

Belleair Elementary School

1156 LAKEVIEW RD, Clearwater, FL 33756

<http://www.belleair-es.pinellas.k12.fl.us>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Elementary School PK-5	No	%
Primary Service Type (per MSID File)	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	79%

School Grades History

Year
Grade

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). 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 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 three 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 – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- 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 Belleair Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest - Jim Browder	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

Our mission is to provide a safe, supportive learning environment and to create lifelong learners who achieve at least a year or more of learning.

b. Provide the school's vision statement

Our vision is that 100% of our students are achieving at grade level or above in order to be college and career ready.

2. School Environment

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

In order to be culturally responsive to our diverse student population all homeroom classes begin their day by greeting students when they enter the classroom and with a Morning Meeting in order to learn more about the individual students and their backgrounds. Morning Meetings will be held in a circle daily in the first 15 minutes following the "Magic Reading Hour" in all classrooms and in the first 5 minutes of each Specialists class. The Morning Meetings Circles will include the teaching and establishing procedures, including the use of a talking piece and meaningful discussions. In doing so, we are building trust and stronger relationships with our students .

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

During Pre-school, Belleair staff will be trained in building and maintaining a positive classroom culture (i.e. Restorative Circles, Mission statements, My Job Your Job, What does a CHAMPs line look like, what does reading group look like?, What does a math group look like and sound like?) Monthly PBIS/RIT meetings will be held to review behavior gradebook data, STOIC data to review core classroom behavior management practices.

Belleair Elementary Administrators go on the morning news every day and reiterate the school-wide expectations. Administrators and teachers are highly visible around the campus. We also have signage that reminds students of the expectations in different areas of the campus. Students are escorted to their dismissal locations which allows for supervision until they leave campus. Students are greeted by adults as well as their classroom teacher when they arrive at school.

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

School-wide expectations are communicated through the Belleair Elementary Guidelines for success or Belleair's B.E.S.T.: Be Responsible, Exhibit Kindness and Respect, Show Trustworthy Behavior, Try your Best. The behavior expectations in support of the Guidelines for Success are displayed on posters in the hallways, media center, cafeteria and front office. Expectations, procedures and processes are developed and explicitly taught and re-taught for each area. Students are praised and may receive "Tiger Bucks," when they meet and/or exceed expectations. "Tiger Bucks" are used as

currency at the school store and to attend monthly celebrations as part of PBIS.

On the first day of school, Guidelines for Success, as well as classroom and common area expectations are modeled and taught by administrators at grade level assemblies. Expectations are re-taught and modeled for the students at monthly assemblies.

In addition, each week every classroom teacher selects a "Tiger Roar" student who is meeting the Guidelines for Success. The student meets with an administrator and is praised and receives a small gift. The expectation is that each student receives a minimum of one "Tiger Roars" in a school year. There are also monthly character traits that are shared on the school-wide morning news and reviewed in character lessons given by the classroom teachers and School Counselor. A student from each class who exhibits the character trait in a particular month, is recognized with a Character Award at a monthly school-wide assembly.

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

Each teacher will have a classroom management plan with rules that are constructed collectively and based upon the Guidelines for Success (Be Responsible, Exhibit Kindness & Respect, Show Trustworthy Behavior, Try Your BEST).

All classroom teachers will conduct morning circles to teach expectations, resolve conflicts, manage their emotions, and learn empathy skills throughout the school year.

School counselor will align the monthly character trait with skill streaming skills to view on the daily news. Through the use of Class Meetings during the Health Block, our students have the opportunity to discuss their feelings and how to utilize these character traits in their actions. Monthly Tiger Assemblies are held to recognize students who are making positive choices as it relates to the Character Trait of the Month. Tiger Bucks, Weekly Positive Referrals, PAW Mart, and monthly PBS Parties. Students are able to use Tiger Bucks to purchase items at PAW Mart and attend monthly PBS celebrations. Tiger Roars are given weekly by each classroom teacher to a student in the class. The Tiger Roar provides the student with a positive note home and positive feedback from school administration.

Teachers and staff will receive ongoing professional development in Cultural Responsive Teaching Practices and Restorative Practices. In addition, when students do not meet behavioral expectations, administration work with teachers and staff to restore the damaged relationships and community as well as keep the student in the classroom and school if at all possible.

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

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
 - One or more suspensions, whether in school or out of school
 - Did not earn a passing grade (D, or above) in English Language Arts or mathematics
 - A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics- including 3rd grade students in the lowest quintile.
- *Number of students retained

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	37	37	31	32	22	25	0	0	0	0	0	0	0	184
One or more suspensions	0	1	0	1	0	1	0	0	0	0	0	0	0	3
Course failure in ELA or Math	0	3	13	23	13	13	0	0	0	0	0	0	0	65
Level 1 on statewide assessment	0	0	0	33	40	27	0	0	0	0	0	0	0	100

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	5	1	3	3	11	9	0	0	0	0	0	0	0	32

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

- *Jan Richardson's Guided Reading Routine - differentiated small reading and writing instructional model
- *Measures of Academic Progress will be used and monitored bi-weekly in math as a formative tool to drive instruction and provide timely and meaningful feedback to instructional staff
- Math Small group instruction -differentiated small group math intervention
- *ST Math - computer based differentiated program
- *LLI- Leveled literacy small group intensive reading instruction
- iStation- a tiered computer based reading program used to increase reading and comprehension skills
- *Nemours- reading program for primary students that is used in small group reading intervention time
- *Words Their Way- vocabulary routine that is used in classrooms during ELA block
- *These programs are progressed monitored with fidelity and discussed at SBLT. Data collection will be shared and ongoing.
- Regular monitoring support from the district Area Superintendent

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 available at the school site.

2. Description

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

Big Brother Big Sisters, local churches, and our local Rotary Clubs Community representatives from the Belleair Rotary are members of our SAC. Teachers send student made thank you's throughout the years to our community members including 3rd grade thank you's to the Rotary for the dictionaries given to all 3rd graders. The volunteer coordinator is funded through Title 1 and assists in working with our community partners and recognizing them throughout the year including an end of the year awards recognition.

Last year we began the Belleair Elementary Community Coalition (BECC) with the purpose of developing collaborative community partnerships to improve instruction and the effectiveness of parental involvement activities. We engaged in mass home visits of every child in the school. This year, we have refined our process and are inviting our families to a Welcome Back Picnic at the Ross Norton Community Center on 8/8/2017 in the evening. We learned that many of our families were not home throughout the day, so we are flexing our time to better meet the needs of our school community.

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
Griffin, Tabitha	Principal
Kelly, Renee	Assistant Principal
Thompson, Ryan	Instructional Coach
Pellerin, Stacey	Teacher, K-12
Love, Brittany	Teacher, K-12
Mitchell, Bridget	Psychologist
Albritton, Tracy	Teacher, K-12
DeHaan, Heather	Attendance/Social Work
Begin, Sarah	Teacher, K-12
Cinelli, Gabrielle	Teacher, K-12
Mills, Amanda	Teacher, K-12
Tice, Jennifer	Teacher, K-12
Miller, Tiffany	Teacher, K-12

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 meets weekly to discuss school wide data, next steps, current calendar activities, planning for professional development, staff and school wide concerns and to plan for follow up on all required processes and instruction for students. Renee Kelly, the assistant principal, acts as the Learning Specialist for the school. She attends monthly district Learning Specialist training covering all curriculum and returns to share this information through monthly Professional Development school meetings. In addition she works with the Principal to hold weekly walkthroughs in classrooms and utilizes this time to share just in time PD or to line up support for classroom teachers with the curriculum coaches. He schedules and organizes all district and state assessments and the

required accommodations. Ryan Thompson, MTSS Coach disaggregates data and assists in supporting Tier 2 and Tier 3 students and leads team in planning for weekly SBLT agenda.

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

During the Summer, Administrators met to to analyze all school wide data from the previous school year, and use that information to create equitable class lists. During Preschool 2017- 2018, the Leadership Team will share the school's data and follow established process for looking over the data and identifying strengths, weakness and goals for the upcoming school year. The grade level teams will analyze the MAP, FSA, and WIDA data to determine the grade level standards that have not been mastered and form reading groups to meet students' needs. The MTSS Coach will give each team leader RR, MAP, WIDA, and FSA data from the previous spring and a data disaggregation tool (scattergram) to recognize patterns and to begin organizing student data for grouping and differentiation. The teachers along with the MTSS and Literacy Coaches and Leadership Team will use the data to organize students into small groups and to plan instruction to match the needs of the students. During this PreSchool week, the Leadership Team will work with all Resource Teachers (ESE, ESOL, LLI, and Title 1 Hourly Teachers) to create a master resource schedule to make sure that all instructional time is purposely planned for and matches the needs of the students. The teachers then will work with the MTSS and Literacy coaches and classroom teachers to determine which resources/interventions/strategies would best support the needs of the students. As instruction begins teachers are given a schedule for turning in routine Progress Monitoring on Reading, Math and Science. The Leadership Team, classroom teachers and the SBLT regularly analyze the OPM data to determine if groupings, resource support or interventions need to be changed to better meet the needs of the students. The Leadership Team meets weekly as a team, meets with SBLT each week and meets weekly with a selected grade level PLC to discuss progress and any needs for students and required resources, etc. The MTSS coach is responsible for coordinating this process and in organizing and sharing the data with SBLT and the Leadership team at the weekly meetings.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Priscila Rodriguez	Teacher
Lothar Erdtmann	Business/Community
Tabitha Griffin	Principal
Tracy Albritton	Teacher
Keisha Bryant	Parent
Johanna Collazo	Parent
Jose Correa	Parent
Teonna Tucker	Business/Community
Marleny Gonzalez	Parent
Luis Baez Munoz	Education Support Employee

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

Members will review the goals and the end of the year test data and provide feedback and possible next steps..

b. Development of this school improvement plan

SAC assisted in developing the focus of the Advisory Council, how the funds are allocated, and reviewing academic data. SAC will focus on increasing literacy scores increasing the engagement of students and families and reviewing school data.

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

Reviewed and provided feedback and input.

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

- Translators at evening events \$200
- Staff Professional Development \$1300
- Dinner and renting community facilities \$2,135
- Materials/books/prizes for attendance at school events \$500
- PBS prizes (PAW Mart, Tiger Roars, PBS Celebrations) \$1200

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
Griffin, Tabitha	Principal
Kurleman, Stephanie	Teacher, K-12
Love, Brittany	Teacher, K-12
Center, Laura	Teacher, K-12
Rubino, Ramona	Teacher, K-12
Miller, Tiffany	Teacher, K-12
Moses, Jami	Teacher, K-12
Pellerin, Stacey	Teacher, K-12

b. Duties

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

The Literacy Leadership Team supports the literacy activities within the school. They are responsible for coordinating a variety of Literacy based parent engagement activities including, the Book Fair, Battle of the Books, Holiday Break Reading Challenges, Reading Under the Stars, and support of the School Improvement Initiatives.

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

Our schedule has been created to allow daily common planning time between grade level teachers. Each grade level team is required to schedule a weekly collaborative planning times and a weekly grade level PLC (all PLC's are on Wednesday during planning). We have also scheduled time for weekly collaboration with classroom teachers and Just in Time content based coached and school-based Literacy and MTSS coaches. We have also included in our Title I Plan, time each month for teachers to engage in Professional Development and collaboratively plan for 3 hours after school each month. We encourage and support teachers to observe their peers modeling Best Practices within their classrooms. During monthly Curriculum Meetings we lead the staff with Team building activities. Our administrators display Random Acts of Kindness in which we honor and thank our teachers throughout the year for their dedication and hard work. Our Hospitality Committee holds monthly after school get togethers and twice a year celebrations to promote positive relationships.

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

Interview questions are developed that reflect a blend of the proficiency on the FEAP, and the Haberman techniques. Prospective candidates are selected based upon their having the necessary qualifications at the time of the interview (i.e. ESOL Endorsement, ESE certification, Elementary Education K-6, etc.) Each new teacher is given the PD that supports our school improvement plan that the current staff received and currently utilize such as Jan Richardson small group, Classroom Discussions, ST Math ,etc. MTSS Coach, ELA, Math, and Science Coaches and the Curriculum Specialist support new teachers as need arises. Experienced teachers are provided opportunities for growth through Leadership experiences such as being a Team Leader, sharing PD with the staff, mentoring, etc.

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

We provide mentors to all first year teachers as well as struggling teachers and teachers new to Belleair. We have a Lead Mentor who is responsible for ensuring that mentors meet with the new/developing teachers and facilitates the monthly meetings centered around school and district processes. This will include information on the SIP and how to implement and the creation of PMP's for students. All new/developing teachers are paired with teachers who have demonstrated effective teaching at their grade level.

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

All classroom teachers utilize the district provided content and curriculum guides for each subject. The expectation is that all instruction is aligned to the Florida Standards, is student centered, and has the appropriate level of complexity and student autonomy.

