

# Belleair Elementary School



2015-16 School Improvement Plan

## Belleair Elementary School

1156 LAKEVIEW RD, Clearwater, FL 33756

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

### School Demographics

**School Type**

Elementary

**Title I**

Yes

**Free/Reduced Price Lunch**

66%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

81%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	F	D	C

### School Board Approval

This plan is pending approval by the Pinellas County School Board.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, 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. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Monitoring Only	4	<a href="#">Jim Browder</a>
Former F	Turnaround Status	
Yes		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

Our mission is to provide a safe, supportive learning environment and to create lifelong learners who achieve at least a year or more of learning growth.

##### **Provide the school's vision statement**

Our vision is that 100% of our students are achieving at grade level or above in order to be college and career ready.

#### School Environment

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

In order to be culturally responsive to our diverse student population (including our African American and Hispanic population) all homeroom classes begin their day by greeting students when they enter the classroom and with a Morning Meeting in order to learn more about the individual students and their backgrounds. In doing so we are building trust and stronger relationships with our students. We have a multi-cultural club that regularly meets to support our diverse student population and participates in field trips including the Pinellas County African American History Museum and SPIFFS.

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

Belleair Elementary Administrators go on the morning news every day and reiterate the school-wide expectations. Administrators and teachers are highly visible around the campus. We also have signage that reminds students of the expectations in different areas of the campus. Students are escorted to their dismissal locations which allows for supervision until they leave campus. Students are greeted by adults as well as their classroom teacher when they arrive at school.

##### **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**

Belleair uses Positive Behavior Systems to promote a positive culture. Our Behavior Team has received training on best practices and trained classroom teachers in those practices. Our teachers implement protocols that incorporate consistent school wide expectations and rigorous, engaging lessons. We have also trained staff members on the school's Behaviors and Level of Consequences chart which outlines possible behaviors and a menu of progressive actions that could be taken. The Student Services team attend monthly PBS trainings led by practitioners from the University of South Florida. The PBS Team (including the Behavior Coach, Student Service Team, Administration and grade level teachers) also meet monthly to monitor behavior data and current behavior supports. They have created a PBS handbook which each teacher receives during preschool with all school wide PBS processes, procedures and incentives. We have Safety Patrols that provide students with leadership roles in the school and assists with arrival and dismissal procedures.



**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**

Through the use of Morning Meetings and imbedded monthly character trait lessons our students have the opportunity to discuss their feelings and how to utilize these character traits in their actions. Monthly Tiger Assemblies are held to recognize students who are making positive choices as it relates to the Character Trait of the Month. Tiger Bucks, Positive notes home, PAW Mart, PURR Awards celebrate students who are making positive behavioral choices in the cafeteria. Students are able to use Tiger Bucks to purchase items at PAW Mart and attend monthly PBS celebrations. Teachers use a Behavior Gradebook to track student behavioral progress. Teachers submit their behavior gradebooks to the Behavior Coach and it is analyzed by the Student Services Team. Students who earn 5 or more N's or U's in a month will be considered for small group counseling with the Social Worker and/or the Guidance Counselor.

**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**

- 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
  - Did not earn a passing grade (D, or above) in English Language Arts or mathematics
  - A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics- including 3rd grade students in the lowest quintile.
- \*Number of students retained

**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 Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	31	27	24	20	14	15	131
One or more suspensions	1	0	2	5	11	7	26
Course failure in ELA or Math	0	0	0	1	4	5	10
Level 1 on statewide assessment	0	0	0	36	0	0	36

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	4	1	3	7	15	11	41

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

A process has been implemented and is continuously monitored by our MTSS Academic and Behavior coaches to identify, share and monitor these EWS students with their teachers. In addition these coaches support the teachers in selecting and carrying out the specific differentiated core and supplemental instruction used with these students.

Based upon Early Warning Indicators, Promise Time is differentiated to support identified areas of weaknesses for students earning a level 1 on standardized testing. These students will receive additional instruction in Reading and Math through small group and computer based instruction 3 times a week for 90 minutes.

Based upon Early Warning Indicators Positive Behavior supports are differentiated to individual student needs to support learning and reduce disciplinary issues. For example the Check and Connect (Individualized Support Plan) addresses either academic and/or behavior deficits by providing students with an adult that encourages them to attend school daily and is an advocate for that child. Another example would be when a PBIP is written for a student with a discipline referral instead of repeatedly taking the student out of the classroom and missing instruction every attempt is made to be proactive rather than reactive with further referrals.

Based upon Early Warning Indicators a decision was made to implement differentiated Morning Meetings to assist individual students integrating into a positive classroom culture that supports learning.

## 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**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/52054>.

#### **Description**

A PIP has been uploaded for this school or district - see the link above.

**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**

Administration, through the support of the Volunteer coordinator, actively seeks and sustains the support of Big Brother Big Sisters, local churches, American Red Cross and our business partner, Nielsen. Community representatives from the Clearwater Rotary are members of our SAC. Administration meets regularly with Nielsen, our business partner to discuss ongoing projects. Teachers send student made thank you's throughout the years to our community members including 3rd grade thank yous to the Rotary for the dictionaries given to all 3rd graders. The volunteer coordinator is funded through Title 1 and assists in working with our community partners and recognizing them through out the year including an end of the year awards recognition.

## 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:

Name	Title
Griffin, Tabitha	Principal
Manche, Susan	Assistant Principal
Kelly, Renee	Other
Thompson, Ryan	Other
Pellerin, Stacey	Teacher, K-12
Love, Brittany	Teacher, K-12
DeHaan, Heather	Attendance/Social Work
Mitchell, Bridget	Psychologist
Moses, Jami	Teacher, K-12
Newby, Katryzna	Teacher, K-12
Collins, Camilla	Teacher, K-12
Parsons, Davin	Teacher, K-12

### Duties

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

The Leadership Team meets weekly to discuss school wide data, next steps, current calendar activities, planning for professional development, staff and school wide concerns and to plan for follow up on all required processes and instruction for students. Susan Manche, the assistant principal, acts as the Learning Specialist for the school. She attends monthly district Learning Specialist training covering all curriculum and returns to share this information through monthly Professional Development school meetings. In addition she works with the Principal to hold weekly walkthroughs in classrooms and utilizes this time to share just in time PD or to line up support for classroom teachers with the curriculum coaches. She schedules and organizes all district and state assessments and the required accommodations. Renee Kelly, MTSS academic coach disaggregates data and assists in supporting Tier 2 and Tier 3 students and leads team in planning for weekly SBLT 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***

At the beginning of the school year the Leadership Team meets to analyze all school wide data from the previous school year. During preschool 2015- 2016 curriculum meeting the Leadership Team will share the school's this data and followed the established process for looking over the data and identifying strengths, weakness and goals for the upcoming school year. The Rtl academic coach then gave each team leader RR, District Common Assessment, SAT 10 and FCAT data from the previous spring and blank Scattergrams to begin organizing student data to start grouping students for instruction and differentiation. The teachers along with the Rtl academic coach and Leadership Team used the data to organize students into small groups and to plan instruction to match the needs of the students. During the first week the Leadership Team worked with all Resource Teachers (ESE, ESOL, LLI, and Title 1 hourlies) to create a master Resource schedule to make sure all instructional time was purposely planned for and matched the needs of the students. The teachers then worked with the Rtl coach and classroom teachers to determine which resources/interventions would best

support the needs of the students. As instruction begins teachers are given a schedule for turning in routine Progress Monitoring on Reading, Math and Science. The Leadership Team, classroom teachers and the SBLT regularly analyze the PM data to determine if groupings, resource support or interventions need to be changed to better meet the needs of the students. The Leadership Team meets weekly as a team, meets with SBLT each week and meets weekly with a selected grade level PLC to discuss progress and any needs for students and required resources, etc. The Rtl academic coach is responsible for coordinating this process and in organizing and sharing the data with SBLT and the Leadership team at the weekly meetings.

**School Advisory Council (SAC)**

**Membership:**

Name	Stakeholder Group
Priscilla Rodriguez	Teacher
Lothar Erdtmann	Business/Community
Maria Cerrito	Parent
Tabitha Griffin	Principal
Gidbert Roca Batista	Education Support Employee
Tracy Albritton	Teacher
Angel Gray	Parent
Christine Salinas	Parent

**Duties**

***Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes***

*Evaluation of last year's school improvement plan*

Members will review the goals and the end of the year test data and provide feedback and possible next steps..

*Development of this school improvement plan*

SAC assisted in developing the focus of the Advisory Council, how the funds are allocated, and reviewing academic data. SAC will continue to focus on increasing parental engagement, increasing the engagement of students and reviewing school data.

*Preparation of the school's annual budget and plan*

Reviewed and provided feedback and input.

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

- Copies of upcoming events \$100
- Translators at evening events \$200
- Childcare so that parents can attend \$300
- Dinner \$800
- Materials/books/prizes for attendance \$1000
- Attend Science, Math and Reading Conferences \$1935

***Verify that the school is in compliance with section 1001.452, Florida Statutes, 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)**

**Membership:**

Name	Title
Griffin, Tabitha	Principal
	Other
Pellerin, Stacey	Teacher, K-12
Maas, Jennifer	Teacher, K-12
Albritton, Tracy	Teacher, K-12
Kurleman, Stephanie	Teacher, K-12
Love, Brittany	Teacher, K-12
Anderson Rawstern, Margaret	Teacher, K-12
Center, Laura	Teacher, K-12

**Duties**

***Describe how the LLT promotes literacy within the school***

The Literacy Leadership Team supports the literacy activities within the school. They are responsible for coordinating a variety of Literacy based parent engagement activities including, the Book Fair, Battle of the Books, Holiday Break Reading Challenges, Reading Under the Stars, and support of the School Improvement Initiatives.

