

Pinellas County Schools

# Ponce De Leon Elementary School



2017-18 School Improvement Plan

## Ponce De Leon Elementary School

1301 PONCE DE LEON BLVD, Clearwater, FL 33756

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

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2016-17 Title I School</b>	<b>2016-17 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 3)
Elementary School PK-5	Yes	100%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2016-17 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	69%

### School Grades History

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

*\*Informational Baseline School Grade*

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

### School Board Approval

This plan is pending approval by the 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 Ponce De Leon Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest - <a href="#">Julio Valle</a>	Not In DA - N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement

Create a safe learning environment to prepare and motivate every child to be goal orientated and lifelong learners.

##### b. Provide the school's vision statement

Our vision includes making Ponce de Leon a model school environment in exemplary education and appropriate school behavior.

#### 2. School Environment

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

The school provides professional development focused on creating culturally responsive classrooms through the use of student protocols and morning meetings. Student surveys are used to gather information and build rapport between teachers and students. Students are given a voice in the creation of classroom guidelines and procedures through the use of classroom learning systems and quality tools. Parent nights encourage families to partner with the school and allow for additional opportunities to build relationships. The use of bilingual assistants in conferences, parent nights and other school events encourage positive relationships between teachers, parents and students.

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

The school has a school wide discipline plan which includes positive reinforcement for both the individual student and classes of students. A safe campus is maintained through the use of staff and safety patrols. The staff is provided professional development focused on developing culturally responsive classrooms through the use of student protocols and morning meetings. The school provides small group guidance and behavior strategy groups, as well as individual counseling, for those students in need of additional support. Adult mentors are provided for identified at-risk students. The school is also beginning to implement restorative practices.

##### 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

The school has established guidelines for success and clear behavioral expectations. All students participate in a behavior/expectation orientation during the first week of school. Professional development focused on the school wide behavior system, behavior rubrics, and behavior tracking forms is conducted during pre-school for new staff and a refresher for returning staff. Classrooms utilize a five level behavior matrix as a Tier 1 behavior management system. Behavior/expectation rubrics/lessons are used to define acceptable classroom and common area behavior. Individual behavior plans are provided for those students who require additional behavioral support. Ongoing professional development is conducted by the MTSS behavior coach for the staff, and side-by-side coaching is provided to those staff members requiring additional support. Behavioral data is collected

school wide and reviewed on a regular basis. Morning meetings and restorative practices will be used to teach social skills.

**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**

The school's student services team includes a social worker, guidance counselor, psychologist and diagnostician. This team provides small group counseling and behavior management services. Guidance lessons are provided to all classrooms monthly. Adult mentors are provided for identified at-risk students. These mentors meet regularly with assigned students to discuss goals and progress. Classroom teachers are trained in the use of morning meetings as a culture building tool and are provided with grade level social skills curriculum from Safe and Civil Schools.

**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**

We utilize the following early warning indicators:

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

Course failure in English Language Arts or mathematics

Below expectation on the statewide, standardized assessments in English Language Arts or mathematics

**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	23	15	18	17	16	13	0	0	0	0	0	0	0	102
One or more suspensions	1	1	0	0	2	1	0	0	0	0	0	0	0	5
Course failure in ELA or Math	0	17	22	9	16	30	0	0	0	0	0	0	0	94
Level 1 on statewide assessment	0	0	0	40	59	63	0	0	0	0	0	0	0	162

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	5	0	3	9	10	0	0	0	0	0	0	0	27

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

Home visits are conducted by the student services team. Mentors are identified and matched to the students exhibiting two or more early warning indicators. Academic interventions are identified, matched and delivered with fidelity. Bi-monthly child study teams, including all required members, that address students that have missed 10% or more of school and look for trends of why students are not

attending at your school. Utilize the attendance codes for this purpose. Completion of the PSW for attendance quarterly to assist with problem solving to determine the most common reasons/barriers your students miss school.

## 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

The school has a Parent Involvement Plan that describes the school's efforts to include parents in their child's learning. The Parent Involvement Committee, SAC and PTA are responsible for its design and implementation. Some of the goals include: holding a face to face conference with each parent at least once during the year, using the student agendas for communication, maintaining an updated website, maintaining email distribution lists, holding a parent involvement activity monthly, and using the Focus parent log each time contact is made with parents. School Messenger is utilized when communicating with parents.

### 2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The school has a partnership with St Paul's United Methodist Church and the City of Largo. These organizations provide student supplies, volunteers, mentors and other necessary resources for improving student achievement. Our Family and Community Liaison seeks out these partnerships and then working with administration these partnerships are sustained throughout the year. Regular and consistent meetings are held with members of these organizations to determine progress of the partnership as well as progress of our students' achievement based on these partnerships. Adjustments are made when needed and then reviewed to determine their effectiveness.

## 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
Klingman, Courtney	Other
Logan, Greg	Assistant Principal
Coleman, Dawn	Instructional Media
Blackman, Stephanie	Principal
Krauss, Kelsey	Instructional Coach

## b. Duties

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

The school leadership team meets weekly with the Principal in order to monitor action steps in our school improvement plan. The team reviews school wide and district data, establishes coaching needs and plans for professional development.

The MTSS coach is responsible for reporting tier 1 data, the AP reports discipline data, the social worker reports attendance data and the psychologist reports trends. Each member shares the data relevant to the area of focus mentioned and then the team problem solves next steps in order to meet our school goals.

### **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**

After completing the Comprehensive Needs Assessment and the 10 Components of Highly Effective Schools we developed the Title 1 budget to include the following:

- \* 5 Title I hourly teachers
- \* 1 MTSS Academic Coach
- \* 1 MTSS Behavior Coach
- \* Parent Involvement Funds (agendas, training)
- \* Community Involvement Liaison
- \* Instructional materials (LLI, Flying Start, Classroom Libraries, AVID notebooks/journals)
- \* TDE's for data analysis

The budget was presented to staff, SAC and PTA for input and revision prior to being accepted by the county Title 1 office.

Students are assessed using county provided assessments and site based ongoing progress monitoring. The data gathered through these assessments is analyzed in order to plan for instruction and align the available resources. Additional support (Title I Hourly Teachers) is provided to students needing additional instruction. Data chats/planning sessions are held every 6-8 weeks to analyze data and plan for additional instruction.

The MTSS Academic and Behavior teams use the 8 step problem solving method to address gaps in instruction and student performance. These teams also coordinate and evaluate additional Tier 2 and Tier 3 interventions in academics and behavior. These teams meet weekly.

Coaches hold professional development that aligns to student and teacher need. Coaches provide support during collaborative planning sessions, side-by-side coaching, observational support and

feedback. Monthly curriculum meetings are held to provide staff with PCSB professional development. Additional training is provided in the areas of reading, math, science, MTSS, AVID, and Marzano.

#### Title I, Part A

Title I, Part A funds are utilized, in conjunction with district operating funds and other federal resources, to support teaching and learning, parental engagement, and professional development. Title I services are coordinated and integrated with other resources through the Division of Teaching and Learning, Student Assignment, and Research and Accountability.

#### Title I, Part C- Migrant

NA in Pinellas

#### Title I, Part D

The district receives Title I, Part D funds which provide transition services from alternative education programs to zoned schools. In addition, a portion of Title I, Part A funds is reserved for services to neglected and delinquent students. Funds are targeted to support continuous education services to students in neglected and delinquent facilities through tutoring, instructional materials and resources, and technology.

#### Title II

The district receives funds to increase student achievement through professional development for teachers and administrators. Title II funds provide math and science coaches, as required by Differentiated Accountability, in some of the district's lowest performing schools. A portion of Title I, Part A funds is used to provide additional reading and math coaches in targeted schools based on FCAT results.