During Pre-school, all staff will receive training in guided reading and push in staff members will receive training on LLI. Kindergarten Teachers will be trained in the use of Nemours. During the intervention hour, classroom teachers meet with small guided reading groups (2-3 rotations). Push in staff member meet with 1 group, while other students are engaged in reading and writing centers designed for differentiation and practice (including IStation).

- Each classroom teacher will conduct small group instruction and will also have an additional teacher “pushed in” for 30 minutes of that hour. These “push in” teachers will spend ½ hour in two classrooms. Principals should divide the number of classroom teachers by two to determine the number of staff they will need for push-in services during the extended hour. It is recommended that the push-in teachers service the same grade level.

Teachers submit weekly lessons plans and post their Flow of the Day, current learning target, scale and how they plan to formatively assess. Using the Marzano iObservation tool, administrators conducts periodic walk-throughs to ensure rigorous standard based and student centered instruction (i.e. anchor charts, student work samples, rubrics, scales, etc...) Specific, actionable feedback is then provided to the teacher.

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 will utilize various forms of data including but not limited to, FSA, MAP, Formative Assessments, Running Records, student work samples, and OPM data to monitor current student performance. Data chats will be held monthly beginning in August to develop a plan of action for addressing the differentiated needs of each student. We will continue to ensure that the rigor of instruction aligns with the complexity level of the standards. Student engagement and explicit instruction of content area vocabulary will be integrated in the ELA block.

We use item analysis of district common assessments (MAP) and OPM to determine which standards need to be retaught to individuals, small groups of students, or the whole class. We also use data to group students in Tier 2 or Tier 3 groups and determine who will receive additional instruction from the classroom teacher, an ESOL Teacher, or a Title I Hourly Teacher.

Our teachers routinely use formative assessments with the students during class instruction to ensure differentiation of instruction. MFAS tasks and OPM are utilized during Math instruction to assist in determining focus for Math remediation, enrichment and differentiation .

MAP Science Assessment and diagnostic will be used to determine current Science proficiency levels. This data will be used to determine focus of instruction, extended learning opportunities and for remedial small group instruction within the classrooms and assignments on Think Central online lessons. In all grades, Literacy teachers utilize Science CA and/or classroom assessment data to strategically select non-fiction books for use in guided reading instruction. We will also utilize Science Flix to give students multiple exposure to previously taught content.

Students work with their individual data through the use of portfolios. The students routinely update their core subject data and set goals and action plans based on this data with scales aligned to academic standards. The students are continuously instructed in the use of these scales in order to understand what they need to know to be proficient on these standards and what is lacking if they are not proficient.

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: After School Program

Minutes added to school year: 6,750

Small, teacher directed skill groups, independent reading with accountability, and technology rotations utilizing iReady, ST Math, and MyOn,.

Strategy Rationale

Computer based programs engage students' learning process and meets the needs of all the students learning styles and incorporates technology into the learning environment. The purpose is to remediate deficiencies and/or enhance current proficiency in core subjects.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Miller, Tiffany, millertiff@pcsb.org

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

Running records, pre/post iReady data, DAZE probes, and MAP/District Common Assessments will be used to compare the results of the students who are not participating in the program.

Strategy: Extended School Day

Minutes added to school year: 3,600

Title 1 Computer Take Home program. Students are assigned district laptops to take home and provided opportunities for affordable Internet access in order to increase time on Reading, Math and Science sites.

Strategy Rationale

To extend learning opportunities for students in core subjects through the use of technology.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Kurleman, Stephanie, kurlemans@pcsb.org

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

I Station and St Math completion and comparative CA scores with non computer students.

Strategy: Extended School Year

Minutes added to school year: 7,200

Four days per week, 5 hours per day instruction for Kindergarten through 4th graders in Literacy, Math, and Science. The 3rd Grade Retained students focus on Reading for all 5 hours.

Strategy Rationale

The purpose of the Summer Bridge program is remediate the deficiencies of struggling students and prevent further loss of instruction over the summer for all students.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

Pre and Post Tests are administered at the beginning and end of Summer, as well as SAT 10 tests for retained 3rd grade students.

Strategy: After School Program

Minutes added to school year: 1,200

STEM after school program for 4th-5th graders meeting once a week for 60 minutes.

Strategy Rationale

Provides hands on Science and Technology experiences utilizing robotics, simple machinery, and hands on materials to enrich students' scientific knowledge.

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

Cascone, Deborah , casconed@pcsb.org

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

Science Common Assessment and State Science Assessment (SSA) data will be analyzed and compared against students that are not participating in the program.

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

We host a variety of events to provide the means for students to transition from VPK to Kdg and 5th to 6th: We provide an orientation visit for local preschools to visit our Kindergarten program and receive Kindergarten packets to familiarize them with Kindergarten expectations. We also host a Kindergarten Roundup in January that gives our incoming parents to come and learn about the Kindergarten expectations, tour the school, and pre-register for the upcoming school year. Our 5th grade teachers articulate with our Middle schools to best understand how to prepare our students for Middle School and visits by area Middle schools are arranged.

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**
- 2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs**
- 3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement**
- 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**

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.** If we provide standards based instruction with fidelity using Florida Standards and appropriate level of rigor then students will make gains in all content areas.
- G2.** By developing and sustaining a healthy, respectful, caring and safe learning environment for students, staff, and community members, we will engage in wellness efforts through the Alliance for a Healthier Generation's Healthy Schools Program working towards Silver Level Recognition becoming eligible in 5 out of 6 Assessment Modules.
- G3.** If we provide standards based instruction with fidelity and support for our African American students in the areas of reading, math, and science, then we will increase the percentage of African American students scoring proficiently in Reading to 50% (current performance is 19%), Math by 18% (current performance is 32%), and Science by 15% (current performance is 25%) as measured by the LAFS, MAFS, and State Science Assessment.
- G4.** Increase the ethnic and gender parity for students who receive discipline referrals, communication forms, suspensions, and who achieve academic honors, to align with the demographic make-up of the school population.
- G5.** Decrease number of student absences to a total of 95% of school population (2016-2017 was 93.9%) and 5% or less of the student population tardy for the 2017- 2018 school year.
- G6.** Increase percentage of students performing proficiently in Science to 55%, as measured by Science Lab post assessments, SLAG's, and the SSA. During the 2016-2017 school year the percentage performing proficiently was 50%.
- G7.** Increase percentage of students performing proficiently in Math to 70%, as measured by the MAP, OPM's, and Unit Assessments. The percentage proficient in 2016-2017 was 53%.
- G8.** Increase percentage of students performing proficiently in reading to 50% as measured by MAP, ELA Reading and Writing Rubrics, and the ELA FSA assessment. The percentage proficient from 2016-2017 was 32%.

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. If we provide standards based instruction with fidelity using Florida Standards and appropriate level of rigor then students will make gains in all content areas. 1a

G089510

Targets Supported 1b

Indicator	Annual Target
School Grade - Percentage of Points Earned	54.0
FSA ELA Achievement	50.0
FSA Mathematics Achievement	70.0
FSA Science Achievement	55.0

Targeted Barriers to Achieving the Goal 3

- Teachers are in the process of understanding Florida Standards and delivery of instructional practices
- Not having appropriate strategies (ELL, ESE, etc)

Resources Available to Help Reduce or Eliminate the Barriers 2

- Money for Professional Development (See Title I budget)
- District Wide Training/Professional Development available
- Full time ELA, MTSS Coaches, and Technology Technician
- Online lesson planning software program-planbook.com
- Jan Richardson, LLI, and MAP training
- TDE's for teachers to work with coaches, observe peers and plan highly effective lesson content
- District support - Teaching and Learning
- District Science Coach

Plan to Monitor Progress Toward G1. 8

Student academic, attendance, and behavior data

Person Responsible

Ryan Thompson

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Bi-weekly assessment data, MAP data, formative assessment data, Science Lab data, module assessments

G2. By developing and sustaining a healthy, respectful, caring and safe learning environment for students, staff, and community members, we will engage in wellness efforts through the Alliance for a Healthier Generation's Healthy Schools Program working towards Silver Level Recognition becoming eligible in 5 out of 6 Assessment Modules. 1a

G089007

Targets Supported 1b

Indicator	Annual Target
School Climate Survey - Staff	6.0

Targeted Barriers to Achieving the Goal 3

- Staff is not aware of the requirements to reach bronze or silver level.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Healthy Schools Team
- Wellness Champion
- Health Moodle Site
- Cafeteria Manager
- PE Teachers

Plan to Monitor Progress Toward G2. 8

Person Responsible

Schedule

Evidence of Completion

G3. If we provide standards based instruction with fidelity and support for our African American students in the areas of reading, math, and science, then we will increase the percentage of African American students scoring proficiently in Reading to 50% (current performance is 19%), Math by 18% (current performance is 32%), and Science by 15% (current performance is 25%) as measured by the LAFS, MAFS, and State Science Assessment. **1a**

G089008

Targets Supported **1b**

Indicator	Annual Target
School Grade - Percentage of Points Earned	54.0
ELA Achievement District Assessment	50.0
Math Achievement District Assessment	50.0
Science Achievement District Assessment	50.0

Targeted Barriers to Achieving the Goal **3**

- Ineffective process of identifying students falling under the EWS indicators
- Trauma interferes with student engagement in instructional activities.

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

- Child Study Team Guidance Counselor Social Worker

Plan to Monitor Progress Toward G3. **8**

Attendance, Behavior, and Report Card Grades will be reviewed and monitored throughout the year to determine progress toward the goal.

Person Responsible

Ryan Thompson

Schedule

Quarterly, from 10/10/2017 to 5/24/2018

Evidence of Completion

The spreadsheet of attendance, behavior, and report card grades will be disaggregated to show that monitoring is happening.

G4. Increase the ethnic and gender parity for students who receive discipline referrals, communication forms, suspensions, and who achieve academic honors, to align with the demographic make-up of the school population. 1a

G089009

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement - Black/African American	50.0

Targeted Barriers to Achieving the Goal 3

- Fidelity of teaching behavior expectations, including the classroom expectations, are aligned to the school wide expectations, and completed with fidelity.
- School culture and climate that may not embrace cultural sensitivity and trauma.
- Students are not receiving enough physical activity to boost their academic performance and behavior.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Rtl Behavior Coach
- Guidance Counselor
- Social Worker
- Positive Behavior Support Plan
- Administration
- PBS Team
- Classroom Teachers
- District Support through PBS Program
- Business Partner(s)

Plan to Monitor Progress Toward G4. 8

The PBIS Team will monitor the progress of goal through monthly PBS, SBLT, and Student Service Committee meetings and the agendas

Person Responsible

Ryan Thompson

Schedule

Monthly, from 8/30/2017 to 5/24/2018

Evidence of Completion

Agendas for PBS Committee Meetings, SBLT, and Student Service Meetings.

G5. Decrease number of student absences to a total of 95% of school population (2016-2017 was 93.9%) and 5% or less of the student population tardy for the 2017- 2018 school year. 1a

G089010

Targets Supported 1b

Indicator	Annual Target
Chronic Absenteeism	95.0

Targeted Barriers to Achieving the Goal 3

- Family engagement and support of attendance policies.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Social Worker
- CST Team
- Business Partner
- DMT
- District Attendance Specialist
- Guidance Counselor
- Administrative Team

Plan to Monitor Progress Toward G5. 8

The CST Team will graph the data and analyze the trends regarding attendance.

Person Responsible

Heather DeHaan

Schedule

Monthly, from 9/20/2017 to 5/24/2018

Evidence of Completion

Attendance Records, CST Minutes

G6. Increase percentage of students performing proficiently in Science to 55%, as measured by Science Lab post assessments, SLAG's, and the SSA. During the 2016-2017 school year the percentage performing proficiently was 50%. 1a

G089011

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	55.0

Targeted Barriers to Achieving the Goal 3

- Fidelity of differentiated standards based instruction to meet the needs of learners
- Assessment data is not being used to drive instruction

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Coach
- ESOL Teachers
- VE Teachers
- Intervention materials
- Data Specialist
- Professional Development
- Technology
- Library Media Specialist
- Cross curricular materials
- Extended Learning
- Think Central
- Science Lab

Plan to Monitor Progress Toward G6. 8

The administrative team will review iObservation data as well as performance data in Science.

Person Responsible

Tabitha Griffin

Schedule

Biweekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

iObservation data, common assessment results, formative and intermediary assessments.

