

Campbell Park Elementary School



2015-16 School Improvement Plan

Campbell Park Elementary School

1051 7TH AVE S, St Petersburg, FL 33705

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

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
76%

Alternative/ESE Center
No

Charter School
No

Minority
88%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	F	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
Priority	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Campbell Park Elementary is to create a supportive learning community which promotes highest student achievement by creating life long learners through the teaching of reading, writing, mathematics and science.

Provide the school's vision statement

100% student success!

School Environment

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

The school learns about student's cultures and builds relationships with teachers and students through morning meetings, weekly school wide positive behavior incentives, school wide clubs such as Girlfriends and STEP, and monthly family nights.

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

The school creates an environment where students feel safe and respected before, during and after school through home visits, parent phone calls home, a bully box, morning meetings and daily journaling of feelings.

School expectations are taught throughout the school day. They are modeled during the first ten days and repeated daily during morning announcements. Signs are posted throughout the school that reinforce our RAYS expectations and behavior goals.

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

Each week students are taught a different social skill through the announcements and given a chance to practice it during morning meeting. These pro social skills such as listening, following instructions, and accepting no are designed to teach student to make positive choices during instructional times. We use a school wide 1-5 point behavior system on a daily basis with students. Students start each day on level three and move up for making positive behavioral choices and down for make negative behavioral choices. At the end of each day the number earned by the student is put in their agenda book to take home to show parents. Teachers also enter these numbers into a spreadsheet that details the amount of each 1-5 given. These numbers are monitored with the goal of having a bell curve in each class with the amount of numbers given with three being the most and 1 and 5 being the least. To encourage students to earn 3-5's a grade level party is hosted each week for those students with a 3 or above average. These celebrations are for 30 minutes at designated times. Students who do not earn the party stay with one or two teachers from the same grade.

This year our school is also utilizing cool down corners in each classroom. The cool down corner is a designated place, different from timeout, that student are allowed to access when angry. This provides an outlet for our students to take a few minutes away from the source of their anger while

still being in class.

In all common areas are students are expected to follow specific CHAMPS expectations. Signs are posted around the school detailing these expectations and teachers hold all student accountable for meeting the expectations. Meeting these expectations helps create better environments out of the classroom and in turn makes for quicker transitions to instructional time.

Teachers will continue to receive professional development on behavioral skills and classroom management. They will also attend a two day PD prior to returning to school.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The Student Services team will be providing individual and small group counseling as well as mentoring to students identified through school data as needing extra support in social-emotional needs. All students will have access to a calm down corner in the classroom and morning meetings will be conducted daily. Any student needing further assistance will have access to a Student Services representative in crisis situations.

Early Warning Systems

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

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	0	0	0	0	0	0	
One or more suspensions	10	27	38	47	15	21	158
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	51	0	39	90

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

There are several interventions that in place at CPE: CST, SBLT & Behavior Committee
The child study team reviews all attendance with a focus on students who have habitual attendance problems. The AP, guidance counselor and the social work in collaboration to determine next steps with students that are experiencing difficulty coming to school.

The SBLT team looks at both academic and behavior data to determine areas of concern school wide. The team looks at grade and school wide trends. Interventions are discussed and implemented for those students where it is required.

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/57310>.

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

Our Family & Community Liaison reaches out to business within the community to build and foster partnerships. We currently have a school partnership with the United Way and the Tampa Bay Rays. We have also developed partnerships with some of the local churches in the community.

