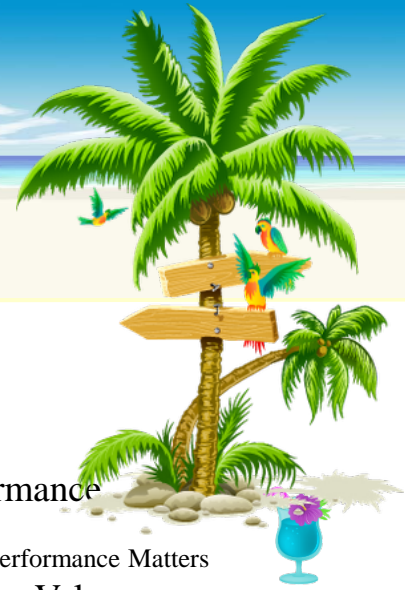


# School Improvement Plan Island Hopping

2016-17

Island hopping is the crossing of an ocean by a series of shorter journeys between islands, as opposed to a single journey directly to the destination.



## Strategy



**Charting the Course**



**Onboarding**



**Purpose, Direction, Destination**



**SMART Goals and Action Plans**



**Resources**



**Permission to Sail**



**Communicate, Communicate**



**Sail On**



**Monitor Progress**

## Islands

- **Shoreline** - The SIP Map
  - School Improvement Process
  - Structure of the SIP
  - Timeline for SIP
- **Island 1** - Assessing Performance
  - Needs Assessment
  - DecisionED, CIMS online, Performance Matters
- **Island 2** - VISION, Mission, Values
  - Review/Revise/Adopt
- **Island 3** - Align Directions, Goals, Actions
  - School Improvement Plan and District Strategic Plan
- **Island 4** - Allocate Resources
  - State & Federal Funding, Professional Development, Budget
- **Island 5** - Approve the Plan
  - Area Superintendent, SAC, School Board
- **Island 6** - Communicate the Plan
  - Board Meeting, District/School Website, Various
- **Island 7** - Execute the Plan
  - Action Plans, Processes, Teamwork, PLCs
- **Island 8** - Monitor Progress
  - Daily, Weekly, Monthly, Mid-Year, End of Year

# SIP Support Sessions

## Managing the School Improvement Plan

held each morning on June 29<sup>th</sup>, June 30<sup>th</sup>, July 11<sup>th</sup>, July 13<sup>th</sup> and July 14<sup>th</sup> from 8:30 until 11:30. Register for Course #25901 on True North Logic:

- Section 77612 for 6/29 in Conference Hall
- Section 77613 for 6/30 in Conference Hall
- Section 77856 for 7/11 in Conference Hall
- Section 77614 for 7/13 in Discovery Room
- Section 77615 for 7/14 in Conference Hall

Each afternoon from 12:30 until 3:30, school teams can work with the support of MTSS, SIP and various other specialists.

**Be on the lookout...**  
**Resources coming to PCS**  
**eLearn**

# School Improvement Plan 2016-17

- PCS Form for All
- DA Schools must use the DOE SIP online
- 2014-15 and 2015-16 FSA School Grades data are updated on the CIMS site & School Profile
- *Timeline:*
  - *August 1 Draft* on August 1<sup>st</sup> to Area Superintendent and CC Mary Beth Corace
  - August 1 to August 26 Review of Drafts by Area Sup., Executive Dir., MTSS
  - August 28 feedback sent back to principals
  - August 29 to September 6<sup>th</sup> , School teams work to improve SIPs using feedback
  - September 9<sup>th</sup> final SIPs and Executive Summaries due to Area Superintendent and CC Mary Beth Corace
- Board Approval on September 27, 2016
- SIP can be continuously updated

# Outline for School Improvement Plan (CIMS)

## **Part I: Current School Status**

- A. School Information
- B. School Advisory Council (SAC)
- C. Leadership Team
- D. Public & Collaborative Teaching
- E. Multi-Tiered System of Supports (MTSS)/ Response to Instruction & Intervention (RtI)
- F. Ambitious Instruction & Learning
- G. Literacy Leadership Team (LLT)