G7. Increase percentage of students performing proficiently in Math to 70%, as measured by the MAP, OPM's, and Unit Assessments. The percentage proficient in 2016-2017 was 53%. 1a

G089012

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	70.0

Targeted Barriers to Achieving the Goal 3

- Teachers lack understanding of the knowledge level required to meet the complexity of the standard.
- Assessment data is not being used to drive instruction and reteach deficient standards.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Title I Hourly Teachers
- I Ready
- ST Math
- ESOL Teachers
- VE Teachers
- Intervention materials
- MTSS Academic Coach
- Professional Development
- Technology Technician
- Promise Time
- District Just In Time Coaches

Plan to Monitor Progress Toward G7. 8

Lesson plans, formative assessment data, common assessment data, including disaggregated data from students who attend STEM and Promise Time programs. Agenda from monthly articulation and planning meetings.

Person Responsible

Tabitha Griffin

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

PLC Minutes, SBLT Minutes, Data Chat notes

G8. Increase percentage of students performing proficiently in reading to 50% as measured by MAP, ELA Reading and Writing Rubrics, and the ELA FSA assessment. The percentage proficient from 2016-2017 was 32%. 1a

G089013

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	50.0

Targeted Barriers to Achieving the Goal 3

- Lack of fidelity in small group instruction
- Assessment data is not being used to drive instruction
- Fidelity to the rigor of the standards that includes academic vocabulary and small group instruction that is differentiated to meet the needs of learners.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Title I Hourly Teachers
- Literacy Coach
- I Station
- Jan Richardson Guided Reading
- Literacy Footprints Kits
- ESOL Teachers
- VE Teachers
- Intervention Materials
- Data Specialist
- Professional Development
- Technology
- Library Media Specialist
- Cross Curricular Materials
- Promise Time

Plan to Monitor Progress Toward G8. 8

ELA data, Running Records, Monthly Progress Monitoring on the standards, Journal entries and rubric scores.

Person Responsible

Brittany Love

Schedule

Biweekly, from 8/28/2017 to 5/24/2018

Evidence of Completion

SBLT and PLC Minutes, OPM data-monitoring documents. ISM visit data and feedback

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

 = Problem Solving Step  S123456 = Quick Key

G1. If we provide standards based instruction with fidelity using Florida Standards and appropriate level of rigor then students will make gains in all content areas. 1

G089510

G1.B1 Teachers are in the process of understanding Florida Standards and delivery of instructional practices 2

B238478

G1.B1.S1 Increase teacher knowledge and delivery of standards based instruction 4

S251545

Strategy Rationale

Teachers need to increase their knowledge of standards/benchmarks in order to provide rigorous and engaging standards based instruction.

Action Step 1 5

Attend site based professional development that is embedded and differentiated based on teacher need

Person Responsible

Tabitha Griffin

Schedule

Biweekly, from 8/2/2017 to 5/24/2018

Evidence of Completion

Sign in sheets from meetings, walk throughs, coaches logs

Action Step 2 5

Participate in district wide module roll outs, unpacking of standards, and collaborative planning sessions

Person Responsible

Tabitha Griffin

Schedule

Every 6 Weeks, from 8/2/2017 to 5/24/2018

Evidence of Completion

Professional Learning rosters, walkthroughs, lesson plans

Action Step 3 5

Participate in weekly grade level collaborative planning sessions with coaches

Person Responsible

Renee Kelly

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Administrative walkthroughs, lesson plans and coaches logs

Action Step 4 5

Implement standards based lessons developed in collaborative planning sessions with coaches

Person Responsible

Tabitha Griffin

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Administrative walkthroughs, iObservation, coaches logs

Action Step 5 5

Participate in coaching cycle based on teacher need and/or administrative requests as needed

Person Responsible

Tabitha Griffin

Schedule

Biweekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Administrative walkthroughs

Action Step 6 5

Teachers use ongoing, formative assessment data to plan differentiation, intervention, and scaffold instruction to increase student performance.

Person Responsible

Renee Kelly

Schedule

Daily, from 8/2/2017 to 5/24/2018

Evidence of Completion

Bi-weekly assessment data, Tier 2 and Tier 3 data, iStation data, ST Math completion data, Science Lab data

Action Step 7 5

Teachers will develop and implement a 5th grade standards review plan based on data from the 3rd/4th grade Review Diagnostic Assessment, as well as implement consistent science lab usage in grades 2-5.

Person Responsible

Tabitha Griffin

Schedule

Biweekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Science lab pre and post data, beginning, middle, and end of year diagnostic data.

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

Conduct walkthroughs, engage in data chats with teachers, attend PLC's where Science Lab and the Diagnostic Review test is created and reviewed.

Person Responsible

Tabitha Griffin

Schedule

Monthly, from 8/21/2017 to 5/24/2018

Evidence of Completion

Lesson plans (planbook.com), PLC minutes, Data chat notes, Coaches logs, Science lab data, Diagnostic test data

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

Teachers plan collaboratively with reduced coach support and delivery of instruction that is standards based which includes student centered learning.

Person Responsible

Tabitha Griffin

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Administrative walkthroughs, coaches logs, ISM Feedback

G1.B2 Not having appropriate strategies (ELL, ESE, etc) 2

B238479

G1.B2.S1 Grouping and instruction for ELs is based on ELs' current language proficiency levels. 4

S252552

Strategy Rationale

Grouping similar language ability proficiency levels and providing instruction that is based on those levels will allow EL's to fully engage with, and achieve rigorous grade level academic content standards, while being supported in developing and using authentic language.

Action Step 1 5

Teams will strategically create classes where students requiring ESE and ESOL services are placed in the master schedules first in order to optimize service delivery.

Person Responsible

Renee Kelly

Schedule

On 7/27/2017

Evidence of Completion

Class lists that show students that are grouped by student specialization and data; Master Schedule

Action Step 2 5

Provide opportunities for professional learning on the use of the WIDA Can Do Approach and the use of Thinking Maps for all teachers.

Person Responsible

Erin Delong

Schedule

Monthly, from 8/7/2017 to 5/24/2018

Evidence of Completion

PD Sign In Sheets

Action Step 3 5

Teachers explicitly teach academic vocabulary, model academic, high-level English, and encourage ELs to respond and communicate their own thinking using discipline-specific language.

Person Responsible

Tabitha Griffin

Schedule

Daily, from 8/14/2017 to 5/24/2018

Evidence of Completion

iObservation/walkthrough data, ISM Feedback, lesson plans

Action Step 4 5

ESOL, ESE, and classroom teachers collaborate and co-plan utilizing the language proficiency data, CAN Do Descriptors, ELLevation reports, and formative assessment data to provide differentiated instruction that is aligned to grade-level standards and/or IEP goals.

Person Responsible

Tabitha Griffin

Schedule

Biweekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Bi-weekly assessment data, PLC Minutes, lesson plans

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

Teachers plan collaboratively with ESOL and ESE strategies at the forefront of lessons and delivery of lessons.

Person Responsible

Tabitha Griffin

Schedule

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

Evidence of Completion

Bi-weekly assessment data, MAP data

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

Lesson plans will be reviewed and administrators will attend collaborative planning sessions to ensure that effective collaboration is happening.

Person Responsible

Tabitha Griffin

Schedule

Biweekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Meeting minutes, lesson plans

G2. By developing and sustaining a healthy, respectful, caring and safe learning environment for students, staff, and community members, we will engage in wellness efforts through the Alliance for a Healthier Generation's Healthy Schools Program working towards Silver Level Recognition becoming eligible in 5 out of 6 Assessment Modules. 1

G089007

G2.B1 Staff is not aware of the requirements to reach bronze or silver level. 2

B236908

G2.B1.S1 Hospitality and Wellness Committee will collaborate with food service staff on nutrition awareness lessons and ways to live stronger, healthier lives. 4

S249606

Strategy Rationale

Collaboration and implementing at least 3 nutrition ideas will launch us to Silver level in 6 out of 6 areas.

Action Step 1 5

For 2017-18, the Healthy School Team will review all assessment items to determine the most feasible item(s) to improve in Nutrition Services to achieve silver recognition level, and then develop an action plan for that item(s) by November 2017.

Person Responsible

Erin Younger

Schedule

Quarterly, from 8/30/2017 to 4/25/2018

Evidence of Completion

Healthy Schools Team will provide minutes from their meetings and an action plan of how they will share this information with the entire staff. By April 25, 2017, the Healthy School Team will edit the school's Healthy Schools Program Assessment in the action plan item(s) to document improvement/achievement of the Nutrition Services module that is now eligible for national recognition.

Action Step 2 5

The Hospitality and Wellness Committee will schedule monthly wellness activities for staff, students, and/or families.

Person Responsible

Ramona Rubino

Schedule

Monthly, from 9/5/2017 to 5/24/2018

Evidence of Completion

Meeting Sign In sheets

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

The Healthy Schools Team will login to the Alliance for a Healthier Generation website to review the suggested activities and share them with the staff for implementation.

Person Responsible

Ramona Rubino

Schedule

Quarterly, from 8/30/2016 to 4/25/2017

Evidence of Completion

Meeting minutes, pictures from the lessons, copies of thank you letters from the students to the nutrition staff.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Instructional staff and nutrition services staff will be provided a survey upon completion of their lessons to share their opinions on the effectiveness of the collaboration and what could be done to improve the process.

Person Responsible

Ramona Rubino

Schedule

Quarterly, from 8/30/2016 to 4/25/2017

Evidence of Completion

Survey results

G3. If we provide standards based instruction with fidelity and support for our African American students in the areas of reading, math, and science, then we will increase the percentage of African American students scoring proficiently in Reading to 50% (current performance is 19%), Math by 18% (current performance is 32%), and Science by 15% (current performance is 25%) as measured by the LAFS, MAFS, and State Science Assessment. **1**

G089008

G3.B1 Ineffective process of identifying students falling under the EWS indicators **2**

B236910

G3.B1.S1 Provide training to school leadership teams including teacher leaders on using early warning data to monitor and support black students and their families with personal learning plans for each student at risk based on early warning data. **4**

S249607

Strategy Rationale

Once the leadership team has been trained on what the Early Warning Data consists of, they will know which students to provide additional support.

Action Step 1 **5**

Provide training for the leadership team on how to extract Early Warning data.

Person Responsible

Tabitha Griffin

Schedule

Semiannually, from 8/22/2017 to 5/24/2018

Evidence of Completion

Meeting sign in sheets, SBLT agenda

Action Step 2 **5**

Schedule and create agendas for data review and planning for actions based upon EWS data.

Person Responsible

Michelle Morehouse

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Agenda and Meeting minutes

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

Early Warning Systems data will be reviewed every 6 weeks at the SBLT Meeting.

Person Responsible

Ryan Thompson

Schedule

Every 6 Weeks, from 8/22/2017 to 5/22/2018

Evidence of Completion

Minutes from the SBLT Meeting will show evidence that the data was reviewed and discussed and if the strategy is effective.

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

Behavior, grades, and attendance data will be monitored to see if the strategy is effective.

Person Responsible

Ryan Thompson

Schedule

Biweekly, from 9/8/2017 to 5/24/2018

Evidence of Completion

Attendance, academic, and behavior data will be collected and will be reflected in the Student Services and/or SBLT minutes.

G3.B1.S2 Implement effective intervention strategies based on the close monitoring of personal learning plans. 4

 S253231

Strategy Rationale

If we provide extra support to our African American students, and families, then children will increase their proficiency in the areas of reading, math, and science.

Action Step 1 5

Assign each African American student who scored at a Level 1, in the lowest quintile (3rd Graders), or in the lowest level on MAP, a mentor or a Check In Check Out partner to meet with the student and create then review their personal learning plan.

Person Responsible

Ryan Thompson

Schedule

Quarterly, from 8/4/2017 to 3/23/2018

Evidence of Completion

Spreadsheet detailing the pairing of mentors and students

Action Step 2 5

Schedule time for mentors to meet with their mentee weekly to review their personal learning plan.

Person Responsible

Tabitha Griffin

Schedule

Quarterly, from 8/22/2017 to 5/24/2018

Evidence of Completion

Completed weekly schedule with mentors and mentees identified

Action Step 3 5

Provide teachers with real time data and schedule frequent review sessions.

Person Responsible

Ryan Thompson

Schedule

Weekly, from 8/4/2017 to 5/24/2018

Evidence of Completion

Spreadsheet with updated student data sent out to staff weekly.

Action Step 4 5

Person Responsible

Schedule

Evidence of Completion

G3.B3 Trauma interferes with student engagement in instructional activities. 2

B236912

G3.B3.S1 Teachers integrate Trauma Informed Care into instructional practices. 4

S249611

Strategy Rationale

If teachers use trauma informed practices, students will be able to engage more effectively with instruction.

Action Step 1 5

Training in Trauma Informed Practices will be provided to all instructional staff members during pre-planning week.

Person Responsible

Ryan Thompson

Schedule

On 5/25/2017

Evidence of Completion

Minutes from training

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Trauma Informed practices follow-up and sharing will be included in monthly SBLT meetings.

