

PINELLAS PARK ELEMENTARY SIP 2013-14 EXECUTIVE SUMMARY

Pinellas Park Elementary School has 573 students grades K to 5th, two administrators, 63 teachers, and 5 staff members. The mission of Pinellas Park Elementary is "All stakeholders will work together in a cooperative partnership which will enable our students to become contributing citizens and life-long learners. Together we will provide a balanced curriculum which is driven by data and based on individual needs.

To accomplish this mission, Pinellas Park Elementary has 5 Goals:

- 1) Increase the number of students proficient in the area of reading from 39% to 59% as measured by the 2013-2014 FCAT.
- 2) Increase the percentage of students proficient in the area of writing as measured by FCAT writing from 26% to 50%.
- 3) The percentage of students achieving a Level 3 or higher on the Mathematics FCAT 2.0 will increase from 29% to 55%.
- 4) The percentage of students achieving at Level 3 and above will increase from 20% to 45%.
- 5) Bradley MOU: To increase the achievement level of black students in reading (24% to 49%) and in math (9% to 38%); based on AMO targets.

The core instructional strategies included in our action plans are: Professional development on Jan Richardson's Guided Reading, and curriculum resources; establish routine and clear goals for common planning time; facilitation during common planning time to ensure alignment to core; ensure coaching cycle is built upon planning; examine student work during common planning time; develop process to train teachers on providing teacher-specific feedback; professional development to build an understanding of the common core shift in writing; unpack standards during common planning time; align instruction to math standards; utilize MFAS modules to introduce formative assessment process; utilize coaching cycle to increase best practice in instructional delivery; planning, scheduling and implementing (curriculum calendar, professional development, PLCs for data analysis, data chats for common assessments and formative assessments, common planning time); effective use of formative strategies; extending the learning through science learning labs; differentiate instruction through the formative assessment process; positive behavior supports in place in the form of an effective school wide behavior plan.

The professional development efforts include reader's notebooks, student work/rubrics, etc.; training teachers to collect evidence from learning tasks and provide teacher-specific feedback in where students are in the learning; provide support to help teachers increase students' comprehension of using a variety of text-based strategies; using "unpacking" documents to generate learning goals; use common planning and PLC's to ensure lesson plans are benchmark aligned; provide teachers support, during PLC's on using formative strategies to inform instruction, guide and expand student thinking; differentiation of instruction: student interests, classroom orientation prior knowledge/background and skill level. Formative strategies: used to engage and scaffold learning. Teachers provide specific feedback: design to guide the student toward the learning goals. Students are provided opportunities to monitor their progress through peer/self-assessment.

The parent involvement efforts are currently being addressed by the leadership and staff. Pinellas Park Elementary offers parent conferences on a schedule designed to help accommodate parents. Additional communication will occur at our Open House/Meet the Teacher and through our school newsletter. We are currently working on our PTA and SAC monthly meeting schedule to further involve parents in our school community.

For more information about Pinellas Park Elementary's School Improvement Plan, please go to our website at <http://www.pp-es.pinellas.k12.fl.us>