



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Pam Stewart, Commissioner

2014-2015 SCHOOL IMPROVEMENT PLAN [DRAFT]

Ponce De Leon Elementary School

1301 PONCE DE LEON BLVD

Clearwater, FL 33756

727-588-3573

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user have been excluded from this document.

Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To provide a safe and challenging learning environment designed to ensure that each student achieves his/her highest personal potential.

Provide the school's vision statement

Our vision includes making Ponce de Leon a model school environment in exemplary education and appropriate school behavior.

School Environment

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

The school provides professional development focused on creating culturally responsive classrooms through the use of student protocols and morning meetings. Student surveys are used to gather information and build rapport between teachers and students. Students are given a voice in the creation of classroom guidelines and procedures through the use of classroom learning systems and quality tools. Parent nights encourage families to partner with the school and allow for additional opportunities to build relationships. The use of bilingual assistants in conferences, parent nights and other school events encourage positive relationships between teachers, parents and students.

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

The school has a school wide discipline plan which includes positive reinforcement for both the individual student and classes of students. A safe campus is maintained through the use of staff and safety patrols. The staff is provided professional development focused on developing culturally responsive classrooms through the use of student protocols and morning meetings. The school provides small group guidance and behavior strategy groups, as well as individual counseling, for those students in need of additional support. Adult mentors are provided for identified at-risk students.

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

The school has established guidelines for success and clear behavioral expectations. All students participate in a behavior/expectation orientation during the first week of school. Professional development focused on the school wide behavior system, behavior rubrics, and behavior tracking forms is conducted during pre-school for staff. Classrooms utilize a five level behavior matrix as a Tier 1 behavior management system. Behavior/expectation rubrics/lessons are used to define acceptable classroom and common area behavior. A behavior tracking form is used to record minor and major offenses and define those offenses which should result in administrative discipline. Individual behavior plans are provided for those students who require additional behavioral support. Ongoing professional development is conducted by the MTSS behavior coach for the staff, and side-by-side coaching is provided to those staff members requiring additional support. Behavioral data is collected school wide and reviewed on a regular basis.

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

The school's student services team includes a social worker, guidance counselor, psychologist, attendance clerk and diagnostician. This team provides small group counseling and behavior management services. Guidance lessons are provided to all classrooms monthly. Adult mentors are provided for identified at-risk students. These mentors meet regularly with assigned students to discuss goals and progress. Classroom teachers are trained in the use of morning meetings as a culture building tool and are provided with grade level social skills curriculum from Safe and Civil Schools.

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

We utilize the following early warning indicators:

Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension

One or more suspensions, whether in school or out of school

Course failure in English Language Arts or mathematics

A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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	10
Attendance below 90 percent	1	9
Attendance below 90 percent	2	8
Attendance below 90 percent	3	10
Attendance below 90 percent	4	6
Attendance below 90 percent	5	7
	Total	50
One or more suspensions	K	2
One or more suspensions	1	1
One or more suspensions	2	2
One or more suspensions	3	1
One or more suspensions	4	3
One or more suspensions	5	2
	Total	11
	Total	
Level 1 on statewide assessment	3	45
Level 1 on statewide assessment	4	56
Level 1 on statewide assessment	5	62
	Total	163

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	1
Students exhibiting two or more indicators	1	1
Students exhibiting two or more indicators	3	4
Students exhibiting two or more indicators	4	4
Students exhibiting two or more indicators	5	4
	Total	14

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)

Home visits are conducted by the attendance specialist. Mentors are identified and matched to the students exhibiting two or more early warning indicators. Academic interventions are identified, matched and delivered with fidelity.

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 school has a Parent Involvement Plan that describes the school's efforts to include parents in their child's learning. The Parent Involvement Committee, SAC and PTA are responsible for its design and implementation. Some of the goals include: holding a face to face conference with each parent at least once during the year, using the student agendas for communication, maintaining an updated website, maintaining email distribution lists, holding a parent involvement activity monthly, and using the Focus parent log each time contact is made with parents. School Messenger is utilized when communicating with parents.