Person Responsible

Ryan Thompson

Schedule

Monthly, from 8/9/2016 to 5/16/2017

Evidence of Completion

The SBLT minutes will reflect case-studies with evidence of Trauma Informed Practices.

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Student achievement data will be monitored monthly at SBLT and Student Services Team meetings.

Person Responsible

Renee Kelly

Schedule

Monthly, from 9/12/2016 to 5/25/2017

Evidence of Completion

SBLT and Student Services Team meetings minutes will reflect discussion of Trauma Informed Care.

G4. Increase the ethnic and gender parity for students who receive discipline referrals, communication forms, suspensions, and who achieve academic honors, to align with the demographic make-up of the school population. 1

G089009

G4.B1 Fidelity of teaching behavior expectations, including the classroom expectations, are aligned to the school wide expectations, and completed with fidelity. 2

B236913

G4.B1.S1 A systematic PBIS process will be implemented, shared, and revisited throughout the year by the following means: committee meetings, PLCs', SBLT, classroom, cafeteria, morning meetings, etc. 4

S249612

Strategy Rationale

To ensure that all staff, family members and students know, understand, and adhere to the PBIS expectations with fidelity.

Action Step 1 5

Belleair PBIS Team, with all stakeholders, will implement, share, and revisit the systematic PBS Plan and expectations throughout the school year.

Person Responsible

Ryan Thompson

Schedule

Daily, from 8/2/2017 to 5/24/2018

Evidence of Completion

PBIS Folder, Curriculum Minutes and Agendas, PLC's notes, Walkthroughs, lesson plans, number of referrals and communication forms, fidelity checks for morning meetings, classrooms behavior system clearly defined and visible, participation in PBS Celebration and PAW Mart, and Tiger Roars.

Action Step 2 5

Each instructional staff member will create, submit, implement and articulate a Behavior Management Plan with no more than 5 rules, rewards, and consequences.

Person Responsible

Ryan Thompson

Schedule

On 8/9/2017

Evidence of Completion

Completed Behavior Management plans from all classroom, ESE, and ESOL teachers

Action Step 3 5

Each staff member will implement cultural and/or gender related instructional strategies in their teaching including, but not limited to increased movement, role plays, and hands on activities.

Person Responsible

Tabitha Griffin

Schedule

Daily, from 8/28/2017 to 5/24/2018

Evidence of Completion

Walkthroughs and lesson plans

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Frequent Walkthroughs to review the implementation of the PBS plan, review walkthrough data

Person Responsible

Ryan Thompson

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Walk through data, PBIS Implementation spreadsheet

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Administrators and PBS Team will review school wide expectations, implementation, and behavior data for effectiveness of implementation.

Person Responsible

Ryan Thompson

Schedule

Monthly, from 8/29/2017 to 5/24/2018

Evidence of Completion

PBIS Committee Meeting Minutes, Behavior Data, School wide behavior plan

G4.B4 School culture and climate that may not embrace cultural sensitivity and trauma. 2

B236916

G4.B4.S1 To provide professional development regarding cultural sensitivity, gender differences (strategies), and the trauma that differing students may experience. 4

S249613

Strategy Rationale

To increase awareness amongst staff members regarding the differing needs of our student population.

Action Step 1 5

The PBIS Team will provide professional development on Cultural Responsiveness and Restorative Practices.

Person Responsible

Ryan Thompson

Schedule

Every 6 Weeks, from 8/2/2017 to 5/24/2018

Evidence of Completion

Sign-In Sheets for professional development, PLC notes

Action Step 2 5

Instructional Staff will utilize the Restorative Practices learned during Morning Meetings.

Person Responsible

Ryan Thompson

Schedule

Daily, from 8/10/2017 to 5/24/2018

Evidence of Completion

Walkthroughs, behavior data

Action Step 3 5

Staff will utilize culturally responsive instructional strategies (i.e. explicitly teaching academic vocabulary, incorporating music and movement) in their lessons.

Person Responsible

Tabitha Griffin

Schedule

Daily, from 8/10/2017 to 5/24/2018

Evidence of Completion

Walkthroughs, ISM feedback, lesson plans

Plan to Monitor Fidelity of Implementation of G4.B4.S1 6

Walkthroughs will be conducted to observe the strategies in practice.

Person Responsible

Ryan Thompson

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Calendar for scheduled professional development, walkthrough data, and Sign-In Sheets for trainings

Plan to Monitor Effectiveness of Implementation of G4.B4.S1 7

PBIS Team will monitor for effectiveness through a pre and post survey regarding Cultural Responsive Instruction and Restorative Practices during the professional development workshops.

Person Responsible

Ryan Thompson

Schedule

Monthly, from 8/2/2017 to 5/24/2018

Evidence of Completion

Sign-In Sheets for professional development workshops and PBIS Committee Meetings.

Plan to Monitor Effectiveness of Implementation of G4.B4.S1 7

Walkthroughs will be conducted with feedback from teachers, data chats will be held to discuss the effectiveness of the strategies

Person Responsible

Tabitha Griffin

Schedule

Weekly, from 8/14/2017 to 5/24/2018


Evidence of Completion

Walkthrough feedback, data chat meeting notes, SBLT/PLC Minutes

G4.B5 Students are not receiving enough physical activity to boost their academic performance and behavior. 2

 B236917

G4.B5.S1 Implement recess to increase physical activity beyond the required 150 minutes. 4

 S249614

Strategy Rationale

Increased physical activity boosts academic performance and decreases behavioral issues.

Action Step 1 5

Continue Morning Games and implement recess for students as part of their lunch time.

Person Responsible

Renee Kelly

Schedule

Weekly, from 8/15/2016 to 5/25/2017

Evidence of Completion

Completed plan, schedule for implementation

Plan to Monitor Fidelity of Implementation of G4.B5.S1 6

Schedule of the classes that will go to recess on their days of receiving Art and Music.

Person Responsible

Renee Kelly

Schedule

Weekly, from 9/14/2015 to 6/3/2016

Evidence of Completion

Master Schedule

Plan to Monitor Effectiveness of Implementation of G4.B5.S1 7

Review referral data at Student Services Meetings and SBLT

Person Responsible

Ryan Thompson

Schedule

Monthly, from 9/28/2015 to 5/23/2016

Evidence of Completion

Meeting notes, referral data

G5. Decrease number of student absences to a total of 95% of school population (2016-2017 was 93.9%) and 5% or less of the student population tardy for the 2017- 2018 school year. 1

G089010

G5.B1 Family engagement and support of attendance policies. 2

B236918

G5.B1.S1 CST team will develop a plan to inform all stakeholders, especially parents, of the attendance policy in the form of Parent workshops, and provide positive incentives for their students' decrease in absences and/or tardies. 4

S249615

Strategy Rationale

Parents and students will have a positive outlook regarding attendance and tardies and understand the impact of regular attendance on academic achievement.

Action Step 1 5

The Student Services Team will provide training to families of the attendance policies, benefits of regular attendance on academics and behavior at the Meet the Teacher Event in order to decrease absences and/or tardies.

Person Responsible

Michelle Morehouse

Schedule

Biweekly, from 8/8/2017 to 8/9/2017

Evidence of Completion

Parent Workshop sign-in sheets,

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

The CST Team will provide data to all staff members regarding attendance

Person Responsible

Heather DeHaan

Schedule

Biweekly, from 8/17/2017 to 5/24/2018

Evidence of Completion

Attendance Records, Contact Logs, Child Study Team minutes

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

The CST team will graph and look at trends regarding attendance.

Person Responsible

Heather DeHaan

Schedule

Monthly, from 9/20/2017 to 5/24/2018

Evidence of Completion

Attendance Graphs, CST Minutes

G6. Increase percentage of students performing proficiently in Science to 55%, as measured by Science Lab post assessments, SLAG's, and the SSA. During the 2016-2017 school year the percentage performing proficiently was 50%. 1

G089011

G6.B1 Fidelity of differentiated standards based instruction to meet the needs of learners 2

B236920

G6.B1.S1 Teachers attend professional development aligned to the standards and BEST Practices of the Elementary Science Curriculum. 4

S249616

Strategy Rationale

Teachers deeper Science content knowledge will support strong instruction.

Action Step 1 5

Teachers will attend grade level Science District Wide Training ,participate in the coaching model with the instructional coach and implement gained knowledge within classroom.

Person Responsible

Tabitha Griffin

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Coaching Logs, Deliberate Practices, lesson plans, walkthroughs

Action Step 2 5

Teachers will utilize the district provided grade level science modules to help guide in planning for and providing differentiated grade level standards based instruction. This will include the use of Science Learning Activity Guides (SLAGS,) scientific investigations and Science notebooks.

Person Responsible

Tabitha Griffin

Schedule

Daily, from 8/10/2017 to 5/24/2018

Evidence of Completion

Lesson Plans, walkthroughs, Science Notebooks, student products

Action Step 3 5

Consistent use of the Science Lab by 2nd-5th grade teachers.

Person Responsible

Tabitha Griffin

Schedule

Weekly, from 8/28/2017 to 5/24/2018

Evidence of Completion

Pre and Post Test Science Lab Data

Action Step 4 5

Administer the Diagnostic Science Assessment to 5th grade students and analyze and utilize to data to inform instruction.

Person Responsible

Tabitha Griffin

Schedule

Monthly, from 8/28/2017 to 5/24/2018

Evidence of Completion

Ongoing Progress Monitoring Assessment Data, SLAG's Data

Plan to Monitor Fidelity of Implementation of G6.B1.S1 6

Walkthrough classes and provide feedback to teachers, review lesson plans looking for alignment to the curriculum guide and Florida Standards.

Person Responsible

Tabitha Griffin

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

IObservation data, Lesson Plans

Plan to Monitor Fidelity of Implementation of G6.B1.S1 6

Review the plan that 5th grade teachers develop to address deficient 3rd and 4th grade standards.

Person Responsible

Tabitha Griffin

Schedule

Monthly, from 8/29/2017 to 5/24/2018

Evidence of Completion

Ongoing weekly progress monitoring data and mid year diagnostic data will be collected, analyzed and used drive instruction.

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7

Walkthrough classes and provide feedback to teachers, review lesson plans looking for alignment to the curriculum guide and Florida Standards.

Person Responsible

Tabitha Griffin

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

IObservation data/feedback to the teachers

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7

Monthly data chats with 3rd-5th grade teachers

Person Responsible

Tabitha Griffin

Schedule

Monthly, from 9/12/2017 to 5/25/2018

Evidence of Completion

Notes from data conferences, plan for moving further

G6.B2 Assessment data is not being used to drive instruction 2

B236921

G6.B2.S1 Develop and implement a 4th and 5th grade benchmark review plan based on data from the 3rd/4th grade Review Diagnostic Assessment. 4

S249617

Strategy Rationale

Students will learn Science standards that may have been missed in previous years.

Action Step 1 5

Teachers will develop and implement a 5th grade benchmark review plan based on data from the 3rd/4th grade Review Diagnostic Assessment.

Person Responsible

Deborah Cascone

Schedule

Weekly, from 8/17/2016 to 5/25/2017

Evidence of Completion

Data in Performance Matters, lessons, student products

Plan to Monitor Fidelity of Implementation of G6.B2.S1 6

Administrative Team will conduct walkthroughs using IObservation.

Person Responsible

Tabitha Griffin

Schedule

Biweekly, from 8/10/2016 to 5/25/2017

Evidence of Completion

Informal walkthroughs completed at least 3 times per year for all staff members.

Plan to Monitor Effectiveness of Implementation of G6.B2.S1 7

Administrative Team will conduct walkthroughs using IObservation

Person Responsible

Tabitha Griffin

Schedule

Biweekly, from 8/10/2016 to 5/25/2017

Evidence of Completion

IObservation data

G6.B2.S2 Teachers will utilize the Science Lab curriculum with fidelity. 4


 S250042

Strategy Rationale

Students in grades 2-5 will engage in Science Lab activities which will give them more exposure to the Nature of Science strand.

Action Step(s) Missing for Goal #6, Barrier #2, Strategy #2
Complete one or more action steps for this Strategy or de-select it

G7. Increase percentage of students performing proficiently in Math to 70%, as measured by the MAP, OPM's, and Unit Assessments. The percentage proficient in 2016-2017 was 53%. **1**

 G089012

G7.B1 Teachers lack understanding of the knowledge level required to meet the complexity of the standard.

2

 B236922

G7.B1.S1 Through the support of district math coaches teachers will unpack standards and participate in standards based planning. **4**

 S249618

Strategy Rationale

The purpose is to provide support to teachers in understanding the depth of the standards and strategies to scaffold instruction.

Action Step 1 **5**

Teachers will attend monthly collaborative planning sessions with district math coaches to increase the rigor.

Person Responsible

Tabitha Griffin

Schedule

Weekly, from 8/28/2017 to 5/24/2018

Evidence of Completion

Lesson Plans, PLN Attendance List

Action Step 2 **5**

Teachers will increase the use of rigorous, student centered math instruction (less teacher talk , more productive struggle).

