2014-2015 SCHOOL IMPROVEMENT PLAN
[DRAFT]

Pinellas Park Elementary School

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Pinellas Park, FL 33781
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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

All stakeholders will work together in a cooperative partnership which will enable our students to become contributing citizens and life long learners. Together we will provide a balanced curriculum which is driven by data and based on individual needs.

Provide the school's vision statement

As a community we will provide the necessary support to all students so that they will succeed and reach the highest level of students.

School Environment

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

The first ten days of school are used to build a classroom culture and build relationships with students. Teachers engage students in "Getting to know you" activities. Classrooms engage in team building activities where students learn to work together to complete a specific task or goal. The administration encourages and set aside limited interrupted time within the classroom for teachers to build positive relationship with their students.

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

School expectations are modeled and taught during the first ten days of school and as needed throughout the year. Students are taught what are appropriate behaviors and what they need to do to ensure their safety and others around them. They are taught how to report issues/problems to an adult and the adults handle the situation or direct to the appropriate personnel. The Guidance Counselor delivers guidance lessons that align to the character traits and teaches students how to problem solve. Daily agendas are used to communicate with parents and teachers or staff members make parent phone calls as needed. Students are greeted pleasantly every morning as the step off the bus and as staff members see them in the hallway.

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

Pinellas Park Elementary Guidelines for Success, B.E.A.R.S. represent the minimum behavioral expectations required for successful participation in the educational process. Our Guidelines for Success are:
Behave kindly
Engage in learning
Act responsibly
Respect others
Strive for success
School-wide behavior plan is in place where each classroom displays and reviews the GFS and then each classroom has their own specific, detailed expectations/rules. We acknowledge students who

are exhibiting BEARS behaviors by giving them specific positive feedback along with a PAWS token. All staff has been trained on the school-wide behavior plan. Behavior infractions data will be shared during monthly faculty meetings and any problem areas will be addressed with support as needed. Teachers taught scripted behavioral lessons the first ten days of school. Lessons focused on the school-wide behavior expectations and protocol for disciplinary incidents.

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

Counseling is provided by the school social worker to students who have IEPs (Individualized Education Plans) that specify counseling minutes. Other students can be referred for counseling by the teacher or parent. Counseling is provided by the school social worker or the guidance counselor to individual students or to groups of students based on needs. Volunteer mentors are assigned to students based on needs and support. Retained students are assigned a mentor who can lend moral, or academic support as needed.

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

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	18
Attendance below 90 percent	1	16
Attendance below 90 percent	2	6
Attendance below 90 percent	3	5
Attendance below 90 percent	4	20
Attendance below 90 percent	5	10
	Total	75
One or more suspensions	K	7
One or more suspensions	1	3
One or more suspensions	2	3
One or more suspensions	3	2
One or more suspensions	4	10
One or more suspensions	5	12
	Total	37
Course failure in ELA or Math	1	2
Course failure in ELA or Math	2	3
Course failure in ELA or Math	3	3
Course failure in ELA or Math	4	3
	Total	11
Level 1 on statewide assessment	3	41
Level 1 on statewide assessment	4	48
Level 1 on statewide assessment	5	46
	Total	135

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

Indicator	Grade	Students
Students exhibiting two or more indicators	K	3
Students exhibiting two or more indicators	1	1
Students exhibiting two or more indicators	2	1
Students exhibiting two or more indicators	3	2
Students exhibiting two or more indicators	4	3
Students exhibiting two or more indicators	5	3
	Total	13

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)

Child Study Team reviews all attendance with a focus on students who have habitual attendance problems. Letters and phone calls are made to parents to inform about attendance issues. All

attempts are made to have parents resolve the issue before further action is taken or referred for TIP. Students are discussed during SBLT meetings and action is taken based on the data at hand. Interventions are put in place or adjusted based on data.

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?