## **Part II: Expected Improvements**

- A. Reading
- B. English Language Arts (Writing)
- C. Mathematics
- D. Science
- E. Science, Technology, Engineering & Mathematics (STEM)
- F. CTE (middle)
- G. Social Studies (Middle)
- H. Attendance, Referrals, Retentions- Early Warning Systems
- I. Black Student Achievement
- J. Family & Community Involvement
- K. Additional Goals and Targets (Health & Wellness)

## **Part III: Professional Development**

## **Part IV: Coordination and Integration**

## **Part V: Budget**

## **Part VI: Mid-Year Reflection**

# Outline for School Improvement Plan

## Part I: Current School Status

- A. Vision and Direction, and School Profile
- B. School Culture for Learning
  - School-wide Behavior Plan
  - Data-based Problem Solving
  - High Expectations for All
  - School-based Instruction for Learning
  - Collaboration for Professional Growth
  - Family and Community Engagement

## Part II: School Goals

- A. Core Content Areas
  - English Language Arts Achievement
  - Mathematics Achievement
  - Science Achievement
- B. Other Goals (STEM, CTE, Social Studies, Healthy Schools)
- C. Academic Achievement Gap Goals
  - Black Student Achievement
  - ELL Student Achievement
  - ESE Student Achievement

## D. Early Warning Systems

- Attendance
- Discipline
- Academic Intervention

## Part III: Required Items / Resources

- A. Instructional Employees
- B. SAC Membership
- C. SAC Compliance
- D. SBLT / MTSS Leadership Team
- E. Budget / SIP Funds