**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**

Our schedule has been created to allow daily common planning time between grade level teachers. Each grade level team is required to schedule two weekly collaborative planning times and a weekly grade level PLC. We have also scheduled time for weekly collaboration with classroom teachers and content level just in time coaches. We encourage and support teachers to observe their peers modeling Best Practices within their classrooms. During monthly Curriculum Meetings we lead the staff with Team building activities. Our Hospitality Committee holds monthly after school get togethers and twice a year celebrations to promote positive relationships.

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

Interview questions are developed that reflect a blend of the proficiencies on the FEAP, and the Haberman techniques. Prospective candidates are selected based upon their having the necessary qualifications at the time of the interview (i.e. ESOL Endorsement, ESE certification, Elementary Education K-6, etc.) Each new teacher is given the PD that supports our school improvement plan that the current staff received and currently utilize such as Jan Richardson small group, Classroom Discussions, St Math ,etc. Rtl Coaches, Just in Time Coaches and the Curriculum Specialist support

new teachers as need arises. Experienced teachers are provided opportunities for growth through Leadership experiences such as being a Team Leader, sharing PD with the staff, mentoring, etc.

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

We provide mentors to all first year teachers. We have a Lead Mentor who is responsible for ensuring that mentors meet with the new/developing teachers and facilitates the monthly meetings centered around school and district processes. This will include information on the SIP and how to implement and the creation of PMP's for students. All new/developing teachers were paired with teachers who have demonstrated effective teaching at their grade level.

Priscilla Rodriguez (New to District) Margo Moravick

Dina Josephson (New to District) Christina Santana

Christen Kuffel (New to District) Jami Moses

Tina Gilbert (New to District) Brittany Love

Janice Ryner (New to District) Stacey Pellerin- Van der Loop

Jessica Leiser (New to District) Jenna Tice

Luis Ramos (New to District) Carey Michael

## **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***

All classroom teachers collaboratively plan weekly and utilize unpacked standards and the district provided content and curriculum guides for each subject. The expectation is that all instruction is focused and aligned to the Florida Standards. Teachers are required to turn in weekly lessons plan that are aligned to the standards. Teachers are required to post their updated Flow of the Day which contains the standards and/or Learning Goal aligned with the standards. Administration does Walkthroughs providing feedback addressing those items needing to be improved upon, and those items that are working well. The administrative walk-throughs ensure that instruction is aligned to the standards, by utilizing the District provided Month-at-a-Glance for all grade levels, teacher lesson plans, and that the curriculum being taught is in accordance to the curriculum guidelines and use best practices. We also look for supporting evidence of instruction (i.e. anchor charts, student work samples, rubrics, scales, etc...)

#### **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***

In close analysis of our data, (including District Math & Science Common Assessments, ELA Modules, Running Records, FCAT 2.0 Science, SAT 10, CELLA, Engagement data, and FSA 3rd grade Lowest Quintile data), we determined more gains needed to be made with our Black, Hispanic, SWD, Males, and ELL students. We plan to continue to focus on aligning the rigor of our teaching to the rigor of the standards, increasing the level of student engagement during instruction and focusing on more explicit instruction of content and academic vocabulary. Our staff has been trained in the use of SLOP Strategies and these strategies will be utilized to support our ELL population. Some of the ways we use data to differentiate instruction is by using the item analysis of district common assessments to determine which standards need to be retaught to individuals, small groups



of students, or the whole class. We also use data to group students in Tier 2 or Tier 3 groups and determine who will receive additional instruction from the classroom teacher, an ESOL Teacher, or a Title I Hourly Teacher.

Additionally, data is also used to group students into guided reading groups. Running Record data is used to determine the grade level text that will be used in these small groups.

Our teachers use routine formative assessments with the students during class instruction to ensure misunderstandings are addressed immediately and those students with a higher level of understanding are provided enrichment. MFAS are utilized during Math instruction to assist in determining focus for Math remediation and/or enrichment.

Science District CA data on 3rd- 4th grade standards will be used to determine current Science proficiency levels of 5th grade students. This data will be used to determine focus of instruction for extended learning opportunities and for remedial small group instruction within the classrooms. In 3rd- 5th grade classes Literacy teachers utilize Science CA and classroom assessment data to determine choices for non-fiction books in small groups and independent Literacy work during ELA . This data also drives instruction with Science modules in determining what needs to be retaught or at a deeper level and will determine assignments on Think Central online lessons.

Students work with their individual data through the use of portfolios. The students routinely update their core subject data and set goals and action plans based on this data. We will be implementing the use of scales aligned with academic standards this year and the students will be instructed on the use of these scales in order to understand what they need to know to be proficient on these standards and what is lacking if they are not proficient.

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REDO\*\*\*\*\*

Our African American students showed gains of 2% in Reading and 16% in Math proficiency. Our Hispanic students showed a 4% gain in Reading and a 10% gain in Math proficiency. Our ELL students showed a 9% gain in Reading and a 14% gain in Math proficiency. In further analyzing this data, along with district and classroom data we determined more gains needed to be made with our Black, Hispanic and ELL students through continuing to focus on teaching to the standards, increasing the level of student engagement during instruction and focusing on more explicit instruction of content and academic vocabulary.

***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: After School Program**

**Minutes added to school year: 6,750**

Small, teacher directed skill groups, independent reading with accountability, and technology rotations utilizing IReady, IStation, ST Math, FCAT Explorer.

**Strategy Rationale**

Computer based programs engage students' learning process and meets the needs of all the students learning styles and incorporates technology into the learning environment. The purpose is to remediate deficiencies and/or enhance current proficiency in core subjects.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Kelly, Renee, kellyre@pcsb.org

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

Running records, pre/post I Ready data, DAZE probes, and District Common Assessments will be used to compare the results of the students who are not participating in the program.

**Strategy: Extended School Day**

**Minutes added to school year: 3,600**

Title 1 Computer Take Home program. Students are assigned district laptops to take home and provided opportunities for affordable Internet access in order to increase time on Reading, Math and Science sites.

**Strategy Rationale**

To extend learning opportunities for students in core subjects through the use of technology.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Kurleman, Stephanie, kurlemans@pcsb.org

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

I Station and St Math completion and comparative CA scores with non computer students.



**Strategy:** Extended School Year

**Minutes added to school year:** 7,200

Four days per week, 5 hours per day instruction for Kindergarten through 4th graders in Literacy, Math, and Science. The 3rd Grade Retained students focus on Reading for all 5 hours.

**Strategy Rationale**

The purpose of the Summer Bridge program is remediate the deficiencies of struggling students and prevent further loss of instruction over the summer for all students.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

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

Pre and Post Tests are administered at the beginning and end of Summer, as well as SAT 10 tests for retained 3rd grade students.

**Strategy:** After School Program

**Minutes added to school year:** 1,200

STEM after school program for 4th-5th graders meeting once a week for 60 minutes.

**Strategy Rationale**

Provides hands on Science and Technology experiences utilizing robotics, simple machinery, and hands on materials to enrich students' scientific knowledge.

**Strategy Purpose(s)**

""

**Person(s) responsible for monitoring implementation of the strategy**

Cascone, Deborah , [casconed@pcsb.org](mailto:casconed@pcsb.org)

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

Science Common Assessment and FCAT Science data will be analyzed and compared against students that are not participating in the program.

**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**

We host a variety of events to provide the means for students to transition from VPK to Kdg and 5th to 6th: We provide an orientation visit for local preschools to visit our Kindergarten program and receive Kindergarten packets to familiarize them with Kindergarten expectations. Our 5th grade teachers articulate with our Middle schools to best understand how to prepare our students for Middle School and visits by area Middle schools are arranged.

### 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), Florida Statutes*

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

##### Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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#### Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Achieve Bronze Level recognition with the Alliance for a Healthier Generation.
- G2.** Increase the percentage of African American students scoring proficiently in Reading, Math, and Science as measured by the LAFS, MAFS, and Science FCAT 2.0.
- G3.** Decrease the ratio of boys receiving referrals compared to girls by number of discipline referrals by 20% from 190 male referrals to 162 males receiving referrals by June of 2016.
- G4.** Decrease number of student absences to a total of 95% of school population (2014-2015 was 94.3%) and 5% or less of the student population tardy for the 2015- 2016 school year.
- G5.** Increase percentage of students performing proficiently in Science by 41%, as measured by the Science FCAT 2.0.
- G6.** Goal #1: Increase percentage of students performing proficiently in Math to 70%, as measured by the District Math Common Assessment and the MAFS.
- G7.** Increase percentage of students performing proficiently in reading to 70% as measured by SAT 10, ELA Modules, and the LAFS assessment.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

**G1. Achieve Bronze Level recognition with the Alliance for a Healthier Generation.** 1a

G064719

**Targets Supported** 1b

Indicator	Annual Target
Highly Effective Teachers	2.0

**Resources Available to Support the Goal** 2

- Healthy Schools Team
- Wellness Champion
- Health Moodle Site
- Cafeteria Manager
- PE Teachers

**Targeted Barriers to Achieving the Goal** 3

- Staff is not aware of the requirements to reach bronze or silver level.