No

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

The leadership and staff at Pinellas Park Elementary School offers parent-conferences on a schedule designed to help accommodate parents. Additional communications will occur at our Open House/ Meet the Teacher and through our school newsletter.
We are currently working on our PTA and SAC monthly meeting schedule to further involve parents in our school community.
All parents were given surveys at the end of the school year seeking their input on activities, trainings & materials they needed to help their child. Results of parent surveys were reviewed by the SAC to determine needed changes in the PIP (Parental Involvement Plan) and SIP. During the SAC meeting when the PIP was developed the parents/SAC will have input in how the funds are used.
Initial communication begins at the Annual Title 1 Meeting for parents (Aug. 28, 2014). They will be presented with school-wide Title 1 programs and its events, how to schedule parents conference, opportunities for participation in decisions related to the education of their child. Parents will receive a copy of the Parent Right to Know.
Compacts will be distributed prior to Sept. 9 and reviewed with parent, teacher & student. After each event parents receive a survey, The school Parental Involvement Committee reviews & share the information with staff.

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

Our Family and Community Liaison reaches out to businesses within the community and local government offices to build support for the school. Currently the City of Pinellas Park Manager, has reached out to administration and has offered support with mentors and funding. The City of Pinellas Park has also used their electronic marquees to display information that is relevant in reaching out to the school community. We have built relationships with a local bank who donates supplies for the students two times a year. Local businesses support the school by donating items for teachers and students.

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
Freeman, Lisa	Principal	freemanl@pcsb.org
Vargus, Karen	Assistant Principal	vargusk@pcsb.org
Beauregard, Kathleen	Instructional Coach	beauregardk@pcsb.org
Hill, Douglas	Instructional Coach	hilldo@pcsb.org
McLean-Pilliner, Yvette	Instructional Coach	mcleanpillinery@pcsb.org

Duties

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

Facilitator- generates the agenda and leads the discussions
Data Manager - assists team in accessing and interpreting (aggregating/disaggregating) the data
Recorder/Note Taker- documents meeting content and disseminates to team members in a timely manner and keeps a binder.
Time Keeper - helps team begin on time and stay on track with the agenda.

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

SBLT will meet weekly (aiming for Monday, if all necessary personnel are on site.) Focus will rotate between math/science, ELA, and behavior.
Title I, Part A funds are utlized, in conjunction wtih various other federal, state and local funds, to support high quality instruction, parental engagement, and professional development for highest stuents achievement. Title I services are coordinated and integrated with other resources through collaboration of staff in various offices and departments, including: School and Community Support, Teaching and Learning, Assessment, Accountability and Research, Professional Development, Strategic Communications, Strategic Partnerships, Human Resources, and Transportation.
Title II, Part A funds professional development to increase the academic achievement of students by improving teacher and principal quality and increasing the number of infield and effective teachers in the classroom and highly effective principals and assistant principals in schools. Title II supports professional development for content areas, common core, leadership development, and early career teachers.
Title III funds are utlized to provide a variety of educational resources and support services to improve the education of English Language Learners. Bilingual translators provide assistance with parent workshops and dissemination of information in various languages for Title I schools. The district's ESOL web page makes relevant information and resources available to families, including a schedule of parent workshops and other activities.
SAI funds are coordinated with Title I, Part A funds to provide extended learning enrichment opportunities for students during the school year. SAI funds are also used in conjunction with Title I, Part A funds, to provide ongoing instructional support for teachers through professional development by highly skilled content area specialists and staff developers.
Title I coordinates with district food Services staff members to monitor poverty rates at schools and determine Title I eligibility. Title I and Food Services also collaborate to implement the Community

Eligibility Option in schools with poverty rates of 40% or greater, so that all students receive free breakfast and lunch during the school year.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Lisa Freeman	Principal
	Student

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

At the present time we don't have an established SAC. Attempts have been made to involve and recruit parents for SAC. Currently the Pinellas Park City Manager has reached out and wants to support the school, however at this time, we have not had any parent involvement. We will begin with the support from the city and build from there to establish an active SAC.

Development of this school improvement plan

The development of this school improvement plan was completed by the DA school team in conjunction with district and State personnel.