#### Title III

Title III funds provide educational materials, bilingual translators, summer programs, and other support services to improve the education of immigrant and English Language Learners. Bilingual translators provide assistance with parent workshops and dissemination of information in various languages for Title I schools.

#### Title X- Homeless

The district receives funds to provide resources for students for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. A portion of Title I, Part A funds is also reserved to provide services to homeless students (social workers, a resource teacher, tutoring, and technology).

#### Supplemental Academic Instruction (SAI)

SAI funds are coordinated with Title I, Part A funds to provide extended learning opportunities for students before/during/after school and during the summer.

#### Violence Prevention Programs

NA

#### Nutrition Programs

Title I coordinates with district food services to provide breakfast and lunch to students in Title I summer extended learning camps.

#### Housing Programs

NA

#### Head Start

Title I, Part A funds are used to provide Pre-Kindergarten to Kindergarten transition services. Title I schools coordinate with staff from public and private preschool programs, including Head Start, to prepare students for a successful start to school. A portion of Title I, Part A funds are used to provide classes for 3 year olds at targeted elementary schools to support early literacy.

#### Adult Education

NA

#### Career and Technical Education

NA

#### Job Training

NA  
Other  
NA

**2. School Advisory Council (SAC)**

**a. Membership**

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

Name	Stakeholder Group
Dawn Coleman	Teacher
Ignacio Cajigas	Parent
Gary Hargrett	Education Support Employee
Brandon Mai	Business/Community
Krystle Swift	Teacher
Stephanie Blackman	Principal
Adam Pinfer-Nelson	Parent
	Student

**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*

At the last meeting of the school year, SAC reviewed and evaluated last year's SIP. This involved discussing successful completion of the various action steps.

*b. Development of this school improvement plan*

The SAC provided input as goals and action plans were developed. SAC offered input regarding barriers.

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

When we receive information regarding SIP funds and how much we are being allocated, the SAC will convene to determine a plan for using these funds. Any funds being spent will be based on the goals and action steps listed in our SIP.

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

All SIP funds were used to schedule additional duty days for the AP to work on the SIP.

**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
Blackman, Stephanie	Principal
Logan, Greg	Assistant Principal
Kamensky, Regina	Teacher, K-12
Krauss, Kelsey	Teacher, K-12
Coleman, Dawn	Instructional Media

**b. Duties**

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

The members of the LLT provide information and guidance in the decision making process with regards to literacy instruction. They provide expertise in matching interventions to student needs and play an important role in monitoring Tier 1 instruction. Walk-throughs are completed with specific purposes in mind and feedback given. Coaching sessions and staff professional development are planned based on needs observed.

The school assures that all teachers have appropriate professional development, including training in the Florida Standards, Guided Reading, WICOR strategies, and various interventions. Students are progress monitored and regularly scheduled data meetings are held to analyze data and group students according to academic need.

The LLT oversees all activities related to literacy.

**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**

Teachers plan collaboratively for instruction. Teachers participate in weekly professional learning communities. The new teacher mentor meets with new teachers monthly to help them understand district and school policies and processes. Coaches work with teachers to implement research based strategies and plan for instruction and improve behavior management and student engagement/motivation. School administration provides walk-through feedback to reinforce research based practices and support coaching. Coaches offer guidance and support to teams during weekly collaborative planning sessions.

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

Recruit - As a turn around/L300 school, administration recruits highly qualified teachers, hourly teaching partners, and associates. This is achieved through a strict interview process where candidates are asked to give examples of how they instruct students of poverty. Administrators review each candidate's previous evaluation documents to be sure their past performance has been successful. Administrators routinely look for teachers at other locations who they feel would best serve the students of Ponce de Leon.

Develop - Teachers are supported through site based professional development including data reviews,

book studies and side by side coaching with MTSS coaches. All teachers are supported by our coaches, not simply the struggling teachers. It is important that even our best teachers are receiving consistent coaching in order for them to be even more successful with their students. Hourly teachers and associates are included in site based professional development opportunities.

Retain - The way we are able to retain highly qualified, certified-in-field, effective teachers is to give each and every staff member the opportunity to improve upon his or her craft in a way that they feel they are part of the solution, as opposed to part of the problem. Building a culture of togetherness and collegiality is the key to retaining those effective teachers who work best with our students. Consistent communication, well thought out trainings and meetings, and positive collaborative planning are some examples that have been shared from teachers as to why they choose to remain at Ponce de Leon.

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

Grade level team leaders are chosen based on level of experience and knowledge of the curriculum. Team leaders act as a grade level support for new teachers through collaborative planning sessions. The new teacher mentor conducts monthly meetings with teachers new to the school site and teaching and offers side by side coaching to individuals. New teacher meeting content focuses on behavior management, school and district processes and educational pedagogy.

## **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***

Ponce uses the curriculum and instructional materials recommended and provided by Pinellas County Schools. These materials have been adopted by the county and aligned to the state standards. Teachers are provided professional development and coaching focused on the implementation of the adopted curriculum and additional resources. Administrators monitor the use of instructional programs by conducting walkthroughs, including analyzing trends across the school and then providing feedback for growth. We monitor lesson plans to ensure fidelity of the core programs.

#### **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***

Small group instruction is provided based on data (MAP Assessments, Running Record, spelling inventories, OPM). Students receive daily guided reading instruction as part of the curriculum. Students identified as needing additional intervention through county assessments receive daily intervention aligned to their area of need. Individual student growth and performance is reviewed regularly and instruction is modified based on the results. Instructional personnel is assigned to students/interventions based on experience and qualifications. An additional block of intervention time is provided to all students as part of the L300 plan.

Teachers will become proficient in the utilization of Marzano goals and scales in order for teacher and students to understand the standards. Teachers will be supported through site based coaching, additional site based training and effective feedback.

**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:** Extended School Day

**Minutes added to school year:** 5,400

Students will receive an additional 60 minutes of reading intervention.

**Strategy Rationale**

Additional instructional time allows for students to master concepts.

**Strategy Purpose(s)**

- Core Academic Instruction

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

Blackman, Stephanie, blackmans@pcsb.org

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

Year end MAP assessment scores are used to determine effectiveness.

**Strategy:** After School Program

**Minutes added to school year:** 30,000

Extended learning program for after school tutoring provided through Title 1 ELP funds. 30,000 minutes per year of tutoring is added to each identified student's schedule.

**Strategy Rationale**

**Strategy Purpose(s)**

- Core Academic Instruction

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

Blackman, Stephanie, blackmans@pcsb.org

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

I-ready diagnostic reading and math online assessment baseline and outcome data.

**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**

Kindergarten Teachers will hold an orientation for incoming students and their parents prior to the beginning of the school year. Readiness skills will be emphasized and good choices for academic and social characteristics will be presented. Materials will be available, as well as pamphlets covering



a variety of helpful parenting subjects ranging from parenting skills, helping with homework, students with disabilities and what to expect at a parent teacher conference.

Since Ponce de Leon also has two pre-school classrooms, our pre-K teachers are on the same team as the Kindergarten teachers so they can articulate regarding standards.

Our 5th grade teachers will participate in an articulation session with feeder schools. At these articulation sessions teachers will communicate the progress of our students as well as understand the expectations of middle school curriculum. Our teachers will then take this information and implement specific strategies to ensure their successful transition. At the end of the school year, our students in fifth grade will participate in site based middle school orientations.

## **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**

Focus on grade level standards and self improvement through progress monitoring to prepare for next grade and forward. Ponce implements school wide AVID to promote a college and career awareness amongst students.

