



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Pam Stewart, Commissioner

2014-2015 SCHOOL IMPROVEMENT PLAN [DRAFT]

Belleair Elementary School

1156 LAKEVIEW RD

Clearwater, FL 33756

727-469-5983

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user have been excluded from this document.

Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

School Environment

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

In order to be culturally responsive to our diverse student population (including our African American and Hispanic population) all homeroom classes begin their day by greeting students when they enter the classroom and with a Morning Meeting in order to learn more about the individual students and their backgrounds. In doing so we are building trust and stronger relationships with our students. We have a multi-cultural club that regularly meets to support our diverse student population and participates in field trips including the Pinellas County African American History Museum and SPIFFS.

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

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

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

Belleair uses Positive Behavior Systems to promote a positive culture. Our Behavior Team has received training on best practices and trained classroom teachers in those practices. Our teachers implement protocols that incorporate consistent school wide expectations and rigorous, engaging lessons. We have also trained staff members on the school's Behaviors and Level of Consequences chart which outlines possible behaviors and a menu of progressive actions that could be taken. We have a team of teachers who are being trained in PBS by practitioners from the University of South Florida. We have Safety Patrols that provide students with leadership roles in the school and assists with arrival and dismissal procedures.

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

Through the use of Morning Meetings and monthly character lessons our students have the opportunity to discuss their feelings and engage appropriately. Monthly Tiger Assemblies that

recognize students who are making positive choices as it relates to the Character Trait of the Month. Tiger Roars (which are positive referrals), PAW Mart, PURR Awards celebrate students who are making positive behavioral choices in the cafeteria. Teachers use a Behavior Gradebook to track student behavioral progress. Teachers submit their behavior gradebooks to the Behavior Coach and it is analyzed by the Student Services Team. Students who earn 5 or more N's or U's twice, will be recommended for small group counseling with the Social Worker and/or the Guidance Counselor.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

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

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

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

Indicator	Grade	Students
Attendance below 90 percent	K	22
Attendance below 90 percent	1	9
Attendance below 90 percent	2	10
Attendance below 90 percent	3	10
Attendance below 90 percent	4	7
Attendance below 90 percent	5	12
Total		70
One or more suspensions	K	4
One or more suspensions	1	4
One or more suspensions	2	9
One or more suspensions	3	1
One or more suspensions	4	1
One or more suspensions	5	11
Total		30
Total		
Level 1 on statewide assessment	3	52
Level 1 on statewide assessment	4	40
Level 1 on statewide assessment	5	35
Total		127

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

Indicator	Grade	Students
Students exhibiting two or more indicators	1	2
Students exhibiting two or more indicators	3	6
Students exhibiting two or more indicators	4	2
Students exhibiting two or more indicators	5	8
	Total	18

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators)

Promise Time is used to support identified areas of weaknesses for students earning a level 1 on standardized testing.
 Positive Behavior supports are differentiated to individual student needs to support learning and reduce disciplinary issues.
 Morning Meetings are implemented to assist individual students integrate into a positive classroom culture that supports learning.
 Check and Connect, Mentor, Individualized Support Plan addressing either/or academic and/or behavior deficits.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

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

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

No PIP plan available

This application does not have a PIP plan uploaded for this school or this district. Please forward or have your district forward the plan document via an Intercom support request and we will upload it.

Description

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

Administration through the support of the Volunteer coordinator actively seek and sustain the support of Big Brother Big Sisters, local churches, American Red Cross and our business partner Nielsen. Community representatives from the Clearwater Rotary are members of our SAC. Administration meets regularly with Nielsen, our business partner to discuss ongoing projects.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title	Email
Griffin, Tabitha	Principal	griffinta@pcsb.org
Manche, Susan	Assistant Principal	manches@pcsb.org
Winters, Valene	Teacher, K-12	wintersv@pcsb.org
Kelly, Renee	Other	kellyr@pcsb.org
Cascone, Deborah	Instructional Coach	casconed@pcsb.org
Lukavec, Helen	Instructional Coach	lukavech@pcsb.org
Thompson, Ryan	Instructional Coach	thompsonryan@pcsb.org

Duties

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

The Leadership Team meets weekly to discuss current 'happenings' and to plan for and follow up on all required instruction for students. Susan Manche, the assistant principal, acts as the Learning Specialist for the school. She attends monthly district Learning Specialist training covering all curriculum and returns to share this information through monthly Professional Development school meetings. In addition she works with the Principal to hold weekly walkthroughs in classrooms and utilizes this time to share just in time PD or to line up support for classroom teachers with the curriculum coaches. She schedules and organizes all district and state assessments and the required accommodations.