Preparation of the school's annual budget and plan

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

Verify that the school is in compliance with section 1001.452, F.S., regarding the establishment requirements and duties of the SAC
No

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

School Messenger has been sent out to parents to request parents interested in SAC to contact the assistant principal. Marque messages asking for SAC members has been used. The school newsletter has a section about SAC and interested parents contacting the assistant principal. During meet and greet a table was set up to explain SAC and the responsibilities to attempt to recruit parents.

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
Freeman, Lisa	Principal	freemanl@pcsb.org
Beauregard, Kathleen	Instructional Coach	beauregardk@pcsb.org
Vargus, Karen	Assistant Principal	vargusk@pcsb.org
McLean-Pilliner, Yvette	Instructional Coach	mcleanpillinery@pcsb.org

Duties

Describe how the LLT promotes literacy within the school

Support for text complexity and grade level text
Support for instructional skills to improve reading comprehension
Support for implementation in Social Studies, Science and Technical courses.

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

The instructional staff meets with instructional coaches to collaborate and plan standard-based lessons on a weekly basis. Teachers and coaches have expectations of the collaborative planning sessions and the expected outcomes. Members of the team have roles during the collaboration; this fosters true collaboration and participation of the entire team. The instructional coach is a facilitator of the process and uses effective questioning skills to get all members actively involved.

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

Hires are based on recommendations from department supervisors, other administrators from struggling schools and/or work experience under an administrator in the past. The administration examine the teachers previous student achievement data and the impact they had with students of similar demography. Retaining highly qualified teachers is of utmost importance. The administration frequently surveys the staff and where possible, make the necessary changes that's suggested by the staff. Staff members are actively engaged in the development of the system and processes at the school. Twice per year the principal and assistant principal host and prepares the meal for a staff luncheon.

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

Regular, scheduled meetings with new teachers. Prior to the start of school all new hires are given training, reviewing policies, introducing guidelines, and reviewing strategies and best practices. Assigned to EDGE mentor and also a mentor within their grade level team.

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

The instructional program that is used in the core instruction are the Modules from district which are aligned to Florida standards. The instructional coaches along with grade level teachers unpack the modules and determine what the instruction in the classroom needs to look like to achieve proficiency on the module assessments.

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

Data analysis meetings are held school-wide and within grade levels. Teachers analyze their student data to determine the differentiated levels of small group instruction. Teachers adjust their instruction according to student performance data.

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: 8,640

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Strategy Description

Based on summative data, the extended day will include Science Camp and ST Math instructional program will be used to further support the learning needs of students.
Extended ELA Plan:
Collaborative planning will be built into weekly schedules. The expectation is that collaborative lesson planning occurs once a week during the 50 minute PE block. Team leaders will submit the day of the week the team chooses. Once a schedule is submitted Reading and Math coaches will design a schedule to participate in grade level collaborative planning. Professional development: intermediate teachers will focus on Guided Reading Routine (this will promote a common language, common focus and non-negotiables for interventions). Primary teachers will focus on administering and analyzing running records. Book Study with Jan Richardson's Guided Reading. Fidelity checks will be implemented after administration, and RTI/MTSS coach are trained. Reading Coach will begin modeling Guided Reading with third grade and create a rotation schedule. Core instruction will be monitored by Administration and Reading Coach every 3 weeks.

Strategy Rationale

Person(s) responsible for monitoring implementation of the strategy
Freeman, Lisa, freemanl@pcsb.org

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

Data collection will be done through student assessment data and surveys.

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

Kindergarten teachers will hold an orientation for incoming students and their parents prior to the beginning of the school year. Readiness skills will be emphasized and good choices for academic and social characteristics will be presented. Materials will be available, as well as pamphlets covering a variety of helpful parenting subjects ranging from parenting skills, helping with homework, students with disabilities and what to expect at a parent teacher conference.

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. If all teachers establish a safe and inspirational culture of learning where all students are valued by focusing on student's social, emotional and academic needs, and celebrating student's success then student proficiency will be increased to 70%.

G2. Bradley MOU: If teachers implement high interest standards-based instruction, then the achievement level of black students in reading will increase to 70% and in math to 70% based on AMO targets.