Person Responsible

Tabitha Griffin

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

ST Math Data, Lesson Plans, Walkthrough notes,

Action Step 3 5

Teachers will utilize frequent formative assessments and bi-weekly assessments to determine students current level of performance and use that data to inform their instruction.

Person Responsible

Tabitha Griffin

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Bi-weekly assessment data, lesson plans

Plan to Monitor Fidelity of Implementation of G7.B1.S1 6

Review lesson plans and compare with the Curriculum Guide and standards for alignment when walking through classes.

Person Responsible

Tabitha Griffin

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Walkthrough data will be collected using IObservation, lesson plans will be reviewed, True North PD spreadsheet

Plan to Monitor Effectiveness of Implementation of G7.B1.S1 7

Review lesson plans and compare with the Content Guide for alignment of vocabulary and standards. when walking through classes. Participate in collaborative planning and cross grade articulation to ensure common vocabulary and mastery of prerequisite standards.

Person Responsible

Tabitha Griffin


Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Lesson plans, True North PD Data, and iObservation data

G7.B1.S2 Use ST Math with fidelity, including keeping up with the suggested pacing schedule (75% completion by March/April), proper teacher supervision and interaction. 4

 S249619

Strategy Rationale

Research based strategy that has proven results for increase in Math Proficiency when at least 75% of the program is completed by state testing time.

Action Step 1 5

Teachers will use ST Math K-1 60 minutes a week and 90 minutes a week with 2nd- 5th grades with at least 90% completion by April 2017.

Person Responsible

Ryan Thompson

Schedule

Weekly, from 8/10/2016 to 5/25/2017

Evidence of Completion

Lesson plans, walkthrough data, and ST Math completion data.

Plan to Monitor Fidelity of Implementation of G7.B1.S2 6

ST Math Data (percent completed) will be reviewed weekly and shared with staff.

Person Responsible

Tabitha Griffin

Schedule

Weekly, from 8/10/2016 to 5/25/2017

Evidence of Completion

ST Math rate of completion data, walkthrough data, News You Can Use

Plan to Monitor Effectiveness of Implementation of G7.B1.S2 7

Leadership Team will walk through during ST Math Time and monitor the fidelity of usage and instruction.

Person Responsible

Ryan Thompson

Schedule

Weekly, from 8/25/2016 to 5/25/2017

Evidence of Completion

Walkthrough data via IObservation will be collected and sent to teachers.

G7.B2 Assessment data is not being used to drive instruction and reteach deficient standards. 2

 B236923

G7.B2.S1 Teachers use data to differentiate and scaffold instruction to increase student proficiency. 4

 S249620

Strategy Rationale

Through the use of data to drive instruction students differentiated needs will be met.

Action Step 1 5

Teachers will utilize bi-weekly assessments to formatively assess students and use this data for differentiated instruction.

Person Responsible

Tabitha Griffin

Schedule

Biweekly, from 8/28/2017 to 5/24/2018

Evidence of Completion

Lesson plans, student work, walkthroughs

Action Step 2 5

Teachers provide students opportunities to work with, discuss (ie.Talk Moves)and respond in journals to rigorous math word problems. Scales and rubrics are used for teachers to respond to student work and data use for intervention.

Person Responsible

Tabitha Griffin

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

PLC notes, journals, walkthroughs , lesson plans, scales and rubrics

Plan to Monitor Fidelity of Implementation of G7.B2.S1 6

Monthly Data Chats

Person Responsible

Tabitha Griffin

Schedule

Every 6 Weeks, from 8/25/2017 to 5/24/2018

Evidence of Completion

Common Assessment Data, MAP Data, ST Math Data, MFAS Data

Plan to Monitor Effectiveness of Implementation of G7.B2.S1 7

Review data and discuss the implications and make changes as needed.

Person Responsible

Tabitha Griffin

Schedule

Monthly, from 8/21/2017 to 5/24/2018

Evidence of Completion

PLC Notes, SBLT Minutes,

G8. Increase percentage of students performing proficiently in reading to 50% as measured by MAP, ELA Reading and Writing Rubrics, and the ELA FSA assessment. The percentage proficient from 2016-2017 was 32%. 1

G089013

G8.B1 Lack of fidelity in small group instruction 2

B236924

G8.B1.S1 Teachers will teach guided reading groups daily with fidelity. 4

S249621

Strategy Rationale

To close the reading gaps that exist in all of our students.

Action Step 1 5

All instructional staff will receive training in small group guided reading (JRGR, LLI, or Nemour's).

Person Responsible

Tabitha Griffin

Schedule

Quarterly, from 8/4/2017 to 3/23/2018

Evidence of Completion

Sign In sheets

Action Step 2 5

All students in grades Kindergarten through 5th grades will receive an additional half hour of reading instruction daily.

Person Responsible

Tabitha Griffin

Schedule

Daily, from 8/10/2017 to 5/24/2018

Evidence of Completion

Master schedule, lesson plans, iObservation data

Plan to Monitor Fidelity of Implementation of G8.B1.S1 6

Walkthroughs will be conducted to ensure that all designated staff is providing the additional small group instruction.

Person Responsible

Tabitha Griffin

Schedule

Daily, from 8/10/2017 to 5/24/2018

Evidence of Completion

walkthrough data, ISM feedback, lesson plans

Plan to Monitor Effectiveness of Implementation of G8.B1.S1 7

Walkthroughs will be conducted and formative assessment data will be reviewed and analyzed to see if students are growing as a result of this strategy.

Person Responsible

Brittany Love

Schedule

Biweekly, from 8/25/2017 to 5/24/2018

Evidence of Completion

Bi-weekly assessment data, running records, MAP data, and Module Assessments

G8.B3 Assessment data is not being used to drive instruction **2**

 B236926

G8.B3.S1 Teachers will bring assessments and student work products to analyze and monitor and measure student performance. **4**

 S249623

Strategy Rationale

The purpose of this is to align student evidence/work products to the complexity of the standard.

Action Step 1 **5**

Teachers meet in PLC's to conduct data chats regularly to review student responses to tasks and plan for instruction based on data.

Person Responsible

Ryan Thompson

Schedule

Monthly, from 8/10/2016 to 5/25/2017

Evidence of Completion

PLC Notes, Data forms, Journals, Lesson plans, progress monitoring data

Action Step 2 **5**

Teachers utilize scales and rubrics aligned to learning goals to assist in conducting data chats with students and support students with goal setting based on data.

Person Responsible

Ryan Thompson

Schedule

Monthly, from 8/10/2016 to 5/25/2017

Evidence of Completion

PLC Notes, Data forms, Student and Teacher Data Folders

Plan to Monitor Fidelity of Implementation of G8.B3.S1 6

Administrators will review student data folders during routine walkthroughs

Person Responsible

Tabitha Griffin

Schedule

Monthly, from 8/10/2016 to 5/25/2017

Evidence of Completion

Meeting notes, Walk-through feedback, and Student Data Folders

Plan to Monitor Effectiveness of Implementation of G8.B3.S1 7

Review student data folders for evidence of effective use

Person Responsible

Tabitha Griffin


Schedule

Monthly, from 9/15/2014 to 5/21/2015

Evidence of Completion

Administrative walk-through forms and student data folders

G8.B5 Fidelity to the rigor of the standards that includes academic vocabulary and small group instruction that is differentiated to meet the needs of learners. 2

 B236928

G8.B5.S1 Teachers will unpack the ELA standards for each module. 4

 S249624

Strategy Rationale

The purpose is to ensure that teachers understand how to scaffold the instruction to meet the complexity of the standard.

Action Step 1 5

Teachers utilize Jan Richardson's Guided Reading Routine (as well as other small group methods) to meet the unique needs of their students.

Person Responsible

Tabitha Griffin

Schedule

Daily, from 9/5/2016 to 5/25/2017

Evidence of Completion

Lesson plans and walkthroughs

Action Step 2 5

Teachers differentiate instructional methods for concepts and content-specific vocabulary to ensure the most effective teaching.

Person Responsible

Ryan Thompson

Schedule

Daily, from 9/5/2016 to 5/25/2017

Evidence of Completion

lesson plans, walkthroughs, student products, word walls,

Action Step 3 5

Teachers will provide daily opportunities for students to use journals and provide a rubric to guide their revisions and editing.

Person Responsible

Ryan Thompson

Schedule

Weekly, from 9/5/2016 to 5/25/2017

Evidence of Completion

Journals, Teacher Feedback aligned to standards and rubric

Plan to Monitor Fidelity of Implementation of G8.B5.S1 6

Teachers will bring student work samples to PLC's and monthly articulation meetings to analyze and dual score products for fidelity.

Person Responsible

Renee Kelly

Schedule

Every 2 Months, from 9/15/2015 to 6/28/2016

Evidence of Completion

PLC Notes and articulation meeting minutes will be collected and reviewed to monitor the level of proficiency of student writing and the quality of discussions.

Plan to Monitor Effectiveness of Implementation of G8.B5.S1 7

Writing samples will be scored and graphed to monitor student growth.

Person Responsible

Renee Kelly

Schedule

Every 6 Weeks, from 9/7/2016 to 5/25/2017

Evidence of Completion

ELA Writing data

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					
G3.B1.S2.A4 A331349	[no content entered]		No Start Date		No End Date once
G2.MA1 M340562	[no content entered]		No Start Date		No End Date one-time
G8.B3.S1.MA1 M340602	Review student data folders for evidence of effective use	Griffin, Tabitha	9/15/2014	Administrative walk-through forms and student data folders	5/21/2015 monthly
G4.B5.S1.MA1 M340580	Review referral data at Student Services Meetings and SBLT	Thompson, Ryan	9/28/2015	Meeting notes, referral data	5/23/2016 monthly
G4.B5.S1.MA1 M340581	Schedule of the classes that will go to recess on their days of receiving Art and Music.	Kelly, Renee	9/14/2015	Master Schedule	6/3/2016 weekly
G8.B5.S1.MA1 M340605	Teachers will bring student work samples to PLC's and monthly articulation meetings to analyze and...	Kelly, Renee	9/15/2015	PLC Notes and articulation meeting minutes will be collected and reviewed to monitor the level of proficiency of student writing and the quality of discussions.	6/28/2016 every-2-months
G2.B1.S1.MA1 M340560	Instructional staff and nutrition services staff will be provided a survey upon completion of their...	Rubino, Ramona	8/30/2016	Survey results	4/25/2017 quarterly
G2.B1.S1.MA1 M340561	The Healthy Schools Team will login to the Alliance for a Healthier Generation website to review...	Rubino, Ramona	8/30/2016	Meeting minutes, pictures from the lessons, copies of thank you letters from the students to the nutrition staff.	4/25/2017 quarterly
G3.B3.S1.MA1 M340573	Trauma Informed practices follow-up and sharing will be included in monthly SBLT meetings.	Thompson, Ryan	8/9/2016	The SBLT minutes will reflect case-studies with evidence of Trauma Informed Practices.	5/16/2017 monthly
G8.B3.S1.MA1 M340603	Administrators will review student data folders during routine walkthroughs	Griffin, Tabitha	8/10/2016	Meeting notes, Walk-through feedback, and Student Data Folders	5/25/2017 monthly
G8.B5.S1.A1 A325772	Teachers utilize Jan Richardson's Guided Reading Routine (as well as other small group methods) to...	Griffin, Tabitha	9/5/2016	Lesson plans and walkthroughs	5/25/2017 daily
G8.B5.S1.MA1 M340604	Writing samples will be scored and graphed to monitor student growth.	Kelly, Renee	9/7/2016	ELA Writing data	5/25/2017 every-6-weeks
G7.B1.S2.MA1 M340596	ST Math Data (percent completed) will be reviewed weekly and shared with staff.	Griffin, Tabitha	8/10/2016	ST Math rate of completion data, walkthrough data, News You Can Use	5/25/2017 weekly
G8.B3.S1.A1 A325770	Teachers meet in PLC's to conduct data chats regularly to review student responses to tasks and...	Thompson, Ryan	8/10/2016	PLC Notes, Data forms, Journals, Lesson plans, progress monitoring data	5/25/2017 monthly
G8.B5.S1.A3 A325774	Teachers will provide daily opportunities for students to use journals and provide a rubric to...	Thompson, Ryan	9/5/2016	Journals, Teacher Feedback aligned to standards and rubric	5/25/2017 weekly
G7.B1.S2.A1 A325765	Teachers will use ST Math K-1 60 minutes a week and 90 minutes a week with 2nd- 5th grades with at...	Thompson, Ryan	8/10/2016	Lesson plans, walkthrough data, and ST Math completion data.	5/25/2017 weekly
G3.B3.S1.MA1 M340572	Student achievement data will be monitored monthly at SBLT and Student Services Team meetings.	Kelly, Renee	9/12/2016	SBLT and Student Services Team meetings minutes will reflect discussion of Trauma Informed Care.	5/25/2017 monthly
G7.B1.S2.MA1 M340595	Leadership Team will walk through during ST Math Time and monitor the fidelity of usage and...	Thompson, Ryan	8/25/2016	Walkthrough data via IObservation will be collected and sent to teachers.	5/25/2017 weekly
G3.B3.S1.A1 A325752	Training in Trauma Informed Practices will be provided to all instructional staff members during...	Thompson, Ryan	8/2/2016	Minutes from training	5/25/2017 one-time

