utilization of our PBIS system which includes methods for progressive, positive discipline steps and behavior reinforcement. Specific, positive rules for behavior are developed for classrooms and general school areas based upon the Panther P.R.I.D.E school wide expectations. Behavior expectations are stated in a way that clearly identifies behavior we expect to see from students, and are connected to Panther P.R.I.D.E. All staff members are expected to teach, reinforce, and uphold school-wide rules in a positive way. Students making appropriate behavior choices have the opportunity to take part in school wide P.R.I.D.E celebrations each month.

Astoria Park staff operates from the understanding that the most effective discipline begins in the classroom with the classroom teacher. On task and positive behavior are enhanced by having an engaging and well-organized class as well as modeling, teaching, practicing, and reinforcing the behaviors we expect. Teachers are provided ongoing professional development and instructional coaching on ways to increase learner engagement through differentiated instruction.

d. 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

Astoria Park utilizes a variety of methods to ensure the social-emotional needs of all students are met. We have a comprehensive guidance and counseling program that offers one-on-one, small group, and large group guidance sessions. The guidance department works closely with our school social worker to support families and make appropriate referrals to cooperating agencies that provide more extensive counseling support.

We partner with Big Brothers/Big Sisters as well as operate our own mentoring program which allows us to identify and place more students with adult mentors. Astoria Park also conducts weekly meetings with our Multi-Tiered Support System (MTSS) team. The team includes both general education and exceptional education teachers, behavior specialist, school psychologist, guidance counselor, administration, program specialist, social worker, appropriate partner agencies, and

parents. The MTSS team assesses the needs of students and possible barriers blocking success. The team identifies and helps monitor the implementation of specific research-based interventions that are put into place to help support the students.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

The Early Warning System is a data based system that provides daily updates on the following indicators:
Attendance falling below 90%, excused or unexcused
One or more suspensions
Course failure in English or Math during any marking period
Level 1 score on FSA English or Math
The data is provided for up to 3 years as applicable for the student.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	14	15	5	11	5	3	0	0	0	0	0	0	0	53
One or more suspensions	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	4	18	20	0	0	0	0	0	0	0	42

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	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	1	2	1	0	0	0	0	0	0	0	4

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

Students that are at risk on the Early Warning System are brought to the MTSS/Child Study team. The school uses the Multi-Tiered Support System process to plan and monitor strategic interventions for students. Tier II and Tier III intervention times are embedded within the master schedule. Interventions are designed to meet the area of need for individual students whether in the area of academics, behavior, or attendance. Academic supports can include: small group or one-to-one intensive academic intervention, after school and before school tutoring, increased progress monitoring, mentoring, and assessment diagnostics. Behavior interventions can include: a functional behavior assessment, an individualized behavior plan, assignment to the Adopt a Panther (APP) mentoring program, guidance and counseling services, and the Check and Connect program. Attendance interventions can include: an attendance conference with parent/guardians, attendance contracts, home visits, social worker interventions, assignment to the APP program, and district intervention with community liaisons.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/447707.

2. Description

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

2. 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

The school, through our PTO business partner coordinator, works to reach out and build positive relationships with local community groups and business partners. Astoria Park always extends an invitation to community and business partners to get involved in student achievement, school activities, and events. We encourage continued partnerships by recognizing our partners on our website, in newsletters, and through local partner recognition programs. Astoria Park has long established partnerships with various community churches, local food establishments, Public Broadcasting System, various charitable organizations, and local colleges and universities.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Sanders, Marsha	Principal
Pepe, Jean	Assistant Principal

b. Duties

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

The leadership team has a variety of roles and responsibilities - recruit and retain highly qualified instructors and staff; support the school wide behavior program; manage and allocate resources in order to support and enhance the school's mission and vision; ensure that laws and policies are followed in the best interest of the students; provide professional development based on needs assessments; implement the district's performance evaluation procedure; build capacity for teacher leadership and initiative; positiviely communicate with all stakeholders. The leaders regularly

collaborate together, with grade level teams, and with the SAC in order to build consensus on issues affecting teaching, learning, and school climate.

