

Mount Vernon Elementary School



2015-16 School Improvement Plan

Mount Vernon Elementary School

4629 13TH AVE N, St Petersburg, FL 33713

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

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
55%

Alternative/ESE Center
No

Charter School
No

Minority
55%

School Grades History

| Year | 2013-14 | 2012-13 | 2011-12 | 2010-11 |
|-------|---------|---------|---------|---------|
| Grade | C | C | C | 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 |
|-------------|-------------------|-----------------------------|
| Not In DA | 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

MISSION:

The mission of Mt. Vernon is to create a positive learning environment that models an abundance of support and respect, while at the same time meeting the educational and social needs of our culturally diverse population so that we can achieve the ultimate goal of 100% student success.

Provide the school's vision statement

VISION:

The vision of Mt. Vernon Elementary is to promote highest student achievement through mutual respect, responsibility and partnerships within a safe learning environment in order to enable students to achieve their goals and become responsible, productive citizens.

School Environment

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

Mt. Vernon ES is a school that strives to form strong parent/student/teacher relationships. It is the goal that parents are actively involved in the learning process of their child(ren). Parent support and involvement is the premise for the Family Nights we host 6 times a year. During these family nights we not only teach families educational strategies to use at home with their child, but we also provide them with the resources necessary to do so. These trainings are grade level based and provide relevant information as it relates to the now Florida State Standards, current curriculum being used and options for supporting the teacher at home. At the conclusion of each Family Night we ask for feedback from our parents and seek input on how we may improve our practice. We also provide and encourage parents to join SAC and PTA meeting throughout the year with planned activities for the family. Parents are encouraged and teacher/staff welcome the sharing of key aspects about their child(ren) that will help build the knowledge of the child and strengthen the relationship with the teacher. Being aware that not all parents will be as actively involved as we hope, we at Mt. Vernon have created other ways in which we can not only learn about our families but seek their input as well. For instance, at the start of the year our teachers create a parent packet that includes a questionnaire strictly for the parent(s). These questionnaires ask questions about our families cultures, living situations, educational concerns, behavioral concerns, and allow the opportunity for the parent to share any other pertinent information about them with the school. These surveys help the teachers get to know a little bit about their families right from the start. As a staff we also take the time to seek parental input regarding culture, up-bringing, etc. during the RtI process. This allows us to look at the whole picture when analyzing a student's growth and progress.

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

Mt. Vernon ES prides our self on fostering a strong environment in which every child feels comfortable and safe at all times while on campus. The staff makes every effort to learn all of the students by name and characteristics that might be helpful when interacting with the student(s). To promote the safe environment we utilize a school-wide behavior plan that teachers align their classroom behavior plans with in order to provide clear expectations and consistency. Mt. Vernon also

creates an environment in which the students are comfortable sharing concerns or asking questions as it relates to feeling safe.

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

Mt. Vernon ES has a streamlined process in place to ensure that all stakeholders are aware of the school-wide academic and behavioral expectations/processes. The expectations are clearly presented to students, parents, and staff annually and provided to each in the student agenda. The school-wide expectations are the basis for the classroom behavior plans and alignment is an expectation of all. When the expectations are not adhered to a tiered behavior process/flowchart has been established and reviewed to provide a process for redirection and accountability.

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

Mt. Vernon ES provides ongoing support via the school social worker and the Behavior Specialist as it relates to concerns voiced by any stakeholder. Additional supports such as classroom meetings, mentors, teaching of replacement behaviors, reinforcement schedules, etc. are provided to any student requiring more supports.

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

The early warning signs at Mt. Vernon ES are attendance below 90%, one or more In-School Suspensions (ISS), one or more Out of School Suspensions (OSS), more than 10 suspension days and a Level 1 score on the Reading or Math state-wide standard assessment.

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 | 11 | 15 | 22 | 14 | 8 | 15 | 85 |
| One or more suspensions | 1 | 4 | 9 | 4 | 8 | 14 | 40 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | |

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 | 1 | 7 | 10 | 10 | 8 | 18 | 54 |

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

The Mt. Vernon ES Child Study Team monitors absences/tardies/early releases and provides the parental supports through the school-based Social Worker and county resources. School-based counseling is also provided to support the family needs. Mt. Vernon ES has also instituted an attendance incentive program recognizing individual students. The Rtl Coach has created a schedule to provide tiered supports for students needing academic interventions/supports with follow up progress monitoring. The Behavior Specialist and Social Worker have done the same for students requiring behavior supports.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

We will be using our Title I Parent Involvement Plan to address parental involvement.

