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| **McMullen Booth Elementary School Improvement Plan 2014-2015** |
| **Part I: Current School Status** |
| **A. School Information** |
| McMullen Booth Elementary |
| Sherry Aemisegger, Principal |
| Maggie Jordan, School Advisory Council Chair |
| Pinellas County School District |
| Michael A. Grego Ed.D., Superintendent |
| Date of school board approval of SIP: September 23, 2014 |
| 1. **School Vision and Mission** |
| a. Vision: McMullen-Booth Elementary – 100% Student Success! |
| b. Mission: The mission of McMullen-Booth Elementary is to provide an educational experience that ensures optimal learning and middle school readiness for all students. |
| 1. **School Values**   We value the 7C’s at McMullen-Booth Elementary:  Commitment…to our students, families and each other!  Character…we live it and exemplify it every day, with everyone, no matter what!  Collaboration…with each other and all stakeholders for the benefit of our students!  Curriculum…is our standards, taught through instructional best practices!  Celebration…of the big and small successes for every child!  Community…working together, we can do anything!  Courage…to do whatever it takes!  This year we are focusing it on keeping it simple, having a sense of urgency and keeping it positive! We playfully refer to this as What’s SUP? To remind us to stay focused on these three simple thoughts. |
| * 1. Describe the process by which the school learns about students’ cultures and builds relationships between teachers and students.   These school values guide us as we work together to make a strong working community at McMullen Booth. Teachers start the year with team-building exercises that teach campus-wide and classroom rules and procedures. Teachers utilize beginning of the year Meet & Greet and Open House opportunities, student interest inventories, all about me activities and parent-teacher conferences as some of the tools to learn about their students’ cultures and backgrounds. |
| * 1. Describe how the school creates an environment where students feel safe and respected before, during and after school.   All teachers participate in rotating duty posts that promote safety and vigilance on our school campus, as well as, foster positive interactions between staff and students first thing in the morning and at the conclusion of the school day. PLC discussions and MTSS procedures allow for collegial discourse, problem-solving, and communication regarding specific student needs. |
| * 1. Describe the school-wide 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.   These school values have influenced our highly structured behavior management system. We have school rules posted in all major areas and staff and students are instructed on their whereabouts and the listed expectations that appear on each sign. In classrooms, we have a color coded letter system where students enter the day on green (S) or satisfactory behavior. Students can move up to blue (V – very good) and purple (E – excellent) or they can move down from green to yellow (N – needs improvement) or red (U – unsatisfactory). Teachers use this system throughout the day for rewards and consequences and teachers or children record these grades in their agendas or folders that are sent home for parents. For those students with minor or major infractions, teachers follow our school-created flow chart to determine whether it is appropriate to deviate from the color system and involve administrators and/or the behavior specialist. Students who are repeatedly struggling with positive behavior on the color system are often moved to a HUG folder to break up their day into smaller increments and receive more positive praise from their teacher and mentor teacher throughout the day. At the conclusion of the week, teachers are asked to report an average grade for each student and submit it into an Excel spreadsheet and graphs that can be accessed by the MTSS and administrators at any given time. Students on HUG folders also generate their own data based on percentages. These students work toward a percentage goal and track their success with their mentor teacher. In addition, positive referrals, Commitment to Character assemblies and awards, bucket fillers, and Magnificent Manatee awards are processes that recognize students for strong academic work and positive behavioral decisions. All of our processes work to support students by creating clear school expectations for behavior. Teachers supplement these processes with other forms of classroom reward systems. |
| * 1. 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.   In addition the HUG folder, which provides mentoring for students struggling with monitoring their own behavior, we have many other programs that support our school population. For example, our school counselor provides targeted counseling groups and one on one sessions depending on need. She organizes our school behavior recognition programs such as Commitment to Character, and Magnificent Manatees which recognize and support positive academic work and behavior. Our Girlfriends program was a new initiative this year that provided the school with positive fifth grade role models. Our BUG program supported those students with D and F grades on their report cards and our ESOL and Multi-cultural programs provided opportunities for families and students to interact and feel comfortable in our school community. |
| **B. School Advisory Council (SAC)** |
| **Membership**   1. Identify the name and stakeholder group for each member of the SAC.   Sherry Aemisegger: Principal (C)  Jacqueline Poole, Assistant Principal-member ex-officio, SAC treasurer (C)  Maggie Jordan, PreK teacher past SAC Chairman (C)  Ann Arfaras: 1st Grade teacher, SAC Secretary (C)  Dusty Anderson: R’Club Director (C)  Janelle Miller, Parent, Assistant R’Club Director (C)  Jacquie Stoker: Parent (C)  Kim Sullivan: 2nd grade Teacher (C)  Maria Eisel: ESOL Assistant (H)  Michele Galaura: Parent (A)  Alejandra Baxcajay: Parent (H)  Veronica Guervara: Parent (H)  Beth Suzanski: Teaching Associate (C)  TaMesha Griffin (B)  Karen Mack (B) |
| 1. Evaluation of last year’s school improvement plan.   Upon evaluation of year end data, reading scores indicate that the goal of 68% (actual score 56%) achieving grade level proficiency on FCAT was not met. The action steps and implementation strategies were examined. In the area of Data to Inform Instruction, all plans were implemented: running record training and use of running records by 100% instructional staff; data analysis chats were calendared and took place; and the tracking of reading data at all levels was enhanced. In the action step of Guided Reading, we supported instructional methods and materials and provided teacher and assistant training and support. Under the step of incorporating CCSS, staff support and training was ongoing; collaborative planning and teaching demonstrations were encouraged; and the use of rubrics for literacy was explored. Further support will be provided this upcoming year in the areas outlined in the 2014-15 SIP.  In mathematics, end of year scores indicate that the goal of 62% (actual score 49%) achieving grade level proficiency or higher on FCAT was not met. Although our goal was not met in Math, significant learning gains were noted for in both categories. In those students who had been with us over a two year period, the math gains almost doubled going form 6% to 11% for each group. The action steps and implementation strategies were completed. In the area of instructional practices, the practice of math inquiry/problem solving was supported through professional development opportunities in math journaling and support in implementing CCSS. The plan to implement mathematics data tracking/rubrics was initiated and will continue to be refined during the upcoming school year. Instructional practices, routines and support were also offered to enhance the math intervention plan.  The science data reported that the goal of achieving grade level proficiency, 63% (actual score 56%), for 5th grade students was not met. Although the goal was not met, the score did reflect a 7 point increase from the previous year. This increase is significant and we are proud of teachers and students for their efforts and growth in this curriculum area. The action plans completed and or initiated in science included support for instructional models (5E); science note-booking professional development; as well as, the plan to provide content literacy (CLASP) support for the upcoming school year.  The SIP teams met regularly, included grade level and specialist representation, and submitted minutes and progress evaluations periodically. |