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

Students are provided opportunities for hands on science and real world math. Non fiction text is analyzed to make comparisons between sources. Connections to real life are made frequently.

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

Focus on grade level standards and self improvement through progress monitoring to prepare for next grade and forward. AVID strategies are implemented k-5.

### **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 all teachers collaboratively plan for and deliver high quality targeted intervention, then Ponce de Leon subgroups of students that are SWD and ELL will be equal to or exceed the school's levels in all subject areas as measured by FSA.
- G2.** By developing and sustaining a healthy, respectful, caring and safe learning environment for students and staff and community members we will engage in wellness efforts through the Alliance for a healthier Generation's Healthy Schools Program working toward Bronze Level Recognition becoming eligible in 6 out of 6 Assessment Modules.
- G3.** If all teachers collaboratively plan for and deliver high quality core instruction, then Ponce de Leon ES students achievement will be equal to or exceed the district proficiency levels in all subject areas as measured by FSA & SSA.
- G4.** If all staff create and monitor effective Early Warning Signs systems, then Ponce de Leon ES will increase our daily attendance rate from 94.6% to 96%.
- G5.** If we provide for culturally relevant pedagogy, then the achievement of our black students will be equal to or exceed the state proficiency levels.

## 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 all teachers collaboratively plan for and deliver high quality targeted intervention, then Ponce de Leon subgroups of students that are SWD and ELL will be equal to or exceed the school's levels in all subject areas as measured by FSA. 1a

G092073

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement - SWD	57.0
FSA ELA Achievement - ELL	57.0
FSA Math Achievement - ELL	57.0
FSA Math Achievement - SWD	57.0

**Targeted Barriers to Achieving the Goal** 3

- ELL students lack structure to support deeper levels of understanding
- ESE students have gaps in learning preventing them from understanding new content

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

- Thinking Maps
- ELL Teachers
- Thinking Maps Site Team
- VE Resource
- IRLA

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

Student academic data will be tracked to determine the effectiveness of the maps and student understanding.

**Person Responsible**

Kelsey Krauss

**Schedule**

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

**Evidence of Completion**

Tier 1 data, observation data

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

G089096

**Targets Supported** **1b**

Indicator	Annual Target
District Grade - Percentage of Points Earned	83.0

**Targeted Barriers to Achieving the Goal** **3**

- Lack of staff participation to complete assessment modules and develop an action plan for improvement.

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

- Healthy School Team: Administrator, Café Manager, Physical Education Teacher/ Health Teacher/ Classroom Teacher, Employee Wellness Champion, District, PCS Wellness Consultant
- 

**Plan to Monitor Progress Toward G2.** **8**

The Healthy School Team will review all assessment items to determine the most feasible item(s) to improve in one module to achieve recognition level, and then develop an action plan for that item.

**Person Responsible**

Courtney Klingman

**Schedule**

Every 6 Weeks, from 8/10/2016 to 6/1/2017

**Evidence of Completion**

Apply for Bronze Recognitions and complete action plans for the Alliance for a Healthier Generation Healthy School Program.

**G3.** If all teachers collaboratively plan for and deliver high quality core instruction, then Ponce de Leon ES students achievement will be equal to or exceed the district proficiency levels in all subject areas as measured by FSA & SSA. **1a**

G089097

**Targets Supported** **1b**

Indicator	Annual Target
FSA ELA Achievement	57.0
ELA/Reading Gains	50.0
ELA/Reading Lowest 25% Gains	100.0
FSA Mathematics Achievement	57.0
Math Gains	100.0
Math Lowest 25% Gains	50.0
Statewide Science Assessment Achievement	46.0

**Targeted Barriers to Achieving the Goal** **3**

- Lack of student motivation and engagement
- Lack of understanding of delivering of core instruction

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

- MTSS Coaches (2)
- Hourly Teachers
- Student assessment results: common assessments, FSA, running records
- Guided Reading materials
- Collaborative planning schedule
- ST Math school wide license
- Master Schedule
- ST Math Schedule
- Science lab schedule
- Science lab curriculum
- School wide data notebooks
- ELP/Promise Time
- Ipads, computers, technology
- Student agendas
-

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

Student achievement results increase  
Students are able to self-monitor progress through data notebooks  
Teachers provide feedback to students to improve achievement  
Small group data shows increased achievement for students  
Teachers have used data to plan and drive instruction  
MTSS (Academic) coach has collected data and had data meetings with teams

**Person Responsible**

Stephanie Blackman

**Schedule**

Monthly, from 8/1/2017 to 5/25/2018

**Evidence of Completion**

Student achievement results Data notebooks Feedback on use of scales Collected data Lesson Plans

**G4.** If all staff create and monitor effective Early Warning Signs systems, then Ponce de Leon ES will increase our daily attendance rate from 94.6% to 96%. 1a

G089098

**Targets Supported** 1b

Indicator	Annual Target
Students exhibiting two or more EWS indicators (Total)	3.0
Attendance rate	95.0
Attendance Below 90%	10.0

**Targeted Barriers to Achieving the Goal** 3

- Lack of cultural proficiency
- Lack of consistent student attendance

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

- Community and family liaison
- Social worker
- Guest speakers
- MTSS (Behavior) Coach
- Various rewards
- Discipline referrals
- Panther Paw tickets
- Food for parent events
- Books for parent events
- Agendas
- Bilingual assistants

**Plan to Monitor Progress Toward G4.** 8

Teacher self report of change in practice  
 Business partnerships established  
 Volunteer hours increased  
 Attendance at family events increased

**Person Responsible**

Greg Logan

**Schedule**

Monthly, from 8/1/2017 to 5/25/2018

**Evidence of Completion**

Completion of teacher self-assessment survey Attendance at events Number of partnerships  
 Number of volunteer hours Attendance improves

**G5.** If we provide for culturally relevant pedagogy, then the achievement of our black students will be equal to or exceed the state proficiency levels. 1a

G089099

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement - Black/African American	43.0
FSA Math Achievement - Black/African American	57.0

**Targeted Barriers to Achieving the Goal** 3

- Lack of student participation in school opportunities
- Lack of knowledge of what culturally relevant pedagogy is

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

- MTSS Coaches (2)
- Hourly Teachers
- Student assessment results: common assessments, FSA, running records
- Student agendas
- City of Largo
- Articles and research about culturally relevant pedagogy

**Plan to Monitor Progress Toward G5.** 8

Evidence showing culturally relevant pedagogy from ISM and walkthroughs

**Person Responsible**

Stephanie Blackman

**Schedule**

Every 6 Weeks, from 9/5/2017 to 5/25/2018

**Evidence of Completion**

Academic data Walkthrough data

## Action Plan for Improvement

*For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.*

### Problem Solving Key

**G** = Goal                      **B** =  
   Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key



**G1.** If all teachers collaboratively plan for and deliver high quality targeted intervention, then Ponce de Leon subgroups of students that are SWD and ELL will be equal to or exceed the school's levels in all subject areas as measured by FSA. **1**

G092073

**G1.B2** ELL students lack structure to support deeper levels of understanding **2**

B246609

**G1.B2.S1** Staff will be trained in the use of Thinking Maps. Thinking Maps will be rolled out beginning in August with one Map per week until all maps are taught and used consistently in instruction. **4**

S259934

### Strategy Rationale

Thinking Maps give teachers an understanding of how to visually represent, or "Map," the critical thinking embedded in the Florida Standards. The Maps provide students with both the scaffolds and structures to support a deeper level of understanding, which will empower them to become college and career ready.