**G2. Increase the percentage of African American students scoring proficiently in Reading, Math, and Science as measured by the LAFS, MAFS, and Science FCAT 2.0.** 1a

G060167

**Targets Supported** 1b

Indicator	Annual Target
Highly Qualified Teachers	49.0

**Resources Available to Support the Goal** 2

- Child Study Team Guidance Counselor Social Worker

**Targeted Barriers to Achieving the Goal** 3

- Process of identifying students falling under the EWS indicators
- School culture does not include culturally responsive practices.

**Plan to Monitor Progress Toward G2.** 8

Attendance, Behavior, and Report Card Grades will be reviewed and monitored throughout the year to determine progress toward the goal.

**Person Responsible**

Ryan Thompson

**Schedule**

Quarterly, from 10/16/2015 to 6/3/2016

**Evidence of Completion**

The spreadsheet of attendance, behavior, and report card grades will be disaggregated to show that monitoring is happening.

**G3.** Decrease the ratio of boys receiving referrals compared to girls by number of discipline referrals by 20% from 190 male referrals to 162 males receiving referrals by June of 2016. 1a

G060168

**Targets Supported** 1b

Indicator	Annual Target
Discipline incidents	20.0

**Resources Available to Support the Goal** 2

- Rtl Behavior Coach
- Guidance Counselor
- Social Worker
- Positive Behavior Support Plan
- Administration
- PBS Team
- Classroom Teachers
- District Support through PBS Program
- Business Partner(s)

**Targeted Barriers to Achieving the Goal** 3

- Fidelity of teaching behavior expectations, including the classroom expectations, are aligned to the school wide expectations, and completed with fidelity.
- School culture and climate that may not embrace cultural sensitivity and trauma.
- Students are not receiving enough physical activity to boost their academic performance and behavior.

**Plan to Monitor Progress Toward G3.** 8

The PBS Team will monitor the progress of goal through monthly PBS, SBLT, and Student Service Committee meetings and the agendas

**Person Responsible**

Ryan Thompson

**Schedule**

Monthly, from 9/10/2015 to 6/2/2016

**Evidence of Completion**

Agendas for PBS Committee Meetings, SBLT, and Student Service Meetings.

**G4.** Decrease number of student absences to a total of 95% of school population (2014-2015 was 94.3%) and 5% or less of the student population tardy for the 2015- 2016 school year. 1a

G060169

**Targets Supported** 1b

Indicator	Annual Target
Attendance rate	5.0

**Resources Available to Support the Goal** 2

- Social Worker
- CST Team
- Business Partner
- DMT
- District Attendance Specialist
- Guidance Counselor
- Administrative Team

**Targeted Barriers to Achieving the Goal** 3

- Parental Involvement and support of attendance policies.

**Plan to Monitor Progress Toward G4.** 8

The CST Team will graph the data and analyze the trends regarding attendance and parental involvement.

**Person Responsible**

Heather DeHaan

**Schedule**

Monthly, from 8/29/2014 to 5/29/2015

**Evidence of Completion**

Attendance Records, Sign-in Sheets for PLC's, SBLT, and Parent Workshops.

**G5.** Increase percentage of students performing proficiently in Science by 41%, as measured by the Science FCAT 2.0. 1a

G060170

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	70.0

**Resources Available to Support the Goal** 2

- Instructional Coach
- ESOL Teachers
- VE Teachers
- Intervention materials
- Data Specialist
- Professional Development
- Technology
- Library Media Specialist
- Cross curricular materials
- Extended Learning
- Think Central
- Science Lab

**Targeted Barriers to Achieving the Goal** 3

- Fidelity of differentiated standards based instruction to meet the needs of learners
- Assessment data is not being used to drive instruction

**Plan to Monitor Progress Toward G5.** 8

The administrative team will review IObservation data as well as performance data in Science.

**Person Responsible**

Tabitha Griffin

**Schedule**

Biweekly, from 8/31/2015 to 6/3/2016

**Evidence of Completion**

IObservation data, common assessment results, formative and informative assessments.

**G6. Goal #1:** Increase percentage of students performing proficiently in Math to 70%, as measured by the District Math Common Assessment and the MAFS. 1a

G060171

**Targets Supported** 1b

Indicator	Annual Target
Math Proficiency District Assessment	70.0

**Resources Available to Support the Goal** 2

- Title I Hourly Teachers
- I Ready
- ST Math
- ESOL Teachers
- VE Teachers
- Intervention materials
- MTSS Academic Coach
- Professional Development
- Technology Technician
- Promise Time
- District Just In Time Coaches

**Targeted Barriers to Achieving the Goal** 3

- Lack of fidelity of rigorous, student centered, standards based instruction to meet the individual needs of learners
- Assessment data is not being used to drive instruction and reteach deficient standards.

**Plan to Monitor Progress Toward G6.** 8

Lesson plans, formative assessment data, common assessment data, including disaggregated data from students who attend STEM and Promise Time programs.

**Person Responsible**

Susan Manche

**Schedule**

Monthly, from 8/31/2015 to 6/3/2016

**Evidence of Completion**

PLC Minutes, SBLT Minutes, Data Chat notes



**G7.** Increase percentage of students performing proficiently in reading to 70% as measured by SAT 10, ELA Modules, and the LAFS assessment. 1a

G060172

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	
AMO Math - All Students	

**Resources Available to Support the Goal** 2

- Title I Hourly Teachers
- Reading Intervention Teachers
- I Station
- Jan Richardson Guided Reading
- Instructional Coach
- ESOL Teachers
- VE Teachers
- Intervention Materials
- Data Specialist
- Professional Development
- Technology
- Library Media Specialist
- Cross Curricular Materials
- Promise Time

**Targeted Barriers to Achieving the Goal** 3

- Insufficient explicit writing instruction
- Assessment data is not being used to drive instruction
- Fidelity of standards based instruction that includes academic vocabulary and small group instruction that is differentiated to meet the needs of learners.

**Plan to Monitor Progress Toward G7.** 8

ELA data, Running Records, Monthly Progress Monitoring on the standards, Journals entries and rubric scores

**Person Responsible**

Renee Kelly

**Schedule**

Monthly, from 9/7/2015 to 6/2/2016

**Evidence of Completion**


SBLT and PLC Minutes as well as Data Chat forms

## Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key


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

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** Achieve Bronze Level recognition with the Alliance for a Healthier Generation. **1**

 G064719

**G1.B1** Staff is not aware of the requirements to reach bronze or silver level. **2**

 B166807

**G1.B1.S1** Create a Healthy School Team **4**

 S178329

### Strategy Rationale

The team will gain professional knowledge and become the champions of what needs to happen to propel us to Bronze level.

### Action Step 1 **5**

Create a Healthy Schools Team

**Person Responsible**

**Schedule**

**Evidence of Completion**

**G2.** Increase the percentage of African American students scoring proficiently in Reading, Math, and Science as measured by the LAFS, MAFS, and Science FCAT 2.0. **1**

G060167

**G2.B1** Process of identifying students falling under the EWS indicators **2**

B153369

**G2.B1.S1** Assign a Check in Check Out partner to students who are considered Tier 3 according to our EWS system. **4**

S165104

### Strategy Rationale

Students are identified as needing more support as measured by our EWS data.

### Action Step 1 **5**

Assign each African American student who scored at a Level 1, in the lowest quintile (3rd Graders), or in the lowest level on SAT 10, a Check In Check Out partner to meet with the student and build a relationship.

#### Person Responsible

Michelle Morehouse

#### Schedule

Daily, from 8/31/2015 to 6/7/2016

#### Evidence of Completion

Each staff member will have a spreadsheet with the dates and initials from them and the student that they met on the date indicated.

### Plan to Monitor Fidelity of Implementation of G2.B1.S1 **6**

Check In and Check Out data will be reviewed bi-weekly at the Student Services Meeting.

#### Person Responsible

Michelle Morehouse

#### Schedule

Biweekly, from 9/8/2015 to 5/31/2016

#### Evidence of Completion

Minutes from the Student Services Meeting will show evidence that the data was reviewed and discussed and if the strategy is effective.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

Behavior and attendance data will be monitored to see if the Check In Check Out Strategy is effective.

**Person Responsible**

Ryan Thompson

**Schedule**

Biweekly, from 9/8/2015 to 6/7/2016


**Evidence of Completion**

Attendance and behavior data will be collected and will be reflected in the Student Services Minutes.

**G2.B2** School culture does not include culturally responsive practices. 2

 B164782

**G2.B2.S1** Present Family Trainings and Programs at locations within our community. 4

 S176336

**Strategy Rationale**

To increase attendance of programs and feelings of belonging to our school community.

**Action Step 1** 5

We will provide Family involvement activities at a community setting.

**Person Responsible**

Tabitha Griffin

**Schedule**

**Evidence of Completion**

Flyers, agendas, sign in logs

**Plan to Monitor Fidelity of Implementation of G2.B2.S1** 6

Committees will follow schedule and implement planned activities.

**Person Responsible**

Tabitha Griffin

**Schedule**

***Evidence of Completion***

Agendas and parent sign in logs.

**Plan to Monitor Effectiveness of Implementation of G2.B2.S1** 7

Surveys will be administered with parents after each event.


**Person Responsible**

**Schedule**

***Evidence of Completion***

Sign in logs and survey results.

**G2.B2.S3** Provide PD to staff on culturally responsive instructional practices and implement in classroom instruction and extended learning programs. 4

 S176343

### Strategy Rationale

To connect teaching and curriculum to the experiences, values, knowledge, and needs of African American students.