| 1. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.   SIP funds were used to support every classroom, PreK-5th grade, with non-fiction libraries, our Earth Day event and our school-wide science showcase. We spent $1,761.21 on initiatives for our School Improvement Plan. Our remaining balance is $1,882.14. |
| 1. Describe the involvement of the SAC in the development of this school improvement plan.   The SAC supports the writing of the School Improvement Plan for McMullen-Booth by discussing our data and current challenges, offering suggestions for the SIP teams to consider, and then reviewing, approving and monitoring the plan once it is written. |
| 1. Describe the activities of the SAC for the upcoming school year.   The School Advisory Council will focus on School Improvement; supporting school staff and students as they work to achieve academic success across all subject areas in a character filled and supported environment. Activities will include monthly meetings, reviewing the purposes and function of SAC, supporting the involvement of parents and community in the School Improvement process, reviewing data and discussing strengths and challenges while monitoring the School Improvement Plan and budget, and supporting the administrators, staff and the community in addressing the work that will help all students attain success. |
| 1. Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school’s annual budget and plan.   The School Advisory Council will focus on the accomplishment of each School Improvement curriculum area and goal. Funds will be used to support professional development and materials that will aid in moving our students forward to our vision of 100% student success. Many training opportunities and materials are provided by the district’s in house professional development and instructional materials departments. Consistent implementation of strategies and materials will be our goal so as to make the most of all provided school improvement funds. |
| 4. Verify that your school is in compliance with Section 1001.452, F.S., regarding the establishment duties of the School Advisory Council by selecting one of the boxes below:   * Yes, we are in compliance. |
| **C. Leadership Team** |
| **Membership**  Identify the name, email address, position title, and duties for each member of the school leadership team. |
| **Sherry Aemisegger, Principal**  (aemiseggers@pcsb.org)  Sherry has been an administrator for 17 years and she has been at this current school for 18 years. The principal’s duties are to ensure long-term organizational success through leadership that will move the school forward in accomplishing its vision and mission. This position requires an individual who is committed to the education of all students, the support of the entire school community and who exemplifies integrity and character in every action.  Credentials  Degrees:  Masters of Educational Leadership  Bachelor of Science  Certifications:  Principal (K – 12)  Educational Leadership (K – 12)  Elementary Education (K- 6)  Specific Learning Disabilities (K – 12)  Emotionally Handicapped (K – 12) |
| Jacqueline Poole, Assistant Principal  (poolejac@pcsb.org)  Jacque has been an administrator for 6 years and she has been at this current school for 18 years. The assistant principal’s duties include monitoring and interpreting data and helping teachers improve and maintain their instructional practices that support high student achievement.  Credentials  Degrees:  Master of Science in Educational Leadership  Bachelor of Science in Elementary Education and Early Childhood Education  Certifications:  Principal (K-12)  Educational Leadership (K-12)  Elementary Education (PreK-6) |
| Other members of the leadership team:  Stacey Peters (petersst@pcsb.org), Behavior Specialist  Marilyn Taylor (taylormar@pcsb.org), Guidance Counselor  Victoria Bishop (bishopvi@pcsb.org), Psychologist  Jennifer Cohen (cohenje@pcsb.org), Social Worker  Kathleen Bilello (bilellok@pcsb.org), Intermediate Teacher Representative  Tara Thompson (thompsontar@pcsb.org), Primary Teacher Representative |
| **D. Public and Collaborative Teaching** |
| 1. **Instructional** |
| a) 96 instructional employees |
| b) 96.54 % receiving effective rating or higher |
| c) 100% Highly Qualified Teacher (HQT), as defined in NCLB through a High, Objective, Uniform State Standard of Evaluation (HOUSSE) |
| d) 100 % certified in-field, pursuant to Section 1012.2315(2), F.S. |
| e) 51% ESOL endorsed |
| f) 6.2% reading endorsed |
| g) 40.6 % with advanced degrees |
| h) 11.5% National Board Certified |
| i) 2.1% first-year teachers |
| j) 11.5% with 1-5 years of experience |
| k) 39.6% with 6-14 years of experience |
| l) 46.9% with 15 or more years of experience |
| **2. Paraprofessionals** |
| a) 22 paraprofessionals |
| b) 100% Highly Qualified Teacher, as defined in NCLB through a High, Objective, Uniform State Standard of Evaluation (HOUSSE) |
| **3. Teacher Recruitment and Retention Strategies** |
| a) Describe your school’s strategies to recruit, develop, and retain highly qualified, certified-in-field, effective teachers to the school.  Vacant positions are filled using selection and interview protocols. Teachers that are selected to interview must meet highly qualified criteria and are chosen for their level of match to the specific criteria for the vacant position. Teacher retention is maintained through initiatives at the district level and is also supported by a school based strong community culture for teaching and learning. In addition, site based mentoring focuses on helping new teachers and teachers new to our school to find the highest level of success through partnering with grade level teachers and mentor staff members. We support internship programs and welcome members of the substitute-shadow program to help support the profession and build capacity for future positions. |
| b) Describe the school’s strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.  The Leading the Learning Cadre has focused on PLC procedures that focus grade-level teams to delineate an area of discussion (such as Literacy, STEM, or Early Warning Signs) for PLCs throughout the month and investigate/study data to drive instruction and collaborative planning. Peer observations and lesson study are areas of focus and growth as well. This work, in conjunction with our Deliberate Practice Plans, will guide our Professional Development imitative. |
| **4. Teacher Mentoring Program/Plan** |
| 1. Describe your school’s teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities.   Site based mentoring focuses on helping new teachers and teachers new to our school to find the highest level of success through partnering with grade level teachers and trained mentor staff members. Pairings at the same grade level will be made where ever possible, additional grade level collaborative partners are made at any level that does not have a trained grade level mentor. When a new teacher begins the new year, we provide an orientation, tour, and question and answer session. Check in for grade level connections, teaming and planning are established and check in meetings are recorded on the calendar at least monthly, more frequently at the beginning of the year or as needed for individual situations. |
| **D. Multi-Tiered System of Supports (MTSS) / Response to Instruction/Intervention (RtI)** |