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
Ovalle, Robert	Principal
Hoffman, Chris	Assistant Principal
Hutton, Carol	Instructional Coach
Katz, Christy	Instructional Coach
Mullinax, Marianne	Instructional Coach

Duties

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

Robert Ovalle Principal
Hoffman Assistant Principal
Guidance Counselor- Reiss
Social Worker-Randy Richards
Psychologist-April Ponder
Marianne Mullinax-Primary Reading Coach
Christy Katz- Intermediate Reading Coach
Mellisa Sharp-Primary Math Coach
Dr. Carol Hutton- Intermediate Math coach
Dean Lawless- Behavior Coach

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

The MTSS will be responsible for managing and coordinating the efforts between all school teams as well as reviewing and revising core instruction at all grade levels. The academic coaches will work closely with our student services team to ensure that students are making academic and behavioral progress. The SBLT team will meet with each grade level monthly to discuss grade level progress. Our SIP focuses on key elements in which our school was deficient for the 2014-15 school year. A focus on increasing the rigor of reading, writing, math and science has been determined as our focus for this school year. With regards to how federal, state and local funds have been allocated to support the needs of our four core areas. The majority of our federal funds are allocated to hire Highly Qualified Instructional Coaches, two hourly teachers, and three Leveled Literacy Intervention Teachers.

Our extended day funds are being allocated to focus on math and reading instruction. We are using these funds to hire additional support after school to work on instructional strategies for identified students.

Title I, Part A

Title I, Part A funds are utilized, in conjunction with various other federal, state, and local funds, to support high quality instruction, parental engagement, and professional development for highest student achievement. Title I services are coordinated and integrated with other resources through collaboration of staff in various offices and departments, including: School and Community Support, Teaching and Learning, Assessment, Accountability, and Research, Professional Development, Strategic Communications, Strategic Partnerships, Human Resources, and Transportation. Title I staff monitor expenditures of Title I, Part A funds to ensure that they supplement rather than supplant other funds available to schools.

Title I, Part D

The district receives Title I, Part D funds which provide transition services for students entering or returning to their zoned schools from alternative education programs or juvenile detention facilities. Support for initial intake and ongoing transition support are provided by Title I, Part D funds and a portion of Title I, Part A funds reserved for services to neglected and delinquent youth. Credit recovery through mobile labs and the NovaNet program is a critical support provided for students. Title I, Part D funds are also targeted to support continuous education services for students through tutoring, instructional materials and resources, and technology.

Title II

Title II Part A funds professional development to increase the academic achievement of students by improving teacher and principal quality and increasing the number of infield and effective teachers in the classroom and highly effective principals and assistant principals in schools. Title II supports professional development for content areas, common core, leadership development, and early career teachers. Funds are also used for recruitment and retention activities and bonuses for high need schools.

Title III

Title III funds are utilized to provide a variety of educational resources and support services to improve the education of immigrant and English Language Learners. Bilingual translators provide assistance with parent workshops and dissemination of information in various languages for Title I schools. The district's ESOL web page makes relevant information and resources available for families, including a schedule of parent workshops and other activities. Support is also provided for teachers who need to obtain their ESOL endorsement, giving them options for successfully completing this requirement.

Title X- Homeless

The district receives funds to provide resources for students identified as homeless under the

McKinney-Vento Act, to eliminate barriers (such as lack of transportation or required immunizations) to a free and appropriate education. A portion of Title I, Part A funds is also reserved to provide services to homeless students (social workers, a resource teacher, tutoring, and technology).

Supplemental Academic Instruction (SAI)

SAI funds are coordinated with Title I, Part A funds to provide extended learning enrichment opportunities for students during the school year and during the summer. SAI funds are also used, in conjunction with Title I, Part A funds, to provide ongoing instructional support for teachers through professional development by highly skilled content area specialists and staff developers.

Nutrition Programs

Title I coordinates with district Food Services staff members to monitor poverty rates at schools and determine Title I eligibility. Title I and Food Services also collaborate to implement the Community Eligibility Option in schools with poverty rates of 40% or greater, so that all students receive free breakfast and lunch during the school year and during extended year/summer programs.

Head Start

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

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Martin Rainey	Business/Community
Robert Ovalle	Principal
Carol Hutton	Teacher
Haylee Munchel	Teacher
Mamie Jackosn	Business/Community
	Student

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

CPE's SAC committee worked on two major initiative last year, which were reducing the number of tardy students last year and developing family nights. We identified possible barriers and solutions and implemented those strategies this year. This year we have established school committees which include an attendance and family involvement committee.