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

Parent and Community Involvement process:

- PTA and SAC meetings will introduce and review the Florida State Standards and what is happening in the classrooms.
- Family Nights will focus on parent training supporting the Florida State Standards and activities to involve parents in at home activities.
- School newsletters will include information about Florida State Standards and activities.
- Family and Community Liaison will focus on recruiting mentors and tutors from the local businesses and community members. We will continue to build on our partnership with Raymond James.
- Invitations to Family Night events will be mailed to local community members so that they can observe first hand, activities that are occurring.
- Through the PASS Executive Grant, we have established a volunteer/mentor/tutor program that allows us to pair selected students with someone that visits weekly to support the student in the educational process. The relationships that were developed last year with these Raymond James employees will continue this school year and as new employees join the program, students from an established list, generated by the teacher and staff at Mt. Vernon, will receive a volunteer/mentor/tutor. Students are selected based on academic, social-emotional and environmental concerns. This year we will be focusing on supporting our African-American population through forming a direct alliance with the African-American Association that is established at Raymond James.

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 |
|-------------------|------------------------|
| Pearson, Peggy | Principal |
| Godek, Lori | Assistant Principal |
| Dunford, DeAnna | Instructional Coach |
| Marinari, Karen | Attendance/Social Work |
| Peers, Jennifer | Other |
| Waechter, Kristin | Instructional Coach |

Duties

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

Facilitator (DeAnna Dunford, Rtl Coach)– generates agenda and leads team discussions
-Data Manager (DeAnna Dunford, Ms. Pinheiro, School Psychologist Intern) – assist team in accessing and interpreting (aggregating/disaggregating) the data
-Technology Specialist (Ms. Kuchta) – brokers technology necessary to manage and display data
-Recorder/Note Taker (Lori Godek, Assistant Principal, Kristin Waechter, Instructional Coach) – documents meeting content and disseminates to team members in a timely manner as well as storing a hard copy in a binder for all teachers to access
-Time Keeper (Peggy Pearson, Principal) – helps team begin on time and ensures adherence to agreed upon agenda

Academic and behavioral data from previous year's assessments are gathered to analyze and evaluate school wide and subgroup trends. Once needs are identified, ways to address these needs are developed. Student needs will be addressed by identifying appropriate intervention programs for all Tiers. Additional support for teachers to drive Tier I instruction is then provided through professional development geared towards the identified instructional needs.

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 data-based problem-solving process is used to determine the effectiveness of our Tier One core instruction. Reviewing data, walk-throughs and teacher observations allow school administrators to identify strengths and weakness of the core instruction. Opportunities for growth are implemented based on the data.

All students in Tier One receive the core curriculum instruction. Assessment data identifies students not meeting grade level expectations. The following process is used to determine the needs of our students and enables us to address their learning problems. Students who move into Tier Two interventions are progress monitored twice a month. Tier Two interventions may be changed due to a lack of progress. Students who continue to score below expectations on assessments may be moved to Tier Three at which a Problem Solving Worksheet is developed and implemented in order to find the strategies that will lead to a positive response to the intervention. Tier Three students are progress monitored weekly using AIMSWEB probes. Progress monitoring data is graphed against class, grade-level, and school-wide trends as appropriate. Behavior baseline data is determined using a site-based behavior database. Behavior baseline data is determined using a site-based behavior database. Behavior data is tracked using the Behavior Database and RTI frequency forms and chart. Our problem-solving process is used to review our processes and make informed decisions about barriers, goals and strategies that have been implemented or need to be implemented.

Title I, Part A

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

Title II

Title II Part A funds professional development to increase student achievement by improving teacher and principal quality and increasing the number of infield and effective teachers in classroom and highly effective principals and assistant principals in schools. Title II supports professional development for content areas, common core, leadership development, and early career teachers.

Title III

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 opportunities for students during school 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 high poverty rates, 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.

Business Partnerships

Raymond James is partnering with Mt. Vernon Elementary school to improve student achievement. Raymond James staff members are volunteering their time to work individually with our lowest performing students, as mentors and tutors. Additionally, they are providing funds for family night dinners to encourage parent involvement.

School Advisory Council (SAC)

Membership:

| Name | Stakeholder Group |
|----------------|----------------------------|
| Peggy Pearson | Principal |
| DeAnna Dunford | Parent |
| Jeremy Dunford | Business/Community |
| Karen Irby | Teacher |
| Robbie Ogdie | Education Support Employee |

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

The SAC reviewed the SIP plan from 2014-2015 at the final SAC meeting of the year. Discussed and reviewed the current school processes and available data to hone in on direction for this years SIP. Addressed the PIP as it relates to to schools vision and mission as well as its alignment with the district direction of accreditation. Received approval for the PIP for the 2014-2015 school year and the projected goals for the SIP using the most current data available.

Development of this school improvement plan

The SAC reviews achievement data and current school processes. SAC members provide input into the school improvement plan, participates in editing and revising the draft SIP and votes to approve the final plan.

Preparation of the school's annual budget and plan

The school's annual budget and spending plan was reviewed with SAC, PTA and the staff. We discussed the proposed expenditures for supplemental support through Title I hourlies, family/parental involvement, TDE's (Substitutes), professional development and classroom/teacher/student materials. Also, discussed the data from and progress made by students receiving academic supports through ELP and Promise Time. The members of SAC planned and agreed on a tentative outline for the 2015-2016 budget. This will be adjusted based on the amount of money received and/or personnel needed.