### Action Step 1 5

Professional Development will be provided on Culturally Responsive Teaching Practices, including CARE Strategies.

#### Person Responsible

Ryan Thompson

#### Schedule

Every 6 Weeks, from 9/8/2015 to 6/3/2016

#### Evidence of Completion

Sign in logs, True North Assessment, Meeting Agendas

### Action Step 2 5

Incorporate culturally responsive teaching practices and CARE Strategies within classroom and extended learning instruction.

#### Person Responsible

Susan Manche

#### Schedule

Every 6 Weeks, from 10/26/2015 to 6/3/2016

#### Evidence of Completion

Walkthroughs, lesson plans

**Plan to Monitor Fidelity of Implementation of G2.B2.S3** 6

Walkthroughs, exit slips

**Person Responsible**

Susan Manche

**Schedule**

Weekly, from 10/26/2015 to 6/3/2016

**Evidence of Completion**

iObservation data, lesson plans

**Plan to Monitor Effectiveness of Implementation of G2.B2.S3** 7

Compare the academic and behavior data proficiency of African American students with non African American students.

**Person Responsible**

Susan Manche

**Schedule**

Monthly, from 9/8/2015 to 6/3/2016

**Evidence of Completion**

Student Services Team, SBLT, PLC's and Leadership Team will monitor running records, Common Assessments, and OPM data, as well as report card grades.

**G3.** Decrease the ratio of boys receiving referrals compared to girls by number of discipline referrals by 20% from 190 male referrals to 162 males receiving referrals by June of 2016. 1

G060168

**G3.B1** Fidelity of teaching behavior expectations, including the classroom expectations, are aligned to the school wide expectations, and completed with fidelity. 2

B153370

**G3.B1.S1** A systematic PBS process will be implemented, shared, and revisited throughout the year by the following means: committee meetings, PLCs', SBLT, classroom, cafeteria, morning meetings, etc. 4

S165105

### Strategy Rationale

To ensure that all staff members and students know, understand, and adhere to the PBS expectations with fidelity.

### Action Step 1 5

Belleair PBS Team, with all stakeholders, will implement, share, and revisit the systematic PBS Plan and expectations throughout the school year.

#### Person Responsible

Ryan Thompson

#### Schedule

Daily, from 9/3/2015 to 6/2/2016

#### Evidence of Completion

PBS Folder, Curriculum Minutes and Agendas, PLC's notes, Walkthroughs, lesson plans, number of referrals and communication forms, fidelity checks for morning meetings, classrooms behavior system clearly defined and visible, participation in PBS Celebration and PAW Mart, and PURR, and Positive Calls from Administrative Staff.

### Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Frequent Walkthroughs to review the implementation of the PBS plan, review walkthrough data

#### Person Responsible

Ryan Thompson

#### Schedule

Weekly, from 8/24/2015 to 6/3/2016

#### Evidence of Completion

Behavior Grade book, Walk through data



**Plan to Monitor Effectiveness of Implementation of G3.B1.S1** 7

Administrators and PBS Team will review school wide expectations, implementation, and behavior data for effectiveness of implementation.

**Person Responsible**

Ryan Thompson

**Schedule**

Monthly, from 9/3/2015 to 6/2/2016


**Evidence of Completion**

PBS Committee Meeting Minutes, Behavior Data, School wide behavior plan

**G3.B4 School culture and climate that may not embrace cultural sensitivity and trauma.** 2

 B153373

**G3.B4.S1** To provide professional development regarding cultural sensitivity, gender differences (strategies), and the trauma that differing students may experience. 4

 S165106

**Strategy Rationale**

To increase awareness amongst staff members regarding the differing needs of our student population.

**Action Step 1** 5

The PBS Team will provide professional development relating to school culture and climate, cultural sensitivity, and trauma.

**Person Responsible**

Ryan Thompson

**Schedule**

On 6/2/2016

**Evidence of Completion**

Sign-In Sheets for professional development. PLC notes, lesson plans, and survey results.

**Action Step 2** 5

Teachers will receive professional development on gender based teaching.

**Person Responsible**

Tabitha Griffin

**Schedule**

Monthly, from 10/19/2015 to 11/20/2015

***Evidence of Completion***

Agendas

**Plan to Monitor Fidelity of Implementation of G3.B4.S1** 6

Walkthroughs will be conducted to observe the strategies in practice.

**Person Responsible**

Ryan Thompson

**Schedule**

Monthly, from 10/19/2015 to 6/2/2016

***Evidence of Completion***

Calendar for scheduled professional development and Sign-In Sheets for trainings

**Plan to Monitor Effectiveness of Implementation of G3.B4.S1** 7

PBS Team will monitor for effectiveness through a pre and post survey regarding school culture and climate, cultural awareness, and trauma during the professional development workshops.

**Person Responsible**

Ryan Thompson

**Schedule**

Monthly, from 9/10/2015 to 5/26/2016

***Evidence of Completion***

Sign-In Sheets for professional development workshops and PBS Committee Meetings.

**Plan to Monitor Effectiveness of Implementation of G3.B4.S1** 7

Walkthroughs will be conducted with feedback from teachers, data chats will be held to discuss the effectiveness of the strategies

**Person Responsible**

Tabitha Griffin


**Schedule**

Weekly, from 10/26/2015 to 5/27/2016


**Evidence of Completion**

Walkthrough feedback, data chat meeting notes, SBLT/PLC Minutes

**G3.B5** Students are not receiving enough physical activity to boost their academic performance and behavior. 2

 B164520

**G3.B5.S1** Implement recess to increase physical activity beyond the required 150 minutes. 4

 S176031

**Strategy Rationale**

Increased physical activity boosts academic performance and decreases behavioral issues.

**Action Step 1** 5

Specials team will lead a focus group on how to implement recess for students as part of lunch time.

**Person Responsible**

**Schedule**

Weekly, from 8/20/2015 to 9/4/2015

**Evidence of Completion**

Completed plan, schedule for implementation, and minutes from the focus group.

**Plan to Monitor Fidelity of Implementation of G3.B5.S1** 6

Fidelity walkthroughs and completed schedules

**Person Responsible**

Ryan Thompson

**Schedule**

Weekly, from 9/14/2015 to 6/3/2016

***Evidence of Completion***

Fidelity walkthrough form

**Plan to Monitor Effectiveness of Implementation of G3.B5.S1** 7

Review referral data at Student Services Meetings and SBLT

**Person Responsible**

Ryan Thompson

**Schedule**

Monthly, from 9/28/2015 to 5/23/2016

***Evidence of Completion***

Meeting notes, referral data

**G4.** Decrease number of student absences to a total of 95% of school population (2014-2015 was 94.3%) and 5% or less of the student population tardy for the 2015- 2016 school year. 1

G060169

**G4.B1** Parental Involvement and support of attendance policies. 2

B153374

**G4.B1.S1** CST team will develop a plan to inform all stakeholders, especially parents, of the attendance policy in the form of Parent workshops, and provide positive incentives for their students' decrease in absences and/or tardies. 4

S165107

### Strategy Rationale

Parents and students will have a positive outlook regarding attendance and tardies and understand the impact of regular attendance on academic achievement.

### Action Step 1 5

The CST Team will develop a plan to inform and provide incentives to all stakeholders in order to decrease absences and/or tardies.

#### Person Responsible

Heather DeHaan

#### Schedule

Biweekly, from 8/27/2014 to 5/29/2015

#### Evidence of Completion

Attendance Records, CST Team Records, Parent Workshop sign-in sheets, Timely Tiger Program with incentives, Timely Tiger Monthly Meeting Agendas

### Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

The CST Team will provide data to all staff members regarding attendance, and strategies for increasing parent involvement.

#### Person Responsible

Heather DeHaan

#### Schedule

Biweekly, from 8/18/2014 to 5/29/2015

#### Evidence of Completion

Attendance Records, Contact Logs, Parent Sign-In Sheets, PLC's, SBLT Sign-In Logs

**Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7**

The CST team will graph and look at trends regarding attendance and parent participation.

**Person Responsible**

Heather DeHaan


**Schedule**

Monthly, from 8/22/2014 to 6/1/2015


**Evidence of Completion**

Attendance Graphs, Sign-In Sheets for PLC's, SBLT, and Parent Workshops.

**G5. Increase percentage of students performing proficiently in Science by 41%, as measured by the Science FCAT 2.0. 1**

 G060170

**G5.B1 Fidelity of differentiated standards based instruction to meet the needs of learners 2**

 B153376

**G5.B1.S1 Teachers attend professional development aligned to the standards and BEST Practices of the Elementary Science Curriculum. 4**

 S165108

**Strategy Rationale**

Teachers deeper Science content knowledge will support strong instruction.

**Action Step 1 5**

Teachers will attend grade level Science District Wide Training ,participate in the coaching model with the instructional coach and implement gained knowledge within classroom.

**Person Responsible**

Deborah Cascone

**Schedule**

Monthly, from 8/17/2015 to 6/3/2016

**Evidence of Completion**

Coaching Logs, Deliberate Practices, lesson plans, walkthroughs

### Action Step 2 5

Teachers will utilize the district provided grade level science modules to help guide in planning for and providing differentiated grade level standards based instruction. This will include the use of Science Learning Activity Guides (SLAGS,) scientific investigations and Science notebooks.

#### **Person Responsible**

Deborah Cascone

#### **Schedule**

Daily, from 8/24/2015 to 6/3/2016

#### **Evidence of Completion**

Lesson Plans, walkthroughs, Science Notebooks, student products

### Action Step 3 5

Science Instruction for grades 3-5 will be extended through the use of the Science Lab, Edible Garden, STEM Club and the Environmental Club.