Development of this school improvement plan

The SAC will give input and guidance for the process. We have determined several needs for our school, such as community involvement, improvement of test scores and increase of parental knowledge of our school.

Preparation of the school's annual budget and plan

Since our school is a PASS school, in conjunction with the United Way, we have earmarked certain funds to assist with our Family nights. We are currently planning to have a family night every month, where dinner will be served, and a family engagement activity will be hosted.

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

n/a

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
Ovalle, Robert	Principal
Hoffman, Chris	Assistant Principal
Mullinax, Marianne	Instructional Coach
Katz, Christy	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

Our major initiatives this year in the implementation of Guided Reading K-5. We will be using the Jan Richardson routine as our framework. All students will be bench-marked using the Leveled Literacy Kits to determine appropriate placement. This will be done school wide during the first two weeks of school. Afterwards teachers will formally assess their students quarterly and submit their data to the SBLT.

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

Classroom teachers meet with the all the instructional coaches on a weekly basis, reading, math and science, to collaborate and plan standard based lessons on a weekly basis. A schedule has been created with specific dates and times. Teachers and coaches have expectations of the collaborative planning sessions and the expected outcomes.

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

Our goal at Campbell Park is to establish a culture of learning by all staff members. We are constantly seeking to become learners by utilizing our coaches to increase our professional development. A consistent, weekly feedback system has been developed for our teachers.

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

Our goal at Campbell Park is to establish a culture of learning by all staff members. We are constantly seeking to become learners by utilizing our coaches to increase our professional development. We have

a full time mentor coach provided by the district that is working with ten brand new teachers. Each new teacher has a mentor from our school.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The instructional program that is used in the core instruction are the Modules from the district which are aligned to the Florida Standards. The instructional coaches along with classroom teachers unpack the modules and determine what the instruction in the classroom needs to look like to achieve proficiency on the assessments. This is accomplished during the planning sessions with the instructional coaches.

Administration and coaches will monitor instructional practices through the use of a weekly feedback cycle. The feedback cycle includes two weekly observations with feedback from both the instructional coach and administrator. Teachers will cycle through bi-weekly formative assessments and data analysis with both literacy and math coaches during PLC. Formative assessments will be linked to the key district standards.

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

Based upon the analysis of our bi-weekly formative assessment data, classroom teachers and coaches will adjust their instruction and plans for whole and small group instruction. The formative assessments will be created, and closely aligned to the FSA specifications. Teachers and coaches will collaborate in the creation of these formative assessments as indicated by our Title One ten components.

Anchor texts will be selected for each module by teachers and coaches to meet the needs of our students. The texts will be selected carefully to ensure they are within each grade level band and meet text the complexity requirements, qualitatively and quantitatively. Bi-weekly formative assessment questions will mirror the content limits for each standard as listed in the FSA specifications document. During PLCs, teachers and coaches will look for patterns across their grade level data and plan for next instructional steps.

As part of our partnership with TNTP, we will be providing high quality professional development to support teachers in lesson development and behavior management in order to provide rigorous and engaging lessons for all students.

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: Extended School Day

Minutes added to school year: 60

We currently have a partnership with The New Teacher Project (TNTP) to increase the level of engagement and decrease student transitional times. We meet bi-weekly as a staff to refine and practice the strategies. We also have two afters school initiatives, Promise time and iClass which increases the instructional day for targeted students. Before school we offer a STMATH lab run by our paraprofessionals. This consists of 45 extra minutes of instruction.

Strategy Rationale

Classroom teachers needed more "tools" in their "tool kits" in order to effectively provide high level of instruction.

Strategy Purpose(s)

- Core Academic Instruction
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Hoffman, Chris, hoffmanc@pcsb.org

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

We uses the results from the TNTP Insight Survey to monitor our progress twice a year. We also use a weekly walk-through tool to provide feedback for teachers. A schedule was developed to ensure that every teacher receives two observations a week.

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

Campbell Park currently serves three classrooms of Pre-Kindergarten education. We assist our teachers in providing quality instruction for their students in order to have a smooth transition into Kindergarten. The Pre-K teacher will meet regularly and attend Kindergarten professional development in order to better meet the needs of their students.