2. 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

School leadership, through SAC, the school improvement process, and district staffing plan allocations, reveiw the available resources. Our school and district funds are used to support the goals of the School Improvement Plan to meet the needs of all students as well as professional development for teachers and staff. Collaboration and cooperation are essential in providing an instructional program to assist all students with the development of skills and the knowledge needed to meet the challenging state academic standards and assessments. Astoria Park leadership utilizes Title I funding to upgrade the entire educational program of the school. Services are provided to ensure students requiring additional remediation are assisted through after-school programs and/or the summer reading academy. The leadership team facilitates monthly progress monitoring meetings with grade levels in order to ensure all funding is allocated based upon student needs and SIP goals. The Principal also designates funding for technology equipment and professional development based upon student needs and SIP goals. The school's inventory manager, under the direction of school leadership, updates and tracks all technology equipment.
Additional funding includes:
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.
Homeless -provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.
Supplemental Academic Instruction (SAI) - SAI funds will be allocated to provide summer school for third grade Level 1 readers. SAI funds will be used to expand the summer program to identified first grade students that have great deficiencies in reading.
Violence Prevention Programs - The school offers non-violence and anti-drug programs to students that incorporate field trips and counseling.
Nutrition Programs - Astoria Park utilizes the Community Eligibility Provision (CEP) that is a meal option for schools in low-income areas. The CEP allows the nation's highest poverty schools to serve breakfast and lunch at no cost to all enrolled students without the burden of collecting household applications. The cafeteria manager works in conjunction with the leadership team to fulfill all reporting requirements.
Head Start/Early Learning Coalition - During the month of May, we invite Head Start Programs, Day Care Centers and new kindergarten students and their parents to our school for a "Kindergarten Walk-Through" to ensure a smooth transition into kindergarten.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Marsha Sanders	Principal
Kimberly Sherman	Teacher
Janar Holloway	Teacher
Karen Leon	Teacher
Jacqueline Vanterpool	Teacher
John Hollenbeck	Teacher
Dr. Maxine Jones	Business/Community
Staci Kunkel	Education Support Employee
Tashena Lafleur	Parent
Krystal Oranika	Teacher
Lum Wiggins	Parent
Belinda Rudzik	Teacher
Beth Ray	Teacher
Eugene Sherman	Business/Community
Louis Dilbert	Business/Community
LaQuanda Flagg	Parent
Zenani Houston	Parent
Elizabeth Glenn	Teacher
Kimberly Kenon	Parent
Keyvette Jones	Teacher
Evangeline Wiggins	Teacher
Timothy Evans	Parent
Brittany Evans	Parent
Latonia Artis	Parent
Russell Kirkland	Parent
Essence Kirkland	Parent
KaShauna Davis	Parent
LaTaya Hamsun	Parent
Aduray Wright	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

Astoria Park's School Advisory Council reviews end of the year school data to determine if the previous years' established goals were met. The team analyzes all pertinent data and evaluates the School Improvement Plan to determine the effectiveness of strategies, interventions, trainings, and programs outlined in the SIP. The team also determines adjustment needed for the next school year.

b. Development of this school improvement plan

The purpose of the Astoria Park Elementary School SAC is to assist in the annual preparation of a school improvement plan that addresses funding, training, instructional materials, technology, staffing, student support services and also approves all school improvement fund expenditures.The SAC then meets with parents and community members in a public hearing to present identified goals and strategies to support the school's continuous improvement model.

c. Preparation of the school's annual budget and plan

Astoria Park's SAC ensures that Florida laws pertaining to SIP funds are followed. Florida Statute 24.121(5)(c) places the following requirements on School Improvement fund expenditures:
•School Improvement funds are for the purpose of enhancing school performance through development and implementation of a school improvement plan;
•Monies may be expended only on programs or projects selected by the School Advisory Council.
•Neither School District staff nor principals may override the recommendations of the School Advisory Council.
•The monies may not be used for capital improvements or for any project or program with a duration of more than one year; however, a School Advisory Council may independently determine that a program or project formerly funded under this paragraph should receive funds in a subsequent year.

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

From the 2016 - 2017 school improvement allocation, $2,500 was used to supplement reading and math intervention programs that targeted at-risk readers who were also struggling with both math and science.
Ready reading supplemental workbooks for targeted instruction; Early Interventions in Reading Personal Math Trainer for grades 3-5

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Sanders, Marsha	Principal
Brown, Morgan	Teacher, K-12
Dixon, Yolanda	Teacher, K-12
Vanterpool, Jacqueline	Teacher, K-12
Young, Carrie	Teacher, K-12
Dorband, Beth	Instructional Media
Pepe, Jean	Assistant Principal
Caudill, Jessica	Instructional Coach
Riou, Patria	Teacher, K-12
Rollins, Genefer	Teacher, ESE
Akins, Jamarr	Teacher, K-12
Campbell, Marilyn	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