### Action Step 1 **5**

Thinking Maps Site team will be trained

#### Person Responsible

Kelsey Krauss

#### Schedule

On 8/1/2017

#### Evidence of Completion

Sign in sheets

### Action Step 2 **5**

Instructional staff trained during pre school

#### Person Responsible

Kelsey Krauss

#### Schedule

On 8/4/2017

#### Evidence of Completion

**Action Step 3** 5

Teachers will implement 1 map per week for 8 weeks

**Person Responsible**

Kelsey Krauss

**Schedule**

On 10/20/2017

***Evidence of Completion***

Evidence of student maps being utilized in the classroom

**Action Step 4** 5

**Person Responsible**

**Schedule**

***Evidence of Completion***

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

Administration will monitor the implementation of maps by conducting walkthroughs

**Person Responsible**

Stephanie Blackman

**Schedule**

On 5/24/2018

***Evidence of Completion***

Observation of student maps demonstrating use of the strategies. Trends will be collected.

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

Observations of the maps will be conducted. Trends will be shared with the site team and MTSS to determine next steps for implementation and professional development.

**Person Responsible**

Kelsey Krauss


**Schedule**

Weekly, from 8/28/2017 to 5/25/2018

**Evidence of Completion**

Meeting notes, observation feedback

**G1.B3** ESE students have gaps in learning preventing them from understanding new content 2

 B246613

**G1.B3.S1** IRLA reading program will be utilized to fill in gaps of learning for ESE students 4

 S259940

**Strategy Rationale**

By using formative assessments to identify gaps, VE resource teachers can provide remediation in those gaps to catch students up in their learning.

**Action Step 1** 5

VE Resource teachers will implement IRLA with students in ESE

**Person Responsible**

Krystle Swift

**Schedule**

Daily, from 8/28/2017 to 5/25/2018

**Evidence of Completion**

Assessment results

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

The VE Resource team will meet with district staff to monitor the progress of the students

**Person Responsible**

Kelsey Krauss

**Schedule**

Monthly, from 8/28/2017 to 5/25/2018

***Evidence of Completion***

Meeting notes, coaching log

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

Tier 1 data will be reported to show how the ESE students are meetings standards as compared to non ESE students

**Person Responsible**

Kelsey Krauss

**Schedule**

Monthly, from 9/29/2017 to 5/25/2018

***Evidence of Completion***

Tier 1 data tracking sheets

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

The district coach will support the VE Resource team in implementation, monitoring, and professional development.

**Person Responsible**

Kelsey Krauss

**Schedule**

On 5/25/2018

***Evidence of Completion***

meeting notes, coach logs, professional development

**G3.** If all teachers collaboratively plan for and deliver high quality core instruction, then Ponce de Leon ES students achievement will be equal to or exceed the district proficiency levels in all subject areas as measured by FSA & SSA. 1

G089097

**G3.B1** Lack of student motivation and engagement 2

B237178

**G3.B1.S1** Teachers will involve students in their educational plan/path to increase motivation and engagement and include the 6Ms of culturally responsive instruction. 4

S249833

### **Strategy Rationale**

Students will know their strengths and weaknesses and be able to focus on those areas.

### **Action Step 1** 5

AVID notebooks used by students to identify goals, action steps and monitor progress

#### **Person Responsible**

Stephanie Blackman

#### **Schedule**

Quarterly, from 8/1/2017 to 5/25/2018

#### **Evidence of Completion**

updated AVID notebook increased achievement

### **Action Step 2** 5

Provide extended learning opportunities for students to master concepts

#### **Person Responsible**

Kelsey Krauss

#### **Schedule**

Semiannually, from 8/1/2017 to 5/25/2018

#### **Evidence of Completion**

student led conferences held

**Action Step 3** 5

Provide TDEs for classroom teachers to analyze data

**Person Responsible**

Kelsey Krauss

**Schedule**

Semiannually, from 8/1/2017 to 5/25/2018

**Evidence of Completion**

TDEs are scheduled and held

**Action Step 4** 5

MTSS coach collects and analyzes schoolwide data to lead data meetings with teachers and SBLT

**Person Responsible**

Kelsey Krauss

**Schedule**

Every 6 Weeks, from 8/1/2017 to 5/25/2018

**Evidence of Completion**

Data collected and organized for SBLT and meetings with teachers

**Action Step 5** 5

Increase teacher-student feedback through use of scales

**Person Responsible**

Stephanie Blackman

**Schedule**

Weekly, from 8/1/2017 to 5/25/2018

**Evidence of Completion**

Rubrics

**Action Step 6** 5

Provide differentiated instruction in reading/ L300 (hourly teachers and classroom teachers)

**Person Responsible**

Kelsey Krauss

**Schedule**

Daily, from 8/1/2017 to 5/25/2018

**Evidence of Completion**

Lesson plans, master schedule, progress monitoring data

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

Update data folders

TDEs held to analyze data

MTSS (Academic) coach collects and analyzes data/leads data meetings

Feedback evident in scales used

Small groups are serviced as scheduled

**Person Responsible**

Kelsey Krauss

**Schedule**

Weekly, from 8/1/2017 to 5/25/2018

**Evidence of Completion**

Updated notebooks TDEs held as planned Data is collected by MTSS (Academic) coach  
Feedback from scales used in class Small groups are held Students OPMs show progress

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

Students are able to describe their progress and goals in their data notebooks  
Teachers are using data analyzed to drive instruction  
MTSS (Academic) coach is leading data meetings with teachers  
Scales are used  
Student data shows growth in achievement

**Person Responsible**

Kelsey Krauss

**Schedule**


Weekly, from 8/1/2017 to 5/25/2018

**Evidence of Completion**


Completed student led conferences Increased student achievement Evidence of scales used in classrooms Data collected from all groups



**G3.B2** Lack of understanding of delivering of core instruction **2**

 B237179

**G3.B2.S2** Professional development to learn content of core curriculum and Florida Standards. **4**

 S249835

**Strategy Rationale**

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

Teachers participate in coaching model in reading, math, and science. Including the 10-70-20 routine.

**Person Responsible**

Stephanie Blackman

**Schedule**

Weekly, from 8/1/2017 to 5/25/2018

**Evidence of Completion**

Completion of coaching cycles

**Action Step 2** **5**

Scheduled collaborative planning time each week for all grade level teams

**Person Responsible**

Kelsey Krauss

**Schedule**

Weekly, from 8/1/2017 to 5/25/2018

**Evidence of Completion**

Teams meet at scheduled time Lesson plans reflect collaboration

**Action Step 3** 5

Instructional staff will participate in training after school (beyond the contractual day)

**Person Responsible**

Greg Logan

**Schedule**

On 10/2/2017

**Evidence of Completion**

Sign in sheets agendas contracted services payment forms

**Plan to Monitor Fidelity of Implementation of G3.B2.S2** 6

Coaching calendars will be created  
Observations of lessons by coaches reflect collaborative planning is occurring

**Person Responsible**

Stephanie Blackman

**Schedule**

Weekly, from 8/1/2017 to 5/25/2018

**Evidence of Completion**

Coaches calendars Feedback from coaches (written or verbal) Sign in sheets

**Plan to Monitor Effectiveness of Implementation of G3.B2.S2** 7

Teachers' understanding of the core curriculum  
Lessons reflect the collaborative work done in grade level teams

**Person Responsible**

Stephanie Blackman

**Schedule**

Monthly, from 8/1/2017 to 5/25/2018

**Evidence of Completion**

Walk throughs Lesson Plans

**G4.** If all staff create and monitor effective Early Warning Signs systems, then Ponce de Leon ES will increase our daily attendance rate from 94.6% to 96%. 1

G089098

**G4.B1** Lack of cultural proficiency 2

B237185

**G4.B1.S1** Provide a culturally responsive environment. 4

S249836

### Strategy Rationale

#### Action Step 1 5

Provide training on cultural proficiency to staff.