| Describe your school’s data-based problem-solving processes for the implementation and monitoring of your SIP and MTSS structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs.  Response to intervention (RtI) is the practice of providing high quality instruction and intervention based on student’s identified needs, changing that instruction as needed through frequent progress monitoring, and analyzing student response data to make informed educational decisions. It is a multi-tiered problem solving model which uses researched based interventions and outcome data to help make educational decisions that drive instruction and maximize student achievement. The problem solving model includes four steps: **problem identification, problem analysis, intervention development and implementation, and intervention evaluation and modification.**   1. Grade level PLCs review data from universal screenings (FCAT/Common Assessment/FAIR FS/Running Records, PMP plans and progress monitoring data) for all students.    1. **Problem Identification:** Data is used to identify students with **academic** deficits.    2. **Problem Analysis:** Data and other information is used to target and define the problem (excessive absences, phonics gaps, fluency, comprehension, language)    3. **Intervention Development:** Using problem analysis and PLC/MTSS input and guidance, appropriate interventions are explored and chosen to address the identified needs of these students.    4. **Intervention Implementation:** Students identified with areas of concern need to receive Tier 1 differentiated instruction within the ninety minute block, as well as targeted Tier 2 intervention outside the 90 minute block. Schedule of intervention is determined for each level; 3 times for Tier 1 and 4-5 times for Tier 2/3 per week. Tier 2 and Tier 3 students must have a PMP that is communicated to parents.    5. **Intervention Evaluation and Modification**: Bi-weekly progress monitoring should be done for all Tier 2 students in order to track growth and effectiveness of the chosen intervention. **Eight weeks** of implementation with fidelity and data gathering should be done before any changes are considered for the intervention. Progress monitoring data should be uploaded to the Successnet folder on the server so that school wide Tier 2 and 3 progress can be monitored for all Tier 2/3 students. 2. At a PLC meeting, grade level team members discuss Tier 2 (or struggling Tier 3) students and assist teacher in generating ideas to address learning needs. Team/individual may consult with the Educational Diagnostician, psychologist, AP, or other SBLT members for ideas. A Problem Solving/RtI Process Sheet is used to guide teachers as they discuss the learning needs of these students. 3. At the end of at least 6-8 weeks of interventions (3 or 4 data points), if the student is showing little or no progress, cycle back through his/her Problem Solving/RtI Process Sheet at a PLC. Reflect on the data collected, make changes to interventions as necessary and document the results on the sheet. Teacher implements the changes and continues collecting OPM data. 4. If student continues to show little or no progress after changes are implemented and 3 or more additional data points have been collected, the MTSS team will review the paperwork provided by the grade level team representative, and based on the data may decide to: 5. Recommend that the teacher continue to implement or change interventions and continue to gather data on Tier 2 (3) interventions. 6. Have the Psychologist/Educational Diagnostician invite parent and teacher(s) to a conference to begin the initial Tier 3 process. In addition a MTSS member will be assigned to consult with teachers regarding the next steps. |
| Identify the names and position titles of the members of your school-based leadership team for MTSS. What is the function and responsibility of each team member as it relates to MTSS and the SIP?  Stacey Peters (petersst@pcsb.org), Behavior Specialist & Early Warning Systems SIP Leader  Marilyn Taylor (taylormar@pcsb.org), Guidance Counselor  Victoria Bishop (bishopvi@pcsb.org), Psychologist  Jennifer Cohen (cohenje@pcsb.org), Social Worker  Kathleen Bilello (bilellok@pcsb.org), Third Grade Representative & Literacy SIP Leader  Tara Thompson (thompsontar@pcsb.org), First Grade Representative  Angela Drummond ([johnson-drummonda@pcsb.org](mailto:johnson-drummonda@pcsb.org)), STEM SIP Leader  Jill Augustine (agustinej@pcsb.org), Diagnostician  Debbie Carter ([carterd@pcsb.org](mailto:carterd@pcsb.org)), Kindergarten Representative  Tina Guerrera ([guerrerat@pcsb.org](mailto:guerrerat@pcsb.org)), Second Grade Representative  Jennifer Arntz ([arntzj@pcsb.org](mailto:arntzj@pcsb.org)), Fourth Grade Representative  Erin Frazier ([frazierer@pcsb.org](mailto:frazierer@pcsb.org)), Fifth Grade Representative  Liz Robles ([roblese@pcsb.org](mailto:roblese@pcsb.org)), ESOL  Nancy Albino ([albinon@pcsb.org](mailto:albinon@pcsb.org)), ESOL  Cynthia Melendez ([melendezc@pcsb.org](mailto:melendezc@pcsb.org)), ESOL  Carly Hunter, ([hunterca@pcsb.org](mailto:hunterca@pcsb.org)), Speech & Language  Misty Harmon ([harmonmis@pcsb.org](mailto:harmonmis@pcsb.org)), Speech & Language  Lauren Nelson ([nelsonla@pcsb.org](mailto:nelsonla@pcsb.org)), Speech & Language |
| Describe the systems in place that the leadership team uses to monitor the school’s MTSS and SIP.  The SIP has been developed based on current school wide data and analysis. SIP teams are organized around instructional/subject focus areas and will monitor and collaborate with the MTSS to facilitate growth and progress through our collaborative work with grade level teams and teachers. Every staff member serves on a goal SIP team. The teams are responsible for carrying out the action steps and monitoring progress for each goal. All MTSS members also serve on a SIP team and help facilitate the process. School wide data is aggregated and monitored by the MTSS on a weekly basis and SIP teams by grade level and sub groups for the purpose of monitoring progress. Processes are monitored for fidelity. |
| Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance).  MTSS uses data from EDS, Performance Matters, FAIR, MBES behavior uploads and OPM data and graphs. Teachers record behavior on a weekly basis and Reading OPM every 5-10 days on our MBES Moodle site using Excel graphing spreadsheets enabling the teachers, PLC and MTSS to review graphs to determine effectiveness of our efforts for Tier 1, 2 and 3. We use PMRN for Reading and EDS and Performance Matters to access data for Reading, Math, Science and Writing. Our school wide data management system will be the use of Excel spreadsheets on our MBES Moodle site for academics and behavior. The behavior system has been set up on our school Moodle site with data collected from each classroom/teacher on a weekly basis. These systems support data collection at Tier 1, 2 and 3. Each teacher/ interventionist will enter his or her data every 10 days (tier 2) and every 5 days (tier 3) as outlined on the RtI calendar to our academic data collection site. Each team member will be able to access the data for their grade level and individual classroom and intervention group. The SBLT will review the data at the end of each RtI cycle and will analyze for trends and next steps. Ultimately, the assigned grade level MTSS member will share these findings with grade level teams. Students will engage in data chats with their collaborating intervention teacher during each cycle. Parents will be informed of school wide data at SAC meetings, or newsletter at least three times per year. |
| Describe the plan to support staff’s understanding of MTSS and build capacity in data-based problem solving.  Last year each grade level PLC met monthly to facilitate ongoing growth and training in the processes that support MTSS. A shared calendar was established for these meetings in the school Outlook calendar. Additional training with team leaders will be utilized to help us continue growing our knowledge and processes in the use and analysis of data based problem solving on each grade level team. |
| **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 the Florida Standards.   The school encourages district summer professional development opportunities and staff begin the school year with school-based and district-wide training opportunities that refocus staff on core instructional programs and materials, as well as, how to use these resources most effectively to teach the Florida Standards. Our SIP teams meet at the start of the school year to conduct a needs assessment in regard to that particular disciplinary area and determine a budget and plan to obtain those resources. For example, our Literacy SIP team last year made sure all classrooms had up-to-date Running Record books and Guided Reading materials. Collaborative planning through PLCs and administrative walk-throughs ensure that teachers are utilizing these core instructional programs and materials effectively. |
