



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Pam Stewart, Commissioner

2014-2015 SCHOOL IMPROVEMENT PLAN [DRAFT]

Fairmount Park Elementary School

575 41ST ST S

St Petersburg, FL 33711

727-893-2132

<http://www.fairmount-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

To inspire our students to imagine, dream and achieve by providing them with a rigorous, relevant and nurturing learning environment that helps them discover the unique talents and strengths within themselves.

Provide the school's vision statement

Making 100% student success a reality.

School Environment

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

Our process is to build teacher pedagogical knowledge and skills in making meaningful relationships and working with the diverse needs of students and families of poverty by providing professional development to all staff on culturally responsive topics:

2013 - 2014: Keith L. Brown (Motivator of the Millenium), Baruti Kafele (Motivating Black Males by Closing the Attitude Gap), Kim Townsel (Teaching with Poverty in Mind), Ron Clark Academy attendance

2014 - 2015: True Colors (JWB), Trauma Informed Care, monthly family/community trainings

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

Our school creates an environment where students feel safe and respected through the development and implementation of a school wide behavior management plan which includes: Fairmount Park's Essential 20 (non-negotiables), guiding principles, core values, culturally sensitive strategies obtained from the Ron Clark Academy and Trauma Informed Care.

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

Setting clear behavioral expectations, protocols for disciplinary incidents, individual classroom management plans aligned to the school wide plans, character development, relevant, rigorous instruction, monthly social/emotional professional development.

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

Our student services team provides differentiated support through: Child Study Team, MTSS, individual and group counseling, monitoring of attendance, student mentoring programs (5,000 Role Models, Girlfriends), on-site Suncoast mental health therapist.

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

The early warning system consists of the following indicators: attendance below 90%, 1 or more suspensions, Level 1 on statewide assessments and 1 or more retentions. Any student exhibiting 2 or more early warning indicators will be targeted for intervention. Data is reviewed monthly.

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 | 27 |
| Attendance below 90 percent | 1 | 27 |
| Attendance below 90 percent | 2 | 21 |
| Attendance below 90 percent | 3 | 19 |
| Attendance below 90 percent | 4 | 20 |
| Attendance below 90 percent | 5 | 13 |
| | Total | 127 |
| One or more suspensions | K | 7 |
| One or more suspensions | 1 | 13 |
| One or more suspensions | 2 | 29 |
| One or more suspensions | 3 | 38 |
| One or more suspensions | 4 | 53 |
| One or more suspensions | 5 | 27 |
| | Total | 167 |
| | Total | |
| Level 1 on statewide assessment | 3 | 65 |
| Level 1 on statewide assessment | 4 | 49 |
| Level 1 on statewide assessment | 5 | 39 |
| | Total | 153 |

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

| Indicator | Grade | Students |
|-----------|--------------|----------|
| | Total | |

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)

Extended day reading intervention hour, Promise Time I-Ready), STEM, Connect for Success, ST-Math, Jan Richardson small group differentiated instruction, Lexia Core 5,

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

We will use the Title 1 Parent Involvement Plan (PIP) for this section.

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

Monthly SAC/Family meetings are held and attended by all staff, PASS Partnership with USFSP provides volunteers, field trip opportunities and Bridge to Success science/math summer camp opportunities, Seniors in Service of Tampa Bay Inc. volunteers in each kindergarten classroom, JWB/Suncoast on-site mental health therapist.

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 |
|---------------------|------------------------|--------------------------|
| Pollauf, Benigna | Principal | pollaufb@pcsb.org |
| Williams, Randria | Assistant Principal | williamsstubbsr@pcsb.org |
| Bryant, Charolette | Teacher, K-12 | bryantc@pcsb.org |
| Foley, Katy | Teacher, K-12 | foleyk@pcsb.org |
| Tucker, Wayne | Teacher, K-12 | tuckerw@pcsb.org |
| Rose, Chris | Instructional Coach | rosec@pcsb.org |
| Carlson, Jennifer | Instructional Coach | carlsonjenn@pcsb.org |
| Bell, Kourtney | Teacher, K-12 | bellk@pcsb.org |
| Grant, Opal | Psychologist | granto@pcsb.org |
| Youngerman, Marcia | Attendance/Social Work | youngermanm@pcsb.org |
| Conrad, Kama | Attendance/Social Work | conradka@pcsb.org |
| Vermillion, Kristin | Guidance Counselor | vermillionk@pcsb.org |