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

At the beginning of the school year the Leadership Team met and looked over and discussed all school wide data from spring 2014. At the initial 2014- 2015 preschool curriculum meeting the Leadership Team shared the school's spring data and followed the established process for looking over the data and identifying strengths, weakness and goals for the upcoming school year. The Rtl academic coach then gave each team leader RR, District Common Assessment, SAT 10 and FCAT data from the previous spring and blank Scattergrams to begin organizing student data to start grouping students for instruction and differentiation. The teachers along with the Rtl academic coach and Leadership Team used the data to organize students into small groups and to plan instruction to match the needs of the students. During the first week the Leadership Team worked with all Resource Teachers (ESE, ESOL, LLI, and Title 1 hourlies) to create a master Resource schedule to make sure all instructional time was purposely planned for and matched the needs of the students. The teachers then worked with the Rtl coach and classroom teachers to determine which resources/interventions would best support the needs of the students. As instruction begins teachers are given a schedule for turning in routine Progress Monitoring on Reading, Math and Science. The Leadership Team, classroom teachers and the SBLT regularly analyze the PM data to determine if groupings, resource support or interventions need to be changed to better meet the needs of the students. The Leadership Team meets weekly as a team, meets with SBLT each week and meets weekly with a selected grade level PLC to discuss progress and any needs for students and required resources, etc. The Rtl academic coach is responsible for coordinating this process and in organizing and sharing the data with SBLT and the Leadership team at the weekly meetings.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Yolanda Hearn	Teacher
Lothar Erdtmann	Business/Community
Madonna Campion	Business/Community
Maria Cerrito	Parent
Tabitha Griffin	Principal
Gidbert Roca Batista	Education Support Employee
Christine Salinas	Parent
Ruth Keyes	Business/Community
Mark Schvartz	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), F.S

Evaluation of last year's school improvement plan

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

Development of this school improvement plan

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

Preparation of the school's annual budget and plan

Reviewed and provided feedback and input.

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

- Copies of upcoming events \$100
- Translators at evening events \$200
- Childcare so that parents can attend \$300
- Dinner \$800
- Materials/books/prizes for attendance \$1000
- Attend Science, Math and Reading Conferences \$1935

Verify that the school is in compliance with section 1001.452, F.S., regarding the establishment requirements and duties of the SAC

Yes

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

Literacy Leadership Team (LLT)

Meets the requirements of Rule 6A-6.053(3), F.A.C.

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title	Email
Griffin, Tabitha	Principal	griffinta@pcsb.org
Winters, Valene	Other	wintersv@pcsb.org
Lukavec, Helen	Other	lukavech@pcsb.org
Pellerin, Stacey	Teacher, K-12	pellerin-vanderlos@pcsb.org
Vasallo, Veronica	Teacher, K-12	vasallov@pcsb.org
Moslek, Angela	Teacher, K-12	mosleka@pcsb.org
Maas, Jennifer	Teacher, K-12	maasj@pcsb.org
Albritton, Tracy	Teacher, K-12	albrittont@pcsb.org
Kurleman, Stephanie	Teacher, K-12	kurlemans@pcsb.org
Ortiz, Heather	Teacher, K-12	ortizh@pcsb.org
Hearn, Yolanda	Teacher, K-12	hearny@pcsb.org
Love, Brittany	Teacher, K-12	lovebr@pcsb.org
Anderson Rawstern, Margaret	Teacher, K-12	andersonrawsternm@pcsb.org
Center, Laura	Teacher, K-12	centerl@pcsb.org

Duties***Describe how the LLT promotes literacy within the school***

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

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

Our schedule has been created to allow daily common planning time between grade level teachers. Each team is required to schedule two weekly collaborative planning times. We have also scheduled time for weekly collaboration with classroom teachers and content level coaches. We encourage and support teachers to observe their peers modeling Best Practices within their classrooms. During monthly Curriculum Meetings we lead the staff with Team building activities.