This group of professionals is comprised of leaders in literacy. This team includes a literacy leader from each grade level including ESE, a reading coach, a representative from ESOL, and both administrators. The team uses data to establish the literacy goals for the school year. Once the goals have been established, the team creates a plan of action and meets monthly to assess progress towards accomplishing the goals. The team promotes and supports literacy in a variety of ways: through the Superintendent's Million Book Challenge, literacy nights and reading celebrations, professional development, leaders coaching and/or modeling, summer literacy plans, addressing scheduling concerns, providing instructional and student resources and materials, and promoting reading incentive programs.
~Increase the percentage of students' reading level not reaching the proficiency level in all subgroups by providing opportunities for additional instructional practice and remediation (targeted intervention blocks). Students performing at the proficient or advanced proficiency level will be provided with enrichment reading to maintain or advance higher.
~All grade levels will differentiate reading through targeted small groups.
~Accelerated Reader
• Implement individual goals
• Assist students in tracking goals
• Help students choose books in their lexile reading range
• Motivation to read AR books
• Rewards for meeting goals
~Text-Dependent Questions
• Support and collaborate to implement text-dependent questions
• Share examples of questions for Wonders stories and additional stories/passages

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

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

Astoria Park promotes collaborative planning and learning at all levels. A dedicated group can accomplish meaningful learning and solve problems better than any individual can alone. One venue for encouraging positive working relationships with teachers is participation in Learning Team Meetings. The master schedule has been designed to provide consistent time for teachers to meet. Teachers meet to discuss the needs of all students. Using pacing guides, teachers collaboratively plan their lessons to meet state and district assessment recommendations. In addition, teachers are encouraged to share and communicate effective learning strategies for best practices to help students understand and do daily learning goals. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored, and instruction is modified as needed based on decisions made through collaboration.

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

Leon County School District actively recruits highly qualified teachers by hosting recruitment fairs locally and at events throughout the nation. Astoria Park Elementary School is one of the leading technology schools in the county which attracts qualified applicants.
Astoria Park leaders:
Participate in job fairs, interview training, and personnel workshops designed to expedite the identification of the most talented instructional applicants.
Recruit highly qualified instructional personnel by means of strategic internet recruitment, office interviews, and recruitment events.
Monitor and assist all applicants in the hiring process in an effort to reduce length of hiring process and increase instructional time.
Establish and maintain relationships with colleges and officials in the field of education.
Utilize the District's Human Resource Department to provide advice on all hiring and placement procedures.
Our administrative team reviews District County policies to ensure that highly qualified teachers are hired at
Astoria Park Elementary School.
New teachers are mentored by veteran teachers.

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

All first year teachers participate in the Beginning Teacher Program (BTP). The BTP is Leon County's formal program of support for newly hired educators. Systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback.

The BTP is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. The BTP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth.

School personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.

All new instructional staff members are given instructional packets which contain pertinent information about Astoria Park Elementary School. All new faculty members attend a training session during preplanning week designed to prepare them for the upcoming school year, and are matched with seasoned instructors to formulate the building wide mentoring program. Every mentor and mentee meets on a bi-weekly basis for the first two months of school and then every month for the remaining of the

school year to discuss instructional best practices. These practices will be evident across the curriculum. The teachers will be exposed to innovative ways to implement subject matter and gain feedback on best practices.

In addition, each teacher is observed by the Principal within the first 45 days of the school year using the Leon LEADS protocols. The resource team consists of a Curriculum Leadership Team member, Mentor, and Mentee. This team meets to create an Action Plan. The plan is reviewed quarterly by the Mentor or Curriculum Leadership Team member. The Mentor provides resources and keeps a check list to insure the timeline is followed and that the induction process is completed for each new teacher. In addition, these pre-professional teachers create an extensive portfolio that documents mastery of the Twelve Accomplished Practices.

Rationale for Pairing

1. All new instructors will have the opportunity to participate in collegial conversations and training with teams and subject area persons to become aware of instructional practices and integrating technology

2. All beginning/new teachers will have the opportunity to participate in collegial conversations and training with

teams and subject area persons to become aware of instructional practices and integrating technology.

Planned Mentoring Activities

1. Florida Educator Accomplished Practices will be the focus of bi-monthly meetings of the mentor and mentee.

•Release time is provided for required pre-observation conferences, classroom observations, and post-observation feedback conferences.