##### **Person Responsible**

Greg Logan

##### **Schedule**

On 5/25/2018

##### **Evidence of Completion**

Completion of workshop

#### Action Step 2 5

Guidelines for success established and communicated to all stakeholders (students). Restorative practices utilized in classrooms.

##### **Person Responsible**

Greg Logan

##### **Schedule**

Monthly, from 8/1/2017 to 5/25/2018

##### **Evidence of Completion**

Completion of lists and all communicated to stakeholders

**Action Step 3** 5

Family and Community liaison/Parent Involvement Committee coordinates academically focused events and communicates with families and businesses.

**Person Responsible**

Greg Logan

**Schedule**

Daily, from 8/1/2017 to 5/25/2018

***Evidence of Completion***

Needs assessments conducted by family involvement/administrative team Parents events planned around areas of academic need Parent events held Agendas reflecting academic focus Increased volunteer hours Business partnerships developed

**Action Step 4** 5

Teachers implement culturally responsive practices.  
i.e. morning meetings, restorative practices, posted order of the day, student choice

**Person Responsible**

Greg Logan

**Schedule**

Daily, from 8/1/2017 to 5/25/2018

***Evidence of Completion***

Lesson plans reflect morning meetings

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

Completion of workshop and participation by staff  
Conduct staff activities to create guidelines for success  
Cross grade level planning sessions for curriculum focused parent events  
Assure that the guidelines for success are communicated to all stakeholders  
Hold parent events to build community with families  
Coordinate placement of volunteers  
Business partnerships developed  
Lesson plans

**Person Responsible**

Greg Logan

**Schedule**

Weekly, from 8/1/2017 to 5/25/2018

**Evidence of Completion**

Sign in log Activities conducted GFS established and communicated Sign in sheets and agendas for curriculum focused parent nights Business Partnerships established Parent events held Volunteer hours increased Lesson plans monitored

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

Follow up activity with staff to determine implementation of strategies from training  
Develop exit surveys for parent events  
School Messenger / newsletter messages are sent including information about Guidelines for Success (GFS)  
GFS are shared and emphasized with students and staff  
Parent involvement with events and schools processes is facilitated  
Business partner with school through human resource and financial support  
Positive culture evident based on observations

**Person Responsible**

Greg Logan

**Schedule**

Monthly, from 8/1/2017 to 5/25/2018

**Evidence of Completion**

Completion of follow up activity Exit surveys Messages/newsletter sent Business partnerships Attendance at parent events Volunteer hours increased Decrease referrals Increased attendance and parental involvement

**G4.B2** Lack of consistent student attendance **2**

 B237186

**G4.B2.S1** Provide a systematic process for increasing student attendance. **4**

 S249837

**Strategy Rationale**

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

Conduct Child Study Team Meetings twice per month to study students' absences and tardies.

**Person Responsible**

Stephanie Blackman

**Schedule**

Biweekly, from 8/1/2017 to 5/25/2018

***Evidence of Completion***

Completion of meeting, minutes

**Action Step 2** **5**

Monitor daily attendance and recognize perfect attendance

**Person Responsible**

Stephanie Blackman

**Schedule**

Biweekly, from 8/1/2017 to 5/25/2018

***Evidence of Completion***

documentation of letters sent, parent contact

**Action Step 3** 5

Frequent parent communication

**Person Responsible**

Greg Logan

**Schedule**

Weekly, from 8/1/2017 to 5/25/2018

**Evidence of Completion**

Parent conference forms, contacts logged in Focus

**Plan to Monitor Fidelity of Implementation of G4.B2.S1** 6

Child Study Team meets twice per month  
Social worker and attendance clerk monitor daily attendance  
Frequent parent contact  
Monthly recognition of perfect attendance at character assemblies

**Person Responsible**

Stephanie Blackman

**Schedule**

Monthly, from 8/1/2017 to 5/25/2018

**Evidence of Completion**

CST Meeting minutes Letters, conferences, documented contact with parents; improved attendance Conference forms, PMPs signed, contacts logged into Focus List of student earning recognition for perfect attendance

**Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7**

Increased student attendance rates  
Social worker and attendance clerk monitor daily attendance  
Frequent parent contact

**Person Responsible**

Stephanie Blackman

**Schedule**

Biweekly, from 8/1/2017 to 5/25/2018

***Evidence of Completion***

Student attendance rate Effective contact with parents logged in Focus Letters sent home  
Home visits Minutes of CST Meetings PMPs signed Conference forms signed



**G5.** If we provide for culturally relevant pedagogy, then the achievement of our black students will be equal to or exceed the state proficiency levels. 1

G089099

**G5.B2** Lack of student participation in school opportunities 2

B237188

**G5.B2.S1** Provide a comprehensive support program for identified students. 4

S249839

### Strategy Rationale

#### Action Step 1 5

Identified black students will be assigned an adult mentor.

##### **Person Responsible**

Greg Logan

##### **Schedule**

Weekly, from 10/2/2017 to 5/25/2018

##### **Evidence of Completion**

Attendance sheets, conference logs

#### Action Step 2 5

Provide enrichment opportunities for identified black students through the additional gifted and talented resources.

##### **Person Responsible**

Greg Logan

##### **Schedule**

Monthly, from 8/1/2017 to 5/25/2018

##### **Evidence of Completion**

Lesson plans, master schedule, attendance documentation, student work samples, progress monitoring data

**Action Step 3** 5

Identify black students to participate in our STEM after school programs. Survey black families to gather participation/non participation information.

**Person Responsible**

Summer Garner

**Schedule**

Weekly, from 9/5/2017 to 5/25/2018

**Evidence of Completion**

Lesson plans, STEM after school schedule, attendance documentation, pre and post tests, parent surveys

**Action Step 4** 5

Teachers will differentiate learning styles based on individual african american student's need

**Person Responsible**

Stephanie Blackman

**Schedule**

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

**Evidence of Completion**

Ongoing progress monitoring, goal setting, minutes from meetings with teachers, anecdotes of students

**Action Step 5** 5

Restorative practice techniques will be used to build relationships with students

**Person Responsible**

Stephanie Blackman

**Schedule**

On 5/25/2018

**Evidence of Completion**

classroom meetings, circles

**Plan to Monitor Fidelity of Implementation of G5.B2.S1** 6

Review of attendance sheets and conference logs

**Person Responsible**

Greg Logan

**Schedule**

Monthly, from 8/1/2017 to 5/25/2018

**Evidence of Completion**

Completed attendance sheets Completed conference logs

**Plan to Monitor Fidelity of Implementation of G5.B2.S1** 6

Review of grade level progress (admin team)

**Person Responsible**

Stephanie Blackman

**Schedule**

Weekly, from 8/1/2017 to 5/25/2018

**Evidence of Completion**

Notes/minutes from weekly administrative team meeting Goal sheets for specific students

**Plan to Monitor Fidelity of Implementation of G5.B2.S1** 6

Walkthroughs of STEM after school lessons and Gifted and Talented enrichment groups

**Person Responsible**

Stephanie Blackman

**Schedule**

Monthly, from 10/3/2017 to 5/25/2018

**Evidence of Completion**

Walkthrough data (observation forms) Feedback sessions

**Plan to Monitor Effectiveness of Implementation of G5.B2.S1 7**

Mentors are able to conduct an effective mentoring session with students  
Students are able to participate in an effective mentoring session with adult mentor  
Monitor data that relates to specific student goal (academic, attendance, behavioral) and program they are participating in.