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

Interview questions are developed that reflect a blend of the proficiencies on the FEAP, and the Haberman techniques. Prospective candidates are selected based upon their having the necessary qualifications at the time of the interview (i.e. ESOL Endorsement, ESE certification, Elementary Education K-6, etc.) Each new teacher is given the PD that supports our school improvement plan that the current staff received and currently utilize such as Jan Richardson small group, Classroom Discussions, St Math ,etc. Coaches are instructed to support new teachers as need arises.

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

We provide mentors to all first year teachers. We have a Lead Mentor who is responsible for ensuring that mentors meet with the new/developing teachers and facilitates the monthly meetings centered around school and district processes. All new/developing teachers were paired with teachers who have demonstrated effective teaching at their grade level.

Vanessa Stanley New Teacher- Camilla Collins Mentor

Lauren Frantzis New Teacher- Charlotte Maguire - Mentor

Rachelle Bentley- New Teacher- Jami Moses- Mentor

Jovana Cvjetkovic New Teacher-Leslie Lucci- Mentor

Amanda Mills- New Teacher Stacey Pellerin Vanderloop Mentor

Angela Moslek-New to Elementary- Leslie Lucci

Krystal Koehler- New Teacher - Davin Parsons

4th Grade- TBA-TBA

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

All teachers collaboratively plan weekly and are supported by curriculum coaches. The expectation is that all instruction is focused and aligned to the standards. Teachers are required to turn in weekly lessons plan that are aligned to the standards. Teachers are required to post their updated Flow of the Day which contains the standards and/or student friendly 'I Can' statements aligned with the standards. Administration does weekly Walk-throughs using a protocol addressing those items needing to be improved upon, and those items that the teachers are noticed doing well. The administrative walk-throughs ensure that instruction is aligned to the standards, and the curriculum being taught is in accordance to the curriculum guidelines and use best practices.

Instructional Strategies

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

Our African American students showed gains of 2% in Reading and 16% in Math proficiency. Our Hispanic students showed a 4% gain in Reading and a 10% gain in Math proficiency. Our ELL students showed a 9% gain in Reading and a 14% gain in Math proficiency. In further analyzing this data, along with district and classroom data we determined more gains needed to be made with our Black, Hispanic and ELL students through continuing to focus on teaching to the standards, increasing the level of student engagement during instruction and focusing on more explicit instruction of content and academic vocabulary. One way in which we will support this is by providing training on and implementing the use of SIOP strategies for all instructional staff to use to differentiate the way that instruction is presented to students and to support instruction of academic and content vocabulary. We are also providing Just in Time training on oral language and implementing this knowledge in our instruction.

To support these students and all of our students the Leadership Team will meet with every 3rd- 5th grade student to discuss individual goal setting and action plans. We also have individual mentoring, Big Brothers and Big Sisters and our Multi Cultural Club to support strong relationships leading to higher academic proficiency.

At the beginning of the school year, Spring Common Assessment, SAT 10 and FCAT data is used to determine resources to use with core instruction, for grouping and interventions for differentiation. Students work and share their thinking and responses in journals. The teachers will analyze the journals weekly to determine the level of student understanding and use this data to provide necessary enrichment, scaffolding and/or remediation. This year our teachers are being trained to use routine formative assessments with the students to ensure misunderstandings are addressed immediately and those students with a higher level of understanding are provided enrichment. Some students will be pulled into differentiated small groups for intervention with classroom teachers and/or Resource teachers.