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

The school has developed a partnership with St Paul's United Methodist Church and the City of Largo. These organizations provide student supplies, volunteers, mentors and other necessary resources for improving student achievement.

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
Texel, Paula	Principal	texelpa@pcsb.org
Logan, Greg	Assistant Principal	logang@pcsb.org
Bostick, Sadra	Instructional Coach	bosticks@pcsb.org
Brown, Darlene	Instructional Coach	browndar@pcsb.org
Hoffman, Marilee	Instructional Coach	hoffmanmari@pcsb.org
Ku, Christen	Instructional Coach	kuc@pcsb.org
Hite, Rebecca	Instructional Coach	hiter@pcsb.org
Coleman, Dawn	Instructional Media	colemand@pcsb.org

Duties

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

The school leadership team meets weekly with the Principal in order to monitor action steps in our school improvement plan. The team reviews school wide and district data, establish coaching needs and plan for professional development.

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

After completing the Comprehensive Needs Assessment and the 10 Components of Highly Effective Schools we developed the Title 1 budget to include the following:

- * 8 Title I hourly teachers
- * 1 MTSS Academic Coach
- * 1 MTSS Behavior Coach
- * .5 Math Coach
- * Parent Involvement Funds (agendas, training)
- * Community Involvement Liaison
- * Instructional materials
- * TDE's for professional development
- * printing costs for Ongoing Progress Monitoring

The budget was presented to staff, SAC and PTA for input and revision prior to being accepted by the county Title 1 office.

Students are assessed using county provided assessments and site based ongoing progress monitoring. The data gathered through these assessments is analyzed in order to plan for instruction and align the available resources. Additional support (Title I Hourly Teachers) is provided to students needing additional instruction. Data chats/planning sessions are held every 6-8 weeks to analyze data and plan for additional instruction.

The RtI Academic and RtI behavior teams use the 8 step problem solving method to address gaps in instruction and student performance. These teams also coordinate and evaluate additional Tier 2 and Tier 3 interventions in academics and behavior. These teams meets weekly.

Coaches (reading, math, science, MTSS) hold regular professional development that aligns to student and teacher need. Coaches provide support during collaborative planning sessions, side-by-side coaching, observational support and feedback. Monthly curriculum meetings are held to provide staff with PCSB professional development.

Title I, Part A

Title I, Part A funds are utilized, in conjunction with district operating funds and other federal resources, to support teaching and learning, parental engagement, and professional development. Title I services are coordinated and integrated with other resources through the Division of Teaching and Learning, Student Assignment, and Research and Accountability.

Title I, Part C- Migrant

NA in Pinellas

Title I, Part D

The district receives Title I, Part D funds which provide transition services from alternative education programs to zoned schools. In addition, a portion of Title I, Part A funds is reserved for services to neglected and delinquent students. Funds are targeted to support continuous education services to students in neglected and delinquent facilities through tutoring, instructional materials and resources, and technology.

Title II

The district receives funds to increase student achievement through professional development for teachers and administrators. Title II funds provide math and science coaches, as required by Differentiated Accountability, in some of the district's lowest performing schools. A portion of Title I, Part A funds is used to provide additional reading and math coaches in targeted schools based on

FCAT results.

Title III

Title III funds provide educational materials, bilingual translators, summer programs, and other support services to improve the education of immigrant and English Language Learners. Bilingual translators provide assistance with parent workshops and dissemination of information in various languages for Title I schools.

Title X- Homeless

The district receives funds to provide resources for students for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. A portion of Title I, Part A funds is also reserved to provide services to homeless students (social workers, a resource teacher, tutoring, and technology).

Supplemental Academic Instruction (SAI)

SAI funds are coordinated with Title I, Part A funds to provide extended learning opportunities for students before/during/after school and during the summer.

Violence Prevention Programs

NA

Nutrition Programs

Title I coordinates with district food services to provide breakfast and lunch to students in Title I summer extended learning camps.