Duties

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

Nina Pollauf - Principal, Randria Williams - Assistant Principal, Charolette Bryant - Curriculum Resource Teacher, Katy Foley - MTSS Coach (Data Manager), Wayne Tucker - Math/Science Support (Intervention), Chris Rose - Literacy Coach (Data Manager), Jill Andrews - Literacy Coach (Data Manager), Stacia Baldwin - Science Coach (Data Manager), Jennifer Elliott - Math Coach (Data Manager), Kourtney Bell - Behavior Coach (Data Manager), Opal Grant - Psychologist (Facilitator), Marcia Youngerman - Social Worker, Kama Conrad -Social Worker, Diane Koplak -Diagnostician, Kristin Vermillion –Guidance Counselor, ESE teacher, General Education Teacher.

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

The SBLT will be responsible for managing and coordinating these efforts between all school teams as well as reviewing and revising the School Improvement Plan.

Title 1 Part A funds are utilized to purchase agenda books, compacts, technology, hourly teachers, professional development, and instructional support and materials.

Title I Part C: NA

Title 1 Part D funds are targeted to support continuous educational services in students in neglected and delinquent facilities through tutoring, instructional materials and resources, and technology. The Promise Time Program will provide tutoring services for our students attending R’Club.

Title II funds are used to increase student achievement through professional development for teachers and administrators and provide literacy, math and science coaches.

Title III funds are used to provide educational materials, bilingual translators, summer programs, and other support services.

Title X funds are used to provide resources for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Juvenile Welfare Board supports Fairmount Park students and families school wide.

Title 1 coordinates with district Food Services to provide Community Eligibility Option (CEO) where all students receive free breakfast and lunch.

Title 1 Part A funds are used to provide Pre-Kindergarten Transition resources as well as a 3 year old class to support early literacy.

School Advisory Council (SAC)

Membership

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

| Name | Stakeholder Group |
|--------------------|----------------------------|
| Nina Pollauf | Principal |
| Monica Reynolds | Business/Community |
| Jennifer Paradis | Teacher |
| Jennifer Loomis | Teacher |
| Lynda Scott | Education Support Employee |
| Dominique Speights | Parent |
| Corinthia Murray | Parent |
| Courtney Jones | Parent |
| Tamika Hughs-Leeks | Parent |
| Artavia Simmons | 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

Review of Title 1 Parent Survey results, school wide data after each assessment cycle, Title1 budget expenditures, Parent Involvement Plan (PIP).

Development of this school improvement plan

We sent home information asking for parents who were interested in serving on our SAC. At our first meeting (September 16) we will identify SAC board members. SAC members will review and provide input into our SIP at a subsequent meeting.

Preparation of the school's annual budget and plan

We reviewed our Title 1 parent and staff survey results and completed the 10 components of a school wide plan document prior to completing the SIP.

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

Common Core Resource References (Common Core Lesson Book K-5, Common Core Writing Book)
 All instructional personnel
 Using Common Core Standards - 1 per grade level
 Total: \$2,601.00

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 |
|--------------------|---------------------|--------------------------|
| Pollauf, Benigna | Principal | pollaufb@pcsb.org |
| Foley, Katy | Instructional Coach | foleyk@pcsb.org |
| Rose, Chris | Instructional Coach | rosec@pcsb.org |
| Bryant, Charolette | Teacher, K-12 | bryantc@pcsb.org |
| Williams, Randria | Assistant Principal | williamsstubbsr@pcsb.org |

Duties

Describe how the LLT promotes literacy within the school

Support for text complexity
 •Support for instructional skills to improve reading comprehension
 •Support for implementation of common core standards for literacy in social studies, science and technical subjects

