Executive Summary of Seventy Fourth Street Elementary School Improvement Plan for 2014-15

Seventy Fourth Street Elementary School has 590 students grades Pre-K to 5th, two administrators, 45 teachers, and 104 staff members. The mission **of Seventy Fourth Street Elementary** is to set high expectations and celebrate student success in our community of learners to create an environment of maximum student achievement.

To accomplish this mission, Seventy Fourth Street has 3 Goals:

1) If all teachers reflect on pedagogical practice through analyzing data in PLC's for instructional implications that drive instruction and student interventions, then Seventy Fourth Elementary will meet data targets below in 2014-2015.

2) If the faculty has a consistent school wide behavior management plan with an early warning system that addresses student academic and behavior needs, then Seventy Fourth Street Elem. will increase student engagement and proficiency targets.

3) If teachers receive structured conversation and professional development in Planning and Preparing (Marzano Domain 2) the non-negotiable teaching and learning strategies then the indicated proficiency targets below will be met in 2014-2015.

The core instructional and monitoring strategies included in our action plans are:

* weekly PLC meetings with embedded instructional coach’s that focus on the effective planning cycle using MAFS and LAFS;
* utilizing data from CPALMS formative assessments and Module assessments to differentiate and scaffold standards based instruction;
* using research-based strategies and programs in core instruction (e.g., 5E, Gradual Release, Text Dependent Questioning, Jan Richardson, Marzano Pilot);
* utilizing project-based learning in appropriate settings;
* using state assessments, district-provided assessments, observational data, anecdotal record-keeping, and teacher-created informal assessments to monitor student progress and set individual learning goals for teachers and students;
* conducting data chats with students to support students with goal-setting based on data;
* utilize goals and scales to assess and inform instruction.
* monthly PLC meeting with embedded RTI coach to focus on consistent implementation of school-wide behavior plan and to utilize the data from the plan to create interventions for students with behavior and attendance needs.

The professional development efforts include the use of the three embedded instructional coach’s to facilitate weekly PLC meetings in the identified areas above. In addition, teachers will receive structured professional development and planning from state CPALMS trainers in the areas of standards based instruction, formative assessment and lesson study on a monthly basis. District and LSI trainers will conduct monthly PLC meetings in the Marzano Pilot strategies to focus on the priority areas identified in ISM visits.

The parent involvement efforts for Seventy Fourth Street Elementary include more accessible opportunities for working parents such as evening meetings, increased use of the website and social media to keep parents informed and utilizing parent surveys to create a menu of training options for parents to attend at the school. The school will also host a monthly academic night that will put a spotlight on student achievements. The school has also made an additional commitment to having bilingual staff available at events and more bilingual information sent home by hiring additional bilingual staff.

For more information about the Seventy Fourth Street Elementary School Improvement Plan, please go to our website at http://www.74th-es.pinellas.k12.fl.us/.