



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Pam Stewart, Commissioner

2014-2015 SCHOOL IMPROVEMENT PLAN [DRAFT]

Seventy Fourth St. Elementary

3801 74TH ST N

St Petersburg, FL 33709

727-893-2120

<http://www.74th-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

74th Street sets high expectations and celebrates student success in our community of learners to create an environment of maximum student achievement.

Provide the school's vision statement

74th Street nurtures and fosters a community of lifelong learners that value education.

School Environment

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

Administration and teachers build relationships with students from day one. These relationships are built by doing family surveys, school orientations, Back To School Night and frequent staff/Principal meet and greet sessions. Teachers and staff continually communicate with families and students through the school agenda, School Messenger, letters home, school website and school sign. 74th Street has also funded a Family and Community Involvement Liaison who fosters positive relationships between the school and our families. This liaison makes personal contact with families and facilitates the process of getting parent volunteers, PTA and SAC membership and business partner membership. This liaison also learns specific concerns of the community and families and communicates these issues to staff on a regular basis (such as students in foster care, homeless students, students in need, etc.).

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

74th Street Elementary is Positive Behavior school where positive behaviors are rewarded and inappropriate behaviors are dealt with by providing appropriate interventions. 74th Street has a specific policy for major and minor campus disruptions and a matrix for how these disruptions are handled. Furthermore, 74th Street has an extensive no tolerance for bullying policy that helps students feel safe. It is the intention of the school to use the PAWS (PBS) program to provide students a safe learning environment where they feel comfortable taking risks to increase their student learning. You may see the extensive 74th Street Elementary Behavior Plan to find more information on the way we build a safe environment for all 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-wide Behavior Plan outlines this process. 74th Street Elementary uses the Positive Behavior Support program to create consistent school-wide expectations students. Within this system, students are randomly rewarded for positive expectations being met. This plan also includes a matrix for how to deal with minor vs. major discipline incidents as well as chronic misbehavior. School personnel receives regular training and updates from our PBS committee who receives monthly updates and training on best practices for PBS.

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

74th Street provides counseling to all students in critical need through the guidance counselor. Furthermore, 74th Street utilizes the services of two Social Workers and 1 School Psychologist assigned to our school for support.

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
	Total	
	Total	
	Total	
	Total	

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

Indicator	Grade	Students
	Total	

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators)

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

No PIP plan available

This application does not have a PIP plan uploaded for this school or this district. Please forward or have your district forward the plan document via an Intercom support request and we will upload it.

Description

Please see our Parent Involvement Plan

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

Within the first two weeks of school each teacher will send a letter and volunteer form inviting families and individuals that can assist our school. The Family Liaison will prepare the packets. The letter will include the cost, dates of meetings, and events that 74th Street needs assistance with. Events that need volunteers are book fairs, family nights, 5th grade committee, field trips, cafeteria support, mentors, and tutors. In addition we will create a teacher and community survey to establish interests, abilities, and understand existing barriers and begin to close the gap. The Family Liaison contacts local community businesses in efforts to join in partnership with 74th Street Elementary. We are looking for tangible and monetary donations, Great American Teach In speakers/presenters, and securing agreements at least a month in advance. PTA also spearheads school fundraisers, box tops, soup labels and distributes the funds raised accordingly. PTA will host approximately 6 meetings, in which each grade level will spotlight an achievement, or do a performance at the end of the meeting. These events should attract grade level parents and promote involvement. During these meetings we can inform the parents of expectations and upcoming events.