2. Ongoing observation of teacher, informal meetings to provide support, and assist with Accomplished Practices

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Astoria Park creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards. Curriculum pacing guides and rubrics are in place that clearly define student levels of growth and performance on essential elements of state and district standards. Each grade level team regularly analyzes the relationship between the written curriculum, taught curriculum, and assessments and for rigor and cultural relevance. The school curriculum teams ensure, through monthly meetings and weekly collaborative planning sessions, the alignment of the curriculum and assessment measures in a manner that promotes rigor.

b. Instructional Strategies

1. 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

The school uses data on a continuous basis to provide and differentiate appropriate instruction to meet the diverse instructional needs of students. Progress monitoring data including interval data, observational data, formal and informal assessments are used to accurately measure students' strengths, weaknesses, and provide a roadmap for the next steps in instruction. The school uses the

Multi-Tiered Support System process to plan and monitor strategic interventions for students. Tier II and Tier III intervention times are embedded within the master schedule.

Examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments are as follows:

•Creating a schedule with an uninterrupted 120 minute reading block; blocks for small group instruction and LLI (Leveled Literacy Intervention) instruction
•Creating a schedule with a 60 minute math block including small group instruction time
•Providing iii instruction based on student needs in additional intervention block times
•Students receiving push-in/pull out services for ESE/ELL
•Providing mentoring/tutoring sessions before and after school
•Audio and visual enhancement in the classrooms
•Assistive typing device such as laptops or word processors;
•Use of study guide notes; highlighting or summaries
•Graphic organizers; use of wait time; use of visuals;
•Lessons presented in small, digestible bites for content knowledge
•Modified tests, lessons, or homework assignments
•Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
•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 Learning Team Meetings
•Conducting data chats with students
•Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)

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

Strategy: Before School Program
Minutes added to school year: 3,000

Students are placed in math and reading computer assisted programs before school.

Strategy Rationale

To decrease the percentage of students not reaching the proficiency level in all subgroups by providing opportunities for additional instructional practice and remediation.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Sanders, Marsha, sandersm@leonschools.net

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

Appropriate benchmark assessments, classroom observation tools, various classroom assessments, STAR reports, Pearson Successmaker cumulative and standards performance data.

Strategy: Extended School Day

Minutes added to school year: 3,000

Selected students are placed in math, reading, and science after school tutorial sessions with teachers. Teachers are also provided extended time for collaborative planning each week beyond the school day.

Strategy Rationale

To increase the percentage of students reaching the proficiency level in all subgroups by providing opportunities for additional instructional practice and remediation.

Strategy Purpose(s)

- Core Academic Instruction

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Sanders, Marsha, sandersm@leonschools.net

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

Appropriate benchmark assessments, classroom observation tools, various classroom assessments, STAR reports, Pearson Successmaker cumulative and standards performance data, FSA prior and current year data

Strategy: After School Program

Minutes added to school year: 10,000

Selected grade 2-5 students attend the Astoria Park 21st Century grant-funded Program five days a week each afternoon. The 21st Century Program is a supervised environment that offers a variety of educational and enrichment activities for all of our participants. Academic programs include focused instruction in English Language Arts, Math, and Science

Strategy Rationale

To decrease the percentage of students not reaching the proficiency level in all subgroups by providing opportunities for additional instructional practice and remediation.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Sanders, Marsha, sandersm@leonschools.net

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

Appropriate benchmark assessments, STAR reports, Pearson Successmaker cumulative and standards performance data, FSA. Analyzed within the guidelines of the grant to focus on impact on student learning outcomes.

Strategy: Summer Program

Minutes added to school year: 10,000

District supported summer reading academy for identified first and third grade students

Strategy Rationale

To decrease the percentage of students not reaching the proficiency level in all subgroups by providing opportunities for additional instructional practice and remediation.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Sanders, Marsha, sandersm@leonschools.net

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

Appropriate intervention program benchmark assessments, classroom observation tools, various classroom assessments, STAR reports, Pearson Successmaker cumulative and standards performance data.

Strategy: Extended School Day

Minutes added to school year: 10,000

Students attend the Astoria Park Extended Day Enrichment Program (EDEP) in the mornings and afternoons. The EDEP is a supervised environment that offers a variety of educational and fun activities for all of our participants. The EDEP provides the following services: Before and After School, Drop-ins, Teacher Planning Day Camp, Homework Help, Spring Break Camp and Summer Camp. This innovative after-school program addresses several issues including: the rise in obesity and diabetes among children, exposing Astoria's learners to a variety of cultural events, building of self-confidence, and stimulating new interests.