Housing Programs

NA

Head Start

Title I, Part A funds are used to provide Pre-Kindergarten to Kindergarten transition services. Title I schools coordinate with staff from public and private preschool programs, including Head Start, to prepare students for a successful start to school. A portion of Title I, Part A funds is used to provide classes for 3 year olds at targeted elementary schools to support early literacy.

Adult Education

NA

Career and Technical Education

NA

Job Training

NA

Other

NA

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Dawn Coleman	Teacher
Paula Texel	Principal
Josh Parker	Parent
Angela Smallwood	Parent
Ignacio Cajigas	Parent
	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 our first meeting of the 2014-15 school year, SAC reviewed and evaluated last year's SIP. This involved discussing successful completion of the various action steps.

Development of this school improvement plan

The SAC provided input as goals and action plans were developed. SAC offered input regarding barriers.

Preparation of the school's annual budget and plan

When we receive information regarding SIP funds and how much we are being allocated, the SAC will convene to determine a plan for using these funds. Any funds being spent will be based on the goals and action steps listed in our SIP.

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

\$3000 was allocated for SIP funds last year. These funds were used to purchase a Data Board where all information could be collected on each student and decisions could be made on future interventions.

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

Yes

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

Literacy Leadership Team (LLT)

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

Membership

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

Name	Title	Email
Texel, Paula	Principal	texelpa@pcsb.org
Logan, Greg	Assistant Principal	logang@pcsb.org
Bostick, Sadra	Instructional Coach	bosticks@pcsb.org
Hoffman, Marilee	Instructional Coach	hoffmanmari@pcsb.org
Kamensky, Regina	Teacher, K-12	kamenskyr@pcsb.org
Quillen, Amy	Teacher, K-12	quillena@pcsb.org
McFarland, Lisa	Teacher, K-12	mcfarlandl@pcsb.org
Mannino, Justin	Teacher, K-12	manninoj@pcsb.org
Stone, Hillary	Teacher, K-12	stoneh@pcsb.org
Santorok, Kathy	Teacher, K-12	santorok@pcsb.org
Swift, Krystle	Teacher, ESE	swiftkr@pcsb.org
Anderson, Anita	Other	andersonan@pcsb.org

Duties

Describe how the LLT promotes literacy within the school

The members of the LLT provide information and guidance in the decision making process with regards to literacy instruction. They provide expertise in matching interventions to student needs and play an important role in monitoring Tier 1 instruction. Monthly walk-throughs are completed with specific purposes in mind and feedback given. Coaching sessions and staff professional development are planned based on needs observed.

The school assures that all teachers have appropriate professional development, including training in the Florida Standards, Guided Reading and various interventions. Students are progress monitored and regularly scheduled data meetings are held to analyze data and group students according to academic need.

The LLT oversees all activities related to literacy.

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

Teachers plan collaboratively for instruction. Teachers participate in guided collaborative planning sessions for core and additional instruction facilitated by site-based coaches. The new teacher mentor meets with new teachers monthly to help them understand district and school policies and processes. Coaches work with teachers to implement research based strategies and plan for instruction and improve behavior management and student engagement/motivation. School administration provides walk-through feedback to reinforce research based practices and support coaching. Coaches offer guidance and support to teams during weekly collaborative planning sessions.

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

As a turn around/L300 school, administration recruits highly qualified teachers, hourly teaching partners, and associates. Teachers are supported through site based professional development including data review, book studies and side by side coaching with full time site based coaches. Hourly teachers and associates are included in site based professional development opportunities.

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

Grade level team leaders are chosen based on level of experience and knowledge of the curriculum. Team leaders act as a grade level support for new teachers through collaborative planning sessions. The new teacher mentor conducts monthly meetings with teachers new to the school site and teaching and offers side by side coaching to individuals. New teacher meeting content focuses on behavior management, school and district processes and educational pedagogy.

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

Ponce uses the curriculum and instructional materials recommended and provided by Pinellas County Schools. These materials have been adopted by the county and aligned to the state standards. Teachers are provided professional development focusing on the implementation of the adopted curriculum and additional resources.