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G6.B2.S1.A1 A325762	Teachers will develop and implement a 5th grade benchmark review plan based on data from the...	Cascone, Deborah	8/17/2016	Data in Performance Matters, lessons, student products	5/25/2017 weekly
G6.B2.S1.MA1 M340591	Administrative Team will conduct walkthroughs using IObservation.	Griffin, Tabitha	8/10/2016	Informal walkthroughs completed at least 3 times per year for all staff members.	5/25/2017 biweekly
G6.B2.S1.MA1 M340590	Administrative Team will conduct walkthroughs using IObservation	Griffin, Tabitha	8/10/2016	IObservation data	5/25/2017 biweekly
G4.B5.S1.A1 A325756	Continue Morning Games and implement recess for students as part of their lunch time.	Kelly, Renee	8/15/2016	Completed plan, schedule for implementation	5/25/2017 weekly
G8.B3.S1.A2 A325771	Teachers utilize scales and rubrics aligned to learning goals to assist in conducting data chats...	Thompson, Ryan	8/10/2016	PLC Notes, Data forms, Student and Teacher Data Folders	5/25/2017 monthly
G8.B5.S1.A2 A325773	Teachers differentiate instructional methods for concepts and content-specific vocabulary to ensure...	Thompson, Ryan	9/5/2016	lesson plans, walkthroughs, student products, word walls,	5/25/2017 daily
G1.B2.S1.A1 A330198	Teams will strategically create classes where students requiring ESE and ESOL services are placed...	Kelly, Renee	7/17/2017	Class lists that show students that are grouped by student specialization and data; Master Schedule	7/27/2017 one-time
G4.B1.S1.A2 A331351	Each instructional staff member will create, submit, implement and articulate a Behavior...	Thompson, Ryan	8/9/2017	Completed Behavior Management plans from all classroom, ESE, and ESOL teachers	8/9/2017 one-time
G5.B1.S1.A1 A325757	The Student Services Team will provide training to families of the attendance policies, benefits of...	Morehouse, Michelle	8/8/2017	Parent Workshop sign-in sheets,	8/9/2017 biweekly
G8.B1.S1.A1 A331356	All instructional staff will receive training in small group guided reading (JRGR, LLI, or...	Griffin, Tabitha	8/4/2017	Sign In sheets	3/23/2018 quarterly
G3.B1.S2.A1 A331340	Assign each African American student who scored at a Level 1, in the lowest quintile (3rd Graders),...	Thompson, Ryan	8/4/2017	Spreadsheet detailing the pairing of mentors and students	3/23/2018 quarterly
G2.B1.S1.A1 A325746	For 2017-18, the Healthy School Team will review all assessment items to determine the most...	Younger, Erin	8/30/2017	Healthy Schools Team will provide minutes from their meetings and an action plan of how they will share this information with the entire staff. By April 25, 2017, the Healthy School Team will edit the school's Healthy Schools Program Assessment in the action plan item(s) to document improvement/achievement of the Nutrition Services module that is now eligible for national recognition.	4/25/2018 quarterly
G1.B2.S1.MA1 M347112	Teachers plan collaboratively with ESOL and ESE strategies at the forefront of lessons and delivery...	Griffin, Tabitha	8/14/2017	Bi-weekly assessment data, MAP data	5/14/2018 biweekly
G3.B1.S1.MA1 M340564	Early Warning Systems data will be reviewed every 6 weeks at the SBLT Meeting.	Thompson, Ryan	8/22/2017	Minutes from the SBLT Meeting will show evidence that the data was reviewed and discussed and if the strategy is effective.	5/22/2018 every-6-weeks
G1.B1.S1.A4 A328833	Implement standards based lessons developed in collaborative planning sessions with coaches	Griffin, Tabitha	8/14/2017	Administrative walkthroughs, iObservation, coaches logs	5/24/2018 weekly
G5.B1.S1.MA1 M340584	The CST Team will provide data to all staff members regarding attendance	DeHaan, Heather	8/17/2017	Attendance Records, Contact Logs, Child Study Team minutes	5/24/2018 biweekly
G4.B4.S1.MA3 M340578	Walkthroughs will be conducted with feedback from teachers, data chats will be held to discuss the...	Griffin, Tabitha	8/14/2017	Walkthrough feedback, data chat meeting notes, SBLT/PLC Minutes	5/24/2018 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.MA1 M345121	Student academic, attendance, and behavior data	Thompson, Ryan	8/10/2017	Bi-weekly assessment data, MAP data, formative assessment data, Science Lab data, module assessments	5/24/2018 weekly
G3.B1.S2.A3 A331347	Provide teachers with real time data and schedule frequent review sessions.	Thompson, Ryan	8/4/2017	Spreadsheet with updated student data sent out to staff weekly.	5/24/2018 weekly
G6.B1.S1.MA1 M340588	Walkthrough classes and provide feedback to teachers, review lesson plans looking for alignment to...	Griffin, Tabitha	8/10/2017	IObservation data, Lesson Plans	5/24/2018 weekly
G6.B1.S1.MA3 M340589	Review the plan that 5th grade teachers develop to address deficient 3rd and 4th grade standards.	Griffin, Tabitha	8/29/2017	Ongoing weekly progress monitoring data and mid year diagnostic data will be collected, analyzed and used drive instruction.	5/24/2018 monthly
G6.B1.S1.A1 A325758	Teachers will attend grade level Science District Wide Training ,participate in the coaching model...	Griffin, Tabitha	8/10/2017	Coaching Logs, Deliberate Practices, lesson plans, walkthroughs	5/24/2018 monthly
G6.B1.S1.A2 A325759	Teachers will utilize the district provided grade level science modules to help guide in planning...	Griffin, Tabitha	8/10/2017	Lesson Plans, walkthroughs, Science Notebooks, student products	5/24/2018 daily
G6.B1.S1.A3 A325760	Consistent use of the Science Lab by 2nd-5th grade teachers.	Griffin, Tabitha	8/28/2017	Pre and Post Test Science Lab Data	5/24/2018 weekly
G6.B1.S1.A4 A325761	Administer the Diagnostic Science Assessment to 5th grade students and analyze and utilize to data...	Griffin, Tabitha	8/28/2017	Ongoing Progress Monitoring Assessment Data, SLAG's Data	5/24/2018 monthly
G4.B1.S1.A1 A325753	Belleair PBIS Team, with all stakeholders, will implement, share, and revisit the systematic PBS...	Thompson, Ryan	8/2/2017	PBIS Folder, Curriculum Minutes and Agendas, PLC's notes, Walkthroughs, lesson plans, number of referrals and communication forms, fidelity checks for morning meetings, classrooms behavior system clearly defined and visible, participation in PBS Celebration and PAW Mart, and Tiger Roars.	5/24/2018 daily
G4.B1.S1.MA1 M340576	Frequent Walkthroughs to review the implementation of the PBS plan, review walkthrough data	Thompson, Ryan	8/10/2017	Walk through data, PBIS Implementation spreadsheet	5/24/2018 weekly
G4.B1.S1.MA1 M340575	Administrators and PBS Team will review school wide expectations, implementation, and behavior data...	Thompson, Ryan	8/29/2017	PBIS Committee Meeting Minutes, Behavior Data, School wide behavior plan	5/24/2018 monthly
G7.B1.S1.MA1 M340593	Review lesson plans and compare with the Content Guide for alignment of vocabulary and standards....	Griffin, Tabitha	8/10/2017	Lesson plans, True North PD Data, and IObservation data	5/24/2018 monthly
G7.B1.S1.MA1 M340594	Review lesson plans and compare with the Curriculum Guide and standards for alignment when walking...	Griffin, Tabitha	8/10/2017	Walkthrough data will be collected using IObservation, lesson plans will be reviewed, True North PD spreadsheet	5/24/2018 weekly
G7.B1.S1.A1 A325763	Teachers will attend monthly collaborative planning sessions with district math coaches to increase...	Griffin, Tabitha	8/28/2017	Lesson Plans, PLN Attendance List	5/24/2018 weekly
G7.B1.S1.A2 A325764	Teachers will increase the use of rigorous, student centered math instruction (less teacher talk ,...	Griffin, Tabitha	8/10/2017	ST Math Data, Lesson Plans, Walkthrough notes,	5/24/2018 weekly
G7.B1.S1.A3 A331355	Teachers will utilize frequent formative assessments and bi-weekly assessments to determine...	Griffin, Tabitha	8/14/2017	Bi-weekly assessment data, lesson plans	5/24/2018 weekly
G7.B2.S1.MA1 M340597	Review data and discuss the implications and make changes as needed.	Griffin, Tabitha	8/21/2017	PLC Notes, SBLT Minutes,	5/24/2018 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G7.B2.S1.MA1 M340598	Monthly Data Chats	Griffin, Tabitha	8/25/2017	Common Assessment Data, MAP Data, ST Math Data, MFAS Data	5/24/2018 every-6-weeks
G7.B2.S1.A1 A325766	Teachers will utilize bi-weekly assessments to formatively assess students and use this data for...	Griffin, Tabitha	8/28/2017	Lesson plans, student work, walkthroughs	5/24/2018 biweekly
G7.B2.S1.A2 A325767	Teachers provide students opportunities to work with, discuss (ie.Talk Moves)and respond in...	Griffin, Tabitha	8/10/2017	PLC notes, journals, walkthroughs , lesson plans, scales and rubrics	5/24/2018 weekly
G8.B1.S1.MA1 M348417	Walkthroughs will be conducted and formative assessment data will be reviewed and analyzed to see...	Love, Brittany	8/25/2017	Bi-weekly assessment data, running records, MAP data, and Module Assessments	5/24/2018 biweekly
G8.B1.S1.MA1 M348416	Walkthroughs will be conducted to ensure that all designated staff is providing the additional...	Griffin, Tabitha	8/10/2017	walkthrough data, ISM feedback, lesson plans	5/24/2018 daily
G4.B1.S1.A3 A331353	Each staff member will implement cultural and/or gender related instructional strategies in their...	Griffin, Tabitha	8/28/2017	Walkthroughs and lesson plans	5/24/2018 daily
G8.B1.S1.A2 A331357	All students in grades Kindergarten through 5th grades will receive an additional half hour of...	Griffin, Tabitha	8/10/2017	Master schedule, lesson plans, iObservation data	5/24/2018 daily
G3.B1.S1.A2 A331344	Schedule and create agendas for data review and planning for actions based upon EWS data.	Morehouse, Michelle	8/14/2017	Agenda and Meeting minutes	5/24/2018 monthly
G3.B1.S1.A1 A325747	Provide training for the leadership team on how to extract Early Warning data.	Griffin, Tabitha	8/22/2017	Meeting sign in sheets, SBLT agenda	5/24/2018 semiannually
G3.B1.S2.A2 A331346	Schedule time for mentors to meet with their mentee weekly to review their personal learning plan.	Griffin, Tabitha	8/22/2017	Completed weekly schedule with mentors and mentees identified	5/24/2018 quarterly
G3.B1.S1.MA1 M340563	Behavior, grades, and attendance data will be monitored to see if the strategy is effective.	Thompson, Ryan	9/8/2017	Attendance, academic, and behavior data will be collected and will be reflected in the Student Services and/or SBLT minutes.	5/24/2018 biweekly
G2.B1.S1.A2 A331350	The Hospitality and Wellness Committee will schedule monthly wellness activities for staff,...	Rubino, Ramona	9/5/2017	Meeting Sign In sheets	5/24/2018 monthly
G4.B4.S1.A3 A331352	Staff will utilize culturally responsive instructional strategies (i.e. explicitly teaching...	Griffin, Tabitha	8/10/2017	Walkthroughs, ISM feedback, lesson plans	5/24/2018 daily
G8.MA1 M340606	ELA data, Running Records, Monthly Progress Monitoring on the standards, Journal entries and rubric...	Love, Brittany	8/28/2017	SBLT and PLC Minutes, OPM data-monitoring documents. ISM visit data and feedback	5/24/2018 biweekly
G7.MA1 M340599	Lesson plans, formative assessment data, common assessment data, including disaggregated data from...	Griffin, Tabitha	8/10/2017	PLC Minutes, SBLT Minutes, Data Chat notes	5/24/2018 monthly
G6.MA1 M340592	The administrative team will review iObservation data as well as performance data in Science.	Griffin, Tabitha	8/10/2017	iObservation data, common assessment results, formative and intermediary assessments.	5/24/2018 biweekly
G1.B1.S1.MA1 M345120	Teachers plan collaboratively with reduced coach support and delivery of instruction that is...	Griffin, Tabitha	8/14/2017	Administrative walkthroughs, coaches logs, ISM Feedback	5/24/2018 weekly
G1.B1.S1.MA1 M345090	Conduct walkthroughs, engage in data chats with teachers, attend PLC's where Science Lab and the...	Griffin, Tabitha	8/21/2017	Lesson plans (planbook.com), PLC minutes, Data chat notes, Coaches logs, Science lab data, Diagnostic test data	5/24/2018 monthly
G1.B1.S1.A1 A328708	Attend site based professional development that is embedded and differentiated based on teacher need	Griffin, Tabitha	8/2/2017	Sign in sheets from meetings, walk throughs, coaches logs	5/24/2018 biweekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A2 A328828	Participate in district wide module roll outs, unpacking of standards, and collaborative planning...	Griffin, Tabitha	8/2/2017	Professional Learning rosters, walkthroughs, lesson plans	5/24/2018 every-6-weeks
G1.B1.S1.A3 A328831	Participate in weekly grade level collaborative planning sessions with coaches	Kelly, Renee	8/14/2017	Administrative walkthroughs, lesson plans and coaches logs	5/24/2018 weekly
G5.B1.S1.MA1 M340583	The CST team will graph and look at trends regarding attendance.	DeHaan, Heather	9/20/2017	Attendance Graphs, CST Minutes	5/24/2018 monthly
G1.B1.S1.A5 A328834	Participate in coaching cycle based on teacher need and/or administrative requests as needed	Griffin, Tabitha	8/14/2017	Administrative walkthroughs	5/24/2018 biweekly
G1.B1.S1.A6 A328835	Teachers use ongoing, formative assessment data to plan differentiation, intervention, and scaffold...	Kelly, Renee	8/2/2017	Bi-weekly assessment data, Tier 2 and Tier 3 data, iStation data, ST Math completion data, Science Lab data	5/24/2018 daily
G1.B1.S1.A7 A330126	Teachers will develop and implement a 5th grade standards review plan based on data from the...	Griffin, Tabitha	8/14/2017	Science lab pre and post data, beginning, middle, and end of year diagnostic data.	5/24/2018 biweekly
G1.B2.S1.MA1 M347113	Lesson plans will be reviewed and administrators will attend collaborative planning sessions to...	Griffin, Tabitha	8/14/2017	Meeting minutes, lesson plans	5/24/2018 biweekly
G4.B4.S1.A2 A325755	Instructional Staff will utilize the Restorative Practices learned during Morning Meetings.	Thompson, Ryan	8/10/2017	Walkthroughs, behavior data	5/24/2018 daily
G4.B4.S1.A1 A325754	The PBIS Team will provide professional development on Cultural Responsiveness and Restorative...	Thompson, Ryan	8/2/2017	Sign-In Sheets for professional development, PLC notes	5/24/2018 every-6-weeks
G1.B2.S1.A2 A330199	Provide opportunities for professional learning on the use of the WIDA Can Do Approach and the use...	Delong, Erin	8/7/2017	PD Sign In Sheets	5/24/2018 monthly
G1.B2.S1.A3 A330257	Teachers explicitly teach academic vocabulary, model academic, high-level English, and encourage...	Griffin, Tabitha	8/14/2017	iObservation/walkthrough data, ISM Feedback, lesson plans	5/24/2018 daily
G1.B2.S1.A4 A330262	ESOL, ESE, and classroom teachers collaborate and co-plan utilizing the language proficiency data,...	Griffin, Tabitha	8/14/2017	Bi-weekly assessment data, PLC Minutes, lesson plans	5/24/2018 biweekly
G5.MA1 M340585	The CST Team will graph the data and analyze the trends regarding attendance.	DeHaan, Heather	9/20/2017	Attendance Records, CST Minutes	5/24/2018 monthly
G4.MA1 M340582	The PBIS Team will monitor the progress of goal through monthly PBS, SBLT, and Student Service...	Thompson, Ryan	8/30/2017	Agendas for PBS Committee Meetings, SBLT, and Student Service Meetings.	5/24/2018 monthly
G3.MA1 M340574	Attendance, Behavior, and Report Card Grades will be reviewed and monitored throughout the year to...	Thompson, Ryan	10/10/2017	The spreadsheet of attendance, behavior, and report card grades will be disaggregated to show that monitoring is happening.	5/24/2018 quarterly
G4.B4.S1.MA1 M340579	Walkthroughs will be conducted to observe the strategies in practice.	Thompson, Ryan	8/10/2017	Calendar for scheduled professional development, walkthrough data, and Sign-In Sheets for trainings	5/24/2018 monthly
G4.B4.S1.MA1 M340577	PBIS Team will monitor for effectiveness through a pre and post survey regarding Cultural...	Thompson, Ryan	8/2/2017	Sign-In Sheets for professional development workshops and PBIS Committee Meetings.	5/24/2018 monthly
G6.B1.S1.MA4 M340587	Monthly data chats with 3rd-5th grade teachers	Griffin, Tabitha	9/12/2017	Notes from data conferences, plan for moving further	5/25/2018 monthly
G6.B1.S1.MA1 M340586	Walkthrough classes and provide feedback to teachers, review lesson plans looking for alignment to...	Griffin, Tabitha	8/10/2017	IObservation data/feedback to the teachers	5/25/2018 weekly