Strategy Rationale

To decrease the percentage of students not reaching the proficiency level in all subgroups by providing opportunities for additional instructional practice and remediation.
To provide safe, engaging, and educationally relevant activities that serve to increase students' sense of "belonging" at school.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Sanders, Marsha, sandersm@leonschools.net

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

Reports on fee payments are analyzed to determine that the EDEP program is being implemented with fidelity.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

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

Astoria Park staff members participate in collaborative learning communities that meet both formally and informally across feeder schools. Astoria Park communicates (flyers, curriculum information, marquee, and telephone conversations) with area day care providers and feeder middle schools. Our pre-kindergarten program is on-site which serves 3, 4 and 5 year olds. Our program includes VPK students and ESE students. During the spring, a kindergarten walk-through is held for incoming kindergarten students, their parents, and area day care centers. Incoming kindergarten students visit kindergarten classes, tour the school, and are invited to eat lunch in the cafeteria. Before the regular school orientation, kindergarten has a special orientation for kindergarten students and their parents to hear about the curriculum, schedule, procedures, expectations, etc. about kindergarten at Astoria Park. An informative kindergarten handbook and other materials are provided to each family. Area daycare centers are invited to bring their upcoming kindergarten students to this event. Fifth grade teachers provide input to middle schools regarding current academic and behavior levels. Fifth grade ESE students actively participate in IEP transition meetings.

b. College and Career Readiness

1. 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

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

N/A

3. 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

4. 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

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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.   30% of grade 5 students scored at the proficient level in science on the 2017 FCAT. The state assessment will stay the same this year for science. Our school goal is to have at least 50% of our 5th grade students score at the proficient level on the 2018 FCAT Science.

G2.   45% of grades 3-5 students scored at the proficient level in ELA on the 2017 FSA. 52% of students with a previous FSA ELA score made learning gains. As we continue with the more complex state measure of English/Language Arts, our school goals for the 2018 Florida Standards Assessment are to meet 54% at proficiency level and 54% at learning gains.

G3.   46% of grades 3-5 students scored at the proficient level in math on the 2017 FSA. 27% of the lowest quartile students scored learning gains on the 2017 FSA. As we continue a more complex state measure of math, our school goal is to have at least 54% of our students proficient in this area on the 2018 Florida Standards Assessment, and at least 54% of our lowest quartile students make learning gains on the 2018 Math FSA.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. 30% of grade 5 students scored at the proficient level in science on the 2017 FCAT. The state assessment will stay the same this year for science. Our school goal is to have at least 50% of our 5th grade students score at the proficient level on the 2018 FCAT Science. `1a`

🔑 G092936

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	50.0

Targeted Barriers to Achieving the Goal `3`

- limited science vocabulary

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Science Fusion and reteaching sequence through ThinkCentral

- Outreach Science programs

- Text Dependent Questioning

- Science Advocate

Plan to Monitor Progress Toward G1. `8`

Science Formative and Summative Assessments; Science classwork completion, ThinkCentral Fusion data, science commitee meeting notes

Person Responsible
Marsha Sanders

Schedule
Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion
Science Baseline, Mid-year Assessments; Weekly and benchmark assessments;

G2. 45% of grades 3-5 students scored at the proficient level in ELA on the 2017 FSA. 52% of students with a previous FSA ELA score made learning gains. As we continue with the more complex state measure of English/Language Arts, our school goals for the 2018 Florida Standards Assessment are to meet 54% at proficiency level and 54% at learning gains. 1a

🔍 G092937

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	54.0
ELA/Reading Gains	54.0

Targeted Barriers to Achieving the Goal 3

- Managing and implementing effective interventions through small groups

Resources Available to Help Reduce or Eliminate the Barriers 2

- Ongoing professional development and support through ELA advocates

- Full time Reading Coach

- New, more rigorous instructional program aligned to new standards

- STAR, AR, AimsWeb Plus, Exact Path, Read Naturally (Read Live)

- Lindamood-Bell Visualizing and Verbalizing, Seeing Stars programs

Plan to Monitor Progress Toward G2. 8

Wonders assessments, STAR reports, AR Diagnostics, AimsWeb, Exact Path

Person Responsible

Jean Pepe

Schedule

Biweekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Wonders assessments (70% and above), STAR reports Level 3, Exact Path mastery progress and benchmark levels