| 1. 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.   Our three main SIP initiatives this year are: Data to Inform Instruction, Instructional Practices, and Collaborative Planning. These pieces are intertwined and interdependent and they are all components of providing professional development to our staff that will ultimately lead to strong academic experiences for students. Data is collected throughout the year and monitored at mid-cycle and cycle points, as well as pre and post and within units of study. PLCs and MTSS use data to identify sub-groups and individual students that need more support. For example, students identified as needing multi-tiered levels of support receive appropriate academic interventions and their progress is monitored closely and adjusted as needed to meet the instructional needs of each child. |
| * 1. 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:   Multi-tiered systems of support:   * Strategy type and description: This is in place to support core academic student achievement. Differentiated instruction includes tier one (core instruction with differentiation), tier two (small group interventions), and tier three (targeted intensive interventions). * Strategy purpose and rationale: This is a state mandate to provide students multiple tiers of differentiated instruction to meet their needs. * Number of minutes added to the school year: zero minutes added, maximizing minutes already given a goal * Person(s) responsible for monitoring implementation of the strategy: MTSS * Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy: Ongoing Progress Monitoring for English Language Arts and Mathematics are analyzed for trend data.   Early Warning Systems:   * Strategy type and description: This is in place to support student behavior and classroom engagement. * Strategy purpose and rationale: Our purpose in monitoring student behavior is to increase student attendance, classroom engagement, and reduce the amount of discipline referrals and suspensions. * Number of minutes added to the school year: zero minutes * Person(s) responsible for monitoring implementation of the strategy: MTSS and Early Warnings Systems SIP Teams * Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy: Daily classroom behavior data, attendance and discipline referrals and suspensions are analyzed for trend data.   Recognitions & Celebrations:   * Strategy type and description: Positive behavior and character supports are in place to recognize all students. * Strategy purpose and rationale: Our purpose is to increase student engagement and encourage achievement through positive school and classroom culture. * Number of minutes added to the school year: zero minutes * Person(s) responsible for monitoring implementation of the strategy: Leadership Team * Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy: The number of positive purple referrals and commitment to character awards to analyze trend data.   Extended Learning Programs:   * Strategy type and description: Focused after school Literacy and Mathematics interventions and enhancements. * Strategy purpose and rationale: Our purpose is to close achievement gaps in third, fourth and fifth grade. * Number of minutes added to the school year: 5,400 minutes * Person(s) responsible for monitoring implementation of the strategy: Leadership Team * Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy: Ongoing progress monitoring for trend data. |
| 1. Student Transition and Readiness   a. PreK-12 Transition  i. Describe strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.  McMullen-Booth Elementary has created and maintained an articulation process between Pre-K and Kindergarten teachers each semester. Alignment of assessment goals/expectations better prepares Pre-K students to reach their maximum learning potential in Kindergarten. Pre-K teachers collaborate with Kindergarten Teachers to ensure a smooth transition by providing inclusionary opportunities in Kindergarten, conducting parent workshops to share Kindergarten expectations, as well as, assisting parents in working with their students at home. Oral Language Development is stressed in all Pre K classroom settings and efforts have been made to incorporate Spanish literature in the Pre-K lending libraries to promote read alouds and language development between parents and their children. |
| **F. Literacy Leadership Team (LLT)** |
| 1. Identify the name, email address and positions titles of the members of your school-based LLT in accordance with Rule 6A-6.053(3), F.A.C.   Sherry Aemisegger, Principal, [aemiseggers@pcsb.org](mailto:aemiseggers@pcsb.org)  Jacqueline Poole, Assistant Principal, [poolejac@pcsb.org](mailto:poolejac@pcsb.org)  Kathy Bilello, 3rd Gr STARS, LLT chairman, [bilellok@pcsb.org](mailto:bilellok@pcsb.org)  Katie Crum, 3rd Gr, [crumk@pcsb.org](mailto:crumk@pcsb.org)  Ann Arfaras, 1st gr, [arfarasa@pcsb.org](mailto:arfarasa@pcsb.org)  C. Scott Stevens, Primary ASD, [stevensch@pcsb.org](mailto:stevensch@pcsb.org) |
| 1. Describe how the school-based LLT promotes literacy within the school.   The LLT will utilize data and encourage collaborative planning in grade-level PLC’s to facilitate best practices for literacy instruction. The team will meet once a month to monitor SIP initiatives and guide teacher learning. |
| 1. What will be the major initiatives of the LLT be this year?   We will continue to focus on increasing the effectiveness of our Tier I instruction to at least 80% and the refinement of our Tier 2 &3 processes. We will do this by concentrating on the development of efficient and effective PLCs, the use of data to drive instruction, a focus on perfecting our use of research based instructional practices and effective collaborative planning. |
| **Part II: Expected Improvements or Needs Assessment (Step Zero)** |
| **A. Area 1: Reading** |
| *a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)* |
| 28.2% Students scoring at Achievement Level 3 |
| 27.8% Students scoring at or above Achievement Level 4 |
| *b) Florida Alternate Assessment (FAA)* |
| 100% Students scoring at Levels 4, 5, and 6 |
| 100% Students scoring at or above Level 7 |
| *c) Learning Gains* |
| 66% Students making learning gains (FCAT 2.0 and FAA) |
| 64% Students in lowest 25% making learning gains (FCAT 2.0) |
| *d) Comprehensive English Language Learning Assessment (CELLA)* |
| 40% Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students) |
| 26% Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students) |
| 30% Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students) |
| *e) Annual Measurable Objectives (AMOs)* |
| Student subgroups: 50% Asian, 23% black, 42.5% Hispanic, 69.8% white, 14.3% English language learners, 16.7% students with disabilities, and 42.6% economically disadvantaged scoring at level 3 or higher on FCAT 2.0 |
| **Goal 1 to support target(s):**  Increase the percentage of students meeting grade level reading expectations by 14% (70%); at least 54% (31% increase) of Black students meeting expectations based on 2015 FSA. |
| **Possible Data Sources to Measure Goals**:   * Pre and Post Assessments for Literacy Modules * FAIR Results 3 times per year * Ongoing Tier 2 and Tier 3 Progress Monitoring biweekly data with assessment periods 1, 2, 3, and mid-cycle analysis of data * Running Records and analysis 3 times per year * Florida State Assessments |
| **Data Indicator(s):**   * Pre and Post Assessment growth for Literacy Modules * Progression of growth on FAIR Assessments and Running Record Assessments per assessment period * Progression of growth for Tier 2 and Tier 3 Progress Monitoring data * Florida State Assessment results |
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| **Action Plans (strategies) to Accomplish Goal 1 (reduce or eliminate barriers)** |
| Action 1: Data to Inform Instruction - Improve student achievement through more frequent and effective use of data to inform planning and instruction. |
| Action 2: Instructional Practices - Improve the consistency and effectiveness of instructional practices aligned to Florida Standards across grade levels K-5. |
| Action 3: Collaborative Planning – Improve the structure of weekly grade level PLCs by using data to inform instruction and planning in grade level teams to ensure instructional collaboration and consistency. |