Science District CA data on 3rd- 4th grade standards will be used to determine current Science proficiency levels of 5th grade students. This data will be used to determine focus of instruction for Promise Time at Saturday Science School and for remedial small group instruction within the classrooms. In 3rd- 5th grade classes Literacy teachers utilize CA and classroom assessment data to determine choices for non-fiction books in small groups and independent Literacy work. This data also drives their Science modules in determining what needs to be retaught or at a deeper level and will determine assignments on Think Central online lessons.

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 type: After School Program

Minutes added to school year: 6,750

Strategy Purpose(s)

- Core Academic Instruction

Strategy Description

IReady, IStation, ST Math, FCAT Explorer, and small group instruction.

Strategy Rationale

Computer based programs engage students' learning process and meets the needs of all the students learning styles and incorporates technology into the learning environment.

Person(s) responsible for monitoring implementation of the strategy

Winters, Valene, wintersv@pcsb.org

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

The computer based programs: pre-test, progress monitoring, and post tests will be used to assess the students academic progress. Additionally, small group instruction will be measured through Running Record data.

Strategy type: Weekend Program

Minutes added to school year: 3,600

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Strategy Description

3rd-5th graders meet 9am -12pm on Saturdays for instruction on 3rd and 4th grade Science standards.

Strategy Rationale

To provide remediation and enrichment on possible gaps in Science instruction on 3rd and 4th grade standards.

Person(s) responsible for monitoring implementation of the strategy

Manche, Susan, manches@pcsb.org

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

Pinellas County's 5th grade Diagnostic Test. This test is analyzed to develop curriculum based on questions (standards) that are missed and used formatively to show gains or need for remediation.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

We host a variety of events to provide the means for students to transition from VPK to Kdg and 5th to 6th: The events may include one or more of the following, Pre-K visits to kindergarten classes, middle school counselors visit and discuss middle school expectations and concerns with our 5th graders.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

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

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

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), F.S

School Improvement Goals

Goals Summary

- G1.** Increase the percentage of African American students scoring proficiently in Reading, Math, and Science as measured by the LAFS, MAFS, and Science FCAT 2.0.

- G2.** Decrease number of discipline referrals by 10% by June of 2015.

- G3.** Decrease number of student absences to 5% and tardies by 5%.

- G4.** Increase percentage of students performing proficiently in Science by 26%, as measured by the Science FCAT 2.0.

- G5.** Goal #1: Increase percentage of students performing proficiently in Math to 60%, as measured by the MAFS 2015 assessment.

- G6.** Increase percentage of students performing proficiently in reading to 60% as measured by the LAFS assessment.

Goals Detail

G1. Increase the percentage of African American students scoring proficiently in Reading, Math, and Science as measured by the LAFS, MAFS, and Science FCAT 2.0.

Targets Supported

Indicator	Annual Target
AMO Targets Reading - African American	49.0

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

G2. Decrease number of discipline referrals by 10% by June of 2015.

Targets Supported

Indicator	Annual Target
Discipline incidents	10.0

Resources Available to Support the Goal

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

Targeted Barriers to Achieving the Goal

- Fidelity of teaching behavior expectations, including the classroom expectations, are aligned to the school wide expectations, and completed with fidelity.
- School culture and climate that may not embrace cultural sensitivity and trauma.

<i>Plan to Monitor Progress Toward the Goal</i>	
The PBS Team will monitor the progress of goal through monthly PBS Committee meetings and the agendas, sign-in sheets, and pre/post survey results regarding professional development.	
<i>Person Responsible</i>	Ryan Thompson
<i>Schedule</i>	Monthly, from 09/11/2014 to 05/14/2015
<i>Evidence of Completion</i>	Sign-in sheets and agendas for professional development workshops and PBS Committee Meetings. Analyzed results for pre/post survey results.

G3. Decrease number of student absences to 5% and tardies by 5%.

Targets Supported

Indicator	Annual Target
Attendance rate	5.0

Resources Available to Support the Goal

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

Targeted Barriers to Achieving the Goal

- Parental Involvement and support of attendance policies.