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

Small group instruction is provided based on data (FAIR, Running Record, spelling inventories, OPM). All students receive daily guided reading instruction as part of the core curriculum. Students identified as needing additional intervention through county assessments receive daily intervention aligned to their area of need. Individual student growth and performance is reviewed regularly and instruction is modified based on the results. Instructional personnel is assigned to students/ interventions based on experience and qualifications. An additional block of intervention time is provided to all students as part of the L300 plan.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy type: Extended School Day

Minutes added to school year: 5,400

Strategy Purpose(s)

- Core Academic Instruction

Strategy Description

Students will receive an additional 60 minutes of reading intervention.

Strategy Rationale

Person(s) responsible for monitoring implementation of the strategy

Texel, Paula, texelpa@pcsb.org

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

Year end district assessment scores are used to determine effectiveness.

Strategy type: After School Program

Minutes added to school year: 30,000

Strategy Purpose(s)

""

Strategy Description

Extended learning program for after school tutoring provided through Title 1 ELP funds. 30,000 minutes per year of tutoring is added to each identified student's schedule.

Strategy Rationale

Person(s) responsible for monitoring implementation of the strategy

Texel, Paula, texelpa@pcsb.org

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

I-ready diagnostic reading and math online assessment baseline and outcome data.

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.

Since Ponce de Leon also has two pre-school classrooms, our pre-K teachers are on the same team as

the Kindergarten teachers so they can articulate regarding standards.

Students in fifth grade participate in site based middle school orientations.

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

Focus on grade level standards and self improvement through progress monitoring to prepare for next grade and forward.

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

Students are provided opportunities for hands on science and real world math. Non fiction text is analyzed to make comparisons between sources. Connections to real life are made frequently.

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

Focus on grade level standards and self improvement through progress monitoring to prepare for next grade and forward.

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 collaboratively plan for and deliver high quality core instruction, then Ponce de Leon ES will increase the percentage of students scoring in the proficient range by 20% in all subject areas as measured by 2015 FSA (FCAT 2.0-Science).
- G2.** If all staff create and monitor effective Early Warning Signs systems, then Ponce de Leon ES will increase our daily attendance rate from 94.88% to 95.50%.
- G3.** Close the achievement gap between Black and non-black students to our AMO 2015 targets.

Goals Detail

G1. If all teachers collaboratively plan for and deliver high quality core instruction, then Ponce de Leon ES will increase the percentage of students scoring in the proficient range by 20% in all subject areas as measured by 2015 FSA (FCAT 2.0-Science).

Targets Supported

Indicator	Annual Target
AMO Targets Reading - All Students	67.0
Reading % making learning gains	100.0
Reading % in lowest 25% making learning gains	100.0
AMO Targets Math - All Students	63.0
Students making math learning gains	100.0
Students in lowest 25% making math learning gains	100.0
FCAT 2.0 Science % Proficient	52.0

Resources Available to Support the Goal

- MTSS Coaches (2)
- Hourly Teachers
- Student assessment results: FAIR, common assessments, FSA, running records
- Literacy Coach and Coaching Logs
- Guided Reading materials
- Math Coach and Coaching Logs
- Collaborative planning schedule
- ST Math school wide license
- Master Schedule
- ST Math Schedule
- Science lab schedule
- Science lab curriculum
- School wide data notebooks
- ELP/Promise Time
- Title I hourly teachers
- Florida Ready
- Ipads, computers, technology
- Technology human resource support
- Robotics club materials
- Student agents
-

Targeted Barriers to Achieving the Goal

- Lack of student motivation and engagement

- Lack of understanding of delivering of core instruction

Plan to Monitor Progress Toward the Goal	
Student achievement results increase Students are able to self-monitor progress through data notebooks Teachers provide feedback to students to improve achievement Small group data shows increased achievement for students Teachers have used data to plan and drive instruction MTSS (Academic) coach has collected data and had data meetings with teams	
Person Responsible	Paula Texel
Schedule	Monthly, from 09/15/2014 to 06/02/2015
Evidence of Completion	Student achievement results Data notebooks Feedback on use of rubrics Collected data Lesson Plans

G2. If all staff create and monitor effective Early Warning Signs systems, then Ponce de Leon ES will increase our daily attendance rate from 94.88% to 95.50%.