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
Johnson, Carrie	Principal	johnsoncarrie1@pcsb.org
Wyne, Kurt	Assistant Principal	wynek@pcsb.org
Ziehl, Emily	Instructional Coach	ziehle@pcsb.org
Walsh, Kira	Instructional Coach	walshki@pcsb.org
Bachnik, Jennifer	Guidance Counselor	wassel-bachnikj@pcsb.org
Kimble, Patricia	Instructional Coach	szynakap@pcsb.org
Succar, Christiana	Instructional Coach	succarc@pcsb.org
Patterson, Anna	Other	pattersona@pcsb.org
Anderson, Dawn	Teacher, K-12	andersonda@pcsb.org
Crowder, Katherina	Teacher, K-12	crowderk@pcsb.org
Ferguson, Deana	Teacher, K-12	fergusonde@pcsb.org
Heavenridge, Carla	Teacher, ESE	heavenridgec@pcsb.org
Moore, Melanie	Registrar	mooremel@pcsb.org
Skelton, Vickie	Administrative Support	skeltonv@pcsb.org
Strange, Debra	Instructional Media	stranged@pcsb.org
Parker, Amanda	Teacher, K-12	parkera@pcsb.org

Duties

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

Principal and Assistant Principal - provide direction and focus for the Leadership team meetings.
 Instructional Coaches - assist with facilitation for leadership meetings as well as facilitation/support/ and coaching in team meetings and PLC's
 Guidance Counselor/Behavior Specialist/RTI Coach- supports schoolwide behavior plan, analyzes assessment data and determines areas of need for interventions based on the data. Discusses data as relevant to the school early warning systems. Provides recommendations intervention needs.
 Team Leaders - disseminates relevant information to team teachers from the leadership team meetings. Help facilitate PLC meetings based on areas of need determined by the leadership team.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

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

the lowest 25% using various data sources, develops plans to meet the needs to of the lowest students, and ensures the fidelity of the plans.

74th Street Elementary's Title 1 Budget is primarily used on personnel. We budgeted for an RTI and math coach as well as a full-time intervention teacher. We also budgeted for hourly teachers who work with small groups of children in reading, writing, and math providing interventions.

The leadership team will be responsible for gathering and reviewing data to determine the effectiveness of coaching and interventions provided. The leadership team will also be responsible for completing checks for fidelity of intervention implementation.

We get district money for Extended Learning programs. We will use this money to have before and after school small group reading and math instruction for our lowest 25% students as well as for our levels 3 and 4 students.

Title I, Part A

Title I, Part A funds are utilized, in conjunction with various other federal, state, and local funds, to support high quality instruction, parental engagement, and professional development for highest student 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 I staff monitor expenditures of Title I, Part A funds to ensure that they supplement rather than supplant other funds available to schools.

Title II

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. Funds are also used for recruitment and retention activities and bonuses for high need schools.

Title III

Title III funds are utilized to provide a variety of educational resources and 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. The district's ESOL web page makes relevant information and resources available for families, including a schedule of parent workshops and other activities. Support is also provided for teachers who need to obtain their ESOL endorsement, giving them options for successfully completing this requirement.

Title X- Homeless

The district receives funds to provide resources for students identified as homeless under the McKinney-Vento Act, to eliminate barriers (such as lack of transportation or required immunizations) to 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).

Nutrition Programs

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 and during extended year/summer programs.

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.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Ashley Hurley	Parent
Carrie Johnson	Principal
Xavier Hurley	Student
Christiana Succar	Teacher
Kelly Melton	Education Support Employee
Debra Strange	Education Support Employee
Charmayne Anthony	Parent
Mayra Vazquez	Parent
Jose Reynoso	Parent
Belen Franco	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), F.S

Evaluation of last year's school improvement plan

The goals of the previous year school improvement plan were not met. The goals were overly ambitious and were not written as obtainable SMART goals for the school. In conjunction with the current SAC, we have revised the goals for this year to focus more on improving curriculum and instruction and creating obtainable SMART goals for the school.

Development of this school improvement plan

We get the input of SAC on all school wide school improvement initiatives. We share all school wide data with SAC on a regular basis. We also update SAC on the progress of the SIP goals. Parents were also surveyed at the beginning of the school year to determine perceived areas of strengths and weaknesses of the school in curriculum and instruction. These survey results helped to drive the SIP goal decisions.