G3. Writing: If teachers use the Florida writing standards to guide students' response to text using the writing process then students proficiency as measured by FSA will increase to 70%.

Goals Detail

G1. If all teachers establish a safe and inspirational culture of learning where all students are valued by focusing on student's social, emotional and academic needs, and celebrating student's success then student proficiency will be increased to 70%.

Targets Supported

Indicator	Annual Target
Florida Standards Assessment (FSA) Mathematics proficiency rate	70.0
Florida Standards Assessment (FSA) English Language Arts proficiency rate	70.0
FCAT 2.0 Science % Proficient	70.0

Resources Available to Support the Goal
- Teachers are willing to initiate change.

Targeted Barriers to Achieving the Goal
- 20 new instructional staff members were added this school year. Need for foundational teaching skills (Best Practices) in order to improve standard based instruction and engage students in learning. Reading, Math and Science professional development, curriculum resources and progress monitoring; Effective use of common planning time; Science time allocations, lack of science coach, pull-outs, lack of content knowledge and team planning.

Plan to Monitor Progress Toward the Goal	
The percent of students scoring at or above proficiency on district and state assessments will increase.	
Person Responsible	Karen Vargus
Schedule	Every 6 Weeks, from 08/18/2014 to 06/02/2015
Evidence of Completion	FAIR-FS, Formative assessment, district common assessments, FSA,

G2. Bradley MOU: If teachers implement high interest standards-based instruction, then the achievement level of black students in reading will increase to 70% and in math to 70% based on AMO targets.

Targets Supported

Indicator	Annual Target
Florida Standards Assessment (FSA) English Language Arts proficiency rate	70.0
Florida Standards Assessment (FSA) Mathematics proficiency rate	70.0

Resources Available to Support the Goal

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Targeted Barriers to Achieving the Goal

- Lack of student engagement

- 20 new instructional staff members were added this school year. Need for foundational teaching skills (Best Practices) in order to improve standard based instruction and engage students in learning. Reading, Math and Science professional development, curriculum resources and progress monitoring; Effective use of common planning time; Science time allocations, lack of science coach, pull-outs, lack of content knowledge and team planning. [copy]

Plan to Monitor Progress Toward the Goal	
Monitor that teachers are... Differentiation of Instruction: student interests, classroom orientation prior knowledge/background and skill level. Formative assessments: used to engage and scaffold learning. Teachers provides specific feedback aligned to learning outcome: design to guide the student toward the learning goal. Students are provided opportunities to monitor their progress through peer/self-assessment.	
Person Responsible	Lisa Freeman
Schedule	Monthly, from 09/02/2014 to 06/02/2015
Evidence of Completion	Lesson Plans & Walk-through student achievement data by subgroup

G3. Writing: If teachers use the Florida writing standards to guide students' response to text using the writing process then students proficiency as measured by FSA will increase to 70%.

Targets Supported

Indicator	Annual Target
Florida Standards Assessment (FSA) English Language Arts proficiency rate	70.0

Resources Available to Support the Goal

- Reading coach, grade level common core resource package,

Targeted Barriers to Achieving the Goal

- common core writing in response to text, professional development

Plan to Monitor Progress Toward the Goal	
implementation of writing to text	
Person Responsible	Kathleen Beauregard
Schedule	Every 6 Weeks, from 08/18/2014 to 05/29/2015
Evidence of Completion	walk throughs and data analysis after common assessments

Action Plan for Improvement of SIG-Targeted Schools

Problem Solving Key

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

G1. If all teachers establish a safe and inspirational culture of learning where all students are valued by focusing on student's social, emotional and academic needs, and celebrating student's success then student proficiency will be increased to 70%.

G1.B1 20 new instructional staff members were added this school year. Need for foundational teaching skills (Best Practices) in order to improve standard based instruction and engage students in learning. Reading, Math and Science professional development, curriculum resources and progress monitoring; Effective use of common planning time; Science time allocations, lack of science coach, pull-outs, lack of content knowledge and team planning.