We provide a Kindergarten Round Up Day, that allows future kindergarten parents to experience and visit our current kindergarten classrooms. We also offer an opportunity for our fifth graders to experience middle school life. The classroom switch classrooms the last month of school to give our students the experience of switching classrooms and having multiple teachers.

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.** To increase proficiency between Black and non-black students in all content areas by ensuring all teacher are scoring proficient or higher in the areas of essential content, academic ownership, and demonstration of learning as measured by the Spring TNTP Insight Survey.

- G2.** To increase student proficiency across all content areas by ensuring all teacher are scoring developing or higher in the areas of essential content, academic ownership, and demonstration of learning as measured by the Spring TNTP Insight Survey. Our goal will be in alignment with state wide averages in the areas of reading, math, writing and science.

- G3.** Reduce the number of office referrals by 25% based upon the 2014-15 school year.

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. To increase proficiency between Black and non-black students in all content areas by ensuring all teacher are scoring proficient or higher in the areas of essential content, academic ownership, and demonstration of learning as measured by the Spring TNTP Insight Survey. 1a

G063981

Targets Supported 1b

Indicator	Annual Target
ELA Proficiency District Assessment	56.0

Resources Available to Support the Goal 2

- Professional Development in the area of Cultural responsive teaching.

Targeted Barriers to Achieving the Goal 3

- A lack of staff awareness of cultural responsive teaching strategies.

Plan to Monitor Progress Toward G1. 8

Attendance logs will be used to monitor participation.

Person Responsible


Chris Hoffman

Schedule

On 5/31/2016

Evidence of Completion

G2. To increase student proficiency across all content areas by ensuring all teacher are scoring developing or higher in the areas of essential content, academic ownership, and demonstration of learning as measured by the Spring TNTP Insight Survey. Our goal will be in alignment with state wide averages in the areas of reading, math, writing and science. **1a**

 G063403

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - All Students	62.0
AMO Math - All Students	56.0
FCAT 2.0 Science Proficiency	50.0

Resources Available to Support the Goal **2**

- Instructional Coaches
- District Provided Modules
- District Provided Professional Development
- Planning sessions with Instructional Coaches
- Book Study

Targeted Barriers to Achieving the Goal **3**

- Teachers are unfamiliar with the TNTP core rubric.

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

Student achievement will increase across all content areas.

Person Responsible

Schedule

Evidence of Completion

FCAT, FAIR, Common Assessments, Running Records

G3. Reduce the number of office referrals by 25% based upon the 2014-15 school year. 1a

G063405

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	50.0

Resources Available to Support the Goal 2

- We have allocated a Behavior coach to help teachers in implementing positive behavior strategies in the classroom.
- We also have a two district lead mentor teachers that supports beginning teachers to improve teacher practices which will in turn improve student behavior.
- An improved process for our school wide expectations (PBS. RAYS expectations)

Targeted Barriers to Achieving the Goal 3

- The implementation of our revised school wide behavior plan

Plan to Monitor Progress Toward G3. 8

Discipline data will be used to determine the effectiveness of the interventions.

Person Responsible

Robert Ovalle

Schedule

Weekly, from 8/14/2015 to 6/3/2016

Evidence of Completion

Office referrals.

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. To increase proficiency between Black and non-black students in all content areas by ensuring all teacher are scoring proficient or higher in the areas of essential content, academic ownership, and demonstration of learning as measured by the Spring TNTIP Insight Survey. **1**

 G063981

G1.B1 A lack of staff awareness of cultural responsive teaching strategies. **2**

 B164819

G1.B1.S1 Provide instructional staff with professional development opportunities in cultural responsive teaching. **4**

 S176369

Strategy Rationale

Classroom teachers will implement cultural responsive teaching strategies.

Action Step 1 **5**

Contact the Title One office to secure a PD trainer.