Preparation of the school's annual budget and plan

The preparation of the school's annual budget is shared with the SAC at the first meeting of the year. Proposals and suggestions for use of the budget are made by administration and the input of the parents is requested to finalize these proposals. Administration informs parents at the first SAC meetings of the different options available for the use of SIP funds and gathers their input on how they feel funds would best be used.

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

\$2,573
 Substitute=\$1800
 Professional development materials= \$773

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

Compliance is not met because the SAC committee is not a representative make up of the overall school population. The school continually strives to gain parent and community involved in the SAC committee through our Family and Community Involvement Liaison. Furthermore, individual phone calls are made to families and the community to invite them to serve on the SAC committee. This school year we will also spotlight student accomplishments by grade level at each of the SAC committee meetings in order to gain more support and representation from the 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
Johnson, Carrie	Principal	johnsoncarrie1@pcsb.org
Wyne, Kurt	Assistant Principal	wynek@pcsb.org
Ziehl, Emily	Instructional Coach	ziehle@pcsb.org
Succar, Christiana	Instructional Coach	succarc@pcsb.org
Crowder, Katherina	Teacher, K-12	crowderk@pcsb.org
Parker, Amanda	Teacher, K-12	parkera@pcsb.org

Duties

Describe how the LLT promotes literacy within the school

The core of the team are listed above but all staff are welcome to join our meetings. The Literacy Leadership team meets once a month as a SIT. The primary functions of this team are to review assessment data related to core literacy instruction, provide training for staff, parents and the community on literacy in the school, and to provide support to core and intervention teachers with needs of the L300 block.

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 are provided time to meet in Grade Level PLC's once a week. Teachers are also given additional time in the school day 1/2 day a month to meet in PLC's. The PLC's are facilitated by the Principal, Coach's or Team Leaders. These PLC's are designed to focus on data for collaborative planning. Teachers will use this time to analyze data, create plans for interventions, create lesson plans designed to differentiate based on student needs and to create common assessments, goals and scales. In addition to PLC's there will be faculty committees for safety, literacy, wellness, social, etc. to focus on building networks and communication on vital topics amongst staff. Staff meetings will include celebrations for staff and incentives for staff based on the schoolwide PBS plan. This will encourage positive interaction amongst staff.

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

Provide mentors for new teachers, provide coaching, provide frequent feedback, School-based Leadership Opportunities, Morale Builders (Cookouts by Administrators, Monthly Breakfasts, give a-ways at staff meetings, open door policy, honor and provide extra planning time)

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

Observation of mentee's instruction and providing feedback; Planning lessons with mentee; Connecting lesson activities to content standards; Discussing student progress and analyzing student work; Modeling or co-teaching lessons, etc. Pairings occur based on teacher strengths and the needs of the new teachers.

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

74th Street uses only research based materials for its core instructional programs. Furthermore, we only use programs and materials consistent with the district mission and with district initiatives.

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

Instruction and differentiation is planned and adjusted based on continuous data monitoring. The focus of weekly grade level PLCs is close scrutiny of student data derived from a variety of formative assessments. Based on the data, individual student needs are identified and addressed via differentiated instruction. Differentiated instruction will also be supplemented by hourly and non-reading block teachers. This may include individual or small group remediation or enrichment. Differentiation may also include individualized assignments using research based technology interventions.

A full time RtI Coach will assign individualized interventions for students identified as Tier 2 and Tier 3. Using progress monitoring data to identify trends, they will adjust interventions as required.

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: 9,000

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Strategy Description

Provide an extra hour of reading instruction, intervention and enrichment to improve student achievement.

Strategy Rationale

Students need additional support in reading instruction to increase their overall achievement on common assessments and FSA.

Person(s) responsible for monitoring implementation of the strategy

Johnson, Carrie, johnsoncarrie1@pcsb.org

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

running records and Focus Achieves (Reading and Math)

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Title 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.

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

- G2.** If the faculty has a consistent school wide behavior management plan with an early warning system that addresses student academic and behavior needs, then Seventy-fourth Street Elem. will increase student engagement and proficiency targets.