**Person Responsible**

Greg Logan


**Schedule**

Monthly, from 8/1/2017 to 5/25/2018


**Evidence of Completion**

Completed mentor meetings between students and mentor Increased student engagement  
Attendance sheets Data (specific to child)

**G5.B3** Lack of knowledge of what culturally relevant pedagogy is **2**

 B237189

**G5.B3.S1** Increase staff members knowledge and use of culturally relevant pedagogy. **4**

 S249840

**Strategy Rationale**

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

Conduct book study type sessions focusing on literature relevant to cultural relevant pedagogy.

**Person Responsible**

Stephanie Blackman

**Schedule**

Biweekly, from 8/1/2017 to 5/25/2018

**Evidence of Completion**

Meeting agendas and minutes summarizing what was shared/learned.

**Action Step 2** **5**

Participate in coaching sessions specific to culturally relevant pedagogy.

**Person Responsible**

Stephanie Blackman

**Schedule**

Monthly, from 8/1/2017 to 5/25/2018

**Evidence of Completion**

Feedback from coaching cycle (pre meeting, observations, modeling, debrief sessions and follow up visits)

**Plan to Monitor Fidelity of Implementation of G5.B3.S1** 6

Review of agendas and minutes  
Follow up conversations with coach working with staff members  
Feedback from staff

**Person Responsible**

Greg Logan

**Schedule**

Monthly, from 10/30/2017 to 5/27/2018

**Evidence of Completion**

Minutes from review of all documents used to monitor the fidelity

**Plan to Monitor Effectiveness of Implementation of G5.B3.S1** 7

Gather feedback from our black students to determine the effectiveness of these action steps.  
Review of data for our black students to determine if growth is being made.

**Person Responsible**

Stephanie Blackman

**Schedule**

Monthly, from 8/1/2017 to 5/25/2018

**Evidence of Completion**

Feedback from students Data from students

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
<b>2018</b>					
G1.B2.S1.A4 A342073	[no content entered]		No Start Date		No End Date one-time
G1.B2.S1.A1 A342069	Thinking Maps Site team will be trained	Krauss, Kelsey	7/24/2017	Sign in sheets	8/1/2017 one-time
G1.B2.S1.A2 A342070	Instructional staff trained during pre school	Krauss, Kelsey	8/4/2017		8/4/2017 one-time
G3.B2.S2.A3 A326047	Instructional staff will participate in training after school (beyond the contractual day)	Logan, Greg	8/1/2017	Sign in sheets agendas contracted services payment forms	10/2/2017 one-time
G1.B2.S1.A3 A342072	Teachers will implement 1 map per week for 8 weeks	Krauss, Kelsey	8/28/2017	Evidence of student maps being utilized in the classroom	10/20/2017 one-time
G1.B2.S1.MA1 M362515	Administration will monitor the implementation of maps by conducting walkthroughs	Blackman, Stephanie	8/28/2017	Observation of student maps demonstrating use of the strategies. Trends will be collected.	5/24/2018 one-time
G5.B2.S1.MA3 M341086	Review of grade level progress (admin team)	Blackman, Stephanie	8/1/2017	Notes/minutes from weekly administrative team meeting Goal sheets for specific students	5/25/2018 weekly
G3.B1.S1.A2 A326039	Provide extended learning opportunities for students to master concepts	Krauss, Kelsey	8/1/2017	student led conferences held	5/25/2018 semiannually
G3.B1.S1.A3 A326040	Provide TDEs for classroom teachers to analyze data	Krauss, Kelsey	8/1/2017	TDEs are scheduled and held	5/25/2018 semiannually
G3.B1.S1.A4 A326041	MTSS coach collects and analyzes schoolwide data to lead data meetings with teachers and SBLT	Krauss, Kelsey	8/1/2017	Data collected and organized for SBLT and meetings with teachers	5/25/2018 every-6-weeks
G3.B1.S1.A5 A326042	Increase teacher-student feedback through use of scales	Blackman, Stephanie	8/1/2017	Rubrics	5/25/2018 weekly
G3.B1.S1.A6 A326043	Provide differentiated instruction in reading/ L300 (hourly teachers and classroom teachers)	Krauss, Kelsey	8/1/2017	Lesson plans, master schedule, progress monitoring data	5/25/2018 daily
G4.B1.S1.MA1 M341079	Follow up activity with staff to determine implementation of strategies from training Develop exit...	Logan, Greg	8/1/2017	Completion of follow up activity Exit surveys Messages/newsletter sent Business partnerships Attendance at parent events Volunteer hours increased Decrease referrals Increased attendance and parental involvement	5/25/2018 monthly
G4.B1.S1.MA1 M341080	Completion of workshop and participation by staff Conduct staff activities to create guidelines...	Logan, Greg	8/1/2017	Sign in log Activities conducted GFS established and communicated Sign in sheets and agendas for curriculum focused parent nights Business Partnerships established Parent events held Volunteer hours increased Lesson plans monitored	5/25/2018 weekly
G4.B1.S1.A1 A326048	Provide training on cultural proficiency to staff.	Logan, Greg	8/1/2017	Completion of workshop	5/25/2018 one-time
G4.B1.S1.A2 A326049	Guidelines for success established and communicated to all stakeholders (students). Restorative...	Logan, Greg	8/1/2017	Completion of lists and all communicated to stakeholders	5/25/2018 monthly
G4.B1.S1.A3 A326050	Family and Community liaison/Parent Involvement Committee coordinates academically focused events...	Logan, Greg	8/1/2017	Needs assessments conducted by family involvement/administrative team Parents events planned around areas of academic need Parent events held Agendas reflecting academic focus	5/25/2018 daily