| **Plan to Implement Action 1: DATA TO INFORM INSTRUCTION**   * Provide Running Record training and refresher training for all grade levels and departments to increase 100% of teachers using Running Records to inform student grouping and to ascertain instructional and independent reading levels. * Provide calendar for Data Manager training in best practices for data collection and analysis. * Provide calendar for regularly scheduled and structured data meetings per grade level team, incorporated into PLCs. * Provide training opportunities and sharing of data tracking tools for classroom use to inform planning and instruction. * Improve the communication and tracking of reading data (student level, classroom level, and grade level), to include enhanced student and parent understanding of reading data and what the goals are for improvement and mastery per grade level. * Provide opportunities to analyze data regarding student achievement, namely for black students and other identified sub-groups that are not meeting grade level expectations. * Provide formative assessment resources. * Encourage the discussion of data in weekly PLC meetings. |
| **Plan to Implement Action 2: INSTRUCTIONAL PRACTICES**   * Provide ongoing teacher/assistant training and support for Jan Richardson’s Guided Reading routines for early, transitional, and fluent readers. * Provide opportunities to implement teacher/assistant peer observations during guided reading lesson planning and delivery. * Provide coaching for teachers/assistants on use of writing samples and continuums to inform and plan for instruction. * Continue to enhance school professional library and classroom libraries with appropriate and engaging reading materials for all grade levels in order to support instructional best practices. |
| **Plan to Implement Action 3: COLLABORATIVE PLANNING**   * Facilitate further training and support of teacher knowledge and understanding of FL Standards for Reading, Writing, Speaking and Listening through collaborative lesson planning sessions. * Continue close reading demonstrations and trainings where teachers observe and debrief close reading and writing in response lessons through lesson study. * Utilize data to inform PLC discussions and peer observation opportunities to grow our practice. * Share models and scoring guides tied directly to the FL Standards. * Share technology opportunities that support learning and progress students toward the learning goal. |
| **B. Area 2: Writing** |
| *a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)* |
| 38% Students scoring at or above 3.5 |
| *b) Florida Alternate Assessment (FAA)* |
| 100% Students scoring at or above Level 4 |
| **Goal 2 to support target(s):**  Increase the percentage of students meeting expectation by at least 20% (58%) on the 2015 assessment. |
| **Possible Data Sources to Measure Goal 2**:   * Pre and Post Assessments for Literacy Modules and writing analysis * Ongoing Tier 2 and Tier 3 Progress Monitoring biweekly data with assessment periods 1, 2, 3, and mid-cycle analysis of data * FAIR Florida Standards |
| **Data Indicator(s):**   * Improvement in district writing assessments throughout assessment periods 1, 2, and 3. * Steady improvement on biweekly/weekly progress monitoring assessments, indicated by graphs and rubrics. * Growth on FAIR Florida Standards |
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| **Action Plans (strategies) to Accomplish Goal 2 (reduce or eliminate barriers)** |
| Action 1: Data to Inform Instruction - Improve student achievement through more frequent and effective use of data to inform planning and instruction. |
| Action 2: Instructional Practices - Improve consistency and effectiveness of instructional practices aligned to Florida Standards across grade levels K-5. |
| Action 3: Collaborative Planning - Improve the structure of weekly grade level PLCs by using data to inform instruction and planning in grade level teams to ensure instructional consistency. |
| **Plan to Implement Action 1: DATA TO INFORM INSTRUCTION**   * Provide calendar for Data Manager training in best practices for data collection and analysis. * Provide calendar for regularly scheduled and structured data meetings per grade level team, incorporated into PLCs. * Provide training opportunities and sharing of data tracking tools for classroom use to inform planning and instruction. * Improve the communication and tracking of writing data (student level, classroom level, and grade level), to include enhanced student and parent understanding of writing data and what the goals are for improvement and mastery per grade level. * Provide opportunities to analyze data regarding student achievement, namely for black students and other identified sub-groups that are not meeting grade level expectations. * Provide formative assessment resources and monitoring of classroom procedures. |
| **Plan to Implement Action 2: INSTRUCTIONAL PRACTICES**   * Provide ongoing teacher/assistant training and support for writing standards and instructional routines. * Provide opportunities to implement teacher/assistant peer observations to observe other teachers during writing lesson planning and lesson delivery. * Provide coaching for teachers/assistants on the use of writing samples, handwriting exemplars and continuums to inform and plan for instruction. * Support teachers in writing in response to learning in all subject areas. |
| **Plan to Implement Action 3: COLLABORATIVE PLANNING**   * Facilitate further training and support of teacher knowledge and understanding of FL Standards for Reading, Writing, Speaking and Listening through collaborative planning sessions. * Facilitate writing demonstrations and trainings (lesson study) for teachers to observe and debrief writing lessons in the context of the literacy block. * Share models and scoring guides tied directly to the Florida Standards. * Share technology opportunities that support learning and progress students toward the learning goal. |
| **C. Area 3: Mathematics** |
| 1. ***Elementary School Mathematics*** |
| *a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)* |
| 32.2% Students scoring at Achievement Level 3 |
| 16.8% Students scoring at or above Achievement Level 4 |
| *b) Florida Alternate Assessment (FAA)* |
| 66.7% Students scoring at Levels 4, 5, and 6 |
| 33.3% Students scoring at or above Level 7 |
| *c) Learning Gains* |
| 64% Students making learning gains (FCAT 2.0, EOC, and FAA) |
| 65% Students in lowest 25% making learning gains (FCAT 2.0 and EOC) |
| *d) Annual Measurable Objectives (AMOs)* |
| Student subgroups:  81.2% Asian, 15.4% black, 37.5% Hispanic, 55.5% white, 21% English language learners, 15% students with disabilities, and 38.4% economically disadvantaged scoring at level 3 or higher on FCAT 2.0 |
| **Goal 3 to support target(s):**  Increase the percentage of students meeting grade level mathematics expectations by 21% (70%); at least 48% of Black students meeting expectations (33% increase) on the 2015 FSA. |
| **Possible Data Sources to Measure Goal 3**:   * District math assessments – cycle 1, 2, and 3 * Ongoing data reports for STMath usage and performance * Ongoing Tier 2 and Tier 3 Progress Monitoring biweekly data with assessment periods 1, 2, 3, and mid-cycle analysis of data * Classroom formative assessment data by grade level, class, and/or achievement block grouping * Florida Standards Assessment |
| **Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)**   * Improvement in district math assessments throughout assessment periods 1, 2, and 3. * Increased classroom usage reports for STMath and improvement for individual student performance. * Steady improvement on biweekly/weekly progress monitoring assessments, indicated by graphs and rubrics. * Increase in the percentage of students meeting grade level expectations on the Florida Standards Assessment in Mathematics |
| **Action Plans (strategies) to Accomplish Goal 3 (reduce or eliminate barriers)** |
| Action 1: Data to Inform Instruction - Improve student achievement through more frequent and effective use of data to inform planning and instruction. |
| Action 2: Instructional Practices - Improve the consistency and effectiveness of instructional practices aligned to Florida Standards across grade levels K-5. |
| Action 3: Collaborative Planning – Improve the structure of weekly grade level PLCs by using data to inform instruction and planning together in grade level teams to ensure instructional consistency. |