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

Facilitated 50 minute grade level PLCs twice weekly
 Weekly school wide PLCs
 Falcon of the Week staff-to-staff recognition program
 Extended "payday" PLCs
 Monthly mentor/mentee meetings
 School-wide PBS Team

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

- School-Based PD - Florida State Standards Implementation / Diversity Training / SW Discipline Plan
- School-Wide PLC Meetings (Weekly) – PMP Development, MTSS Process, 504 Accommodations, Data Review
- Deliberate Practice Development
- Common Planning Blocks (50 minutes daily)
- Grade Level PLC Meetings (Minimum 2X per week)
- Vertical Grade Level Articulation Meetings (Reading & Math)
- Job Embedded PD (Coaches) - FSS Literacy, Math and Science / Behavior Management / Technology Integration
- Grade Level (TDE) Data Review Meetings - 3X per year
- Academic/Behavior MTSS Weekly Meetings
- Walk-Through Feedback Forms

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

Each new teacher will be assigned a mentor/collaborative partner. Planned activities include observation of mentee's instruction with feedback, planning sessions with mentee, connecting lesson activities to common core standards, discussing student progress, analyzing student work, and modeling or co-teaching lessons.

Mentor/Developing Teacher Pairings:

Courtney Mehlenbacher – Rachel Cato (Kindergarten)
 Beth Woodard – Christina Coil (Kindergarten)
 Desirae Spaniel – Charmaine Cosme (Kindergarten)
 Leah Veal – LaToya Clark (Kindergarten)
 Maxine Robinson – Juakena Gainey (2nd grade)
 Mike Krajnik – Christian Mock (2nd grade)
 Katy Foley – Milindy Haynie (2nd Grade)
 Melissa Manzi – Cory Vilardi (3rd grade)
 Jennifer Paradis – Katherine Laczko (3rd grade)
 Carole Cassidy – Amy Skinner (4th grade)
 Carole Cassidy - Emily Santillo (4th grade)
 Kourtney Bell – Shannon McGinnis (5th grade)
 Kristin Vermillion – Jeanette Glime (5th grade)
 Katy Foley – Thomas Candler (5th grade)
 Charolette Bryant – Theodore Carew (5th grade)
 Kelly Jackson – Joan Davis (VE Resource)

Cathryn Raiola – Teddy Johnson (VE Resource)
Cathryn Raiola – Ayesha Garner (Behavior Specialist)

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

Planning for all content areas is aligned to Florida Standards.
Lesson Plans are reviewed weekly.

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

Teachers study formative/district/Tier 2 assessment results, as teams, to plan for instruction, form small groups and provide strategies to meet their students' differentiated needs .

MTSS team studies Early Warning System data and Tier 3 asesment results to monitor the effectiveness of strategies being implemented .

SBLT monitors the implementation and fidelity of instructional practices and studies district/state assessment results to identify areas of strength and weakness.

Data is utilized to form school-wide groups to provide reading interventions/enrichment for all students.

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: Extended School Day

Minutes added to school year: 5,400

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Strategy Description

Lengthening of the school day by 30 minutes to provide an additional hour of literacy intervention.

Strategy Rationale

An extended school day increases a student's time on task.

Person(s) responsible for monitoring implementation of the strategy

Williams, Randria, williamsstubbsr@pcsb.org

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

Running Record data, FAIR-FS data, LLI data will be collected and analyzed at MTSS and Data Review Meetings

Strategy type: Extended School Day

Minutes added to school year: 10,800

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Strategy Description

Promise Time: i-Ready computer based curriculum for reading and math

Strategy Rationale

Promote acceleration, achievement and academic performance for students

Person(s) responsible for monitoring implementation of the strategy

Foley, Katy, foleyk@pcsb.org

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

FAIR-FS, district common assessment, i-Ready has a built in progress monitoring system

Strategy type: Summer Program

Minutes added to school year: 12,600

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Strategy Description

Providing a summer Bridge to Success Science Camp in partnership with USFSP

Strategy Rationale

Enrichment activities contribute to a well-rounded education

Person(s) responsible for monitoring implementation of the strategy

Williams, Randria, williamsstubbsr@pcsb.org

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

A pre and post assessment will be collected and analyzed by Science coach and SBLT. We will compare baseline science PCAS data of students who attended the camp in summer of 2014 to students who did not attend.