#### **Person Responsible**

Deborah Cascone

#### **Schedule**

Daily, from 8/31/2015 to 6/3/2016

#### **Evidence of Completion**

Lesson Plans, Walkthroughs, student products

### Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Walkthrough classes and provide feedback to teachers, review lesson plans looking for alignment to the curriculum guide and Florida Standards.

#### **Person Responsible**

Susan Manche

#### **Schedule**

Weekly, from 8/31/2015 to 6/3/2016

#### **Evidence of Completion**

IObservation data, Lesson Plans

**Plan to Monitor Effectiveness of Implementation of G5.B1.S1** 7

Walkthrough classes and provide feedback to teachers, review lesson plans looking for alignment to the curriculum guide and Florida Standards.

**Person Responsible**


Susan Manche

**Schedule**


***Evidence of Completion***

IObservation data/feedback to the teachers

**G5.B2** Assessment data is not being used to drive instruction 2

 B153377

**G5.B2.S1** Develop and implement a 5th grade benchmark review plan based on data from the 3rd/4th grade Review Diagnostic Assessment. 4

 S165109

**Strategy Rationale**

Students will learn Science standards that may have been missed in previous years.

**Action Step 1** 5

Teachers will develop and implement a 5th grade benchmark review plan based on data from the 3rd/4th grade Review Diagnostic Assessment.

**Person Responsible**

Deborah Cascone

**Schedule**

Weekly, from 9/8/2015 to 6/3/2016

***Evidence of Completion***

Data in Performance Matters, lessons, student products



**Plan to Monitor Fidelity of Implementation of G5.B2.S1** 6

Administrative Team will conduct walkthroughs using IObservation.

**Person Responsible**

Tabitha Griffin

**Schedule**

Biweekly, from 8/24/2015 to 6/3/2016

***Evidence of Completion***

Informal walkthroughs completed at least 3 times per year for all staff members.

**Plan to Monitor Effectiveness of Implementation of G5.B2.S1** 7

Administrative Team will conduct walkthroughs using IObservation

**Person Responsible**

Tabitha Griffin

**Schedule**

Biweekly, from 8/24/2015 to 6/3/2016

***Evidence of Completion***

IObservation data

**G6.** Goal #1: Increase percentage of students performing proficiently in Math to 70%, as measured by the District Math Common Assessment and the MAFS. 1

G060171

**G6.B1** Lack of fidelity of rigorous, student centered, standards based instruction to meet the individual needs of learners 2

B153378

**G6.B1.S1** Participate in and implement district and school wide Math Professional Development on Number Talks and Hot Talks Cool Moves throughout the year. 4

S165110

### Strategy Rationale

Once teachers have received appropriate training in Number Talks and Hot Talks Cool Moves, they will be able to increase the level of rigorous, student centered math instruction.

### Action Step 1 5

Utilize Number Talks, Hot Talks Cool Moves along with Mathematical Best Practices, grade level curriculum guide and content guide while collaboratively planning daily lessons.

#### Person Responsible

Susan Manche

#### Schedule

Weekly, from 8/24/2015 to 6/3/2016

#### Evidence of Completion

Lesson Plans, Coaches Logs, PD list

### Action Step 2 5

Teachers will increase the use of rigorous, student centered math instruction (less teacher talk , more productive struggle).

#### Person Responsible

Tabitha Griffin

#### Schedule

Weekly, from 9/8/2015 to 6/3/2016

#### Evidence of Completion

ST Math Data, Lesson Plans, Walkthrough notes

**Plan to Monitor Fidelity of Implementation of G6.B1.S1** 6

Review lesson plans and compare with the Curriculum Guide for alignment when walking through classes.

**Person Responsible**

Tabitha Griffin

**Schedule**

Weekly, from 8/24/2015 to 6/3/2016

***Evidence of Completion***

Walkthrough data will be collected using IObservation, lesson plans will be reviewed, True North PD spreadsheet

**Plan to Monitor Effectiveness of Implementation of G6.B1.S1** 7

Review lesson plans and compare with the Curriculum Guide for alignment when walking through classes. Participate in collaborative planning sessions.

**Person Responsible**

Tabitha Griffin


**Schedule**

Monthly, from 8/31/2015 to 6/3/2016

***Evidence of Completion***

Lesson plans, True North PD Data, and IObservation data

**G6.B1.S2** Use ST Math with fidelity, including keeping up with the suggested pacing schedule (75% completion by March/April), proper teacher supervision and interaction. 4

 S165111

### Strategy Rationale

Research based strategy that has proven results for increase in Math Proficiency when at least 75% of the program is completed by state testing time.

### Action Step 1 5

Teachers will use ST Math K-1 60 minutes a week and 90 minutes a week with 2nd- 5th grades with at least 75% completion by April 2016.

#### Person Responsible

Jennifer Maas

#### Schedule

Weekly, from 9/8/2015 to 6/3/2016

#### Evidence of Completion

Lesson plans, walkthrough data, and ST Math completion data.

### Plan to Monitor Fidelity of Implementation of G6.B1.S2 6

ST Math Data (percent completed) will be reviewed weekly and shared with staff.

#### Person Responsible

Renee Kelly

#### Schedule

Weekly, from 9/8/2015 to 6/3/2016

#### Evidence of Completion

ST Math Rate of completion data, walkthrough data

**Plan to Monitor Effectiveness of Implementation of G6.B1.S2** 7

Leadership Team will walk through during ST Math Time and monitor the fidelity of usage and instruction.

**Person Responsible**

Susan Manche


**Schedule**

Weekly, from 9/8/2015 to 6/3/2016

**Evidence of Completion**

Walkthrough data via IObservation will be collected and sent to teachers.

**G6.B2** Assessment data is not being used to drive instruction and reteach deficient standards. 2

 B153379

**G6.B2.S1** Teachers use data to differentiate and scaffold instruction to increase student proficiency. 4

 S165112

**Strategy Rationale**

Through the use of data to drive instruction students differentiated needs will be met.

**Action Step 1** 5

Teachers will be trained on and utilize MFAS (Mathematics Formative Assessment System) to formatively assess students and use this data for differentiated instruction.

**Person Responsible**

Susan Manche

**Schedule**

Biweekly, from 9/7/2015 to 6/3/2016

**Evidence of Completion**

Lesson plans, student work, walkthroughs

## Action Step 2 5

Teachers provide students opportunities to work with, discuss (ie. Talk Moves) and respond in journals to rigorous math word problems. Scales and rubrics are used for teachers to respond to student work and data use for intervention.

### **Person Responsible**

Susan Manche

### **Schedule**

Weekly, from 8/24/2015 to 6/3/2016

### **Evidence of Completion**

PLC notes, journals, walkthroughs , lesson plans, scales and rubrics

## Plan to Monitor Fidelity of Implementation of G6.B2.S1 6

Monthly Data Chats

### **Person Responsible**

Renee Kelly

### **Schedule**

Monthly, from 9/3/2015 to 5/26/2016

### **Evidence of Completion**

Common Assessment Data, ST Math Data, MFAS Data

## Plan to Monitor Effectiveness of Implementation of G6.B2.S1 7

Review data and discuss the implications and make changes as needed.

### **Person Responsible**

Susan Manche

### **Schedule**

Monthly, from 8/31/2015 to 5/30/2016

### **Evidence of Completion**

PLC Notes, SBLT Minutes,

**G7.** Increase percentage of students performing proficiently in reading to 70% as measured by SAT 10, ELA Modules, and the LAFS assessment. **1**

G060172

**G7.B2** Insufficient explicit writing instruction **2**

B153381

**G7.B2.S1** Teachers explicitly teach writing instruction within the Language Arts block. **4**

S165114

### Strategy Rationale

The purpose of this is to ensure that the instruction is matching the needs of the student and the standards.

### Action Step 1 **5**

Teachers will receive Professional Development and follow up support on explicit writing instruction that is aligned to state standards.

#### Person Responsible

Tabitha Griffin

#### Schedule

Monthly, from 8/24/2015 to 6/3/2016

#### Evidence of Completion

Records of completion of Component points on writing PD and walk through data showing evidence of writing instruction and implication of PD in students' writing..

### Action Step 2 **5**

During the Language Arts Block students will routinely be given explicit writing instruction, time to write and instruction on writing rubrics to utilize in individual scoring and dual scoring of papers.

#### Person Responsible

Susan Manche

#### Schedule

Daily, from 8/24/2015 to 9/3/2016

#### Evidence of Completion

Lesson Plans, walk through data, anchor papers, student papers

**Plan to Monitor Fidelity of Implementation of G7.B2.S1** 6

Walkthrough classes with lesson plans and curriculum guide and monitor for fidelity of implementation.

**Person Responsible**

Tabitha Griffin

**Schedule**

Weekly, from 8/24/2015 to 6/3/2016

***Evidence of Completion***

IObservation data

**Plan to Monitor Effectiveness of Implementation of G7.B2.S1** 7

Walkthroughs, coaching support as needed,

**Person Responsible**

Tabitha Griffin

**Schedule**


Weekly, from 8/24/2015 to 6/3/2016

***Evidence of Completion***


IObservation



**G7.B3** Assessment data is not being used to drive instruction **2**

 B153382

**G7.B3.S1** Teachers regularly assess both formally and informally and utilize data to modify and adjust instruction.. **4**

 S165115

**Strategy Rationale**

The purpose of this is to ensure that the instruction is matching the needs of the student.