| **Plan to Implement Action 1: DATA TO INFORM INSTRUCTION**   * Provide calendar for Data Manager training in best practices for data collection and analysis. * Provide calendar for regularly scheduled and structured data meetings per grade level team, incorporated into PLCs. * Provide training opportunities and sharing of data tracking tools for classroom use to inform planning and instruction. * Improve the communication and tracking of math data (student level, classroom level, and grade level), to include enhanced student and parent understanding of math data and what the goals are for improvement and mastery per grade level. * Provide opportunities to analyze data regarding student achievement, namely for black students and other identified sub-groups that are not meeting grade level expectations. * Provide formative assessment resources. * Observe teachers using scales and rubrics appropriately and give feedback regarding their use. |
| **Plan to Implement Action 2: INSTRUCTIONAL PRACTICES**   * Encourage and support participation in district and school-based training for the *Go Math* curriculum, as well as, the markers of a math inquiry classroom and constructivist approach. * Support teachers with math achievement block organization and logistical plans for optimum student engagement and achievement in mathematics. * Provide opportunities to implement teacher/assistant peer observations to observe other teachers during math lesson planning and delivery. * Provide teacher/assistant training regarding the eight mathematical practices for use in planning instruction. * Provide resources to support formative assessment and differentiated instruction during math achievement block. * Provide access to sample lessons and lines of questioning and/or templates that stimulate high level questioning in the classroom. * Share tools for monitoring student engagement during a classroom discussion. |
| **Plan to Implement Action 3: COLLABORATIVE PLANNING**   * Facilitate further training and support of teacher knowledge and understanding of FL Standards in mathematics. * Continue math talk and journaling demonstrations and trainings where teachers observe and debrief best practices through lesson study. * Share models, rubrics, and scoring guides tied directly to the FL Standards. * Share technology opportunities that support learning and progress students toward the learning goal. |
| **D. Area 4: Science** |
| 1. ***Elementary School Science*** |
| *a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)* |
| 27.4% Students scoring at Achievement Level 3 |
| 28.6% Students scoring at or above Achievement Level 4 |
| *b) Florida Alternate Assessment (FAA)* |
| 100% Students scoring at Levels 4, 5, and 6 |
| 100% Students scoring at or above Level 7 |
| **Goal 4 to support target(s):**  Increase the percentage of students meeting grade level Science expectations on 2015 assessment by 14% (70%). |
| **Possible Data Sources to Measure Goal 4**:   * Improvement seen in district level Science assessments across assessment periods 1, 2, and 3 * Classroom formative assessments (probes, exit tickets)and science notebook quantity and quality checks |
| **Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)**   * Improvement on common assessments throughout assessment periods 1, 2, and 3. * Steady improvement on formative and progress monitoring assessments, indicated by graphs and rubrics. * Qualitative and quantitative goals set by student/classroom teacher for classroom formative assessments show evidence of growth and/or mastery of skills. |
| **Action Plans (strategies) to Accomplish Goal 3 (reduce or eliminate barriers)** |
| Action 1: Data to Inform Instruction - Improve student achievement through more frequent and effective use of data to inform planning and instruction. |
| Action 2: Instructional Practices - Improve the consistency and effectiveness of instructional practices aligned to Florida Standards across grade levels K-5. |
| Action 3: Collaborative Planning – Improve the structure of weekly grade level PLCs by using data to inform instruction and planning together in grade level teams to ensure instructional consistency. |
| **Plan to Implement Action 1: DATA TO INFORM INSTRUCTION**   * Provided calendar for Data Manager training in best practices for data collection and analysis. * Provide calendar for regularly scheduled and structured data meetings per grade level team, incorporated into PLC’s. * Provide training opportunities and sharing of data tracking tools for classroom use. * Improve the communication and tracking of science data (student level, classroom level, and grade level), to include enhanced student and parent understanding of science data and what the goals are for improvement and mastery per grade level. * Provide opportunities to analyze data regarding student achievement, namely for black students and other identified sub-groups that are not meeting grade level expectations. * Provide formative assessment resources. |
| **Plan to Implement Action 2: INSTRUCTIONAL PRACTICES**   * Provide ongoing teacher training and support (district level and school based) for Next Generation Sunshine State Standards, Science Notebooking, Content Literacy Analyzing Science Probe (CLASP) routines, and the use of science inquiry and discovery within the five E’s workshop model. * Provide opportunities to implement teacher/assistant peer observations to observe other teachers during guided reading lesson planning and delivery. * Continue to enhance school professional library and classroom libraries with appropriate and engaging science reading materials that support the five E Workshop. |
| **Plan to Implement Action 3: COLLABORATIVE PLANNING**   * Support and encourage student participation in the school based science fair. * Facilitate further training and support of teacher knowledge and understanding of Next Generation Sunshine State Standards for Science * Provide demonstrations and trainings where teachers observe and debrief science lessons through the lesson study process. * Share models, rubrics, and scoring guides tied directly to the Next Generation Sunshine State Standards. * Share technology opportunities that support learning and progress students toward the learning goal. |
| **E. Area 5: Science, Technology, Engineering, and Mathematics (STEM)** |
| Goal to support targets: 100% student participation in at least one of the STEM-related experiences provided for students.  To provide increased opportunities for students to participant in STEM related activities through the implementation of two DUKE ENERGY STEM Academies for 4th and 5th grade students as well as supporting all grade levels with curriculum and experiences that promote problem-solving, and discovery and exploratory learning to increase critical thinking skills. |
| Participation in STEM-related experiences provided for students:  STEM before-school club and showcase  Science Fair  Science Center field trips  MOSI field trips  On-campus Earth Day community event  Hour of Code and other technology experiences |
| **H. Area 6: Early Warning Systems** |
| 1. ***Attendance*** |
| a. 47 Students tardy 10 percent or more, as defined by district attendance policy |
| b. 98 - Students with attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension |
| 2. ***Suspension*** |
| a. 51 Students with one or more referrals |
| b. 9 Students with five or more referrals |
| c. 21 Students with one or more in-school suspension days, as defined in s.1003.01(5)(b), F.S. |
| d. 2 Students with five or more in-school suspension days, as defined in s.1003.01(5)(b), F.S. |
| e. 15 Students with one or more out-of-school suspension days, as defined in s.1003.01(5)(a), F.S. |
| f. 2 Students with five or more out-of-school suspension days, as defined in s.1003.01(5)(a), F.S. |
| g. 0 Students referred for alternative school placement |
| h. 0 Students expelled |
| 3. ***Retention*** |
| a. 4 Students retained |
| b. 3 Students with Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics |
| c. 0 Students with one or more course failures in English Language Arts or mathematics |
| d. 0 Students in 3rd grade with one or more course failures on first attempt in core-curricula courses |
| e. 0 Students off track for graduation based on credits required to date for their cohort |
| f. 0 The number of students by grade level that exhibit each early warning indicator listed above |
| g. 0 The number of students identified by the system as exhibiting two or more early warning indicators |
| h. 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).  See MTSS procedures for student problem solving situations. |
| Goal 6 to support targets: Increase student engagement through the Instructional Practices Inventory process(IPI), showing an increase in targeted focus area data from the Fall to the Spring inventory data collection cycles. |