Person Responsible

Chris Hoffman

Schedule

On 8/31/2015

Evidence of Completion

Action Step 2 5

Develop a year long schedule that incorporates CRT during staff meetings and PLC's

Person Responsible

Chris Hoffman

Schedule

On 8/31/2015

Evidence of Completion

Action Step 3 5

Conduct Monthly meeting for CRT.

Person Responsible

Chris Hoffman

Schedule

Biweekly, from 8/24/2015 to 5/31/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Ensure that the meetings occur and that we have 100% participation from all instructional staff.

Person Responsible

Chris Hoffman

Schedule

On 5/31/2016

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Develop a year long calendar with the dates for all staff meeting, and PLC's.

Person Responsible


Chris Hoffman

Schedule


On 5/31/2016

Evidence of Completion


G2. To increase student proficiency across all content areas by ensuring all teacher are scoring developing or higher in the areas of essential content, academic ownership, and demonstration of learning as measured by the Spring TNTP Insight Survey. Our goal will be in alignment with state wide averages in the areas of reading, math, writing and science. 1

 G063403

G2.B3 Teachers are unfamiliar with the TNTP core rubric. 2

 B163172

G2.B3.S1 Introduce and consistently review the TNTP core rubric. Provide weekly feedback based upon the TNTP core rubric. 4

 S176331

Strategy Rationale

Increase student engagement through improving teacher practices.

Action Step 1 5

Introduce the walk through tool and core rubric to the classroom teachers.

Person Responsible

Schedule

On 9/8/2015

Evidence of Completion

Action Step 2 5

Walk-Through Tool Developed

Person Responsible

Robert Ovalle

Schedule

On 8/31/2015

Evidence of Completion

The creation of the walkthrough tool.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

A weekly schedule has been developed and distributed to classroom teachers.

Person Responsible

Robert Ovalle

Schedule

On 8/31/2015

Evidence of Completion

A PLC will be used to review and discuss the tool and schedule.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

A weekly schedule has been developed for both classrooms teachers, instructional coaches, and administrators.

Person Responsible

Robert Ovalle

Schedule

Weekly, from 8/31/2015 to 5/31/2016

Evidence of Completion

G3. Reduce the number of office referrals by 25% based upon the 2014-15 school year. 1

G063405

G3.B2 The implementation of our revised school wide behavior plan 2

B163177

G3.B2.S2 The implementation of the TNTP model to assist our classroom teachers in improving teaching practices. 4

S174647

Strategy Rationale

Understanding that behavior management is fundamental to the academic success in the classroom, we need to provide a continual support of behavior management.

Action Step 1 5

Secure the services of the TNTP program.

Person Responsible

Robert Ovalle

Schedule

Annually, from 8/3/2015 to 6/3/2016

Evidence of Completion

A signed contract from both CPE and TNTP.

Action Step 2 5

Develop a training model for the TNTP that is tailored to the needs of CPE.

Person Responsible

Robert Ovalle

Schedule

Quarterly, from 8/3/2015 to 6/3/2016

Evidence of Completion

A completed training and content calendar for the 2014/15 school year.

Plan to Monitor Fidelity of Implementation of G3.B2.S2 6

A monthly schedule will be developed.

Person Responsible

Robert Ovalle

Schedule

Monthly, from 8/3/2015 to 8/3/2015

Evidence of Completion

A monthly schedule will be posted on the CPE moodle site.

Plan to Monitor Fidelity of Implementation of G3.B2.S2 6

A coaching calendar will be developed for the leadership team to be trained in the effective teaching practices.

Person Responsible

Robert Ovalle

Schedule

Monthly, from 8/3/2015 to 8/3/2015

Evidence of Completion

A monthly schedule will be developed.

Plan to Monitor Effectiveness of Implementation of G3.B2.S2 7

There will be coaching cycles in the classrooms, with support from the TNTTP program.

Person Responsible

Robert Ovalle

Schedule

On 6/3/2015

Evidence of Completion

Monthly logs will be completed to document the coaching cycle that was completed.