G3. 46% of grades 3-5 students scored at the proficient level in math on the 2017 FSA. 27% of the lowest quartile students scored learning gains on the 2017 FSA. As we continue a more complex state measure of math, our school goal is to have at least 54% of our students proficient in this area on the 2018 Florida Standards Assessment, and at least 54% of our lowest quartile students make learning gains on the 2018 Math FSA. 1a

🔑 G092938

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	54.0
Math Lowest 25% Gains	54.0

Targeted Barriers to Achieving the Goal 3

- Current Math fluency rates of students

Resources Available to Help Reduce or Eliminate the Barriers 2

- On going professional development and support through math advocates

- Go Math and ThinkCentral for standards reports and Personal Math Trainer

- Math fluency computer assissted programs

Plan to Monitor Progress Toward G3. 8

Go Math assessments; Personal Math Trainer and Acaletics reports; RTI meeting minutes as appropriate; Exact Path math progress

Person Responsible

Jean Pepe

Schedule

Biweekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Go Math assessments (70% and above), Successmaker math progress adequate progress and course levels; Go Math assessments; Personal Math Trainer and Acaletics reports; RTI meeting minutes as appropriate

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. 30% of grade 5 students scored at the proficient level in science on the 2017 FCAT. The state assessment will stay the same this year for science. Our school goal is to have at least 50% of our 5th grade students score at the proficient level on the 2018 FCAT Science. [1]

🔑 G092936

G1.B2 limited science vocabulary [2]

🔑 B249275

G1.B2.S1 Students will connect new vocabulary to prior knowledge through increased opportunity to encounter and use the words/concepts across curricular areas and in real life settings. [4]

🔑 S262745

Strategy Rationale

To increase the percentage of students proficient on the science end of year assessments

Action Step 1 [5]

Each Grade Level team will develop and implement hands on science activities that align specifically to their individual grade level standards, and at the cognitive complexity level associated with the standard and item specifications. The hands on science activities will be implemented as part of the regular science instruction and include the opportunity to build background knowledge and vocabulary specific to the grade level standards.

Person Responsible

Marsha Sanders

Schedule

Biweekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Greater number of completed hands-on science projects; science lesson plans, Science assessments; science committee meeting notes, science night participation logs

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

Science committee oversight of science night and implementation of specific science activities tied to standards

Person Responsible

Marsha Sanders

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Science committee meeting minutes; classroom walkthroughs; lesson plans; Science assessments; participation in science family night, field trip logs, science vendor contracts

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

Monitoring of lesson plans and use of classroom walkthroughs; science committee meetings, monitoring of science night participations with follow up to teachers

Person Responsible

Marsha Sanders

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Science committee meeting minutes; lesson plans, classroom walkthroughs; Science assessments; participation in science family night, formative and summative science assessments

G2. 45% of grades 3-5 students scored at the proficient level in ELA on the 2017 FSA. 52% of students with a previous FSA ELA score made learning gains. As we continue with the more complex state measure of English/Language Arts, our school goals for the 2018 Florida Standards Assessment are to meet 54% at proficiency level and 54% at learning gains. 1

🔍 G092937

G2.B2 Managing and implementing effective interventions through small groups 2

🔍 B249278

G2.B2.S1 Target students in need of intervention due to limited decoding, fluency, and comprehension skills 4

🔍 S262746

Strategy Rationale

We must first identify the specific students in need of targeted intervention with these skills.

Action Step 1 5

Grade levels will utilize multiple data points in order to target students that have limited decoding, fluency, and comprehension skills. Collaborative planning sessions will be implemented each week at the team level, and at least once a month at the administrative level.

Person Responsible

Jean Pepe

Schedule

Biweekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

AimsWeb, STAR, AR diagnostics, Pearson Successmaker, Wonders reading assessments and fluency checks

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

Data review meetings with reading coach and administration; collaborative planning sessions

Person Responsible

Jean Pepe

Schedule

Biweekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

AimsWeb, STAR, AR diagnostics, Exact Path, Wonders assessments, Reading Coach logs, grade level meeting minutes, extended planning notes

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

Continued review of intervention reading groups through in class small groups and additional intervention blocks

Person Responsible

Jean Pepe

Schedule

Biweekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

List of targeted students; observation; AimsWeb, STAR, AR diagnostics, Exact Path, Wonders assessments, Reading Coach logs, grade level meeting minutes, extended planning notes

G3. 46% of grades 3-5 students scored at the proficient level in math on the 2017 FSA. 27% of the lowest quartile students scored learning gains on the 2017 FSA. As we continue a more complex state measure of math, our school goal is to have at least 54% of our students proficient in this area on the 2018 Florida Standards Assessment, and at least 54% of our lowest quartile students make learning gains on the 2018 Math FSA. `1`

🔑 G092938

G3.B1 Current Math fluency rates of students `2`

🔑 B249280

G3.B1.S1 Provide targeted, differentiation for students in need of intervention due to limited math fluency rates `4`

🔑 S262747

Strategy Rationale

Identify the specific students in need of targeted math interventions.