- G3.** If teachers receive structured conversation and professional development in Planning and Preparing (Marzano Domain 2) the non-negotiable teaching and learning strategies then the indicated proficiency targets below will be met in 2014-2015.

Goals Detail

G1. If all teachers reflect on pedagogical practice through analyzing data in PLC's for instructional implications that drive instruction and student interventions, then Seventy Fourth Elementary will meet data targets below in 2014-2015.

Targets Supported

Indicator	Annual Target
Florida Standards Assessment (FSA) Mathematics proficiency rate	35.0
Florida Standards Assessment (FSA) English Language Arts proficiency rate	50.0
Students making math learning gains	75.0
Students in lowest 25% making math learning gains	100.0
Reading % making learning gains	75.0
Reading % in lowest 25% making learning gains	100.0

Resources Available to Support the Goal

- Instructional Coaches to help with data analyzing, facilitating PLC's and supporting instruction.
- Title I funds to help support 1/2 day PLC meetings.

Targeted Barriers to Achieving the Goal

- Time and effective use of designated PLC meetings.

<i>Plan to Monitor Progress Toward the Goal</i>	
The SBLT and School Support team will collect data from multiple sources such as Running Records, FAIR, Common Assessments, formative assessments, ST Math, Soar to Success, LLI and other determined Tier 2 and 3 interventions and use SBLT meetings to analyze this data to determine progress.	
<i>Person Responsible</i>	Christiana Succar
<i>Schedule</i>	Weekly, from 08/26/2014 to 05/26/2015
<i>Evidence of Completion</i>	SBLT and School support team meeting minutes will provide documentation that data is analyzed during these designated times. PLC meeting minutes will reflect changes to PLC focus based on the collected data.

G2. If the faculty has a consistent school wide behavior management plan with an early warning system that addresses student academic and behavior needs, then Seventy-fourth Street Elem. will increase student engagement and proficiency targets.

Targets Supported

Indicator	Annual Target
Attendance rate	97.0
Discipline incidents	10.0
Students exhibiting two or more EWS indicators (Total)	10.0

Resources Available to Support the Goal

- PBS Priority School and we will be getting monthly professional development on PBS through our PBS committee.
- RTI Coach and Guidance Counselor
- Funds/donations for providing student incentives.

Targeted Barriers to Achieving the Goal

- Establishing consistency

Plan to Monitor Progress Toward the Goal	
Discipline data, attendance data and achievement data will be collected by the RTI and PBS teams to monitor whether PBS is an effective strategy for our core.	
Person Responsible	Kurt Wyne
Schedule	Weekly, from 08/26/2014 to 05/26/2015
Evidence of Completion	RTI and PBS meeting agendas and minutes will be analyzed to ensure that the team is reviewing the effectiveness of the program.

G3. If teachers receive structured conversation and professional development in Planning and Preparing (Marzano Domain 2) the non-negotiable teaching and learning strategies then the indicated proficiency targets below will be met in 2014-2015.

Targets Supported

Indicator	Annual Target
Florida Standards Assessment (FSA) Mathematics proficiency rate	35.0
Florida Standards Assessment (FSA) English Language Arts proficiency rate	50.0
Students making math learning gains	77.0
Students in lowest 25% making math learning gains	100.0
Reading % making learning gains	77.0
Reading % in lowest 25% making learning gains	100.0

Resources Available to Support the Goal

- PLC's
- Instructional Coaches
- Marzano Pilot and Professional Development for the Pilot
- Common Assessments

Targeted Barriers to Achieving the Goal

- Time

Plan to Monitor Progress Toward the Goal	
Agenda and meeting minutes	
Person Responsible	Carrie Johnson
Schedule	Weekly, from 09/08/2014 to 06/02/2015
Evidence of Completion	As PLC's meet on a weekly basis a monthly check of agenda and meeting minutes will be recorded to determine progression and meeting of set goals. As PLCs continue the overall goals within each meeting as month commences will show a continuum of forward progression.