G1.B1.S1 Teachers will participate in PLCs, collaborative planning with coaches, professional development, unpacking standards and coaching cycles in order to develop and implement daily standards based instruction. Reading professional development, curriculum resources and progress monitoring to increase the # of students that are proficient in reading from 43% to 70% as measured by the 2014-2015 FSA English Language Arts. Math will utilize formative assessments to measure mastery to increase the # of students that are proficient on the 2014-2015 FSA Math from 31% to 70%. Science use of formative assessments to ensure mastery of taught standards to increase the #of students that are proficient in 2014-2015 FCAT Science 36% to 70%. Effective use of common planning time, unpacking standards, align instruction to standards, utilize coaching cycle to increase best practice in instructional delivery. Formative assessments (journaling, with the use of rubrics with specific teacher feedback). Provide a framework for allocated minutes for subject areas.

Strategy Rationale

Need for foundational teaching skills in order to improve standards based instruction and engage students in learning.

Action Step 1	
Teachers will participate in facilitated PLC's	
Person Responsible	Lisa Freeman
Schedule	Weekly, from 09/04/2014 to 05/28/2015
Evidence of Completion	Student samples, student data

Action Step 2	
Teachers will participate in collaborative planning with instructional coaches	
Person Responsible	Lisa Freeman
Schedule	Weekly, from 09/02/2014 to 05/26/2015
Evidence of Completion	Documents from unpacking standards Lesson plans Student samples Walk-through data students task aligned to standards and summative assessments

Action Step 3	
Teachers will participate in professional development based on needs determined by data	
Person Responsible	Lisa Freeman
Schedule	Monthly, from 09/15/2014 to 05/26/2015
Evidence of Completion	Lesson Plans Walk-through data sign in sheets Deliberate Practice LMS transcript Student work/Assessments

Action Step 4	
Tiered coaching cycles with identified teachers	
Person Responsible	Lisa Freeman
Schedule	Biweekly, from 09/22/2014 to 05/28/2015
Evidence of Completion	Coaching Logs, walk-through data

Action Step 5	
Teachers will implement daily standards-based instruction	
Person Responsible	Lisa Freeman
Schedule	Daily, from 08/18/2014 to 06/04/2015
Evidence of Completion	Classroom Observation Data Student samples Lesson Plan Align to standards Increase Student Achievement Data

Action Step 6	
Celebrate students and teachers success	
Person Responsible	Lisa Freeman
Schedule	Weekly, from 08/18/2014 to 05/28/2015
Evidence of Completion	Freeman Focus (weekly update) Student names submitted for recognition Visible posting of Student of the Month End of unit celebrations related to all academic areas Student work posted Specific feedback notes during walk throughs Kudos to colleagues Birthday Cards School-wide Behavior Plan

Plan to Monitor Fidelity of Implementation of G1.B1.S1	
Review evidence connected to 6 action steps.	
Person Responsible	Lisa Freeman
Schedule	Monthly, from 09/02/2014 to 06/02/2015
Evidence of Completion	DA- data review summaries. District - instructional support model (ISM) Coaches logs, walk-through data

Plan to Monitor Effectiveness of Implementation of G1.B1.S1	
Trend data utilizing walk-through observation planning tool will reflect use of best practices aligned to standards based instruction. Increase in foundational teaching skills Student achievement data - Reading, Math and Science Common Assessments	
Person Responsible	Karen Vargus
Schedule	Every 6 Weeks, from 09/02/2014 to 06/02/2015
Evidence of Completion	Trend Data Charts

G2. Bradley MOU: If teachers implement high interest standards-based instruction, then the achievement level of black students in reading will increase to 70% and in math to 70% based on AMO targets.

G2.B2 Lack of student engagement

G2.B2.S1 High interest lesson plans. Lesson plans developed and implemented with students interest in mind.

Strategy Rationale

Students are not highly engaged in lessons because they are not designed as high interest lessons with relevance to their lives.