<i>Plan to Monitor Progress Toward the Goal</i>	
The CST Team will graph the data and analyze the trends regarding attendance and parental involvement.	
<i>Person Responsible</i>	Heather DeHaan
<i>Schedule</i>	Monthly, from 08/29/2014 to 05/29/2015
<i>Evidence of Completion</i>	Attendance Records, Sign-in Sheets for PLC's, SBLT, and Parent Workshops.

G4. Increase percentage of students performing proficiently in Science by 26%, as measured by the Science FCAT 2.0.

Targets Supported

Indicator	Annual Target
FCAT 2.0 Science % Proficient	55.0

Resources Available to Support the Goal

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

Targeted Barriers to Achieving the Goal

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

<i>Plan to Monitor Progress Toward the Goal</i>	
The administrative team will collect and review walkthrough protocol sheets.	
<i>Person Responsible</i>	Tabitha Griffin
<i>Schedule</i>	Biweekly, from 08/25/2014 to 05/29/2015
<i>Evidence of Completion</i>	Completed walkthrough protocol sheets, common assessment results, formative and informative assessments.

G5. Goal #1: Increase percentage of students performing proficiently in Math to 60%, as measured by the MAFS 2015 assessment.

Targets Supported

Indicator	Annual Target
	60.0

Resources Available to Support the Goal

- Title I Hourly Teachers
- I Ready
- ST Math
- Instructional Coach
- ESOL Teachers
- VE Teachers
- Intervention materials
- Data Specialist
- Professional Development
- Technology
- Library Media Specialist
- Promise Time

Targeted Barriers to Achieving the Goal

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

G6. Increase percentage of students performing proficiently in reading to 60% as measured by the LAFS assessment.

Targets Supported

Indicator	Annual Target
AMO Targets Reading - All Students	60.0
AMO Targets Math - All Students	57.0

Resources Available to Support the Goal

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

Targeted Barriers to Achieving the Goal

- Insufficient explicit writing instruction
- Assessment data is not being used to drive instruction
- Fidelity of standards based instruction that includes academic vocabulary and small group instruction that is differentiated to meet the needs of learners.

<i>Plan to Monitor Progress Toward the Goal</i>	
ELA data, Running Records, Monthly Progress Monitoring on the standards, Journals entries and rubric scores	
<i>Person Responsible</i>	Helen Lukavec
<i>Schedule</i>	Monthly, from 08/26/2014 to 05/29/2015
<i>Evidence of Completion</i>	SBLT and PLC Minutes as well as Data Chat forms

Action Plan for Improvement of SIG-Targeted Schools

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G2. Decrease number of discipline referrals by 10% by June of 2015.

G2.B1 Fidelity of teaching behavior expectations, including the classroom expectations, are aligned to the school wide expectations, and completed with fidelity.

G2.B1.S1 A systematic PBS process will be implemented, shared, and revisited throughout the year by the following means: committee meetings, PLCs', SBLT, classroom, cafeteria, morning meetings, etc.

Strategy Rationale

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

Action Step 1	
Belleair PBS Team, with all stakeholders, will implement, share, and revisit the systematic PBS Plan and expectations throughout the school year.	
Person Responsible	Ryan Thompson
Schedule	Daily, from 08/08/2014 to 06/02/2015
Evidence of Completion	PBS Folder, Curriculum Minutes and Agendas, PLC's notes, Walkthroughs, lesson plans, number of referrals and communication forms, fidelity checks for morning meetings, classrooms behavior system clearly defined and visible, participation in PBS Celebration and PAW Mart, and PURR, and Positive Calls from Administrative Staff.

G2.B4 School culture and climate that may not embrace cultural sensitivity and trauma.

G2.B4.S1 To provide professional development regarding cultural sensitivity and the trauma that differing students may experience.

Strategy Rationale

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

Action Step 1	
The PBS Team will provide professional development relating to school culture and climate, cultural sensitivity, and trauma.	
Person Responsible	Ryan Thompson
Schedule	On 09/02/2014
Evidence of Completion	Sign-In Sheets for professional development. PLC notes, lesson plans, and survey results.