**1. Assess  
Current  
Performance**

**2. Review/Revise  
Vision, Mission,  
Core Values**

**3. Align  
Directions,  
Goals, Actions**

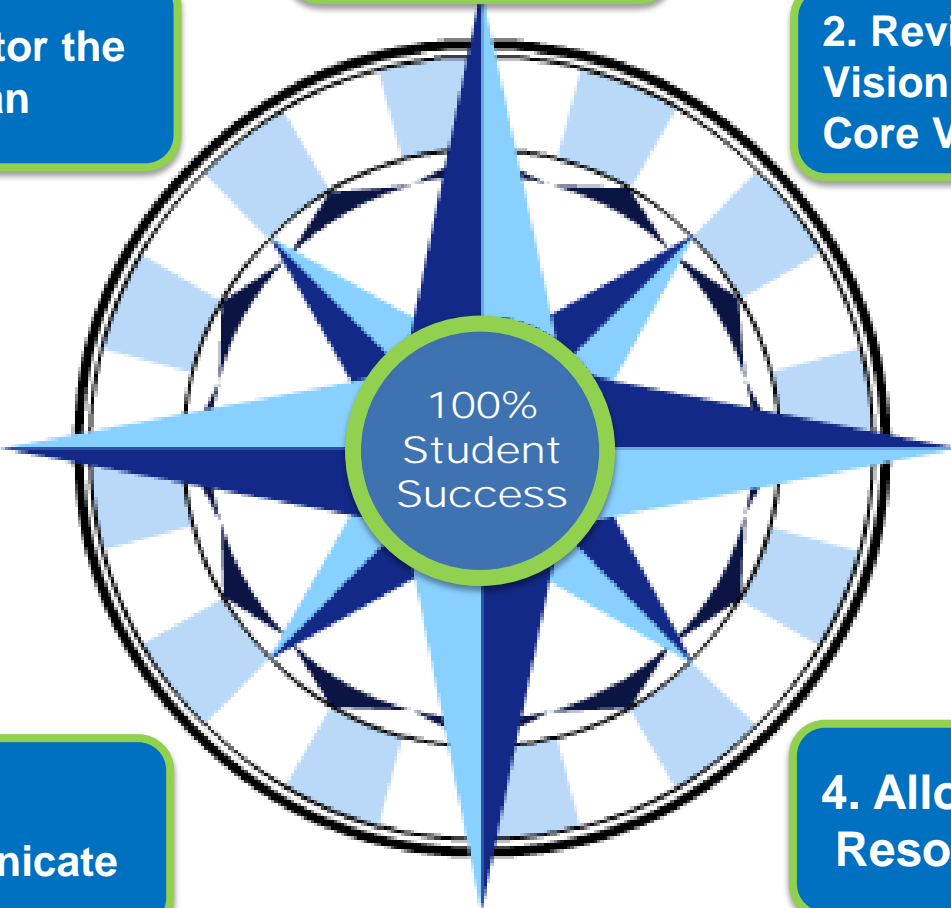
**4. Allocate  
Resources**

**5. Approve**

**6.  
Communicate**

**7. Execute the  
Plan**

**8. Monitor the  
Plan**



**100%  
Student  
Success**

# 1. Assess Current Performance

- Collect relevant data
- Analyze data
- How is your school performing?
- Strengths
  - Achievement
  - Instruction
  - Behavior
  - Climate
  - Leadership
- Opportunities
  - Gaps between student groups?
  - Similar schools doing better?
  - Early Warning Signs
  - Family & Community Involvement

## Early Warning Systems (EWS) -- Data and Goals

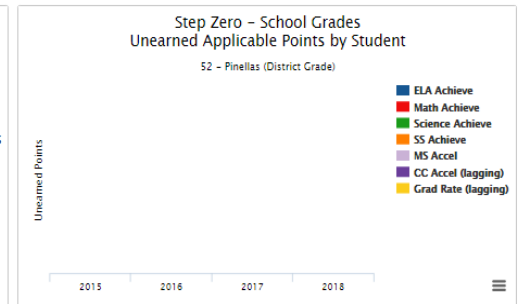
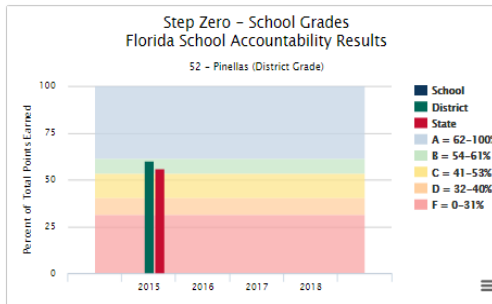
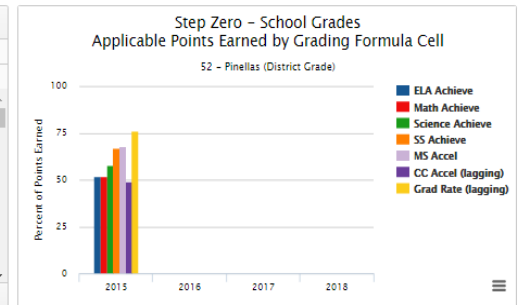
Early Warning Indicator* (Number of students by grade level)	Grade	Grade	Grade	Grade	Grade	School	
						#	%
Students scoring at FSA Level 1 (ELA or Math)							
Students with attendance below 90 %							
Students with excessive referrals**							
Students with excessive course failures**							
Students exhibiting two or more indicators							

\*Required per Section 1001.42(18)(a)2., F.S. \*\* Definitions provided by district (may be different per level). Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data will be provided via School Profiles dashboard. Enter only relevant grade levels as needed per your school site.

2015 - 2011-2014

Region 4 Pinellas All All Percentile Rankings

School Information					
District	School	% FRL	Title I	Charter	Growth
Pinellas	District Aggregate				
Pinellas	Academie Da Vinci Charter School	24	N	Y	N/A
Pinellas	Alfred Adler Elementary School	31	N	Y	N/A
Pinellas	Ami Kids Center For Personal Growth	77	N	N	N/A
Pinellas	Anona Elementary School	57	N	N	N/A
Pinellas	Athenian Academy	43	N	Y	N/A
Pinellas	Azalea Elementary School	48	Y	N	N/A
Pinellas	Azalea Middle School	64	Y	N	N/A
Pinellas	Bairdmoor Elementary School	53	Y	N	N/A



# SIP Reports from Decision Ed

You can continue to use Decision Ed **OR** the new local School Profile Dashboard.  
Here's how...

The screenshot displays the 'Decision Ed' logo on the left and the 'District Dashboard' title in red on the right. Below the title is a 'Report Quick View' section with three main areas: 'Use the Wizard', 'Search on Name', and 'Flags'. The 'Use the Wizard' section includes 'Step 1: Select Report Level' with a dropdown menu set to 'Priority Reports', and 'Step 2: Select Subject Area' with a dropdown menu set to 'Subject Area Folder'. The 'Search on Name' section has a text input field containing 'school profile'. The 'Flags' section includes 'Priority Flag' and 'Local Flag' dropdown menus, both set to 'Local Flag'. Below these is a table with columns 'View Description' and 'Run Report'.