Action Step 1	
Implementation of high interest (based on students interest) lesson plans that are aligned to FL standards and relevant to students lives.	
Person Responsible	Lisa Freeman
Schedule	Daily, from 08/18/2014 to 06/02/2015
Evidence of Completion	walk throughs lesson plans authentic student engagement data (IPI)

Plan to Monitor Fidelity of Implementation of G2.B2.S1	
Review of lesson plans to ensure lessons are aligned to student interests and FL standards. Monitor lesson plans through observations to ensure implementation of lesson plans.	
Person Responsible	Lisa Freeman
Schedule	Every 6 Weeks, from 09/02/2014 to 06/02/2015
Evidence of Completion	lesson plans Walk Through observations Student interest surveys

Plan to Monitor Effectiveness of Implementation of G2.B2.S1	
Trend data (by sub-group) utilizing walk-through observation planning tool will reflect use of high interest, standards based lessons, and authentic student engagement.	
Person Responsible	Karen Vargus
Schedule	Every 6 Weeks, from 09/02/2014 to 06/02/2015
Evidence of Completion	Lesson plans aligned to standards; high interest and relevant to student lives. Student authentic engagement (IPI) Student achievement data in Reading, Mathematics and Science Common Assessments

G2.B3 20 new instructional staff members were added this school year. Need for foundational teaching skills (Best Practices) in order to improve standard based instruction and engage students in learning. Reading, Math and Science professional development, curriculum resources and progress monitoring; Effective use of common planning time; Science time allocations, lack of science coach, pull-outs, lack of content knowledge and team planning. [copy]

G2.B3.S1 Teachers will participate in PLCs, collaborative planning with coaches, professional development, unpacking standards and coaching cycles in order to develop and implement daily standards based instruction. Reading professional development, curriculum resources and progress monitoring to increase the # of students that are proficient in reading from 43% to 70% as measured by the 2014-2015 FSA English Language Arts. Math will utilize formative assessments to measure mastery to increase the # of students that are proficient on the 2014-2015 FSA Math from 31% to 70%. Science use of formative assessments to ensure mastery of taught standards to increase the #of students that are proficient in 2014-2015 FCAT Science 36% to 70%. Effective use of common planning time, unpacking standards, align instruction to standards, utilize coaching cycle to increase best practice in instructional delivery. Formative assessments (journaling, with the use of rubrics with specific teacher feedback). Provide a framework for allocated minutes for subject areas.

Strategy Rationale

Need for foundational teaching skills in order to improve standard based instruction and engage students in learning.

Action Step 1	
Teachers will participate in PLC's	
Person Responsible	Lisa Freeman
Schedule	Weekly, from 09/02/2014 to 06/02/2015
Evidence of Completion	Student samples, student data

Action Step 2	
Teachers will participate in collaborative planning with instructional coaches	
Person Responsible	Lisa Freeman
Schedule	Weekly, from 09/03/2014 to 06/02/2015
Evidence of Completion	Documents from unpacking standards Lesson plans Student samples Walk-through data student task aligned to standards and summative assessments

Action Step 3	
Teachers will participate in professional development based on identified needs	
Person Responsible	Lisa Freeman
Schedule	Every 6 Weeks, from 09/03/2014 to 06/02/2015
Evidence of Completion	Lesson Plans Walk-through data sign in sheets Deliberate Practice LMS transcript Student samples / Assessments

Action Step 4	
Tiered coaching cycles with identified teachers	
Person Responsible	Lisa Freeman
Schedule	Biweekly, from 09/02/2014 to 06/02/2015
Evidence of Completion	Coaching Logs, classroom walk-through data, anecdotal from coaching cycles

Action Step 5	
Teachers will implement daily standards based instruction	
Person Responsible	Lisa Freeman
Schedule	Daily, from 09/02/2014 to 06/02/2015
Evidence of Completion	Classroom Observation Data Student samples Lesson Plans Alignment to FL standards Increase Student Achievement Data

Action Step 6	
Celebrate students and teachers success	
Person Responsible	Lisa Freeman
Schedule	Biweekly, from 08/18/2014 to 06/02/2015
Evidence of Completion	Freeman Focus (weekly update) Student names submitted for recognition Visible posting of Student of the Month End of unit celebrations related to all academic areas Student work posted Feedback notes during walk throughs Kudos to colleagues Birthday Cards School-wide positive behavior plan