Targets Supported

Indicator	Annual Target
Students exhibiting two or more EWS indicators (Total)	
Attendance rate	
Students with a Level 1 or equivalent score on the statewide assessment in ELA or mathematics	
Students with attendance below 90 percent (total)	

Resources Available to Support the Goal

- Attendance clerk
- Social worker
- Guest speakers
- MTSS (Behavior) Coach
- Various rewards
- Discipline referrals
- Panther Paw tickets
- Food for parent events
- Books for parent events
- Agendas
- Community and family liaison
- Bilingual assistants

Targeted Barriers to Achieving the Goal

- Lack of cultural proficiency
- Lack of consistent student attendance

<i>Plan to Monitor Progress Toward the Goal</i>	
Teacher self report of change in practice Business partnerships established Volunteer hours increased Attendance at family events increased	
<i>Person Responsible</i>	Greg Logan
<i>Schedule</i>	Monthly, from 08/04/2014 to 06/02/2015
<i>Evidence of Completion</i>	Completion of teacher self-assessment survey Attendance at events Number of partnerships Number of volunteer hours Attendance improves

G3. Close the achievement gap between Black and non-black students to our AMO 2015 targets.

Targets Supported

Indicator	Annual Target
AMO Targets Reading - African American	49.0
AMO Targets Math - African American	44.0

Resources Available to Support the Goal

- MTSS Coaches (2)
- Hourly Teachers
- Student assessment results: FAIR, common assessments, FSA, running records
- Literacy Coach and Coaching Logs
- Math Coach and Coaching Logs
- Florida Ready
- Mentors and volunteers
- Instructional and support staff
- Student agendas
- City of Largo

Targeted Barriers to Achieving the Goal

- Lack of relationships (between students, teachers, families) built at the school level

Plan to Monitor Progress Toward the Goal	
Academic results for students targeted for program Survey results	
Person Responsible	Greg Logan
Schedule	Every 6 Weeks, from 10/31/2014 to 05/29/2015
Evidence of Completion	Positive survey results Attendance at mentoring sessions Number of mentor partnerships and hours served with students Positive academic progress

Action Plan for Improvement of SIG-Targeted Schools

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. If all teachers collaboratively plan for and deliver high quality core instruction, then Ponce de Leon ES will increase the percentage of students scoring in the proficient range by 20% in all subject areas as measured by 2015 FSA (FCAT 2.0-Science).

G1.B1 Lack of student motivation and engagement

G1.B1.S1 Student self-progress monitoring

Strategy Rationale

Action Step 1	
Data notebooks used by students to identify goals, action steps and monitor progress	
Person Responsible	Paula Texel
Schedule	Quarterly, from 09/15/2014 to 06/02/2015
Evidence of Completion	updated data notebook increased achievement

Action Step 2	
Student led conferences	
Person Responsible	Sadra Bostick
Schedule	Semiannually, from 09/01/2014 to 06/02/2015
Evidence of Completion	student led conferences held

Action Step 3	
TDEs for classroom teachers to analyze data	
Person Responsible	Sadra Bostick
Schedule	Every 6 Weeks, from 09/01/2014 to 06/02/2015
Evidence of Completion	TDEs are scheduled and held

Action Step 4	
MTSS coach collects and analyzes schoolwide data to lead data meetings with teachers and SBLT	
Person Responsible	Sadra Bostick
Schedule	Every 6 Weeks, from 08/18/2014 to 06/02/2015
Evidence of Completion	Data collected and organized for SBLT and meetings with teachers