**Action Step 1** **5**

Teachers meet in PLC's to conduct data chats regularly to review student responses to tasks and plan for instruction based on data.

**Person Responsible**

Renee Kelly

**Schedule**

Monthly, from 8/12/2014 to 5/28/2015

**Evidence of Completion**

PLC Notes, Data forms, Journals, Lesson plans, progress monitoring data

**Action Step 2** **5**

Teachers utilize scales and rubrics aligned to learning goals to assist in conducting data chats with students and support students with goal setting based on data.

**Person Responsible**

Renee Kelly

**Schedule**

Monthly, from 8/26/2014 to 5/28/2015

**Evidence of Completion**

PLC Notes, Data forms, Student and Teacher Data Folders

**Plan to Monitor Fidelity of Implementation of G7.B3.S1** 6

Administrators will review student data folders during routine walkthroughs

**Person Responsible**

Tabitha Griffin

**Schedule**

Monthly, from 9/15/2014 to 5/21/2015

***Evidence of Completion***

Meeting notes, Walk-through feedback, and Student Data Folders

**Plan to Monitor Effectiveness of Implementation of G7.B3.S1** 7

Review student data folders for evidence of effective use

**Person Responsible**

Tabitha Griffin


**Schedule**

Monthly, from 9/15/2014 to 5/21/2015

***Evidence of Completion***


Administrative walk-through forms and student data folders

**G7.B5** Fidelity of standards based instruction that includes academic vocabulary and small group instruction that is differentiated to meet the needs of learners. 2

 B153384

**G7.B5.S1** Teachers use data to differentiate and scaffold instruction to increase student performance.

4

 S165116

### Strategy Rationale

The purpose is to ensure that instruction matches the specific needs of all of our students as shown by the data.

### Action Step 1 5

Teachers utilize Jan Richardson's Guided Routine (as well as other small group methods) to meet the unique needs of their students.

#### Person Responsible

Renee Kelly

#### Schedule

Daily, from 8/31/2015 to 6/3/2016

#### Evidence of Completion

Lesson plans and walkthroughs

### Action Step 2 5

Teachers use a variety of modalities (visual, auditory, kinesthetic, i.e. SIOP Strategies) when presenting concepts, vocabulary (including academic and content specific) and instruction to engage students and meet their varied needs.

#### Person Responsible

Renee Kelly

#### Schedule

Daily, from 8/13/2014 to 6/3/2015

#### Evidence of Completion

lesson plans, walkthroughs, student products, word walls,

### Action Step 3 **5**

Teachers will provide daily opportunities for students to write in their journals using a rubric to guide their revisions and editing.

#### **Person Responsible**

Renee Kelly

#### **Schedule**

Weekly, from 8/26/2015 to 6/3/2016

#### **Evidence of Completion**

Journals, Teacher Feedback aligned to standards and rubric

### Plan to Monitor Fidelity of Implementation of G7.B5.S1 **6**

Teachers will bring student work samples to PLC's to analyze and dual score products for fidelity.

#### **Person Responsible**

Renee Kelly

#### **Schedule**

Every 2 Months, from 9/15/2015 to 6/28/2016

#### **Evidence of Completion**

PLC Notes will be collected and reviewed to monitor the level of proficiency of student writing and the quality of discussions.

### Plan to Monitor Effectiveness of Implementation of G7.B5.S1 **7**

Writing samples will be scored and graphed to monitor student growth.

#### **Person Responsible**

Renee Kelly

#### **Schedule**

Every 6 Weeks, from 9/9/2015 to 6/2/2016

#### **Evidence of Completion**

ELA Writing data

## Appendix 1: Implementation Timeline

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

**Pinellas - 0371 - Belleair Elementary School - 2015-16 SIP**  
*Belleair Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A1	Assign each African American student who scored at a Level 1, in the lowest quintile (3rd Graders), or in the lowest level on SAT 10, a Check In Check Out partner to meet with the student and build a relationship.	Morehouse, Michelle	8/31/2015	Each staff member will have a spreadsheet with the dates and initials from them and the student that they met on the date indicated.	6/7/2016 daily
G3.B1.S1.A1	Belleair PBS Team, with all stakeholders, will implement, share, and revisit the systematic PBS Plan and expectations throughout the school year.	Thompson, Ryan	9/3/2015	PBS Folder, Curriculum Minutes and Agendas, PLC's notes, Walkthroughs, lesson plans, number of referrals and communication forms, fidelity checks for morning meetings, classrooms behavior system clearly defined and visible, participation in PBS Celebration and PAW Mart, and PURR, and Positive Calls from Administrative Staff.	6/2/2016 daily
G3.B4.S1.A1	The PBS Team will provide professional development relating to school culture and climate, cultural sensitivity, and trauma.	Thompson, Ryan	9/10/2015	Sign-In Sheets for professional development. PLC notes, lesson plans, and survey results.	6/2/2016 one-time
G4.B1.S1.A1	The CST Team will develop a plan to inform and provide incentives to all stakeholders in order to decrease absences and/or tardies.	DeHaan, Heather	8/27/2014	Attendance Records, CST Team Records, Parent Workshop sign-in sheets, Timely Tiger Program with incentives, Timely Tiger Monthly Meeting Agendas	5/29/2015 biweekly
G5.B1.S1.A1	Teachers will attend grade level Science District Wide Training ,participate in the coaching model with the instructional coach and implement gained knowledge within classroom.	Cascone, Deborah	8/17/2015	Coaching Logs, Deliberate Practices, lesson plans, walkthroughs	6/3/2016 monthly
G5.B2.S1.A1	Teachers will develop and implement a 5th grade benchmark review plan based on data from the 3rd/4th grade Review Diagnostic Assessment.	Cascone, Deborah	9/8/2015	Data in Performance Matters, lessons, student products	6/3/2016 weekly
G6.B1.S1.A1	Utilize Number Talks, Hot Talks Cool Moves along with Mathematical Best Practices, grade level curriculum guide and content guide while collaboratively planning daily lessons.	Manche, Susan	8/24/2015	Lesson Plans, Coaches Logs, PD list	6/3/2016 weekly
G6.B1.S2.A1	Teachers will use ST Math K-1 60 minutes a week and 90 minutes a week with 2nd- 5th grades with at least 75% completion by April 2016.	Maas, Jennifer	9/8/2015	Lesson plans, walkthrough data, and ST Math completion data.	6/3/2016 weekly
G6.B2.S1.A1	Teachers will be trained on and utilize MFAS (Mathematics Formative Assessment System) to formatively assess students and use this data for differentiated instruction.	Manche, Susan	9/7/2015	Lesson plans, student work, walkthroughs	6/3/2016 biweekly
G7.B2.S1.A1	Teachers will receive Professional Development and follow up support on explicit writing instruction that is aligned to state standards.	Griffin, Tabitha	8/24/2015	Records of completion of Component points on writing PD and walk through data showing evidence of writing instruction and implication of PD in students' writing..	6/3/2016 monthly
G7.B3.S1.A1	Teachers meet in PLC's to conduct data chats regularly to review student responses to tasks and plan for instruction based on data.	Kelly, Renee	8/12/2014	PLC Notes, Data forms, Journals, Lesson plans, progress monitoring data	5/28/2015 monthly
G7.B5.S1.A1	Teachers utilize Jan Richardson's Guided Routine (as well as other small group methods) to meet the unique needs of their students.	Kelly, Renee	8/31/2015	Lesson plans and walkthroughs	6/3/2016 daily

**Pinellas - 0371 - Belleair Elementary School - 2015-16 SIP**  
*Belleair Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B5.S1.A1	Specials team will lead a focus group on how to implement recess for students as part of lunch time.		8/20/2015	Completed plan, schedule for implementation, and minutes from the focus group.	9/4/2015 weekly
G2.B2.S1.A1	We will provide Family involvement activities at a community setting.	Griffin, Tabitha	10/1/2015	Flyers, agendas, sign in logs	one-time
G2.B2.S3.A1	Professional Development will be provided on Culturally Responsive Teaching Practices, including CARE Strategies.	Thompson, Ryan	9/8/2015	Sign in logs, True North Assessment, Meeting Agendas	6/3/2016 every-6-weeks
G1.B1.S1.A1	Create a Healthy Schools Team			one-time	
G5.B1.S1.A2	Teachers will utilize the district provided grade level science modules to help guide in planning for and providing differentiated grade level standards based instruction. This will include the use of Science Learning Activity Guides (SLAGS,) scientific investigations and Science notebooks.	Cascone, Deborah	8/24/2015	Lesson Plans, walkthroughs, Science Notebooks, student products	6/3/2016 daily
G6.B1.S1.A2	Teachers will increase the use of rigorous, student centered math instruction (less teacher talk , more productive struggle).	Griffin, Tabitha	9/8/2015	ST Math Data, Lesson Plans, Walkthrough notes	6/3/2016 weekly
G6.B2.S1.A2	Teachers provide students opportunities to work with, discuss (ie.Talk Moves)and respond in journals to rigorous math word problems. Scales and rubrics are used for teachers to respond to student work and data use for intervention.	Manche, Susan	8/24/2015	PLC notes, journals, walkthroughs , lesson plans, scales and rubrics	6/3/2016 weekly
G7.B2.S1.A2	During the Language Arts Block students will routinely be given explicit writing instruction, time to write and instruction on writing rubrics to utilize in individual scoring and dual scoring of papers.	Manche, Susan	8/24/2015	Lesson Plans, walk through data, anchor papers, student papers	9/3/2016 daily
G7.B3.S1.A2	Teachers utilize scales and rubrics aligned to learning goals to assist in conducting data chats with students and support students with goal setting based on data.	Kelly, Renee	8/26/2014	PLC Notes, Data forms, Student and Teacher Data Folders	5/28/2015 monthly
G7.B5.S1.A2	Teachers use a variety of modalities (visual, auditory, kinesthetic, i.e. SIOP Strategies) when presenting concepts, vocabulary (including academic and content specific) and instruction to engage students and meet their varied needs.	Kelly, Renee	8/13/2014	lesson plans, walkthroughs, student products, word walls,	6/3/2015 daily
G2.B2.S3.A2	Incorporate culturally responsive teaching practices and CARE Strategies within classroom and extended learning instruction.	Manche, Susan	10/26/2015	Walkthroughs, lesson plans	6/3/2016 every-6-weeks
G3.B4.S1.A2	Teachers will receive professional development on gender based teaching.	Griffin, Tabitha	10/19/2015	Agendas	11/20/2015 monthly
G5.B1.S1.A3	Science Instruction for grades 3-5 will be extended through the use of the Science Lab, Edible Garden, STEM Club and the Environmental Club.	Cascone, Deborah	8/31/2015	Lesson Plans, Walkthroughs, student products	6/3/2016 daily
G7.B5.S1.A3	Teachers will provide daily opportunities for students to write in their journals using a rubric to guide their revisions and editing.	Kelly, Renee	8/26/2015	Journals, Teacher Feedback aligned to standards and rubric	6/3/2016 weekly