Action Step 7	
Vocabulary Instruction	
Person Responsible	Karen Vargus
Schedule	Daily, from 09/02/2014 to 06/02/2015
Evidence of Completion	Classroom Observation Data Student samples Lesson Plan Aligned to FL standards Increase Student Achievement Data

Plan to Monitor Fidelity of Implementation of G2.B3.S1	
Review evidence connected to 6 action steps.	
Person Responsible	Lisa Freeman
Schedule	Monthly, from 09/02/2014 to 06/02/2015
Evidence of Completion	DA- data review summaries. District - instructional support model (ISM) Coaches logs, walk-through data,

Plan to Monitor Effectiveness of Implementation of G2.B3.S1	
Trend data utilizing walk-through observation planning tool will reflect use of best practices aligned to FL standards based instruction. Increase in foundational teaching skills Reading, Math and Science Common Assessments	
Person Responsible	Lisa Freeman
Schedule	Monthly, from 09/02/2014 to 06/02/2015
Evidence of Completion	Trend Data Charts walk-through data showing increased effective usage of Best Practices

G3. Writing: If teachers use the Florida writing standards to guide students' response to text using the writing process then students proficiency as measured by FSA will increase to 70%.

G3.B1 common core writing in response to text, professional development

G3.B1.S1 Reading coach and MTSS coach to provide professional development to build an understanding of the common core shift in writing

Strategy Rationale

Need for understanding of common core writing in response to text.

Action Step 1	
monitor implementation of writing within the common core	
Person Responsible	Karen Vargus
Schedule	Weekly, from 08/18/2014 to 05/29/2015
Evidence of Completion	walk throughs/feedback, lesson plans

Plan to Monitor Fidelity of Implementation of G3.B1.S1	
implementation of writing in response to text	
Person Responsible	Kathleen Beauregard
Schedule	On 08/18/2014
Evidence of Completion	data analysis of common assessments, walk throughs/feedback

Plan to Monitor Effectiveness of Implementation of G3.B1.S1	
Implementation of writing within reading block	
Person Responsible	Kathleen Beauregard
Schedule	On 08/18/2014
Evidence of Completion	walk throughs/feedback, expectations and inspect

G3.B1.S2 4th grade teachers will attend Core Connections, daily conferring with students and full implementation of the writing cycle

Strategy Rationale

Need for students to have time to write daily.

Action Step 1	
Provide support to help teachers increase students' comprehension of using a variety of text-based strategies	
Person Responsible	Karen Vargus
Schedule	Weekly, from 08/18/2014 to 05/29/2015
Evidence of Completion	reading journals analysis of student work

Plan to Monitor Fidelity of Implementation of G3.B1.S2	
Classroom walk-throughs, common planning, coaching cycle, etc.	
Person Responsible	Karen Vargus
Schedule	On 08/18/2014
Evidence of Completion	reading journals analysis of student work

Plan to Monitor Effectiveness of Implementation of G3.B1.S2	
Classroom walk-throughs, common planning, coaching cycle, etc.	
Person Responsible	Karen Vargus
Schedule	On 08/18/2014
Evidence of Completion	reading journals analysis of student work

G3.B1.S3 Analyze data and provided needed support utilizing hourly teachers

Strategy Rationale

Determine needed support to move students forward in the writing cycle.

Action Step 1	
Analyze Data from writing prompts	
Person Responsible	Karen Vargus
Schedule	Quarterly, from 09/02/2014 to 05/29/2015
Evidence of Completion	Rubric to score student writing pieces

Plan to Monitor Fidelity of Implementation of G3.B1.S3	
Analyze Writing Data	
Person Responsible	Kathleen Beauregard
Schedule	On 08/18/2014
Evidence of Completion	Student scores based on writing rubric

Plan to Monitor Effectiveness of Implementation of G3.B1.S3	
Examine student scores	
Person Responsible	Kathleen Beauregard
Schedule	On 08/18/2014
Evidence of Completion	Compare scores to previous prompt scores for growth

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