Action Step 1 `5`

We will review multiple data points in order to target students that have limited math fluency.

Person Responsible

Jean Pepe

Schedule

Biweekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

FASTTmath progress reports; Go math assessments

Plan to Monitor Fidelity of Implementation of G3.B1.S1 `6`

Review multiple data points in order to target students for intervention and prescriptions

Person Responsible

Jean Pepe

Schedule

Biweekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Go Math assessments; Personal Math Trainer and Acaletics reports; RTI meeting minutes as appropriate; grade level meetings

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

Implementation of intervention math groups and targeted differentiation instruction both whole and small group

Person Responsible

Jean Pepe

Schedule

Biweekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

List of implementation math groups generated by using data, Go Math assessments; Personal Math Trainer and Acaletics reports; RTI meeting minutes as appropriate; grade level meetings

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1 🔑 M368641	Science Formative and Summative Assessments; Science classwork completion, ThinkCentral Fusion...	Sanders, Marsha	8/14/2017	Science Baseline, Mid-year Assessments; Weekly and benchmark assessments;	5/31/2018 monthly
G2.MA1 🔑 M368644	Wonders assessments, STAR reports, AR Diagnostics, AimsWeb, Exact Path	Pepe, Jean	8/14/2017	Wonders assessments (70% and above), STAR reports Level 3, Exact Path mastery progress and benchmark levels	5/31/2018 biweekly
G3.MA1 🔑 M368647	Go Math assessments; Personal Math Trainer and Acaletics reports; RTI meeting minutes as...	Pepe, Jean	8/14/2017	Go Math assessments (70% and above), Successmaker math progress adequate progress and course levels; Go Math assessments; Personal Math Trainer and Acaletics reports; RTI meeting minutes as appropriate	5/31/2018 biweekly
G1.B2.S1.MA1 🔑 M368639	Monitoring of lesson plans and use of classroom walkthroughs; science committee meetings,...	Sanders, Marsha	8/14/2017	Science committee meeting minutes; lesson plans, classroom walkthroughs; Science assessments; participation in science family night, formative and summative science assessments	5/31/2018 monthly
G1.B2.S1.MA1 🔑 M368640	Science committee oversight of science night and implementation of specific science activities tied...	Sanders, Marsha	8/14/2017	Science committee meeting minutes; classroom walkthroughs; lesson plans; Science assessments; participation in science family night, field trip logs, science vendor contracts	5/31/2018 monthly
G1.B2.S1.A1 🔑 A346861	Each Grade Level team will develop and implement hands on science activities that align...	Sanders, Marsha	8/14/2017	Greater number of completed hands-on science projects; science lesson plans, Science assessments; science committee meeting notes, science night participation logs	5/31/2018 biweekly
G2.B2.S1.MA1 🔑 M368642	Continued review of intervention reading groups through in class small groups and additional...	Pepe, Jean	8/14/2017	List of targeted students; observation; AimsWeb, STAR, AR diagnostics, Exact Path, Wonders assessments, Reading Coach logs, grade level meeting minutes, extended planning notes	5/31/2018 biweekly
G2.B2.S1.MA1 🔑 M368643	Data review meetings with reading coach and administration; collaborative planning sessions	Pepe, Jean	8/14/2017	AimsWeb, STAR, AR diagnostics, Exact Path, Wonders assessments, Reading Coach logs, grade level meeting minutes, extended planning notes	5/31/2018 biweekly
G2.B2.S1.A1 🔑 A346862	Grade levels will utilize multiple data points in order to target students that have limited...	Pepe, Jean	8/14/2017	AimsWeb, STAR, AR diagnostics, Pearson Successmaker, Wonders reading assessments and fluency checks	5/31/2018 biweekly
G3.B1.S1.MA1 🔑 M368645	Implementation of intervention math groups and targeted differentiation instruction both whole and...	Pepe, Jean	8/14/2017	List of implementation math groups generated by using data, Go Math assessments; Personal Math Trainer and Acaletics reports; RTI meeting minutes as appropriate; grade level meetings	5/31/2018 biweekly
G3.B1.S1.MA1 🔑 M368646	Review multiple data points in order to target students for intervention and prescriptions	Pepe, Jean	8/14/2017	Go Math assessments; Personal Math Trainer and Acaletics reports; RTI meeting minutes as appropriate; grade level meetings	5/31/2018 biweekly
G3.B1.S1.A1 🔑 A346863	We will review multiple data points in order to target students that have limited math fluency.	Pepe, Jean	8/14/2017	FASTTmath progress reports; Go math assessments	5/31/2018 biweekly