| **Possible Data Sources to Measure Goal 6**:   * IPI inventory data * Classroom walkthrough data * Peer observational data from classroom visits and informal data collection. * Increase in the percentage of teachers utilizing classroom data to monitor teacher to student interactions. |
| **Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)**   * Increased use of engagement data and observation processes throughout the year to guide actions and supports in the classroom. * Decrease in all early warning signs indicators which result in or are a result of low levels of student engagement. * Increase in IPI data indicators from fall to spring collection cycles. |
| **Action Plans (strategies) to Accomplish Goal 6 (reduce or eliminate barriers)** |
| Action 1: Data to Inform Instruction - Improve student achievement through more frequent and effective use of data to inform planning and instruction.  Action 2: Instructional Practices - Improve the consistency and effectiveness of instructional practices aligned to Florida Standards across grade levels K-5. |
| **Plan to Implement Action 1: DATA TO INFORM INSTRUCTION**   * Choose 1 – 2 data collectors to be shared with other schools. * Send data collectors to district training * Administrator and data collectors attend yearly data Roll-Out Training * Share data with staff and use to guide collective reflection and problem-solving focused on student learning experiences. |
| **Plan to Implement Action 2: INSTRUCTIONAL PRACTICES**   * Provide opportunities to implement teacher/assistant peer observations to observe other teachers during lesson planning and delivery. * Provide teacher/assistant training regarding the eight mathematical practices for use in planning instruction. * Provide resources to support formative assessment and differentiated instruction on order to increase student engagement. * Provide access to effective student engagement strategies to support higher order thinking and questioning. * Share tools for monitoring student engagement in classrooms and across grade levels. |
| **I. Family and Community Involvement** |
| Consider the level of parental involvement at your school (this may include, but is not limited to, number of parent engagement opportunities offered in the school year; average number of parents in attendance at parent engagement opportunities; percent of parents who participated in parent engagement opportunities; percent of students in lowest performing quartile or subgroups not meeting AMOs whose parent(s) participated in one or more parent engagement opportunities).  Parents had many opportunities to attend school functions. They were invited to teacher conferences, student led conferences, Open House nights, back-to-school Meet & Greet walk-throughs, PTA programs, performing arts nights, volunteer opportunities at school, volunteers for field trips, field days and Fall Festival. From November 2013-May 2014, we held 5 parent breakfast events. About 20% of our parents attended at least one of the breakfast events. Based on data collected from each classroom teacher approximately 97% of the students’ had parents access opportunities to be at school at least once throughout the year. |
| 1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to increase communication to keep parents informed of their child’s progress.   Our parents receive a weekly School Messenger call or text to inform them of school news, activities or events. Our parents are welcomed when they come to have lunch or breakfast with their child/ren. We have consistent personnel for arrival and dismissal to create opportunities for parents to build relationships. Our ESOL department hosts at least 3 parent seminars each year to support parents as they help their children experience success in school. Teachers and parents communicate daily through the planner/agenda that the school supplies to each student. We communicate in both English and Spanish to meet the needs of our community. We also provide evening and community events such as open houses, concerts, and our annual Fall Festival. |
| 1. Describe the process by which the school learns about the local community for the purpose of utilizing available resources to support student achievement.   Our Community Liaison is closely connected to our community and has established relationships with area businesses, resources and service agencies. We work with our Social Worker, School Nurse and Psychologist to access resources for our school community. |
| **K. Problem-Solving** |
| Goals, barriers and/or strategies must specifically address any subgroup not meeting its AMO targets for the prior school year. The special needs of subgroups not addressed in the AMO report (e.g., migrant, homeless, neglected and delinquent) must also be considered during this process. Develop implementation plans for the school’s highest-priority goals by engaging in a facilitated planning and problem-solving process. Use the following prompts to capture the process and plan components: |
| Step 1: Identify goal(s) to help you achieve your targets. Select one or more Areas each goal addresses. |
| Step 2: Brainstorm barriers that could prevent the school from achieving each goal. |
| Step 3: Prioritize targeted barriers based on alterable elements of curriculum, instruction, environment, and organizational systems (e.g., those which have the most impact on the goal if removed or are immediately actionable). |
| Step 4: Brainstorm which resources are available that could be used to address each targeted barrier. |
| Step 5: Brainstorm and prioritize strategies that could be used to eliminate or reduce each targeted barrier. |
| Step 6: Identify action steps (including who, what, where, when) that will need to be taken to implement the identified strategies. |
| Step 7: Determine how strategies will be monitored for effectiveness and fidelity of implementation (including who, what, where, when). |
| Step 8: Determine how progress towards each goal will be monitored (including who, what, where, when). |
| **Part III: Professional Development** |
| For all professional development identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information for each activity.  Our professional development to support our initiatives are as follows:  1. Effective Planning for Instruction  2. Collaborative Planning  3. Formative Assessment  4. ESE Book Study 1 and 2  5. Using Data to Inform Instruction |
| **1. Related goal: Effective Planning for Instruction: Goals 1,2,3,4** |
| Topic, focus, and content: The first training will focus on backward planning for Mathematics instruction |
| Facilitator or leader: Math Coach and Learning Specialist |
| Participants (e.g., Professional Learning Community, grade level, school-wide): PLC’s by grade level offered school-wide |
| Target dates or schedule (e.g., professional development day, once a month): August and September with follow-up in January on additional Math strategies for instruction |
| Strategies for follow-up and monitoring: follow-up support for next steps second semester, teams will hand in their Module A and B plans to be reviewed for effectiveness and to determine areas for support. |
| Person responsible for monitoring: Principal and Assistant Principal |
| **2. Related goal: Collaborative Planning: Goals 1,2,3,4** |
| Topic, focus, and content: Effective and collaborative planning in both Math and ELA will be offered and encouraged for to facilitate planning within the modules of instruction for both content areas. In addition, calendared training opportunities will be used to support to enhanced PLC processes that will contribute to effective collaborative planning. |
| Facilitator or leader: Math Coach; Learning Specialist; District trainers, SBLT/MTSS members |
| Participants (e.g., Professional Learning Community, grade level, school-wide): PLC’s by grade level and program |
| Target dates or schedule (e.g., professional development day, once a month): Math August and September with follow-up in January; ELA planning will be available for every ELA Module, PLC training will be scheduled on the MTSS calendar. |
| Strategies for follow-up and monitoring: Math - Module A and B plans to be reviewed for effectiveness and to determine areas for support, follow up will be scheduled with Math Coach, with additional component offered in January. ELA Plans will be monitored and supported by administration and ELA SIP team. MTSS and LLC will monitor PLC processes and routines. |