**Pinellas - 3461 - Ponce De Leon Elementary School - 2017-18 SIP**  
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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
				Increased volunteer hours Business partnerships developed	
G4.B1.S1.A4 A326051	Teachers implement culturally responsive practices. i.e. morning meetings, restorative practices,...	Logan, Greg	8/1/2017	Lesson plans reflect morning meetings	5/25/2018 daily
G4.B2.S1.MA1 M341081	Increased student attendance rates Social worker and attendance clerk monitor daily attendance...	Blackman, Stephanie	8/1/2017	Student attendance rate Effective contact with parents logged in Focus Letters sent home Home visits Minutes of CST Meetings PMPs signed Conference forms signed	5/25/2018 biweekly
G4.B2.S1.MA1 M341082	Child Study Team meets twice per month Social worker and attendance clerk monitor daily...	Blackman, Stephanie	8/1/2017	CST Meeting minutes Letters, conferences, documented contact with parents; improved attendance Conference forms, PMPs signed, contacts logged into Focus List of student earning recognition for perfect attendance	5/25/2018 monthly
G4.B2.S1.A1 A326052	Conduct Child Study Team Meetings twice per month to study students' absences and tardies.	Blackman, Stephanie	8/1/2017	Completion of meeting, minutes	5/25/2018 biweekly
G4.B2.S1.A2 A326053	Monitor daily attendance and recognize perfect attendance	Blackman, Stephanie	8/1/2017	documentation of letters sent, parent contact	5/25/2018 biweekly
G4.B2.S1.A3 A326054	Frequent parent communication	Logan, Greg	8/1/2017	Parent conference forms, contacts logged in Focus	5/25/2018 weekly
G5.B2.S1.MA1 M341084	Mentors are able to conduct an effective mentoring session with students Students are able to...	Logan, Greg	8/1/2017	Completed mentor meetings between students and mentor Increased student engagement Attendance sheets Data (specific to child)	5/25/2018 monthly
G5.B2.S1.MA1 M341085	Review of attendance sheets and conference logs	Logan, Greg	8/1/2017	Completed attendance sheets Completed conference logs	5/25/2018 monthly
G3.B1.S1.A1 A326038	AVID notebooks used by students to identify goals, action steps and monitor progress	Blackman, Stephanie	8/1/2017	updated AVID notebook increased achievement	5/25/2018 quarterly
G5.B2.S1.MA4 M341087	Walkthroughs of STEM after school lessons and Gifted and Talented enrichment groups	Blackman, Stephanie	10/3/2017	Walkthrough data (observation forms) Feedback sessions	5/25/2018 monthly
G5.B2.S1.A1 A326055	Identified black students will be assigned an adult mentor.	Logan, Greg	10/2/2017	Attendance sheets, conference logs	5/25/2018 weekly
G5.B2.S1.A2 A326056	Provide enrichment opportunities for identified black students through the additional gifted and...	Logan, Greg	8/1/2017	Lesson plans, master schedule, attendance documentation, student work samples, progress monitoring data	5/25/2018 monthly
G3.B2.S2.A2 A326046	Scheduled collaborative planning time each week for all grade level teams	Krauss, Kelsey	8/1/2017	Teams meet at scheduled time Lesson plans reflect collaboration	5/25/2018 weekly
G5.B2.S1.A4 A326058	Teachers will differentiate learning styles based on individual african american student's need	Blackman, Stephanie	8/10/2017	Ongoing progress monitoring, goal setting, minutes from meetings with teachers, anecdotes of students	5/25/2018 weekly
G5.B2.S1.A5 A330468	Restorative practice techniques will be used to build relationships with students	Blackman, Stephanie	8/10/2017	classroom meetings, circles	5/25/2018 one-time
G5.B3.S1.MA1 M341088	Gather feedback from our black students to determine the effectiveness of these action steps....	Blackman, Stephanie	8/1/2017	Feedback from students Data from students	5/25/2018 monthly
G1.MA1 M362518	Student academic data will be tracked to determine the effectiveness of the maps and student...	Krauss, Kelsey	9/25/2017	Tier 1 data, observation data	5/25/2018 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
G5.B3.S1.A1 A326059	Conduct book study type sessions focusing on literature relevant to cultural relevant pedagogy.	Blackman, Stephanie	8/1/2017	Meeting agendas and minutes summarizing what was shared/learned.	5/25/2018 biweekly
G5.B3.S1.A2 A326060	Participate in coaching sessions specific to culturally relevant pedagogy.	Blackman, Stephanie	8/1/2017	Feedback from coaching cycle (pre meeting, observations, modeling, debrief sessions and follow up visits)	5/25/2018 monthly
G1.B2.S1.MA1 M362516	Observations of the maps will be conducted. Trends will be shared with the site team and MTSS to...	Krauss, Kelsey	8/28/2017	Meeting notes, observation feedback	5/25/2018 weekly
G3.B1.S1.MA1 M341073	Update data folders TDEs held to analyze data MTSS (Academic) coach collects and analyzes...	Krauss, Kelsey	8/1/2017	Updated notebooks TDEs held as planned Data is collected by MTSS (Academic) coach Feedback from scales used in class Small groups are held Students OPMs show progress	5/25/2018 weekly
G3.B1.S1.MA1 M341072	Students are able to describe their progress and goals in their data notebooks Teachers are using...	Krauss, Kelsey	8/1/2017	Completed student led conferences Increased student achievement Evidence of scales used in classrooms Data collected from all groups	5/25/2018 weekly
G5.MA1 M341090	Evidence showing culturally relevant pedagogy from ISM and walkthroughs	Blackman, Stephanie	9/5/2017	Academic data Walkthrough data	5/25/2018 every-6-weeks
G4.MA1 M341083	Teacher self report of change in practice Business partnerships established Volunteer hours...	Logan, Greg	8/1/2017	Completion of teacher self-assessment survey Attendance at events Number of partnerships Number of volunteer hours Attendance improves	5/25/2018 monthly
G3.MA1 M341078	Student achievement results increase Students are able to self-monitor progress through data...	Blackman, Stephanie	8/1/2017	Student achievement results Data notebooks Feedback on use of scales Collected data Lesson Plans	5/25/2018 monthly
G1.B3.S1.MA1 M362590	The district coach will support the VE Resource team in implementation, monitoring, and...	Krauss, Kelsey	9/29/2017	meeting notes, coach logs, professional development	5/25/2018 one-time
G1.B3.S1.MA1 M362587	The VE Resource team will meet with district staff to monitor the progress of the students	Krauss, Kelsey	8/28/2017	Meeting notes, coaching log	5/25/2018 monthly
G1.B3.S1.MA2 M362588	Tier 1 data will be reported to show how the ESE students are meetings standards as compared to non...	Krauss, Kelsey	9/29/2017	Tier 1 data tracking sheets	5/25/2018 monthly
G1.B3.S1.A1 A342080	VE Resource teachers will implement IRLA with students in ESE	Swift, Krystle	8/28/2017	Assessment results	5/25/2018 daily
G3.B2.S2.MA1 M341076	Teachers' understanding of the core curriculum Lessons reflect the collaborative work done in...	Blackman, Stephanie	8/1/2017	Walk throughs Lesson Plans	5/25/2018 monthly
G3.B2.S2.MA1 M341077	Coaching calendars will be created Observations of lessons by coaches reflect collaborative...	Blackman, Stephanie	8/1/2017	Coaches calendars Feedback from coaches (written or verbal) Sign in sheets	5/25/2018 weekly
G3.B2.S2.A1 A326045	Teachers participate in coaching model in reading, math, and science. Including the 10-70-20...	Blackman, Stephanie	8/1/2017	Completion of coaching cycles	5/25/2018 weekly
G5.B2.S1.A3 A326057	Identify black students to participate in our STEM after school programs. Survey black families to...	Garner, Summer	9/5/2017	Lesson plans, STEM after school schedule, attendance documentation, pre and post tests, parent surveys	5/25/2018 weekly
G5.B3.S1.MA1 M341089	Review of agendas and minutes Follow up conversations with coach working with staff members...	Logan, Greg	10/30/2017	Minutes from review of all documents used to monitor the fidelity	5/27/2018 monthly

## V. Professional Development Opportunities

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

**G1.** If all teachers collaboratively plan for and deliver high quality targeted intervention, then Ponce de Leon subgroups of students that are SWD and ELL will be equal to or exceed the school's levels in all subject areas as measured by FSA.

**G1.B2** ELL students lack structure to support deeper levels of understanding

**G1.B2.S1** Staff will be trained in the use of Thinking Maps. Thinking Maps will be rolled out beginning in August with one Map per week until all maps are taught and used consistently in instruction.

### **PD Opportunity 1**

Thinking Maps Site team will be trained

#### **Facilitator**

James Dean

#### **Participants**

Site Team

#### **Schedule**

On 8/1/2017

### **PD Opportunity 2**

Instructional staff trained during pre school

#### **Facilitator**

Thinking Maps Trainer

#### **Participants**

All instructional staff prek-5, ESOL, VE Resource

#### **Schedule**

On 8/4/2017

**G3.** If all teachers collaboratively plan for and deliver high quality core instruction, then Ponce de Leon ES students achievement will be equal to or exceed the district proficiency levels in all subject areas as measured by FSA & SSA.

**G3.B1** Lack of student motivation and engagement

**G3.B1.S1** Teachers will involve students in their educational plan/path to increase motivation and engagement and include the 6Ms of culturally responsive instruction.