View	Run Report
LR00013	<a href="#">School - School Profile</a>
LR00015	<a href="#">School - School Profile v.2</a>
LR00014	<a href="#">School - School Improvement Plan Data</a>

Priority Reports – Search for the report name or number.



# PCS collects, analyzes and applies learning from a range of data sources



## 2. Review or Revise Vision, Mission, Core Values

### Leadership Facilitates a vision (purpose) and mission (direction)

- Over the past twenty years, a series of studies of “good leadership” has had only one characteristic of effective leadership. Effective leaders help to establish a vision, to set standards for performance, and to create a focus and direction for organizational efforts. No other characteristic is universal

*(Bolman & Deal, 1991; Collins, 2001).*

**Vision-** 100% student success

**Mission-** Educate and prepare each student for college, career, and life.

**PCS Core Values- CCCIRR**

#### COMMITMENT TO CHILDREN FAMILIES AND THE COMMUNITY-

Making decisions and committing resources to attain each student’s success. Seeking out and connecting with families and community

RESPECTFUL AND CARING RELATIONSHIPS- Establishing positive relationships among all stakeholders. Using the district vision to guide intentions, motives, and actions.

CULTURAL COMPETENCE- Understanding individual differences and capitalizing on the beneficial value these differences bring to our school district. Honoring the values, rights, and responsibilities of each individual.

INTEGRITY- Maintaining the highest standards of behavior, ethics, fairness, and honesty with ourselves and others. Committing to doing the right things for the right reasons. Demonstrating fairness in our judgments and actions.

RESPONSIBILITY- Fulfilling commitments and promises through fact-based decision-making and problem solving. Taking ownership of our own behaviors. Seeking opportunities for continuous improvement.

CONNECTEDNESS- Teaming through internal and external partnerships by aligning efforts for the common purpose of each student’s success. Willing to share and transfer knowledge with others.

## 2. Review or Revise Vision, Mission, Core Values

- Analyze data
  - AdvancED Student Survey
  - AdvancED Parent Survey
  - AdvancED Staff Survey
  - Needs assessment
- Review **Core** Values
- Review School-wide Behavior Plan
- Think MTSS & RTI

\* Remember, when the statement asks **how**, it means state the Process!

### Vision and Direction

School Improvement Plan 2016-17

### School Culture for Learning

Connections: District Strategic Plan • Goals 2, 3  
Marzano Leadership • Domain 5

#### School-wide Behavior Plan

1. Describe your school's expectations for providing a safe, secure and healthy learning environment. Ensure that your school has a behavioral system connected to Positive Behavioral Interventions and Supports (PBIS).

**PBIS**

2. What is your plan for ensuring that the school-wide expectations transfer to the classrooms? How does the school ensure that expectations are implemented equitably in the handling of student behavior?

3. What is your plan to implement a seamless multi-tiered system of supports (MTSS) focused on an integration of behavioral (social/emotional) and academic interventions to meet the needs of all students? Ex. Character education, social-emotional learning, equity, school climate initiatives and/or restorative practices.

**MTSS**

#### Data-Based Problem Solving

4. Describe your school's plan to meet the physical, social and emotional needs of students who are in need of supplemental or intensive supports. What processes do you have in place?

5. Describe how your school monitors student progress to determine if additional supports are needed to improve student outcomes. Include your data sources (school dashboard, disparity gap or Healthy Schools data).

#### High Expectations for All

6. How does your school leadership ensure that all staff members have high expectations for the success of all students by providing learning opportunities that are rigorous and equitable?


#### School Culture / SWBP / Key Strategies

Goal 1: What is your primary goal and strategy to improve the overall culture, climate at your school?	
Goal:	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Goal 2: What is your primary goal and strategy for reducing the discipline and learning gaps between Black and Non-Black students in your school? You may also address other related subgroups if needed.	
Goal:	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

Enter school name here: 3

### 3. Determine Directions, Goals, Actions

- Analyze data
- Describe the school's use of data to provide and differentiate instruction
- Describe the top **three** instructional strategies used to enrich and accelerate the curriculum



## Standards-Based Instruction for Learning

Connections: District Strategic Plan • Goals 1,2,4,5  
 Marzano Leadership • Domain 1,2,3,4

7. Describe your school's efforts to align instruction to state standards, increase academic rigor and student engagement. What successes have you seen to date? What data did you review to measure your success?