Action Plan for Improvement of SIG-Targeted Schools

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. If all teachers reflect on pedagogical practice through analyzing data in PLC's for instructional implications that drive instruction and student interventions, then Seventy Fourth Elementary will meet data targets below in 2014-2015.

G1.B1 Time and effective use of designated PLC meetings.

G1.B1.S1 Create common protocols and agendas to be used school wide during PLC meetings.

Strategy Rationale

PLC meetings can easily get off topic due to the wealth of information to discuss and facilitators can have a hard time keeping things on track without set expectations, protocols and agenda items in place.

Action Step 1	
SBLT will create a common protocol and agenda to be used during school wide PLC meetings that will be reviewed throughout the school year to determine effectiveness and/or revisions.	
Person Responsible	Emily Ziehl
Schedule	Weekly, from 08/26/2014 to 05/26/2015
Evidence of Completion	Agendas will protocols listed

Plan to Monitor Fidelity of Implementation of G1.B1.S1	
Person Responsible	
Schedule	
Evidence of Completion	

Plan to Monitor Effectiveness of Implementation of G1.B1.S1	
Person Responsible	
Schedule	
Evidence of Completion	

G1.B1.S2 Create a common, school wide reporting form for facilitators to use after PLC meetings

Strategy Rationale

If PLC meeting attendees understand the expected outcomes of the meetings and that those outcomes will be reported back to administration, they will understand the significance and importance of the tasks during these meetings.

Action Step 1	
The SBLT will create a common agenda for PLC's to use throughout the year and will review and monitor the effectiveness of the agendas for revisions during the year.	
Person Responsible	Emily Ziehl
Schedule	Weekly, from 08/26/2014 to 05/26/2015
Evidence of Completion	PLC meeting agendas

Plan to Monitor Fidelity of Implementation of G1.B1.S2	
Agendas and meeting minutes will be collected by administration each month and will be brought to the SBLT for review.	
Person Responsible	Carrie Johnson
Schedule	Weekly, from 08/26/2014 to 05/26/2015
Evidence of Completion	PLC meeting agendas and minutes.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2	
Administration and instructional coaches will participate and help facilitate PLC meetings to ensure that the created protocols and agendas are properly used with fidelity in the meetings.	
Person Responsible	Kurt Wyne
Schedule	Weekly, from 08/26/2014 to 05/26/2015
Evidence of Completion	Review of weekly meeting minutes and discussion of how effective PLC's are during the SBLT and school support team meetings. The effectiveness of PLC meetings will be based on the data points grade levels are collecting from Running Records, FAIR, common assessments, formative assessments, ST Math and Successmaker.

G1.B1.S3 Instructional coaches and administrators will help facilitate weekly PLC's as well as a 1/2 day PLC once a month to provide support, direction and focus topics for the PLC meetings.

Strategy Rationale

Having a clear focus topic for the PLC meetings will give teachers more time for the purposeful reflection and planning in their PLC's

Action Step 1	
Coach's and administrators will meet at least once a month to discuss and plan for the direction of the PLC meetings.	
Person Responsible	Christiana Succar
Schedule	On 09/02/2014
Evidence of Completion	Meeting minutes, student achievement data

Plan to Monitor Fidelity of Implementation of G1.B1.S3	
Administration will monitor the PLC meetings to ensure that coach's and teachers are in attendance. Meeting minutes will be collected and classroom walkthroughs will be used to collect information on the actual implementation of the instructional planning taking place in the PLC.	
Person Responsible	Carrie Johnson
Schedule	On 09/02/2014
Evidence of Completion	Meeting minutes, teacher observation data, and student common assessment data

Plan to Monitor Effectiveness of Implementation of G1.B1.S3	
Survey of teachers and staff for how efficient PLC's are being operated and how beneficial they are, walkthrough and observation data from classrooms.	
Person Responsible	Carrie Johnson
Schedule	On 09/02/2014
Evidence of Completion	surveys, lesson plans, walkthrough and observation data.