**PD Opportunity 1**

AVID notebooks used by students to identify goals, action steps and monitor progress

**Facilitator**

Classroom teachers

**Participants**

Students Classroom Teachers

**Schedule**

Quarterly, from 8/1/2017 to 5/25/2018

**PD Opportunity 2**

Provide TDEs for classroom teachers to analyze data

**Facilitator**

MTSS Academic Coach

**Participants**

Teachers (all)

**Schedule**

Semiannually, from 8/1/2017 to 5/25/2018

### PD Opportunity 3

Increase teacher-student feedback through use of scales

#### Facilitator

Principal

#### Participants

Instructional staff

#### Schedule

Weekly, from 8/1/2017 to 5/25/2018

### PD Opportunity 4

Provide differentiated instruction in reading/ L300 (hourly teachers and classroom teachers)

#### Facilitator

Site based MTSS coaches and district coaches

#### Participants

Classroom teachers

#### Schedule

Daily, from 8/1/2017 to 5/25/2018

## G3.B2 Lack of understanding of delivering of core instruction

G3.B2.S2 Professional development to learn content of core curriculum and Florida Standards.

### PD Opportunity 1

Teachers participate in coaching model in reading, math, and science. Including the 10-70-20 routine.

#### Facilitator

Administration MTSS Coaches

#### Participants

All classroom teachers Administrators

#### Schedule

Weekly, from 8/1/2017 to 5/25/2018

## PD Opportunity 2

Scheduled collaborative planning time each week for all grade level teams

### Facilitator

Team leaders

### Participants

All grade level teachers Coaches

### Schedule

Weekly, from 8/1/2017 to 5/25/2018

## PD Opportunity 3

Instructional staff will participate in training after school (beyond the contractual day)

### Facilitator

MTSS Coaches

### Participants

Instructional Staff

### Schedule

On 10/2/2017

**G4.** If all staff create and monitor effective Early Warning Signs systems, then Ponce de Leon ES will increase our daily attendance rate from 94.6% to 96%.

### **G4.B1** Lack of cultural proficiency

**G4.B1.S1** Provide a culturally responsive environment.

## PD Opportunity 1

Provide training on cultural proficiency to staff.

### Facilitator

Administrators

### Participants

All staff

### Schedule

On 5/25/2018

**G5.** If we provide for culturally relevant pedagogy, then the achievement of our black students will be equal to or exceed the state proficiency levels.

**G5.B2** Lack of student participation in school opportunities

**G5.B2.S1** Provide a comprehensive support program for identified students.

**PD Opportunity 1**

Identified black students will be assigned an adult mentor.

**Facilitator**

Community Involvement Assistant

**Participants**

Mentors Classroom teachers Support staff

**Schedule**

Weekly, from 10/2/2017 to 5/25/2018

**G5.B3** Lack of knowledge of what culturally relevant pedagogy is

**G5.B3.S1** Increase staff members knowledge and use of culturally relevant pedagogy.

**PD Opportunity 1**

Conduct book study type sessions focusing on literature relevant to cultural relevant pedagogy.

**Facilitator**

Stephanie Blackman

**Participants**

All staff

**Schedule**

Biweekly, from 8/1/2017 to 5/25/2018

**PD Opportunity 2**

Participate in coaching sessions specific to culturally relevant pedagogy.

**Facilitator**

Mary Conage

**Participants**

All staff

**Schedule**

Monthly, from 8/1/2017 to 5/25/2018

## VI. Technical Assistance Items

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

## VII. Budget

1	G1.B2.S1.A1	Thinking Maps Site team will be trained				\$0.00
2	G1.B2.S1.A2	Instructional staff trained during pre school				\$0.00
3	G1.B2.S1.A3	Teachers will implement 1 map per week for 8 weeks				\$0.00
4	G1.B2.S1.A4					\$0.00
5	G1.B3.S1.A1	VE Resource teachers will implement IRLA with students in ESE				\$0.00
6	G3.B1.S1.A1	AVID notebooks used by students to identify goals, action steps and monitor progress				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			3461 - Ponce De Leon Elementary School			\$10,000.00
<i>Notes: Instructional Materials</i>						
7	G3.B1.S1.A2	Provide extended learning opportunities for students to master concepts				\$60,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			3461 - Ponce De Leon Elementary School			\$60,000.00
<i>Notes: ELP, connect for success</i>						
8	G3.B1.S1.A3	Provide TDEs for classroom teachers to analyze data				\$7,035.56
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			3461 - Ponce De Leon Elementary School	Title I, Part A		\$7,035.56
<i>Notes: Provide substitute teachers for data analysis</i>						
9	G3.B1.S1.A4	MTSS coach collects and analyzes schoolwide data to lead data meetings with teachers and SBLT				\$124,528.95
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			3461 - Ponce De Leon Elementary School	Title I, Part A		\$124,528.95
<i>Notes: MTSS Academic Coach</i>						
10	G3.B1.S1.A5	Increase teacher-student feedback through use of scales				\$0.00
11	G3.B1.S1.A6	Provide differentiated instruction in reading/ L300 (hourly teachers and classroom teachers)				\$99,014.60



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	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			3461 - Ponce De Leon Elementary School	Title I, Part A		\$99,014.60
<i>Notes: Hourly Teachers</i>						
12	G3.B2.S2.A1	Teachers participate in coaching model in reading, math, and science. Including the 10-70-20 routine.				\$0.00
13	G3.B2.S2.A2	Scheduled collaborative planning time each week for all grade level teams				\$0.00
14	G3.B2.S2.A3	Instructional staff will participate in training after school (beyond the contractual day)				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			3461 - Ponce De Leon Elementary School			\$0.00
15	G4.B1.S1.A1	Provide training on cultural proficiency to staff.				\$0.00
16	G4.B1.S1.A2	Guidelines for success established and communicated to all stakeholders (students). Restorative practices utilized in classrooms.				\$0.00
17	G4.B1.S1.A3	Family and Community liaison/Parent Involvement Committee coordinates academically focused events and communicates with families and businesses.				\$4,262.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			3461 - Ponce De Leon Elementary School			\$4,262.00
<i>Notes: Parent involvement planning and events</i>						
18	G4.B1.S1.A4	Teachers implement culturally responsive practices. i.e. morning meetings, restorative practices, posted order of the day, student choice				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			3461 - Ponce De Leon Elementary School	Title I, Part A		\$1,000.00
<i>Notes: social skills curriculum</i>						
19	G4.B2.S1.A1	Conduct Child Study Team Meetings twice per month to study students' absences and tardies.				\$0.00
20	G4.B2.S1.A2	Monitor daily attendance and recognize perfect attendance				\$0.00
21	G4.B2.S1.A3	Frequent parent communication				\$0.00
22	G5.B2.S1.A1	Identified black students will be assigned an adult mentor.				\$0.00
23	G5.B2.S1.A2	Provide enrichment opportunities for identified black students through the additional gifted and talented resources.				\$0.00
24	G5.B2.S1.A3	Identify black students to participate in our STEM after school programs. Survey black families to gather participation/non participation information.				\$0.00

25	G5.B2.S1.A4	Teachers will differentiate learning styles based on individual african american student's need	\$0.00
26	G5.B2.S1.A5	Restorative practice techniques will be used to build relationships with students	\$0.00
27	G5.B3.S1.A1	Conduct book study type sessions focusing on literature relevant to cultural relevant pedagogy.	\$0.00
28	G5.B3.S1.A2	Participate in coaching sessions specific to culturally relevant pedagogy.	\$0.00
<b>Total:</b>			<b>\$305,841.11</b>