8. In aligning instruction to state standards and increasing rigor and student engagement, what are the key areas for improvement in your school? What data did you review in reaching these conclusions?

9. Describe how teachers in your school measure student growth in meeting state standards. Discuss your staff's use of student data (ex. assessment, goals and scales) to measure learning and inform instruction.

10. Describe how your school supports all students in reaching grade level proficiency and transitioning from one school level to the next (elementary to middle, middle to high school and high school to college/career).


**Standards-Based Instruction / Key Strategies**

Provide the following information on the key strategies that your school will use to increase the amount and quality of learning time. List the school-wide strategies that will be your focus for the coming year.

Instructional Strategy 1	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Instructional Strategy 2	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Instructional Strategy 3	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible

### 3. Determine Directions, Goals, Actions

- Analyze data
- Establish goals in most critical areas of need both academically and operationally *based on data and information about strengths, challenges and opportunities*
- Establish action plans to accomplish the goals These should have measures too!



## Vision and Direction

School Improvement Plan 2016-17

**School Profile**

Principal:	SAC Chair:
School Vision	
School Mission	

Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
	%	%	%	%	%	%

School Grade	2016: <small>Select</small>	2015: <small>Select</small>	2014: <small>Select</small>	Title 1 School?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
--------------	--------------------------------	--------------------------------	--------------------------------	-----------------	------------------------------	-----------------------------

Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %
Proficiency All												
Learning Gains All												
Learning Gains LZ5%												

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal				
Select Role				
Select Role				
Select Role				
Select Role				
Select Role				
Select Role				
Select Role				
Select Role				
Select Role				
Select Role				
Select Role				

Total Instructional Staff:	Total Support Staff:
----------------------------	----------------------

Enter school name here 2

# Analyze the Data

	% 2013-2014 status	% 2014-15 status	% 2015-16 Target
White			
Black/African American			
Hispanic			
Asian			
ELL			
SWD			
Economic Disadvantaged			

Determine the Target



### 3. Determine Directions, Goals, Actions

- Analyze data
- Establish goals in most critical areas of need both academically and operationally *based on data and information about strengths, challenges and opportunities*
- **Establish action plans to accomplish the goals These should have measures too!**

## Part II: Expected Improvements

1. ELA (Writing)
2. Mathematics
3. Science
4. Social Studies
5. Science, Technology, Engineering & Mathematics (STEM)
6. CTE
7. Black Student Achievement
8. ELL Student Achievement
9. ESE Student Achievement



## 4. Allocate Resources

- Analyze data
- Examine budget
- Describe funding
- Create a budget for each school funded activity

1 G1.B2.S1.A1  
S210127

Jump to Action Step → ✕ Cancel Changes ✓ Save Changes

Function	Object	Budget Focus	Funding Source	FTE	2016-17
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Additional Budget Line Notes

Notes

+ ↺ 🗑



## 5. Approve

- SAC
- School Faculty and Staff
- Area Superintendent
- School Advisory Committee
- School Board

### SAC Membership

SAC Member / First Name	SAC Member / Last Name	Race	Stakeholder Group
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	