Strategy type: Extended School Day

Minutes added to school year: 1,560

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Strategy Description

Offer the STEM extended learning program to 20 targeted fourth and fifth grade students. Offer student's opportunities to conduct hands-on STEM investigations, explore careers in STEM, improve teambuilding and leadership skills, learn about business planning, and interact with community partners!

Strategy Rationale

Increased time on task and enrichment activities contribute to a well-rounded education

Person(s) responsible for monitoring implementation of the strategy

Williams, Randria, williamsstubbsr@pcsb.org

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

District common assessment math and science.

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

Title 1 Part A funds are used to provide Pre-K to Kindergarten transition services. Title 1 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 1 Part A funds is used to provide classes for three year olds at targeted elementary schools to support early literacy.

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.** Improve reading, math, and science instruction leading to higher proficiency rates in every grade level, increased learning gains, and higher promotion rates.

- G2.** Develop and sustain a healthy, respectful, caring, safe, learning environment for students, faculty, staff, and families resulting in individual employee learning, student learning, and overall school improvement.

- G3.** Ensure curriculum, instruction, and assessment are delivered with a focus on continuous improvement of student engagement and academic achievement.

Goals Detail

G1. Improve reading, math, and science instruction leading to higher proficiency rates in every grade level, increased learning gains, and higher promotion rates.

Targets Supported

| Indicator | Annual Target |
|--|---------------|
| AMO Targets Reading - All Students | 53.0 |
| AMO Targets Math - All Students | 44.0 |
| FCAT 2.0 Science % Proficient | 22.0 |
| AMO Targets Reading - African American | 52.0 |

Resources Available to Support the Goal

- Literacy Coaches, MTSS Coach, Curriculum Specialist, Math Coach, Science Coach, Behavior Team, School Based Leadership Team, Teaching Partners (K-5), Technology Specialist, LLI Teachers

Targeted Barriers to Achieving the Goal

- Lack of grade level specific content knowledge and delivery of curriculum

| <i>Plan to Monitor Progress Toward the Goal</i> | |
|---|---|
| Delivery of purposeful standards based instruction and increased engagement and achievement | |
| Person Responsible | Randria Williams |
| Schedule | Weekly, from 08/18/2014 to 05/29/2015 |
| Evidence of Completion | FP Instructional Support Model form, SBLT Minutes |

G2. Develop and sustain a healthy, respectful, caring, safe, learning environment for students, faculty, staff, and families resulting in individual employee learning, student learning, and overall school improvement.

Targets Supported

| Indicator | Annual Target |
|---|---------------|
| Discipline incidents | 400.0 |
| Students with one or more suspensions (in or out of school) - total | 283.0 |

Resources Available to Support the Goal

- Behavior Coach, Behavior Specialists, MTSS Team, Mental Health Therapist

Targeted Barriers to Achieving the Goal

- Inconsistency in skill levels when implementing established processes and procedures

| Plan to Monitor Progress Toward the Goal | |
|--|--|
| Positive Response: Continue implementation Questionable Response: Review additional data Poor Response: Go through Problem Solving Process | |
| Person Responsible | Benigna Pollauf |
| Schedule | Monthly, from 08/27/2014 to 05/27/2015 |
| Evidence of Completion | Scheduled Data Reviews |

G3. Ensure curriculum, instruction, and assessment are delivered with a focus on continuous improvement of student engagement and academic achievement.