Plan to Monitor Fidelity of Implementation of G2.B4.S1	
The PBS Team will schedule professional development calendar for the school year.	
Person Responsible	Ryan Thompson
Schedule	Monthly, from 09/18/2014 to 05/14/2015
Evidence of Completion	Calendar for scheduled professional development and Sign-In Sheets for PBS Committee meetings.

Plan to Monitor Effectiveness of Implementation of G2.B4.S1	
PBS Team will monitor for effectiveness through a pre and post survey regarding school culture and climate, cultural awareness, and trauma during the professional development workshops.	
Person Responsible	Ryan Thompson
Schedule	Monthly, from 09/11/2014 to 05/14/2015
Evidence of Completion	Sign-In Sheets for professional development workshops and PBS Committee Meetings.

G3. Decrease number of student absences to 5% and tardies by 5%.**G3.B1** Parental Involvement and support of attendance policies.

G3.B1.S1 CST team will develop a plan to inform all stakeholders, especially parents, of the attendance policy in the form of Parent workshops, and provide positive incentives for their students' decrease in absences and/or tardies.

Strategy Rationale

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

Action Step 1	
The CST Team will develop a plan to inform and provide incentives to all stakeholders in order to decrease absences and/or tardies.	
Person Responsible	Heather DeHaan
Schedule	Biweekly, from 08/27/2014 to 05/29/2015
Evidence of Completion	Attendance Records, CST Team Records, Parent Workshop sign-in sheets, Timely Tiger Program with incentives, Timely Tiger Monthly Meeting Agendas

Plan to Monitor Fidelity of Implementation of G3.B1.S1	
The CST Team will provide data to all staff members regarding attendance, and strategies for increasing parent involvement.	
Person Responsible	Heather DeHaan
Schedule	Biweekly, from 08/18/2014 to 05/29/2015
Evidence of Completion	Attendance Records, Contact Logs, Parent Sign-In Sheets, PLC's, SBLT Sign-In Logs

Plan to Monitor Effectiveness of Implementation of G3.B1.S1	
The CST team will graph and look at trends regarding attendance and parent participation.	
Person Responsible	Heather DeHaan
Schedule	Monthly, from 08/22/2014 to 06/01/2015
Evidence of Completion	Attendance Graphs, Sign-In Sheets for PLC's, SBLT, and Parent Workshops.

G4. Increase percentage of students performing proficiently in Science by 26%, as measured by the Science FCAT 2.0.

G4.B1 Fidelity of differentiated standards based instruction to meet the needs of learners

G4.B1.S1 Teachers attend professional development aligned to the standards and BEST Practices of the Elementary Science Curriculum.

Strategy Rationale

Teachers deeper Science content knowledge will support strong instruction.

Action Step 1	
Teachers will attend grade level Science District Wide Training ,participate in the coaching model with the instructional coach and implement gained knowledge within classroom.	
Person Responsible	Deborah Cascone
Schedule	Monthly, from 08/12/2014 to 05/25/2035
Evidence of Completion	Coaching Logs, Deliberate Practices, lesson plans, walkthroughs
Action Step 2	
Teachers will utilize the district provided grade level science modules to help guide in planning for and providing differentiated grade level standards based instruction. This will include the use of Science Learning Activity Guides (SLAGS,) scientific investigations and Science notebooks.	
Person Responsible	Deborah Cascone
Schedule	Daily, from 08/18/2014 to 05/29/2015
Evidence of Completion	Lesson Plans, walkthroughs, Science Notebooks, student products
Action Step 3	
Science Instruction for grades 3-5 will be extended through the use of the Science Lab, Edible Garden, STEM Club and the Environmental Club.	
Person Responsible	Deborah Cascone
Schedule	Daily, from 09/15/2014 to 05/29/2015
Evidence of Completion	Lesson Plans, Walkthroughs, student products

G4.B2 Assessment data is not being used to drive instruction

G4.B2.S1 Develop and implement a 5th grade benchmark review plan based on data from the 3rd/4th grade Review Diagnostic Assessment.