V. Professional Development Opportunities

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

G1. If we provide standards based instruction with fidelity using Florida Standards and appropriate level of rigor then students will make gains in all content areas.

G1.B1 Teachers are in the process of understanding Florida Standards and delivery of instructional practices

G1.B1.S1 Increase teacher knowledge and delivery of standards based instruction

PD Opportunity 1

Attend site based professional development that is embedded and differentiated based on teacher need

Facilitator

Embedded Coaches and Administrators

Participants

Classroom Teachers, Assistants, Administrators

Schedule

Biweekly, from 8/2/2017 to 5/24/2018

PD Opportunity 2

Participate in district wide module roll outs, unpacking of standards, and collaborative planning sessions

Facilitator

District coaches

Participants

Classroom teachers and coaches

Schedule

Every 6 Weeks, from 8/2/2017 to 5/24/2018

PD Opportunity 3

Participate in weekly grade level collaborative planning sessions with coaches

Facilitator

Embedded Coaches

Participants

Classroom Teachers

Schedule

Weekly, from 8/14/2017 to 5/24/2018

G1.B2 Not having appropriate strategies (ELL, ESE, etc)

G1.B2.S1 Grouping and instruction for ELs is based on ELs' current language proficiency levels.

PD Opportunity 1

Provide opportunities for professional learning on the use of the WIDA Can Do Approach and the use of Thinking Maps for all teachers.

Facilitator

James Dean, Erin Delong, Christina Murphy Santana, Sandra Hartnett, D'Wanna Patterson, Brittany Love,

Participants

All Instructional Staff and Bilingual Assistants, and STARs Assistants

Schedule

Monthly, from 8/7/2017 to 5/24/2018

G3. If we provide standards based instruction with fidelity and support for our African American students in the areas of reading, math, and science, then we will increase the percentage of African American students scoring proficiently in Reading to 50% (current performance is 19%), Math by 18% (current performance is 32%), and Science by 15% (current performance is 25%) as measured by the LAFS, MAFS, and State Science Assessment.

G3.B1 Ineffective process of identifying students falling under the EWS indicators

G3.B1.S1 Provide training to school leadership teams including teacher leaders on using early warning data to monitor and support black students and their families with personal learning plans for each student at risk based on early warning data.

PD Opportunity 1

Provide training for the leadership team on how to extract Early Warning data.

Facilitator

Renee Kelly

Participants

Principal, Assistant Principal, MTSS Coach, Guidance Counselor, Literacy Coach, Social Worker, Media Specialist, ESOL Teachers, ESE Teachers, and grade level Team Leaders.

Schedule

Semiannually, from 8/22/2017 to 5/24/2018

G3.B3 Trauma interferes with student engagement in instructional activities.

G3.B3.S1 Teachers integrate Trauma Informed Care into instructional practices.

PD Opportunity 1

Training in Trauma Informed Practices will be provided to all instructional staff members during pre-planning week.

Facilitator

Ryan Thompson

Participants

Instructional Staff

Schedule

On 5/25/2017

G4. Increase the ethnic and gender parity for students who receive discipline referrals, communication forms, suspensions, and who achieve academic honors, to align with the demographic make-up of the school population.

G4.B1 Fidelity of teaching behavior expectations, including the classroom expectations, are aligned to the school wide expectations, and completed with fidelity.

G4.B1.S1 A systematic PBIS process will be implemented, shared, and revisited throughout the year by the following means: committee meetings, PLCs', SBLT, classroom, cafeteria, morning meetings, etc.

PD Opportunity 1

Belleair PBIS Team, with all stakeholders, will implement, share, and revisit the systematic PBS Plan and expectations throughout the school year.

Facilitator

Ryan Thompson

Participants

All Stakeholders

Schedule

Daily, from 8/2/2017 to 5/24/2018

PD Opportunity 2

Each instructional staff member will create, submit, implement and articulate a Behavior Management Plan with no more than 5 rules, rewards, and consequences.

Facilitator

Dr. Thomas Glanton

Participants

All staff members

Schedule

On 8/9/2017

G4.B4 School culture and climate that may not embrace cultural sensitivity and trauma.

G4.B4.S1 To provide professional development regarding cultural sensitivity, gender differences (strategies), and the trauma that differing students may experience.

PD Opportunity 1

The PBIS Team will provide professional development on Cultural Responsiveness and Restorative Practices.

Facilitator

Ryan Thompson

Participants

All Staff members

Schedule

Every 6 Weeks, from 8/2/2017 to 5/24/2018

PD Opportunity 2

Staff will utilize culturally responsive instructional strategies (i.e. explicitly teaching academic vocabulary, incorporating music and movement) in their lessons.

Facilitator

Ryan Thompson

Participants

All staff members

Schedule

Daily, from 8/10/2017 to 5/24/2018

G5. Decrease number of student absences to a total of 95% of school population (2016-2017 was 93.9%) and 5% or less of the student population tardy for the 2017- 2018 school year.

G5.B1 Family engagement and support of attendance policies.

G5.B1.S1 CST team will develop a plan to inform all stakeholders, especially parents, of the attendance policy in the form of Parent workshops, and provide positive incentives for their students' decrease in absences and/or tardies.

PD Opportunity 1

The Student Services Team will provide training to families of the attendance policies, benefits of regular attendance on academics and behavior at the Meet the Teacher Event in order to decrease absences and/or tardies.

Facilitator

Michelle Morehouse

Participants

All Belleair Families

Schedule

Biweekly, from 8/8/2017 to 8/9/2017

G6. Increase percentage of students performing proficiently in Science to 55%, as measured by Science Lab post assessments, SLAG's, and the SSA. During the 2016-2017 school year the percentage performing proficiently was 50%.

G6.B1 Fidelity of differentiated standards based instruction to meet the needs of learners

G6.B1.S1 Teachers attend professional development aligned to the standards and BEST Practices of the Elementary Science Curriculum.

PD Opportunity 1

Teachers will attend grade level Science District Wide Training ,participate in the coaching model with the instructional coach and implement gained knowledge within classroom.

Facilitator

District Just In Time Coaches

Participants

Instructional Staff

Schedule

Monthly, from 8/10/2017 to 5/24/2018

PD Opportunity 2

Teachers will utilize the district provided grade level science modules to help guide in planning for and providing differentiated grade level standards based instruction. This will include the use of Science Learning Activity Guides (SLAGS,) scientific investigations and Science notebooks.

Facilitator

District Science Coaches

Participants

Instructional Staff

Schedule

Daily, from 8/10/2017 to 5/24/2018

G6.B2 Assessment data is not being used to drive instruction

G6.B2.S1 Develop and implement a 4th and 5th grade benchmark review plan based on data from the 3rd/4th grade Review Diagnostic Assessment.

PD Opportunity 1

Teachers will develop and implement a 5th grade benchmark review plan based on data from the 3rd/4th grade Review Diagnostic Assessment.

Facilitator

D. Cascone

Participants

Instructional Staff

Schedule

Weekly, from 8/17/2016 to 5/25/2017

G7. Increase percentage of students performing proficiently in Math to 70%, as measured by the MAP, OPM's, and Unit Assessments. The percentage proficient in 2016-2017 was 53%.

G7.B1 Teachers lack understanding of the knowledge level required to meet the complexity of the standard.

G7.B1.S1 Through the support of district math coaches teachers will unpack standards and participate in standards based planning.