**Pinellas - 0371 - Belleair Elementary School - 2015-16 SIP**  
*Belleair Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.MA1	Attendance, Behavior, and Report Card Grades will be reviewed and monitored throughout the year to determine progress toward the goal.	Thompson, Ryan	10/16/2015	The spreadsheet of attendance, behavior, and report card grades will be disaggregated to show that monitoring is happening.	6/3/2016 quarterly
G2.B1.S1.MA1	Behavior and attendance data will be monitored to see if the Check In Check Out Strategy is effective.	Thompson, Ryan	9/8/2015	Attendance and behavior data will be collected and will be reflected in the Student Services Minutes.	6/7/2016 biweekly
G2.B1.S1.MA1	Check In and Check Out data will be reviewed bi-weekly at the Student Services Meeting.	Morehouse, Michelle	9/8/2015	Minutes from the Student Services Meeting will show evidence that the data was reviewed and discussed and if the strategy is effective.	5/31/2016 biweekly
G2.B2.S1.MA1	Surveys will be administered with parents after each event.		Sign in logs and survey results.	one-time	
G2.B2.S1.MA1	Committees will follow schedule and implement planned activities.	Griffin, Tabitha	9/1/2015	Agendas and parent sign in logs.	semiannually
G2.B2.S3.MA1	Compare the academic and behavior data proficiency of African American students with non African American students.	Manche, Susan	9/8/2015	Student Services Team, SBLT, PLC's and Leadership Team will monitor running records, Common Assessments, and OPM data, as well as report card grades.	6/3/2016 monthly
G2.B2.S3.MA1	Walkthroughs, exit slips	Manche, Susan	10/26/2015	iObservation data, lesson plans	6/3/2016 weekly
G3.MA1	The PBS Team will monitor the progress of goal through monthly PBS, SBLT, and Student Service Committee meetings and the agendas	Thompson, Ryan	9/10/2015	Agendas for PBS Committee Meetings, SBLT, and Student Service Meetings.	6/2/2016 monthly
G3.B1.S1.MA1	Administrators and PBS Team will review school wide expectations, implementation, and behavior data for effectiveness of implementation.	Thompson, Ryan	9/3/2015	PBS Committee Meeting Minutes, Behavior Data, School wide behavior plan	6/2/2016 monthly
G3.B1.S1.MA1	Frequent Walkthroughs to review the implementation of the PBS plan, review walkthrough data	Thompson, Ryan	8/24/2015	Behavior Grade book, Walk through data	6/3/2016 weekly
G3.B4.S1.MA1	PBS Team will monitor for effectiveness through a pre and post survey regarding school culture and climate, cultural awareness, and trauma during the professional development workshops.	Thompson, Ryan	9/10/2015	Sign-In Sheets for professional development workshops and PBS Committee Meetings.	5/26/2016 monthly
G3.B4.S1.MA3	Walkthroughs will be conducted with feedback from teachers, data chats will be held to discuss the effectiveness of the strategies	Griffin, Tabitha	10/26/2015	Walkthrough feedback, data chat meeting notes, SBLT/PLC Minutes	5/27/2016 weekly
G3.B4.S1.MA1	Walkthroughs will be conducted to observe the strategies in practice.	Thompson, Ryan	10/19/2015	Calendar for scheduled professional development and Sign-In Sheets for trainings	6/2/2016 monthly
G3.B5.S1.MA1	Review referral data at Student Services Meetings and SBLT	Thompson, Ryan	9/28/2015	Meeting notes, referral data	5/23/2016 monthly
G3.B5.S1.MA1	Fidelity walkthroughs and completed schedules	Thompson, Ryan	9/14/2015	Fidelity walkthrough form	6/3/2016 weekly
G4.MA1	The CST Team will graph the data and analyze the trends regarding attendance and parental involvement.	DeHaan, Heather	8/29/2014	Attendance Records, Sign-in Sheets for PLC's, SBLT, and Parent Workshops.	5/29/2015 monthly
G4.B1.S1.MA1	The CST team will graph and look at trends regarding attendance and parent participation.	DeHaan, Heather	8/22/2014	Attendance Graphs, Sign-In Sheets for PLC's, SBLT, and Parent Workshops.	6/1/2015 monthly
G4.B1.S1.MA1	The CST Team will provide data to all staff members regarding attendance, and strategies for increasing parent involvement.	DeHaan, Heather	8/18/2014	Attendance Records, Contact Logs, Parent Sign-In Sheets, PLC's, SBLT Sign-In Logs	5/29/2015 biweekly



**Pinellas - 0371 - Belleair Elementary School - 2015-16 SIP**  
*Belleair Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G5.MA1	The administrative team will review IObservation data as well as performance data in Science.	Griffin, Tabitha	8/31/2015	IObservation data, common assessment results, formative and informative assessments.	6/3/2016 biweekly
G5.B1.S1.MA1	Walkthrough classes and provide feedback to teachers, review lesson plans looking for alignment to the curriculum guide and Florida Standards.	Manche, Susan	6/3/2016	IObservation data/feedback to the teachers	one-time
G5.B1.S1.MA1	Walkthrough classes and provide feedback to teachers, review lesson plans looking for alignment to the curriculum guide and Florida Standards.	Manche, Susan	8/31/2015	IObservation data, Lesson Plans	6/3/2016 weekly
G5.B2.S1.MA1	Administrative Team will conduct walkthroughs using IObservation	Griffin, Tabitha	8/24/2015	IObservation data	6/3/2016 biweekly
G5.B2.S1.MA1	Administrative Team will conduct walkthroughs using IObservation.	Griffin, Tabitha	8/24/2015	Informal walkthroughs completed at least 3 times per year for all staff members.	6/3/2016 biweekly
G6.MA1	Lesson plans, formative assessment data, common assessment data, including disaggregated data from students who attend STEM and Promise Time programs.	Manche, Susan	8/31/2015	PLC Minutes, SBLT Minutes, Data Chat notes	6/3/2016 monthly
G6.B1.S1.MA1	Review lesson plans and compare with the Curriculum Guide for alignment when walking through classes. Participate in collaborative planning sessions.	Griffin, Tabitha	8/31/2015	Lesson plans, True North PD Data, and IObservation data	6/3/2016 monthly
G6.B1.S1.MA1	Review lesson plans and compare with the Curriculum Guide for alignment when walking through classes.	Griffin, Tabitha	8/24/2015	Walkthrough data will be collected using IObservation, lesson plans will be reviewed, True North PD spreadsheet	6/3/2016 weekly
G6.B2.S1.MA1	Review data and discuss the implications and make changes as needed.	Manche, Susan	8/31/2015	PLC Notes, SBLT Minutes,	5/30/2016 monthly
G6.B2.S1.MA1	Monthly Data Chats	Kelly, Renee	9/3/2015	Common Assessment Data, ST Math Data, MFAS Data	5/26/2016 monthly
G6.B1.S2.MA1	Leadership Team will walk through during ST Math Time and monitor the fidelity of usage and instruction.	Manche, Susan	9/8/2015	Walkthrough data via IObservation will be collected and sent to teachers.	6/3/2016 weekly
G6.B1.S2.MA1	ST Math Data (percent completed) will be reviewed weekly and shared with staff.	Kelly, Renee	9/8/2015	ST Math Rate of completion data, walkthrough data	6/3/2016 weekly
G7.MA1	ELA data, Running Records, Monthly Progress Monitoring on the standards, Journals entries and rubric scores	Kelly, Renee	9/7/2015	SBLT and PLC Minutes as well as Data Chat forms	6/2/2016 monthly
G7.B2.S1.MA1	Walkthroughs, coaching support as needed,	Griffin, Tabitha	8/24/2015	IObservation	6/3/2016 weekly
G7.B2.S1.MA1	Walkthrough classes with lesson plans and curriculum guide and monitor for fidelity of implementation.	Griffin, Tabitha	8/24/2015	IObservation data	6/3/2016 weekly
G7.B3.S1.MA1	Review student data folders for evidence of effective use	Griffin, Tabitha	9/15/2014	Administrative walk-through forms and student data folders	5/21/2015 monthly
G7.B3.S1.MA1	Administrators will review student data folders during routine walkthroughs	Griffin, Tabitha	9/15/2014	Meeting notes, Walk-through feedback, and Student Data Folders	5/21/2015 monthly
G7.B5.S1.MA1	Writing samples will be scored and graphed to monitor student growth.	Kelly, Renee	9/9/2015	ELA Writing data	6/2/2016 every-6-weeks
G7.B5.S1.MA1	Teachers will bring student work samples to PLC's to analyze and dual score products for fidelity.	Kelly, Renee	9/15/2015	PLC Notes will be collected and reviewed to monitor the level of	6/28/2016 every-2-months



Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				proficiency of student writing and the quality of discussions.	