Targets Supported

| Indicator | Annual Target |
|----------------------|---------------|
| % effective teachers | 80.0 |

Resources Available to Support the Goal

- Literacy Coaches, Math Coach, Science Coach, MTSS Academic and Behavior Coach, Curriculum Resource Teacher, Technology Specialist

Targeted Barriers to Achieving the Goal

- Lack of consistency in the planning and delivery of instruction

| Plan to Monitor Progress Toward the Goal | |
|--|--|
| Positive Data: Continue implementation Questionable: Review additional data Poor: Go through Problem Solving Process | |
| Person Responsible | Benigna Pollauf |
| Schedule | Monthly, from 08/18/2014 to 05/29/2015 |
| Evidence of Completion | Minutes from Data Review Meetings |

Action Plan for Improvement of SIG-Targeted Schools

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Improve reading, math, and science instruction leading to higher proficiency rates in every grade level, increased learning gains, and higher promotion rates.

G1.B1 Lack of grade level specific content knowledge and delivery of curriculum

G1.B1.S1 Build teacher content and pedagogical knowledge in grade level specific standards and apply to planning and delivery of instruction.

Strategy Rationale

More knowledgeable teachers provide quality instruction that is aligned to the standards leading to higher proficiency rates.

| Action Step 1 | |
|--|---|
| During weekly PLCs teachers will meet with content coaches to develop lesson plans aligned with standards, analyze data and modify instruction to meet identified students' needs. | |
| Person Responsible | Benigna Pollauf |
| Schedule | Weekly, from 08/18/2014 to 06/02/2015 |
| Evidence of Completion | PLC Feedback Form, Weekly Coaches Log, Lesson Plans |
| Action Step 2 | |
| Teachers will attend training identified through Deliberate Practice Plan, as well as implementation of standards based instruction modified to meet student needs. | |
| Person Responsible | Benigna Pollauf |
| Schedule | Monthly, from 08/04/2014 to 06/02/2015 |
| Evidence of Completion | LMS Transcripts, Coaching Embedded Logs |
| Action Step 3 | |
| Mentors are supporting new/new-to-the-school teachers. | |
| Person Responsible | Katy Foley |
| Schedule | Weekly, from 07/31/2014 to 06/02/2015 |
| Evidence of Completion | Mentor Contact Logs, Monthly Mentor Meeting Agendas and Minutes |

| Action Step 4 | |
|--|--|
| Support for the delivery of instruction through coaching cycles. | |
| Person Responsible | Chris Rose |
| Schedule | Weekly, from 08/18/2014 to 06/02/2015 |
| Evidence of Completion | Coaching Logs, Coaches Meeting Minutes (Debrief with SBLT) |

| Action Step 5 | |
|---|--------------------------------------|
| Assign a paraprofessional (teaching partner) to each classroom K - 5. | |
| Person Responsible | Benigna Pollauf |
| Schedule | Daily, from 08/18/2014 to 06/02/2015 |
| Evidence of Completion | Staff roster of assignments |

| Plan to Monitor Fidelity of Implementation of G1.B1.S1 | |
|---|--|
| Walk through using modified Instructional Support Model Tool | |
| Person Responsible | Benigna Pollauf |
| Schedule | Monthly, from 09/02/2014 to 05/29/2015 |
| Evidence of Completion | Lesson Plans, PLC Feedback Form, ISM Walk Throughs, Debrief Minutes with SBLT, PLC attendance. |

| Plan to Monitor Effectiveness of Implementation of G1.B1.S1 | |
|--|---|
| Lesson plans, PLC Feedback Form, | |
| Person Responsible | Benigna Pollauf |
| Schedule | Monthly, from 09/02/2014 to 05/29/2015 |
| Evidence of Completion | Lesson Plan Log , SBLT initials on PLC Feedback Forms, PLC Notebook |

G2. Develop and sustain a healthy, respectful, caring, safe, learning environment for students, faculty, staff, and families resulting in individual employee learning, student learning, and overall school improvement.

G2.B2 Inconsistency in skill levels when implementing established processes and procedures

G2.B2.S1 Provide professional development for faculty, staff and families resulting in individual employee learning, student learning, and overall school improvement.