V. Professional Development Opportunities

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

G1. 30% of grade 5 students scored at the proficient level in science on the 2017 FCAT. The state assessment will stay the same this year for science. Our school goal is to have at least 50% of our 5th grade students score at the proficient level on the 2018 FCAT Science.

G1.B2 limited science vocabulary

G1.B2.S1 Students will connect new vocabulary to prior knowledge through increased opportunity to encounter and use the words/concepts across curricular areas and in real life settings.

PD Opportunity 1

Each Grade Level team will develop and implement hands on science activities that align specifically to their individual grade level standards, and at the cognitive complexity level associated with the standard and item specifications. The hands on science activities will be implemented as part of the regular science instruction and include the opportunity to build background knowledge and vocabulary specific to the grade level standards.

Facilitator

Science School Committee and District Advocates

Participants

all science teachers

Schedule

Biweekly, from 8/14/2017 to 5/31/2018

G2. 45% of grades 3-5 students scored at the proficient level in ELA on the 2017 FSA. 52% of students with a previous FSA ELA score made learning gains. As we continue with the more complex state measure of English/Language Arts, our school goals for the 2018 Florida Standards Assessment are to meet 54% at proficiency level and 54% at learning gains.

G2.B2 Managing and implementing effective interventions through small groups

G2.B2.S1 Target students in need of intervention due to limited decoding, fluency, and comprehension skills

PD Opportunity 1

Grade levels will utilize multiple data points in order to target students that have limited decoding, fluency, and comprehension skills. Collaborative planning sessions will be implemented each week at the team level, and at least once a month at the administrative level.

Facilitator

Jessica Caudill and district advocates and developers

Participants

Grade level teams and intervention personnel

Schedule

Biweekly, from 8/14/2017 to 5/31/2018

VI. Technical Assistance Items

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

G3. 46% of grades 3-5 students scored at the proficient level in math on the 2017 FSA. 27% of the lowest quartile students scored learning gains on the 2017 FSA. As we continue a more complex state measure of math, our school goal is to have at least 54% of our students proficient in this area on the 2018 Florida Standards Assessment, and at least 54% of our lowest quartile students make learning gains on the 2018 Math FSA.

G3.B1 Current Math fluency rates of students

G3.B1.S1 Provide targeted, differentiation for students in need of intervention due to limited math fluency rates

TA Opportunity 1

We will review multiple data points in order to target students that have limited math fluency.

Facilitator

Math Acaletics and ThinkCentral Personal Math Trainer

Participants

Grades 3-5, including ESE teachers

Schedule

Biweekly, from 8/14/2017 to 5/31/2018

VII. Budget

1	G1.B2.S1.A1	Each Grade Level team will develop and implement hands on science activities that align specifically to their individual grade level standards, and at the cognitive complexity level associated with the standard and item specifications. The hands on science activities will be implemented as part of the regular science instruction and include the opportunity to build background knowledge and vocabulary specific to the grade level standards.				$700.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0401 - Astoria Park Elementary School	School Improvement Funds		$700.00
			Notes: Family Science Night and supplies for Grade Level Science Experiments and science outreach vendors.			
2	G2.B2.S1.A1	Grade levels will utilize multiple data points in order to target students that have limited decoding, fluency, and comprehension skills. Collaborative planning sessions will be implemented each week at the team level, and at least once a month at the administrative level.				$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

			Budget Focus	Funding Source	FTE	2017-18
			0401 - Astoria Park Elementary School	School Improvement Funds		$1,000.00
			Notes: Comprehension intervention materials			
3	**G3.B1.S1.A1**	**We will review multiple data points in order to target students that have limited math fluency.**				**$800.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0401 - Astoria Park Elementary School	School Improvement Funds		$800.00
			Notes: math fluency programs and professional development on Math Acaletics and Personal Math Trainer			
					Total:	**$2,500.00**