PD Opportunity 1

Teachers will attend monthly collaborative planning sessions with district math coaches to increase the rigor.

Facilitator

District Math Coach

Participants

Instructional Staff

Schedule

Weekly, from 8/28/2017 to 5/24/2018

PD Opportunity 2

Teachers will increase the use of rigorous, student centered math instruction (less teacher talk , more productive struggle).

Facilitator

District Math Coach

Participants

Instructional Staff

Schedule

Weekly, from 8/10/2017 to 5/24/2018

PD Opportunity 3

Teachers will utilize frequent formative assessments and bi-weekly assessments to determine students current level of performance and use that data to inform their instruction.

Facilitator

District Math Coaches

Participants

1st-5th Grade Teachers

Schedule

Weekly, from 8/14/2017 to 5/24/2018

G7.B2 Assessment data is not being used to drive instruction and reteach deficient standards.

G7.B2.S1 Teachers use data to differentiate and scaffold instruction to increase student proficiency.

PD Opportunity 1

Teachers will utilize bi-weekly assessments to formatively assess students and use this data for differentiated instruction.

Facilitator

Christine Santana & Sarah Lenhart

Participants

Instructional Staff

Schedule

Biweekly, from 8/28/2017 to 5/24/2018

G8. Increase percentage of students performing proficiently in reading to 50% as measured by MAP, ELA Reading and Writing Rubrics, and the ELA FSA assessment. The percentage proficient from 2016-2017 was 32%.

G8.B1 Lack of fidelity in small group instruction

G8.B1.S1 Teachers will teach guided reading groups daily with fidelity.

PD Opportunity 1

All instructional staff will receive training in small group guided reading (JRGR, LLI, or Nemour's).

Facilitator

District Literacy Supervisor

Participants

All Instructional Staff

Schedule

Quarterly, from 8/4/2017 to 3/23/2018

G8.B3 Assessment data is not being used to drive instruction

G8.B3.S1 Teachers will bring assessments and student work products to analyze and monitor and measure student performance.

PD Opportunity 1

Teachers meet in PLC's to conduct data chats regularly to review student responses to tasks and plan for instruction based on data.

Facilitator

Teacher Mentors

Participants

All instructional staff

Schedule

Monthly, from 8/10/2016 to 5/25/2017

PD Opportunity 2

Teachers utilize scales and rubrics aligned to learning goals to assist in conducting data chats with students and support students with goal setting based on data.

Facilitator

Ryan Thompson

Participants

Teachers

Schedule

Monthly, from 8/10/2016 to 5/25/2017

G8.B5 Fidelity to the rigor of the standards that includes academic vocabulary and small group instruction that is differentiated to meet the needs of learners.

G8.B5.S1 Teachers will unpack the ELA standards for each module.

PD Opportunity 1

Teachers utilize Jan Richardson's Guided Reading Routine (as well as other small group methods) to meet the unique needs of their students.

Facilitator

District Literacy Coach

Participants

Instructional and Support Staff who support students

Schedule

Daily, from 9/5/2016 to 5/25/2017

PD Opportunity 2

Teachers differentiate instructional methods for concepts and content-specific vocabulary to ensure the most effective teaching.

Facilitator

District Literacy Coach

Participants

Instructional staff

Schedule

Daily, from 9/5/2016 to 5/25/2017

PD Opportunity 3

Teachers will provide daily opportunities for students to use journals and provide a rubric to guide their revisions and editing.

Facilitator

District Literacy Coach

Participants

instructional staff

Schedule

Weekly, from 9/5/2016 to 5/25/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Attend site based professional development that is embedded and differentiated based on teacher need				\$14,561.82
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0371 - Belleair Elementary School	Title, I Part A		\$14,561.82
			Notes: 600 hours have been earmarked for teachers and 30 hours for coaches to participate/deliver professional development to staff.			
2	G1.B1.S1.A2	Participate in district wide module roll outs, unpacking of standards, and collaborative planning sessions				\$0.00
3	G1.B1.S1.A3	Participate in weekly grade level collaborative planning sessions with coaches				\$0.00
4	G1.B1.S1.A4	Implement standards based lessons developed in collaborative planning sessions with coaches				\$0.00
5	G1.B1.S1.A5	Participate in coaching cycle based on teacher need and/or administrative requests as needed				\$0.00
6	G1.B1.S1.A6	Teachers use ongoing, formative assessment data to plan differentiation, intervention, and scaffold instruction to increase student performance.				\$0.00
7	G1.B1.S1.A7	Teachers will develop and implement a 5th grade standards review plan based on data from the 3rd/4th grade Review Diagnostic Assessment, as well as implement consistent science lab usage in grades 2-5.				\$0.00
8	G1.B2.S1.A1	Teams will strategically create classes where students requiring ESE and ESOL services are placed in the master schedules first in order to optimize service delivery.				\$0.00
9	G1.B2.S1.A2	Provide opportunities for professional learning on the use of the WIDA Can Do Approach and the use of Thinking Maps for all teachers.				\$0.00
10	G1.B2.S1.A3	Teachers explicitly teach academic vocabulary, model academic, high-level English, and encourage ELs to respond and communicate their own thinking using discipline-specific language.				\$0.00
11	G1.B2.S1.A4	ESOL, ESE, and classroom teachers collaborate and co-plan utilizing the language proficiency data, CAN Do Descriptors, ELlevation reports, and formative assessment data to provide differentiated instruction that is aligned to grade-level standards and/or IEP goals.				\$0.00
12	G2.B1.S1.A1	For 2017-18, the Healthy School Team will review all assessment items to determine the most feasible item(s) to improve in Nutrition Services to achieve silver recognition level, and then develop an action plan for that item(s) by November 2017.				\$0.00
13	G2.B1.S1.A2	The Hospitality and Wellness Committee will schedule monthly wellness activities for staff, students, and/or families.				\$0.00

14	G3.B1.S1.A1	Provide training for the leadership team on how to extract Early Warning data.				\$0.00
15	G3.B1.S1.A2	Schedule and create agendas for data review and planning for actions based upon EWS data.				\$0.00
16	G3.B1.S2.A1	Assign each African American student who scored at a Level 1, in the lowest quintile (3rd Graders), or in the lowest level on MAP, a mentor or a Check In Check Out partner to meet with the student and create then review their personal learning plan.				\$0.00
17	G3.B1.S2.A2	Schedule time for mentors to meet with their mentee weekly to review their personal learning plan.				\$0.00
18	G3.B1.S2.A3	Provide teachers with real time data and schedule frequent review sessions.				\$0.00
19	G3.B1.S2.A4					\$0.00
20	G3.B3.S1.A1	Training in Trauma Informed Practices will be provided to all instructional staff members during pre-planning week.				\$0.00
21	G4.B1.S1.A1	Belleair PBIS Team, with all stakeholders, will implement, share, and revisit the systematic PBS Plan and expectations throughout the school year.				\$60,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0371 - Belleair Elementary School	Title I, Part A		\$60,000.00
			<i>Notes: Copies MTSS Behavior Coach Salary PBS Celebrations Behavior Incentives Books,</i>			
22	G4.B1.S1.A2	Each instructional staff member will create, submit, implement and articulate a Behavior Management Plan with no more than 5 rules, rewards, and consequences.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	131302-CONTRACTS WITH EDUCATIONAL INSTITUTIONS	0371 - Belleair Elementary School	Title, I Part A		\$0.00
			<i>Notes: Professional Development- Outside contractor</i>			
23	G4.B1.S1.A3	Each staff member will implement cultural and/or gender related instructional strategies in their teaching including, but not limited to increased movement, role plays, and hands on activities.				\$0.00
24	G4.B4.S1.A1	The PBIS Team will provide professional development on Cultural Responsiveness and Restorative Practices.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0371 - Belleair Elementary School	Title I, Part A		\$500.00
			<i>Notes: Notes Copies Books Rtl Coach, Behavior</i>			
25	G4.B4.S1.A2	Instructional Staff will utilize the Restorative Practices learned during Morning Meetings.				\$0.00

26	G4.B4.S1.A3	Staff will utilize culturally responsive instructional strategies (i.e. explicitly teaching academic vocabulary, incorporating music and movement) in their lessons.				\$0.00
27	G4.B5.S1.A1	Continue Morning Games and implement recess for students as part of their lunch time.				\$0.00
28	G5.B1.S1.A1	The Student Services Team will provide training to families of the attendance policies, benefits of regular attendance on academics and behavior at the Meet the Teacher Event in order to decrease absences and/or tardies.				\$600.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0371 - Belleair Elementary School	Title I, Part A		\$600.00
<i>Notes: Copies Food for the event</i>						
29	G6.B1.S1.A1	Teachers will attend grade level Science District Wide Training ,participate in the coaching model with the instructional coach and implement gained knowledge within classroom.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide	Title I, Part A		\$1,000.00
<i>Notes: Professional Development TDE's Science Materials</i>						
30	G6.B1.S1.A2	Teachers will utilize the district provided grade level science modules to help guide in planning for and providing differentiated grade level standards based instruction. This will include the use of Science Learning Activity Guides (SLAGS,) scientific investigations and Science notebooks.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide	Title I, Part A		\$1,000.00
<i>Notes: Professional Development Notebooks Science Materials TDE's</i>						
31	G6.B1.S1.A3	Consistent use of the Science Lab by 2nd-5th grade teachers.				\$0.00
32	G6.B1.S1.A4	Administer the Diagnostic Science Assessment to 5th grade students and analyze and utilize to data to inform instruction.				\$0.00
33	G6.B2.S1.A1	Teachers will develop and implement a 5th grade benchmark review plan based on data from the 3rd/4th grade Review Diagnostic Assessment.				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide	Title I, Part A		\$5,000.00
<i>Notes: Professionsla Development Science Supplies Teacher salaries</i>						
34	G7.B1.S1.A1	Teachers will attend monthly collaborative planning sessions with district math coaches to increase the rigor.				\$0.00
35	G7.B1.S1.A2	Teachers will increase the use of rigorous, student centered math instruction (less teacher talk , more productive struggle).				\$0.00

36	G7.B1.S1.A3	Teachers will utilize frequent formative assessments and bi-weekly assessments to determine students current level of performance and use that data to inform their instruction.				\$0.00
37	G7.B1.S2.A1	Teachers will use ST Math K-1 60 minutes a week and 90 minutes a week with 2nd- 5th grades with at least 90% completion by April 2017.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide	Title I, Part A		\$1,000.00
<i>Notes: Professional Development Copies Motivational Rewards</i>						
38	G7.B2.S1.A1	Teachers will utilize bi-weekly assessments to formatively assess students and use this data for differentiated instruction.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide	Title I, Part A		\$1,000.00
<i>Notes: copies Professional Development</i>						
39	G7.B2.S1.A2	Teachers provide students opportunities to work with, discuss (ie.Talk Moves)and respond in journals to rigorous math word problems. Scales and rubrics are used for teachers to respond to student work and data use for intervention.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide	Title I, Part A		\$1,000.00
<i>Notes: Professional Development Journals copies</i>						
40	G8.B1.S1.A1	All instructional staff will receive training in small group guided reading (JRGR, LLI, or Nemour's).				\$0.00
41	G8.B1.S1.A2	All students in grades Kindergarten through 5th grades will receive an additional half hour of reading instruction daily.				\$0.00
42	G8.B3.S1.A1	Teachers meet in PLC's to conduct data chats regularly to review student responses to tasks and plan for instruction based on data.				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0371 - Belleair Elementary School	SIG 1003		\$5,000.00
<i>Notes: Teachers will work with an outside consultant to review data and make plans for students meeting grade level expectations.</i>						
43	G8.B3.S1.A2	Teachers utilize scales and rubrics aligned to learning goals to assist in conducting data chats with students and support students with goal setting based on data.				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide	Title I, Part A		\$5,000.00
<i>Notes: Purchase data binders for students Parent Workshop (Dinner) Translators at Parent Workshop Childcare so that parents can focus during workshop Professional Development for staff after school</i>						

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44	G8.B5.S1.A1	Teachers utilize Jan Richardson's Guided Reading Routine (as well as other small group methods) to meet the unique needs of their students.				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide	Title I, Part A		\$5,000.00
			<i>Notes: Jan Richardson Guided Reading Books Guided Reading Books for group use Professional Development Running Record Materials and copies</i>			
45	G8.B5.S1.A2	Teachers differentiate instructional methods for concepts and content-specific vocabulary to ensure the most effective teaching.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide	Title I, Part A		\$2,000.00
			<i>Notes: SIOP Training and Materials</i>			
46	G8.B5.S1.A3	Teachers will provide daily opportunities for students to use journals and provide a rubric to guide their revisions and editing.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide	Title I, Part A		\$1,000.00
			<i>Notes: Journals Professional Development Copies</i>			
					Total:	\$103,661.82