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B2.S2.A1	Secure the services of the TNTP program.	Ovalle, Robert	8/3/2015	A signed contract from both CPE and TNTP.	6/3/2016 annually
G2.B3.S1.A1	Introduce the walk through tool and core rubric to the classroom teachers.		9/8/2015		9/8/2015 one-time
G1.B1.S1.A1	Contact the Title One office to secure a PD trainer.	Hoffman, Chris	8/1/2015		8/31/2015 one-time
G3.B2.S2.A2	Develop a training model for the TNTP that is tailored to the needs of CPE.	Ovalle, Robert	8/3/2015	A completed training and content calendar for the 2014/15 school year.	6/3/2016 quarterly
G2.B3.S1.A2	Walk-Through Tool Developed	Ovalle, Robert	8/1/2015	The creation of the walkthrough tool.	8/31/2015 one-time
G1.B1.S1.A2	Develop a year long schedule that incorporates CRT during staff meetings and PLC's	Hoffman, Chris	8/1/2015		8/31/2015 one-time
G1.B1.S1.A3	Conduct Monthly meeting for CRT.	Hoffman, Chris	8/24/2015		5/31/2016 biweekly
G1.MA1	Attendance logs will be used to monitor participation.	Hoffman, Chris	8/24/2015		5/31/2016 one-time
G1.B1.S1.MA1	Develop a year long calendar with the dates for all staff meeting, and PLC's.	Hoffman, Chris	8/24/2015		5/31/2016 one-time
G1.B1.S1.MA1	Ensure that the meetings occur and that we have 100% participation from all instructional staff.	Hoffman, Chris	8/24/2015		5/31/2016 one-time
G2.MA1	Student achievement will increase across all content areas.		FCAT, FAIR, Common Assessments, Running Records	one-time	
G2.B3.S1.MA1	A weekly schedule has been developed for both classrooms teachers, instructional coaches, and administrators.	Ovalle, Robert	8/31/2015		5/31/2016 weekly
G2.B3.S1.MA1	A weekly schedule has been developed and distributed to classroom teachers.	Ovalle, Robert	8/1/2015	A PLC will be used to review and discuss the tool and schedule.	8/31/2015 one-time
G3.MA1	Discipline data will be used to determine the effectiveness of the interventions.	Ovalle, Robert	8/14/2015	Office referrals.	6/3/2016 weekly
G3.B2.S2.MA1	There will be coaching cycles in the classrooms, with support form the TNTP program.	Ovalle, Robert	8/18/2014	Monthly logs will be completed to document the coaching cycle that was completed.	6/3/2015 one-time
G3.B2.S2.MA1	A monthly schedule will be developed.	Ovalle, Robert	8/3/2015	A monthly schedule will be posted on the CPE moodle site.	8/3/2015 monthly
G3.B2.S2.MA2	A coaching calendar will be developed for the leadership team to be trained in the effective teaching practices.	Ovalle, Robert	8/3/2015	A monthly schedule will be developed.	8/3/2015 monthly

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. To increase student proficiency across all content areas by ensuring all teacher are scoring developing or higher in the areas of essential content, academic ownership, and demonstration of learning as measured by the Spring TNTP Insight Survey. Our goal will be in alignment with state wide averages in the areas of reading, math, writing and science.

G2.B3 Teachers are unfamiliar with the TNTP core rubric.

G2.B3.S1 Introduce and consistently review the TNTP core rubric. Provide weekly feedback based upon the TNTP core rubric.

PD Opportunity 1

Introduce the walk through tool and core rubric to the classroom teachers.

Facilitator

Ovalle, Hoffman & TNTP

Participants

Instructional Staff

Schedule

On 9/8/2015

Technical Assistance Items

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

G3. Reduce the number of office referrals by 25% based upon the 2014-15 school year.

G3.B2 The implementation of our revised school wide behavior plan

G3.B2.S2 The implementation of the TNTP model to assist our classroom teachers in improving teaching practices.

PD Opportunity 1

Secure the services of the TNTP program.

Facilitator

Participants

Schedule

Annually, from 8/3/2015 to 6/3/2016

Budget