### SAC Compliance

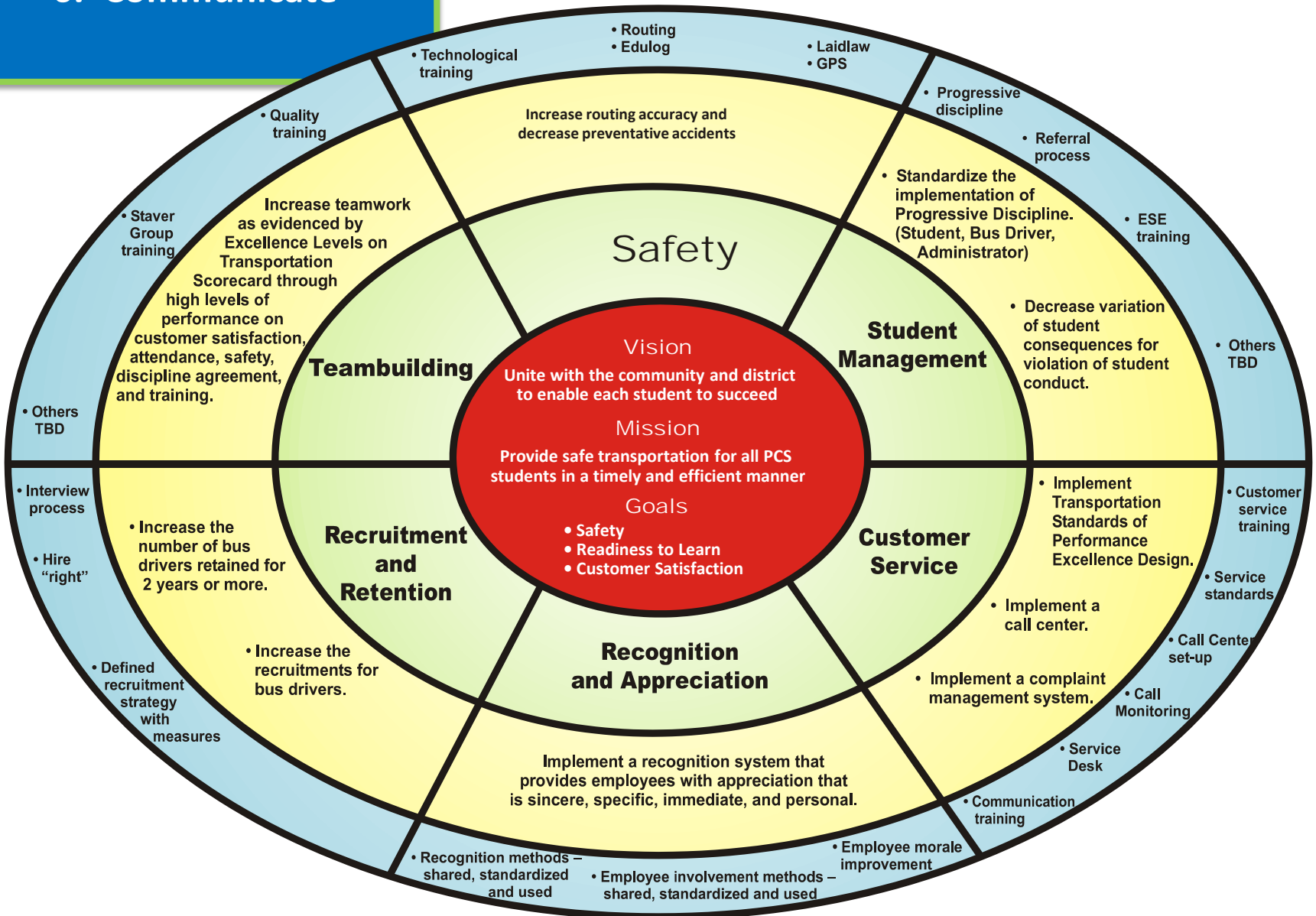
Is your school in compliance with Section 1001.452, F.S. regarding the make-up and duties of SAC?

<input type="checkbox"/> Yes	<input type="checkbox"/> No <i>(Describe the measures being taken to meet compliance below.)</i>

Did your school SAC committee review, provide feedback and formally vote to approve your School Improvement Plan?