G2. If the faculty has a consistent school wide behavior management plan with an early warning system that addresses student academic and behavior needs, then Seventy-fourth Street Elem. will increase student engagement and proficiency targets.

G2.B1 Establishing consistency

G2.B1.S1 Implement PBS/PAWS to full fidelity with all staff - including specials, support, plant and cafeteria personnel

Strategy Rationale

Creating, maintaining and implementing PBS will create school wide consistency which will create better student engagement leading to increased student proficiency and achievement.

Action Step 1	
Establish a PBS team that will meet monthly to evaluate the effectiveness of the program and to maintain fidelity and keep a focus on the essential elements of the program.	
Person Responsible	Jennifer Bachnik
Schedule	Monthly, from 09/03/2014 to 05/06/2015
Evidence of Completion	Team meeting minutes

Action Step 2	
The PBS team will provide professional development and training for teachers at the beginning of the year to establish the school wide implementation and then at intervals throughout the year to help facilitate the culture of PBS and maintain the fidelity/effectiveness of the program.	
Person Responsible	Jennifer Bachnik
Schedule	Quarterly, from 08/14/2014 to 06/04/2015
Evidence of Completion	Meeting minutes, evaluation and analyzing data of the Schoolwide Behavior plan in SBLT meetings, PBS meetings and RTI meetings.

Plan to Monitor Fidelity of Implementation of G2.B1.S1	
The PBS team will meet monthly to evaluate the fidelity of the program based on how referrals, the color system, and intervention logs are being used and collected.	
Person Responsible	Christiana Succar
Schedule	Monthly, from 09/03/2014 to 06/03/2015
Evidence of Completion	Meeting minutes from the PBS team meetings will be collected to determine that this strategy is being monitored. Also, referral and intervention data will be collected from the RTI team to determine if the PBS program is being implemented consistently and with fidelity.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1	
The RTI Team and PBS team will review attendance and referral data to determine if the school wide behavior plan is effective for over 80% of the students and if the plan is helping increase student attendance and decrease student misbehavior.	
Person Responsible	Jennifer Bachnik
Schedule	Weekly, from 09/02/2014 to 05/26/2015
Evidence of Completion	RTI and PBS team meeting minutes will be collected as well as attendance and behavior data from FOCUS will be collected to analyze the effectiveness of the strategies being implemented within PBS.

G3. If teachers receive structured conversation and professional development in Planning and Preparing (Marzano Domain 2) the non-negotiable teaching and learning strategies then the indicated proficiency targets below will be met in 2014-2015.

G3.B1 Time

G3.B1.S1 PLC's have set protocols and agendas provided by administration for guiding conversation.

Strategy Rationale

Sometimes conversations are not on topic in PLC meetings.

Action Step 1	
PLC's have a template with set protocols and guidelines in which to develop and guide meetings.	
Person Responsible	Kurt Wyne
Schedule	On 09/02/2014
Evidence of Completion	Collect agenda with protocols and guidelines and review content.

Plan to Monitor Fidelity of Implementation of G3.B1.S1	
Consistently collect and review agenda and meeting minutes from PLCs.	
Person Responsible	Kurt Wyne
Schedule	On 09/02/2014
Evidence of Completion	Hard or electronic copies will be submitted on a weekly basis.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1	
Agenda and meeting minutes will have clear goals, discussion points and outcomes	
Person Responsible	Kurt Wyne
Schedule	On 09/02/2014
Evidence of Completion	As witnessed by the agenda and minutes progression of goals and outcomes are evident. A building block is clearly reflective in progression of meetings.

G3.B1.S3 Non negotiable strategies for planning have been identified by administration in the areas of gradual release, Mathematics Florida Standards/Language Arts Florida Standards and Instructional Shifts, mathematical discourse, Lesson Study (math), explicit vocabulary instruction, and differentiated instruction.