Plan to Monitor Fidelity of Implementation of G1.B1.S1	
Update data folders TDEs held to analyze data MTSS (Academic) coach collects and analyzes data/leads data meetings	
Person Responsible	Sadra Bostick
Schedule	Weekly, from 08/18/2014 to 06/02/2015
Evidence of Completion	Updated notebooks TDEs held as planned Data is collected by MTSS (Academic) coach

Plan to Monitor Effectiveness of Implementation of G1.B1.S1	
Students are able to lead a conference using their data notebooks Teachers are using data analyzed to drive instruction MTSS (Academic) coach is leading data meetings with teachers	
Person Responsible	Sadra Bostick
Schedule	Weekly, from 08/25/2014 to 06/02/2015
Evidence of Completion	Completed student led conferences Increased student achievement

G1.B1.S2 Increase teacher-student feedback

Strategy Rationale

Action Step 1	
Implement the use of rubrics to provide feedback to students	
Person Responsible	Marilee Hoffman
Schedule	Weekly, from 09/15/2014 to 06/02/2015
Evidence of Completion	Rubrics created and utilized by students and teachers

Plan to Monitor Fidelity of Implementation of G1.B1.S2	
Feedback evident in rubrics used	
Person Responsible	Marilee Hoffman
Schedule	Weekly, from 09/15/2014 to 06/02/2015
Evidence of Completion	Feedback from rubrics used in class

Plan to Monitor Effectiveness of Implementation of G1.B1.S2	
Rubrics are used	
Person Responsible	Paula Texel
Schedule	Monthly, from 09/15/2014 to 06/02/2015
Evidence of Completion	evidence of rubrics used in the classroom

G1.B1.S3 Small group instruction**Strategy Rationale**

Action Step 1	
Small group instruction in reading and math implemented by hourly teachers.	
Person Responsible	Sadra Bostick
Schedule	Daily, from 09/22/2014 to 05/15/2015
Evidence of Completion	Master Schedule Completion of groups Progress monitoring data

Action Step 2	
Implement an additional 30 minutes of reading instruction as part of L300 program.	
Person Responsible	Sadra Bostick
Schedule	Daily, from 09/08/2014 to 06/02/2015
Evidence of Completion	Master Schedule Lesson Plans Progress monitoring data

Plan to Monitor Fidelity of Implementation of G1.B1.S3	
Small groups are serviced as scheduled	
Person Responsible	Sadra Bostick
Schedule	Weekly, from 09/22/2014 to 05/15/2015
Evidence of Completion	Small groups are held, student OPMs show progress

Plan to Monitor Effectiveness of Implementation of G1.B1.S3	
Student data shows growth in achievement	
Person Responsible	Sadra Bostick
Schedule	Biweekly, from 09/29/2014 to 05/15/2015
Evidence of Completion	Data collected from all groups

G1.B2 Lack of understanding of delivering of core instruction**G1.B2.S1** Weekly collaborative planning for all grade level teams**Strategy Rationale**

Action Step 1	
Scheduled collaborative planning time each week for all grade level teams	
Person Responsible	Sadra Bostick
Schedule	Weekly, from 09/08/2014 to 05/22/2015
Evidence of Completion	Teams meet at scheduled time Lesson plans reflect collaboration

Plan to Monitor Fidelity of Implementation of G1.B2.S1	
Observations of lessons by coaches reflect collaborative planning is occurring	
Person Responsible	Darlene Brown
Schedule	Biweekly, from 09/29/2014 to 05/22/2015
Evidence of Completion	Feedback from coaches (written or verbal), sign in sheets

Plan to Monitor Effectiveness of Implementation of G1.B2.S1	
Lesson plans reflect the collaborative work done in grade level teams	
Person Responsible	Paula Texel
Schedule	Weekly, from 09/26/2014 to 05/29/2015
Evidence of Completion	Lesson plans

G1.B2.S2 Professional development to learn content of core curriculum and Florida Standards.**Strategy Rationale**

Action Step 1	
Teachers participate in coaching model in reading, math and science	
Person Responsible	Darlene Brown
Schedule	Weekly, from 08/25/2014 to 05/29/2015
Evidence of Completion	Completion of coaching cycles