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G2.** Increase the percentage of African American students scoring proficiently in Reading, Math, and Science as measured by the LAFS, MAFS, and Science FCAT 2.0.

**G2.B2** School culture does not include culturally responsive practices.

**G2.B2.S3** Provide PD to staff on culturally responsive instructional practices and implement in classroom instruction and extended learning programs.

### PD Opportunity 1

Professional Development will be provided on Culturally Responsive Teaching Practices, including CARE Strategies.

#### Facilitator

Ryan Thompson, District Presenters

#### Participants

Instructional Staff

#### Schedule

Every 6 Weeks, from 9/8/2015 to 6/3/2016

**G3.** Decrease the ratio of boys receiving referrals compared to girls by number of discipline referrals by 20% from 190 male referrals to 162 males receiving referrals by June of 2016.

**G3.B1** Fidelity of teaching behavior expectations, including the classroom expectations, are aligned to the school wide expectations, and completed with fidelity.

**G3.B1.S1** A systematic PBS process will be implemented, shared, and revisited throughout the year by the following means: committee meetings, PLCs', SBLT, classroom, cafeteria, morning meetings, etc.

**PD Opportunity 1**

Belleair PBS Team, with all stakeholders, will implement, share, and revisit the systematic PBS Plan and expectations throughout the school year.

**Facilitator**

Ryan Thompson

**Participants**

All Stakeholders

**Schedule**

Daily, from 9/3/2015 to 6/2/2016

**G3.B4** School culture and climate that may not embrace cultural sensitivity and trauma.

**G3.B4.S1** To provide professional development regarding cultural sensitivity, gender differences (strategies), and the trauma that differing students may experience.

**PD Opportunity 1**

The PBS Team will provide professional development relating to school culture and climate, cultural sensitivity, and trauma.

**Facilitator**

Ryan Thompson

**Participants**

All Staff members

**Schedule**

On 6/2/2016

## PD Opportunity 2

Teachers will receive professional development on gender based teaching.

### Facilitator

Outside trainer from Stetson University

### Participants

Instructional and administrative staff

### Schedule

Monthly, from 10/19/2015 to 11/20/2015

**G4.** Decrease number of student absences to a total of 95% of school population (2014-2015 was 94.3%) and 5% or less of the student population tardy for the 2015- 2016 school year.

**G4.B1** Parental Involvement and support of attendance policies.

**G4.B1.S1** CST team will develop a plan to inform all stakeholders, especially parents, of the attendance policy in the form of Parent workshops, and provide positive incentives for their students' decrease in absences and/or tardies.

## PD Opportunity 1

The CST Team will develop a plan to inform and provide incentives to all stakeholders in order to decrease absences and/or tardies.

### Facilitator

DeHaan, Heather

### Participants

All Staff Members

### Schedule

Biweekly, from 8/27/2014 to 5/29/2015

**G5.** Increase percentage of students performing proficiently in Science by 41%, as measured by the Science FCAT 2.0.

**G5.B1** Fidelity of differentiated standards based instruction to meet the needs of learners

**G5.B1.S1** Teachers attend professional development aligned to the standards and BEST Practices of the Elementary Science Curriculum.

**PD Opportunity 1**

Teachers will attend grade level Science District Wide Training ,participate in the coaching model with the instructional coach and implement gained knowledge within classroom.

**Facilitator**

Debbie Cascone

**Participants**

Instructional Staff

**Schedule**

Monthly, from 8/17/2015 to 6/3/2016

**PD Opportunity 2**

Teachers will utilize the district provided grade level science modules to help guide in planning for and providing differentiated grade level standards based instruction. This will include the use of Science Learning Activity Guides (SLAGS,) scientific investigations and Science notebooks.

**Facilitator**

Debbie Cascone

**Participants**

Instructional Staff

**Schedule**

Daily, from 8/24/2015 to 6/3/2016

### PD Opportunity 3

Science Instruction for grades 3-5 will be extended through the use of the Science Lab, Edible Garden, STEM Club and the Environmental Club.

#### Facilitator

Debbie Cascone

#### Participants

Instructional Staff

#### Schedule

Daily, from 8/31/2015 to 6/3/2016

### G5.B2 Assessment data is not being used to drive instruction

**G5.B2.S1** Develop and implement a 5th grade benchmark review plan based on data from the 3rd/4th grade Review Diagnostic Assessment.

### PD Opportunity 1

Teachers will develop and implement a 5th grade benchmark review plan based on data from the 3rd/4th grade Review Diagnostic Assessment.

#### Facilitator

D. Cascone

#### Participants

Instructional Staff

#### Schedule

Weekly, from 9/8/2015 to 6/3/2016

**G6.** Goal #1: Increase percentage of students performing proficiently in Math to 70%, as measured by the District Math Common Assessment and the MAFS.

**G6.B1** Lack of fidelity of rigorous, student centered, standards based instruction to meet the individual needs of learners

**G6.B1.S1** Participate in and implement district and school wide Math Professional Development on Number Talks and Hot Talks Cool Moves throughout the year.

### **PD Opportunity 1**

Utilize Number Talks, Hot Talks Cool Moves along with Mathematical Best Practices, grade level curriculum guide and content guide while collaboratively planning daily lessons.

#### **Facilitator**

District Math Coach

#### **Participants**

Instructional Staff

#### **Schedule**

Weekly, from 8/24/2015 to 6/3/2016

### **PD Opportunity 2**

Teachers will increase the use of rigorous, student centered math instruction (less teacher talk , more productive struggle).

#### **Facilitator**

District Math Coach

#### **Participants**

Instructional Staff

#### **Schedule**

Weekly, from 9/8/2015 to 6/3/2016

**G6.B2** Assessment data is not being used to drive instruction and reteach deficient standards.

**G6.B2.S1** Teachers use data to differentiate and scaffold instruction to increase student proficiency.

**PD Opportunity 1**

Teachers will be trained on and utilize MFAS (Mathematics Formative Assessment System) to formatively assess students and use this data for differentiated instruction.

**Facilitator**

Susan Manche

**Participants**

Instructional Staff

**Schedule**

Biweekly, from 9/7/2015 to 6/3/2016

**G7.** Increase percentage of students performing proficiently in reading to 70% as measured by SAT 10, ELA Modules, and the LAFS assessment.

**G7.B2** Insufficient explicit writing instruction

**G7.B2.S1** Teachers explicitly teach writing instruction within the Language Arts block.

**PD Opportunity 1**

Teachers will receive Professional Development and follow up support on explicit writing instruction that is aligned to state standards.

**Facilitator**

District coaches.

**Participants**

Classroom instructors and support staff.

**Schedule**

Monthly, from 8/24/2015 to 6/3/2016



**G7.B3** Assessment data is not being used to drive instruction

**G7.B3.S1** Teachers regularly assess both formally and informally and utilize data to modify and adjust instruction..

**PD Opportunity 1**

Teachers meet in PLC's to conduct data chats regularly to review student responses to tasks and plan for instruction based on data.

**Facilitator**

Bob Pugh Teacher Mentors

**Participants**

All instructional staff

**Schedule**

Monthly, from 8/12/2014 to 5/28/2015

**PD Opportunity 2**

Teachers utilize scales and rubrics aligned to learning goals to assist in conducting data chats with students and support students with goal setting based on data.

**Facilitator**

Renee Kelly/Bob Pugh/Helen Lukavec/Adrienne DeLong

**Participants**

Teachers

**Schedule**

Monthly, from 8/26/2014 to 5/28/2015

**G7.B5** Fidelity of standards based instruction that includes academic vocabulary and small group instruction that is differentiated to meet the needs of learners.

**G7.B5.S1** Teachers use data to differentiate and scaffold instruction to increase student performance.

**PD Opportunity 1**

Teachers utilize Jan Richardson's Guided Routine (as well as other small group methods) to meet the unique needs of their students.

**Facilitator**

District Literacy Coach

**Participants**

Instructional and Support Staff who support students

**Schedule**

Daily, from 8/31/2015 to 6/3/2016

**PD Opportunity 2**

Teachers use a variety of modalities (visual, auditory, kinesthetic, i.e. SIOP Strategies) when presenting concepts, vocabulary (including academic and content specific) and instruction to engage students and meet their varied needs.

**Facilitator**

District Literacy Coach

**Participants**

Instructional staff

**Schedule**

Daily, from 8/13/2014 to 6/3/2015

**PD Opportunity 3**

Teachers will provide daily opportunities for students to write in their journals using a rubric to guide their revisions and editing.

**Facilitator**

District Literacy Coach

**Participants**

instructional staff

**Schedule**

Weekly, from 8/26/2015 to 6/3/2016

## Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*

## Budget