Strategy Rationale

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

Action Step 1	
Teachers will develop and implement a 5th grade benchmark review plan based on data from the 3rd/4th grade Review Diagnostic Assessment.	
Person Responsible	Deborah Cascone
Schedule	Weekly, from 09/08/2014 to 05/15/2015
Evidence of Completion	Data in PErformance Matters, lessons, student products

Action Step 2	
Utilizing data from 3rd/4th grade Review Diagnostic Assessment Promise Time Saturday School curriculum will be developed around needs of students.	
Person Responsible	Susan Manche
Schedule	Weekly, from 09/13/2014 to 04/18/2015
Evidence of Completion	Test data, lesson plans, observations and student products

Plan to Monitor Fidelity of Implementation of G4.B2.S1	
Administrative Team will conduct walkthroughs using a protocol aligned with the teacher indicator rubric.	
Person Responsible	Tabitha Griffin
Schedule	Biweekly, from 08/25/2014 to 05/29/2015
Evidence of Completion	Walkthrough protocol sheets completed on biweekly basis.

Plan to Monitor Effectiveness of Implementation of G4.B2.S1	
Administrative Team will conduct walkthroughs using a protocol aligned with teacher indicator rubrics.	
Person Responsible	Tabitha Griffin
Schedule	Biweekly, from 08/25/2014 to 05/29/2015
Evidence of Completion	Completed walkthrough protocol forms.

G5. Goal #1: Increase percentage of students performing proficiently in Math to 60%, as measured by the MAFS 2015 assessment.

G5.B1 Fidelity of differentiated standards based instruction to meet the needs of learners

G5.B1.S1 Teachers will effectively plan - including using the Eight Mathematical Practices, the grade level curriculum guide and content guide.

Strategy Rationale

If instruction is aligned to the standards there will be no gaps in students' learning.

Action Step 1	
Participate in district and school wide Math Professional Development throughout the year. Utilize this knowledge along with the Eight Mathematical Practices, grade level curriculum guide and content guide while collaboratively planning daily lessons.	
Person Responsible	Adrienne DeLong
Schedule	Weekly, from 08/12/2014 to 05/29/2015
Evidence of Completion	Lesson Plans, Coaches Logs, PD list

Action Step 2	
Use ST Math to fidelity with teacher supervision and interaction.	
Person Responsible	Adrienne DeLong
Schedule	Weekly, from 09/08/2014 to 05/29/2015
Evidence of Completion	ST Math Data, Lesson Plans, Walkthrough notes

G5.B1.S2 Use ST Math to fidelity with teacher supervision and interaction.

Strategy Rationale

Research based strategy has proven results for increase in Math Proficiency.

Action Step 1	
Teachers will use ST Math K-1 60 minutes a week and 90 minutes a week with 2nd- 5th.	
Person Responsible	Adrienne DeLong
Schedule	Weekly, from 09/08/2014 to 05/29/2015
Evidence of Completion	Coaches log, lesson plans and ST Math data.

G5.B2 Assessment data is not being used to drive instruction**G5.B2.S1** Teachers use data to differentiate and scaffold instruction to increase student proficiency.**Strategy Rationale**

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

Action Step 1	
Teachers will be trained on and utilize MFAS (Mathematics Formative Assessment System) to formatively assess students and use this data for differentiated instruction.	
Person Responsible	Adrienne DeLong
Schedule	Biweekly, from 09/08/2014 to 05/29/2015
Evidence of Completion	Lesson plans, student work, walkthroughs

Action Step 2	
Teachers provide students opportunities to work with, discuss (ie.Talk Moves)and respond in journals to rigorous math word problems. Scales and rubrics are used for teachers to respond to student work and data use for intervention.	
Person Responsible	Adrienne DeLong
Schedule	
Evidence of Completion	PLC notes, journals, walkthroughs , lesson plans, scales and rubrics

G6. Increase percentage of students performing proficiently in reading to 60% as measured by the LAFS assessment.

G6.B2 Insufficient explicit writing instruction**G6.B2.S1** Teachers explicitly teach writing instruction within the Language Arts block.**Strategy Rationale**

The purpose of this is to ensure that the instruction is matching the needs of the student and the standards.