Plan to Monitor Fidelity of Implementation of G1.B2.S2	
Coaching calendars will be created	
Person Responsible	Darlene Brown
Schedule	Weekly, from 09/22/2014 to 05/29/2015
Evidence of Completion	Coaches calendars

Plan to Monitor Effectiveness of Implementation of G1.B2.S2	
Teachers' understanding of the core curriculum	
Person Responsible	Paula Texel
Schedule	Monthly, from 09/29/2014 to 05/29/2015
Evidence of Completion	Walk throughs

G2. If all staff create and monitor effective Early Warning Signs systems, then Ponce de Leon ES will increase our daily attendance rate from 94.88% to 95.50%.

G2.B1 Lack of cultural proficiency

G2.B1.S1 Professional development in cultural proficiency

Strategy Rationale

Action Step 1	
Workshop focused on cultural proficiency with staff	
Person Responsible	Greg Logan
Schedule	On 08/04/2014
Evidence of Completion	Completion of workshop

Plan to Monitor Fidelity of Implementation of G2.B1.S1	
Completion of workshop and participation by staff	
Person Responsible	Greg Logan
Schedule	On 08/04/2014
Evidence of Completion	Sign in log

Plan to Monitor Effectiveness of Implementation of G2.B1.S1	
Follow up activity with staff to determine implementation of strategies from training	
Person Responsible	Greg Logan
Schedule	On 10/31/2014
Evidence of Completion	Completion of followup activity

G2.B1.S2 Establish and identify school guidelines for success and communicate this with all stakeholders

Strategy Rationale

Action Step 1	
List of guidelines for success established and communicated to all stakeholders	
Person Responsible	Greg Logan
Schedule	Monthly, from 08/04/2014 to 09/26/2014
Evidence of Completion	Completion of lists and all communicated to stakeholders

Action Step 2	
Family and Community liaison coordinates events and communicates with families and businesses	
Person Responsible	Greg Logan
Schedule	Daily, from 08/11/2014 to 06/02/2015
Evidence of Completion	Business partnerships developed Parent events held Increased volunteer hours

Plan to Monitor Fidelity of Implementation of G2.B1.S2	
Conduct staff activities to create guidelines for success Assure that the guidelines for success are communicated to all stakeholders Hold parent events to build community with families Coordinate placement of volunteers Business partnerships developed	
Person Responsible	Greg Logan
Schedule	Monthly, from 08/04/2014 to 06/02/2015
Evidence of Completion	Activities conducted, guidelines for success established and communicated Business partnerships established parent events held volunteer hours increased

Plan to Monitor Effectiveness of Implementation of G2.B1.S2	
School Messenger/newsletter messages are sent including information about Guideline for Success Guideline for Success are shared and emphasized with students and staff Parent involvement with events and school processes is facilitated Businesses partner with school through human resource and financial support	
Person Responsible	Greg Logan
Schedule	Monthly, from 08/18/2014 to 06/02/2015
Evidence of Completion	Messages/newsletter sent business partnerships attendance at parent events volunteer hours increased

G2.B1.S3 Implementation of culturally responsive classroom management systems

Strategy Rationale

Action Step 1	
Teachers implement culturally responsive practices i.e. morning meetings, posted order of the day, behave as a warm demander	
Person Responsible	Greg Logan
Schedule	Daily, from 08/04/2014 to 06/02/2015
Evidence of Completion	Lesson plans reflect morning meetings

Plan to Monitor Fidelity of Implementation of G2.B1.S3	
Lesson Plans	
Person Responsible	Greg Logan
Schedule	Weekly, from 08/18/2014 to 06/02/2015
Evidence of Completion	Lesson plan monitored

Plan to Monitor Effectiveness of Implementation of G2.B1.S3	
Positive culture evident based on observation	
Person Responsible	Greg Logan
Schedule	Monthly, from 08/18/2014 to 06/02/2015
Evidence of Completion	decreased referrals, increased attendance, increased parental involvement

G2.B2 Lack of consistent student attendance

G2.B2.S1 Child Study Team meets twice monthly to discuss attendance issues and problem solve.