Strategy Rationale

A more consistent skill level among faculty and staff will result in enhanced implementation of established processes and procedures.

| Action Step 1 | |
|---|---|
| MTSS Behavior Coach will walk through classrooms, observe, collect data, model, and provide differentiated support for staff. | |
| Person Responsible | Kourtney Bell |
| Schedule | Daily, from 08/18/2014 to 06/02/2015 |
| Evidence of Completion | Coaches log, STOIC (Structure, Teaching, Observation, Interactions, Correct Fluently) walk through data, behavior call data, Basic 5 observation data |

| Action Step 2 | |
|--|---|
| Provide a site-based Suncoast Mental Health Therapist to support identified students and families in crisis. | |
| Person Responsible | Benigna Pollauf |
| Schedule | Daily, from 08/18/2014 to 06/02/2015 |
| Evidence of Completion | Release of Information forms, Contact Log, Student Progress Notes |

| Action Step 3 | |
|--|--|
| Ongoing Professional Development on Trauma Informed Care (School Wide PLC) | |
| Person Responsible | Randria Williams |
| Schedule | Monthly, from 08/18/2014 to 06/02/2015 |
| Evidence of Completion | Sign In Sheets, Power Points and/or Handouts |

| Action Step 4 | |
|---|---|
| Ongoing training for our parents and families | |
| Person Responsible | Randria Williams |
| Schedule | Monthly, from 09/16/2014 to 05/19/2015 |
| Evidence of Completion | Sign In Sheets, Power Points and or Handouts, Agendas |

| Plan to Monitor Fidelity of Implementation of G2.B2.S1 | |
|---|---------------------------------------|
| SBLT will review the status of implementation weekly. | |
| Person Responsible | Benigna Pollauf |
| Schedule | Weekly, from 08/20/2014 to 05/27/2015 |
| Evidence of Completion | SBLT Minutes, Mr. Tucker's Tickler |

| Plan to Monitor Effectiveness of Implementation of G2.B2.S1 | |
|--|---------------------------------------|
| SBLT will review the status of implementation weekly. | |
| Person Responsible | Benigna Pollauf |
| Schedule | Weekly, from 08/20/2014 to 05/27/2015 |
| Evidence of Completion | SBLT Minutes, Mr. Tucker's Tickler |

G3. Ensure curriculum, instruction, and assessment are delivered with a focus on continuous improvement of student engagement and academic achievement.

G3.B3 Lack of consistency in the planning and delivery of instruction

G3.B3.S1 Grade level PLCs focused on the development of highly engaging and rigorous lesson plans aligned with standards.

Strategy Rationale

Effective lesson planning and delivery through purposeful standards based instruction in core will increase student engagement and achievement.

| Action Step 1 | |
|--|---------------------------------------|
| Provide weekly coach facilitated planning PLCs | |
| Person Responsible | Chris Rose |
| Schedule | Weekly, from 08/19/2014 to 05/28/2015 |
| Evidence of Completion | PLC Feedback Form, Lesson Plans |

| Action Step 2 | |
|---|---------------------------------------|
| Support the delivery of instruction through coaching cycles | |
| Person Responsible | Chris Rose |
| Schedule | Weekly, from 08/25/2014 to 05/29/2015 |
| Evidence of Completion | Coaches Log |

| Action Step 3 | |
|--|--|
| Optional Professional Development opportunities delivered through in-district/out-of-district and school level trainings | |
| Person Responsible | Benigna Pollauf |
| Schedule | Monthly, from 08/18/2014 to 05/29/2015 |
| Evidence of Completion | LMS Transcripts, FSA, CA, on-going progress monitoring data. |

| Plan to Monitor Fidelity of Implementation of G3.B3.S1 | |
|---|--|
| Posted lesson plans, Submitted PLC Feedback Forms, Submitted Coaches Logs | |
| Person Responsible | Benigna Pollauf |
| Schedule | Weekly, from 08/18/2014 to 05/29/2015 |
| Evidence of Completion | PLC Feedback Forms, Weekly Coaches Log, Lesson Plans |

| Plan to Monitor Effectiveness of Implementation of G3.B3.S1 | |
|--|--|
| Walk Throughs, STOIC Data, District Common Assessment | |
| Person Responsible | Benigna Pollauf |
| Schedule | Monthly, from 08/18/2014 to 05/29/2015 |
| Evidence of Completion | STOIC Data, District Common Assessment |

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