Strategy Rationale

Providing a specific focus on high quality, research based instructional strategies for staff enables teachers to plan around high priority needs.

Action Step 1	
Teachers will use PLC planning time with the coach's to use the effective planning model to plan instruction that includes these strategies.	
Person Responsible	Carrie Johnson
Schedule	Weekly, from 09/16/2014 to 06/02/2015
Evidence of Completion	PLC Planning minutes and lesson plans.

Action Step 2	
Teachers will receive structured professional development in the non negotiable instructional strategies listed in this strategy.	
Person Responsible	Carrie Johnson
Schedule	Monthly, from 09/16/2014 to 06/02/2015
Evidence of Completion	

Plan to Monitor Fidelity of Implementation of G3.B1.S3	
Administration will monitor and observe PLC meetings and PD for effective planning and PD that relates to the instructional Strategies.	
Person Responsible	Carrie Johnson
Schedule	Weekly, from 09/16/2014 to 06/02/2015
Evidence of Completion	PLC meeting minutes and agendas, PD meeting minutes and agendas.

Plan to Monitor Effectiveness of Implementation of G3.B1.S3	
Monthly feedback from team leaders at the Team Leaders meetings to determine if the PLC and PD meetings are streamlined, time efficient and creating the level of support needed for effective planning.	
Person Responsible	Kurt Wyne
Schedule	Weekly, from 09/08/2014 to 06/02/2015
Evidence of Completion	Meeting minutes from team leader meetings documenting feedback that was provided.

G3.B1.S6 Implement the Effective Planning in an Elementary Mathematics Classroom that is presented at the beginning of the year in a PLC with math coach throughout the year using the Curriculum Guide AND the Content Guide in planning.

Strategy Rationale

FCAT scores from the 2013-2014 school year resulted with 23% proficiency rate in math. Effective Planning will enable teachers to use their time efficiently and effectively.

Action Step 1	
Use the Curriculum Guide AND the Content Guide in during planning. Watch the Dr. Juli Dixon Podcasts that are hot linked in the Curriculum Guide before planning for deeper content knowledge and understanding of the Eight Mathematical Practices. Continue the professional development; contact Laurel Rotter for a Staff Developer to work with teams in Effective Planning.	
Person Responsible	Kurt Wyne
Schedule	On 08/26/2014
Evidence of Completion	Principals and Assistant Principals monitoring Lesson Plans for evidence of effective planning including the Eight Mathematical Practices.

Plan to Monitor Fidelity of Implementation of G3.B1.S6	
Use the effective planning tools (unpacking document and planning document) as well as the school's meeting agenda form which includes the agenda, notes and next steps.	
Person Responsible	
Schedule	On 09/02/2014
Evidence of Completion	Documents will be turned into admin after PLCs.

G3.B1.S6 Effective planning - including the Language Arts Florida State Standards, District Module Framework, and Marzano High Yield Strategies

Strategy Rationale

Effective Planning will enable teachers to use their time efficiently and effectively.

Action Step 1	
Participate in the District Wide Training for L300 schools on August 12th and 13th. Continue effective planning that is presented at this session throughout the year using the Module Framework AND the Language Arts standards in planning. Principals and Assistant Principals monitoring Lesson Plans for evidence of effective planning including Marzano High Yield Strategies. Attend the Module Roll-Out trainings prior to implementation or watch the District provided video of the training. Continue the professional development in core content instruction as well as Guided Reading Routines	
Person Responsible	Kurt Wyne
Schedule	On 08/26/2014
Evidence of Completion	Principals and Assistant Principals monitoring Lesson Plans for evidence of effective planning including Marzano High Yield Strategies.

Plan to Monitor Fidelity of Implementation of G3.B1.S6	
The school's meeting agenda form which includes the agenda, notes and next steps.	
Person Responsible	Kurt Wyne
Schedule	On 09/01/2014
Evidence of Completion	Turn in the agenda after PLC documenting effective planning.

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