Strategy Rationale

<i>Action Step 1</i>	
Child Study Team Meeting	
Person Responsible	Paula Texel
Schedule	Biweekly, from 09/03/2014 to 05/27/2015
Evidence of Completion	Completion of meeting, minutes

<i>Plan to Monitor Fidelity of Implementation of G2.B2.S1</i>	
Child Study Team meets twice per month	
Person Responsible	Paula Texel
Schedule	Biweekly, from 09/03/2014 to 05/27/2015
Evidence of Completion	CST minutes

<i>Plan to Monitor Effectiveness of Implementation of G2.B2.S1</i>	
Increased student attendance rates	
Person Responsible	Paula Texel
Schedule	Biweekly, from 09/17/2014 to 05/27/2015
Evidence of Completion	Student attendance rate, effective contact with parents logged in Focus, through letters, home visits, conferences.

G2.B2.S2 Social worker and attendance clerk monitor attendance

Strategy Rationale

<i>Action Step 1</i>	
Monitor daily attendance	
Person Responsible	Paula Texel
Schedule	Biweekly, from 09/03/2014 to 05/27/2015
Evidence of Completion	documentation of letters sent, parent contact

Plan to Monitor Fidelity of Implementation of G2.B2.S2	
Social worker and attendance clerk monitor daily attendance	
Person Responsible	Paula Texel
Schedule	Biweekly, from 09/03/2014 to 06/02/2015
Evidence of Completion	Letters, conferences, documented contact with parents; improved attendance

Plan to Monitor Effectiveness of Implementation of G2.B2.S2	
Social worker and attendance clerk monitor daily attendance	
Person Responsible	Paula Texel
Schedule	Biweekly, from 09/03/2014 to 06/02/2015
Evidence of Completion	minutes of CST; parent letters, home visits, contact logged in Focus

G2.B2.S3 Frequent communication with parents

Strategy Rationale

Action Step 1	
Frequent parent communication	
Person Responsible	Greg Logan
Schedule	Weekly, from 08/11/2014 to 06/02/2015
Evidence of Completion	Parent conference forms, contacts logged in Focus

Plan to Monitor Fidelity of Implementation of G2.B2.S3	
Frequent parent contact	
Person Responsible	Greg Logan
Schedule	Monthly, from 08/18/2014 to 06/02/2015
Evidence of Completion	conference forms, PMPs signed, contacts logged in Focus

Plan to Monitor Effectiveness of Implementation of G2.B2.S3	
Frequent parent contact	
Person Responsible	Greg Logan
Schedule	Monthly, from 09/26/2014 to 06/02/2015
Evidence of Completion	CST minutes; Focus logs; PMPs signed; conference forms signed

G3. Close the achievement gap between Black and non-black students to our AMO 2015 targets.

G3.B2 Lack of relationships (between students, teachers, families) built at the school level

G3.B2.S1 Provide a mentoring program for identified students.

Strategy Rationale

Action Step 1	
Black students in the lowest 35% in Rdg and Math (4th/5th grades) will be assigned an adult mentor.	
Person Responsible	Greg Logan
Schedule	Weekly, from 10/01/2014 to 05/29/2015
Evidence of Completion	Attendance sheets, conference logs

Plan to Monitor Fidelity of Implementation of G3.B2.S1	
Review of attendance sheets and conference logs	
Person Responsible	Greg Logan
Schedule	Monthly, from 10/01/2014 to 05/29/2015
Evidence of Completion	Completed attendance sheets Completed conference logs

Plan to Monitor Effectiveness of Implementation of G3.B2.S1	
Mentors are able to conduct an effective mentoring session with students Students are able to participate in an effective mentoring session with adult mentor	
Person Responsible	Greg Logan
Schedule	Monthly, from 10/10/2014 to 05/29/2015
Evidence of Completion	Completed mentor meetings between students and mentor Increased student engagement Positive results from surveys given to student and mentor

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