| Person responsible for monitoring: Principal, Assistant Principal |
| **3. Related goal: Formative Assessment: Goals 1,2,3,4** |
| Topic, focus, and content: The first training will focus on backward planning for Mathematics instruction and will include information on MFAS (Math Formative Assessment Systems); ELA components will also include ideas and processes to be used for formative assessments |
| Facilitator or leader: Math Coach, Learning Specialist, District ELA trainers |
| Participants (e.g., Professional Learning Community, grade level, school-wide):PLC members |
| Target dates or schedule (e.g., professional development day, once a month): Math August and September with follow-up in January; ELA offered for each ELA module on the district calendar |
| Strategies for follow-up and monitoring: follow-up support for next steps at the end of first component, additional component offered second semester, teams will hand in their Module A and B plans to be reviewed for effectiveness and to determine areas for support, ELA module plans will be monitored for the inclusion of formative assessments as a part of effective planning. |
| Person responsible for monitoring: Principal and Assistant Principal |
| **4. Related goal: ESE Book Study 1 and 2: Goals 1,2,3,4** |
| Topic, focus, and content: Both book studies will run 10 weeks for one hour each week. Book Study 1 - Focus on Autism: Sept-Nov; Book Study 2 – Focus on Reading Difficulties: January-March. |
| Facilitator or leader: Scott Stevens and Kathy Bilello, teachers. |
| Participants (e.g., Professional Learning Community, grade level, school-wide): All interested community stakeholders |
| Target dates or schedule (e.g., professional development day, once a month): Book Study 1: September-November;  Book Study 2 January-March |
| Strategies for follow-up and monitoring: monitoring and follow-up support for next steps will be based on the course work of the participants and will occur over the 10 week course. Support from the Behavior Specialist or ASD teachers will be available for Book 1, ESE teachers and specialists will be available for follow up support for Book 2. |
| Person responsible for monitoring: Principal and Assistant Principal, Book Study Facilitators |
| **5. Related goal: Using Data to Inform Instruction Goals 1,2,3,4** |
| Topic, focus, and content: The training will use the Data Coaches Guide to Improve Learning for All Students to facilitate efficient and effective use of data to drive student achievement and improved results over 9 sessions |
| Facilitator or leader: Principal and Assistant Principal |
| Participants (e.g., Professional Learning Community, grade level, school-wide): MTSS members |
| Target dates or schedule (e.g., professional development day, once a month): Monthly from September-May |
| Strategies for follow-up and monitoring: The training will occur monthly and monitoring of the follow-up and implementation used by PLCs will be part of the tracking of this learning across our faculty. |
| Person responsible for monitoring: Principal and Assistant Principal, MTSS members as facilitators ion their own teams. |
| **6. Related goal: Using Data to Inform Instruction** |
| Topic, focus, and content: Training will be provided by the district to an administrator and 1 – 2 data collectors to participate in the IPI process in the fall and spring. |
| Facilitator or leader: District facilitator: Janice Schomburg, School based facilitator: Principal and/or Assistant Principal |
| Participants (e.g., Professional Learning Community, grade level, school-wide): 1 administrator and 1 – 2 data collectors. |
| Target dates or schedule (e.g., professional development day, once a month): Training will occur in fall, data collection cycles will occur in fall and spring as provided by district training schedule. |
| Strategies for follow-up and monitoring: The training will occur in the fall, follow up will occur through the sharing of the data and reflection on practices. Plans to respond to the data will be written and carried out as appropriate. |
| Person responsible for monitoring: Principal and Assistant Principal with support from district team and school based data collectors. |
| **Part IV: Coordination and Integration** |
| Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C- Migrant; Title I, Part D; Title II; Title III; Title VI, Part B; Title X- Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school. |
| **Part V: Budget** |
| Based on the strategies identified during the problem-solving process, create a budget for each school-funded activity including: |
| 1. Related goal: 1,2,3,4: Data to Inform Instruction |
| 2. Strategy: Train data leaders on each team to lead their colleagues to more effectively use the student data to make academic and instructional plans. |
| 3. Type of resource (i.e., evidence-based programs or materials, professional development, technology, or other): professional development |
| 4. Description of resources: Books for training and information, specifically; Data Coaches Guide to Improving Learning for All Students |
| 5. Funding source: SIP |
| 6. Amount needed: $575 |
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| 1. Related goal: 1,2,3,4: Planning for Effective Instruction |
| 2. Strategy: Complete 2 book studies for continuing education regarding effective instruction for ESE students |
| 3. Type of resource (i.e., evidence-based programs or materials, professional development, technology, or other): professional development |
| 4. Description of resources: Books for training – 10 Things Every Child With Autism Wishes You Knew, Overcoming Dyslexia 1st edition: A New and Complete Science-Based Program for Reading Problems at Any Level |
| 5. Funding source: SIP |
| 6. Amount needed: $700 |
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| 1. Related goal: 4 Science and STEM |
| 2. Strategy: Award student effort in Science by supporting school based Science Fair, provide materials needed for an effective STEM Club. |
| 3. Type of resource (i.e., evidence-based programs or materials, professional development, technology, or other): Other: evidence-based materials, student recognition awards, STEM supplies |
| 4. Description of resources: ribbons, science and math supplies, reference books |
| 5. Funding source: SIP |
| 6. Amount needed: $500 |
|  |
| 1. Related goal: 6 IPI Process |
| 2. Strategy: Use school wide trend data related to student engagement to inform and guide discussions and actions regarding instructional practices decisions and professional development. |
| 3. Type of resource (i.e., evidence-based programs or materials, professional development, technology, or other): Evidence based program of observation and data analysis |
| 4. Description of resources: TDEs for data collector training and observational dates |
| 5. Funding source: SIP |
| 6. Amount needed: $600 |
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| 1. Related goal: 1,2,3,4 |
| 2. Strategy: Support the efforts of our SIP Writing facilitator, Goal Leaders and Data Managers (11 individuals) with a stipend. |
| 3. Type of resource (i.e., evidence-based programs or materials, professional development, technology, or other): other: Stipend |
| 4. Description of resources: Stipend |
| 5. Funding source: SIP |
| 6. Amount needed: $1100 |
| **Part VI: Mid-Year Reflection** |
| This section is to be completed after mid-year assessment data is available. Reflect on the plan created through the problem-solving process at the beginning of the year and answer the following questions for each created in Part IIK. |
| 1. Has the goal been achieved? |
| 2. If yes, what evidence do you see to indicate you have achieved the goal? If no, is desired progress being made to accomplish the goal? |
| 3. If yes, what evidence do you see to indicate desired progress has been made to accomplish the goal? If no, have the originally targeted barriers been eliminated or reduced? |
| 4. If yes, what evidence do you see to indicate barriers have been eliminated or reduced? If no, are the original strategies being implemented with fidelity as designed? |
| 5. If yes, re-engage the problem solving process at Step 5, making edits as needed to Part II of the SIP. If no, engage in a problem solving process around implementation fidelity of the original plan, and make edits as desired to Part II of the SIP. |