Action Step 1	
Teachers will receive Professional Development and follow up support on explicit writing instruction that is aligned to state standards.	
Person Responsible	Helen Lukavec
Schedule	Monthly, from 08/18/2014 to 05/29/2015
Evidence of Completion	Records of completion of Component points on writing PD and walk through data showing evidence of writing instructor and implication of PD in students' writing..

Action Step 2	
During the Language Arts Block students will routinely be given explicit writing instruction, time to write and instruction on writing rubrics to utilize in individual scoring and dual scoring of papers.	
Person Responsible	Helen Lukavec
Schedule	Daily, from 08/25/2014 to 09/30/2014
Evidence of Completion	Lesson Plans, walk through data, , anchor papers, student papers

G6.B3 Assessment data is not being used to drive instruction

G6.B3.S1 Teachers regularly assess both formally and informally and utilize data to modify and adjust instruction..

Strategy Rationale

The purpose of this is to ensure that the instruction is matching the needs of the student.

Action Step 1	
Teachers meet in PLC's to conduct data chats regularly to review student responses to tasks and plan for instruction based on data.	
Person Responsible	Renee Kelly
Schedule	Monthly, from 08/12/2014 to 05/28/2015
Evidence of Completion	PLC Notes, Data forms, Journals, Lesson plans, progress monitoring data

Action Step 2	
Teachers utilize scales and rubrics aligned to learning goals to assist in conducting data chats with students and support students with goal setting based on data.	
Person Responsible	Renee Kelly
Schedule	Monthly, from 08/26/2014 to 05/28/2015
Evidence of Completion	PLC Notes, Data forms, Student and Teacher Data Folders

Plan to Monitor Fidelity of Implementation of G6.B3.S1	
Administrators will review student data folders during routine walkthroughs	
Person Responsible	Tabitha Griffin
Schedule	Monthly, from 09/15/2014 to 05/21/2015
Evidence of Completion	Meeting notes, Walk-through feedback, and Student Data Folders

Plan to Monitor Effectiveness of Implementation of G6.B3.S1	
Review student data folders for evidence of effective use	
Person Responsible	Tabitha Griffin
Schedule	Monthly, from 09/15/2014 to 05/21/2015
Evidence of Completion	Administrative walk-through forms and student data folders

G6.B5 Fidelity of standards based instruction that includes academic vocabulary and small group instruction that is differentiated to meet the needs of learners.

G6.B5.S1 Teachers use data to differentiate and scaffold instruction to increase student performance.

Strategy Rationale

The purpose is to ensure that instruction matches the specific needs of all of our students as shown by the data.

Action Step 1	
Teachers utilize Jan Richardson's Guided Routine (as well as other small group methods) to meet the unique needs of their students.	
Person Responsible	Helen Lukavec
Schedule	Daily, from 08/27/2014 to 05/29/2015
Evidence of Completion	Lesson plans and walkthroughs

Action Step 2	
Teachers use a variety of modalities (visual, auditory, kinesthetic, i.e. SIOP Strategies) when presenting concepts, vocabulary (including academic and content specific) and instruction to engage students and meet their varied needs.	
Person Responsible	Tabitha Griffin
Schedule	Daily, from 08/13/2014 to 06/03/2015
Evidence of Completion	lesson plans, walkthroughs, student products, word walls,

Action Step 3	
Teachers will provide daily opportunities for students to write in their journals using a rubric to guide their revisions and editing.	
Person Responsible	Helen Lukavec
Schedule	Weekly, from 08/26/2014 to 05/29/2015
Evidence of Completion	Journals, Teacher Feedback aligned to standards and rubric

<i>Plan to Monitor Fidelity of Implementation of G6.B5.S1</i>	
<i>Person Responsible</i>	
<i>Schedule</i>	
<i>Evidence of Completion</i>	

Professional Development

For each professional development activity identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information::

Professional Development Table coming soon

Technical Assistance

For each technical assistance activity identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information::

Technical Assistance Table coming soon

Budget Rollup

Budget summary data as entered into the Problem Solving section of this plan:

Budget Rollup Table coming soon