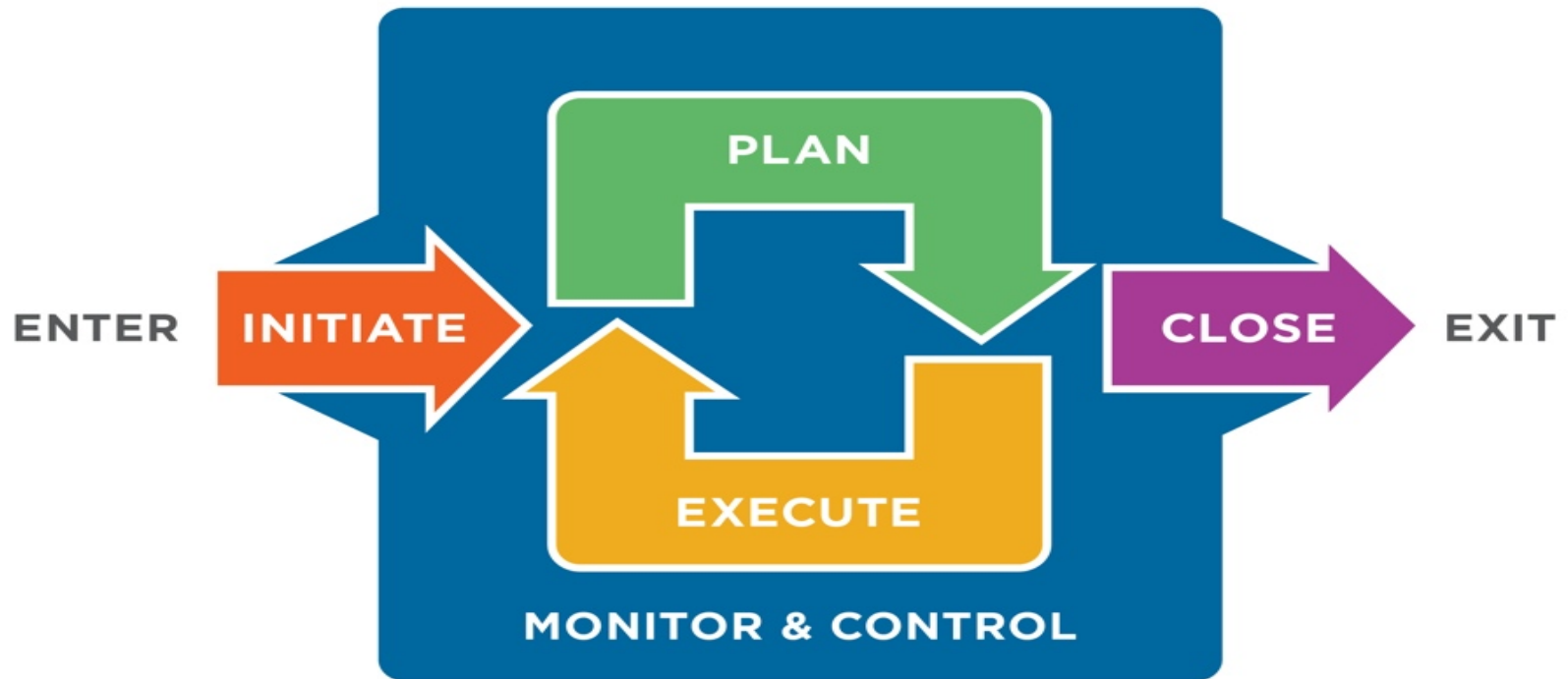
<input type="checkbox"/> Yes	<input type="checkbox"/> No	Committee Approval Date:
------------------------------	-----------------------------	--------------------------

# 6. Communicate



## 7. Execute the Plan

# PROJECT MANAGEMENT FRAMEWORK



## 8. Monitor the Plan



### Has the goal or action been achieved?

- If **yes**, **how do you know** you have achieved the goal?
  - Document evidence. Move to next goal or action.
- If **no**, is desired **progress** being **made** to accomplish the goal?
  - If **yes**, **how do you know** desired progress has been made to accomplish the goal?
    - Document evidence of progress, continue implementing and monitoring. Move to next goal or action.
  - If **no**, have the original **barriers** been **eliminated or reduced**?
    - If **yes**, **how do you know** barriers have been eliminated or reduced?
      - Document evidence of elimination or reduction. Review action steps for barrier, revise if needed. Move to next goal or action.
    - If **no**, are the original **strategies** being **implemented with fidelity** as designed?
      - If **yes**, **re-engage** the **problem solving** process, making edits as needed to action plans, strategies, barriers, and/or goals.
      - If **no**, **engage** in a **problem solving** process **around implementation fidelity** of the original plan, and make edits as desired to action plans, strategies, barriers, and/or goals.

DISTRICT  
STRATEGIC  
PLAN

District  
Strategic  
Plan



**Our Vision**

100% Student Success

**Our Mission**

Educate and prepare students for college, career and citizenship

**Our Values**

- Commitment to Student Learning
- Families and Community Engagement
- Respectful and Inclusive Relationships
- Cultural Competency
- Integrity



**100% Student Success**

2016 - 2017  
DISTRICT STRATEGIC PLAN