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

SAC funds were made a line item in July 2015. It was projected to be used for agendas for the 2015-16 year but due to the timing, it will be presented again at SAC to determine how to expend the funds.

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 |
|-------------------|---------------------|
| Godek, Lori | Assistant Principal |
| Pearson, Peggy | Principal |
| Dunford, DeAnna | Other |
| Carlson, Tabatha | Teacher, K-12 |
| Waechter, Kristin | Teacher, ESE |

Duties

Describe how the LLT promotes literacy within the school

Our focus will be on the new Florida State Standards. We will continue to implement Jan Richardson's Guided Reading strategies as a non-negotiable in grades K-5. Teachers will receive follow-up training in Close Reading and will continue collaboratively planning lessons twice weekly. A book study was conducted on rigor and the incorporation of rigor in the classroom will be monitored and supported with emphasis being placed on higher order questioning and building stamina especially in the area of literacy. We will also seek support from a district provided "Just in Time" literacy coach in 3rd grade this year.

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

Collaborative Planning

- Will occur at a minimum of 2 days each week during designated planning times.
- Teams are responsible for module development connected to rubrics and evaluation.
- Each grade level team will meet during pre-school to determine the days and times of their team planning and provide a schedule to administration.
- Plans will be created and submitted on Planbook.com by 5:00 p.m. on Sunday of the upcoming week.
- Plans will be reviewed by administration once a bi-monthly beginning in September.
- Lesson plans will include standards, essentials questions/learning goals, teacher specific behaviors or tasks, student specific behaviors or tasks and ESOL accommodations. We will continue to work towards incorporating a student written reflection piece for every lesson taught in math, reading and science.

Instructional Best Practice

- Instruction is aligned with appropriate mastery of the Florida State Standards.
- Instruction must have a precise focus with the purpose of ensuring that students meet or exceed the grade level standards and focusing on the learning of students, not just the teaching.
- Classroom discussion/use of talk moves is well-planned and integrated throughout whole group instruction as appropriate for learning goals.
- Lesson plans will be created using Planbook.com. Lesson plans will include standards, essentials questions/learning goals, teacher specific behaviors or tasks, student specific behaviors or tasks which will include a student written reflection piece for every lesson taught in math, reading and science.
- Differentiated instruction is well-designed with the needs of the student as the focus.
- Teaching staff (including support /itinerant personnel) is engaged with students from bell to bell, during all instructional time as well as student independent work time.
- Planning will require reflection upon high levels of rigor as well as strategies for promoting high student engagement.
- According to the Marzano evaluation, the first semester teachers will be working on learning goals and scales related to the ELA modules. Specialists (art, music, pe) will create scales in one grade level TBD. This will continue throughout the first year of implementation this 2015-2016 school year.

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

Professional Learning Communities to promote professional sharing and growth. (Administrators and Team Leaders)

Encourage and support teachers as they grow professionally and build their professional resume. This includes but is not limited to adding/gaining ESOL endorsement/component points, providing trainings to support the new ESE component requirement, providing TDE's for professional growth and supporting new district initiatives such as Renzulli school-wide enrichment. In addition, we will provide continued support for the Marzano framework and Evaluation Model.

Monthly recognition of staff contributions to support the teamwork philosophy that Mt. Vernon Elementary embraces. Staff members write notes thanking colleagues for acts of kindness and assistance. These words of appreciation are shared at monthly staff meetings. (Administrators)

Staff Appreciation promoted by administration and PTA including but limited to: welcome back breakfast, staff cook outs during lunch, daily recognition during Teacher Appreciation week and incorporating funds from the Executive PASS Grant/Raymond James partnership to support academics in the classroom.

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

Kristin Waechter (mentor) will be mentoring Kathleen Garnett (1st year teaching EBD), Terry Antonine (1st year EBD teacher), Bethany Yoder (2nd year EBD teacher). Tabatha Carlson (mentor) will be mentoring a senior Florida teacher new to Pinellas County, Tracy Carmalis, Sharon Metcalf (2nd year music teacher), Monica Neil (2nd year 4th grade). Both Kristin and Tabatha are veteran teachers that have been involved in the LLC meeting in 2014-15 and have a wealth of curricular knowledge. The mentors and mentees will meet as needed to provide support for the teachers. Observation of mentees' instruction and providing feedback including but not limited to: Planning lessons, Connecting lesson activities to content standards, Discussing student progress and analyzing student work and Modeling or co-teaching lessons will be included in the mentor sessions/training.

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

Mt. Vernon uses the district provided curriculum that aligns with the Florida State Standards. The district also provides schools with resources through Moodle:

Curriculum Guides and Modules are created and supported through the district with emphasis on:

- The Florida State Standards are the instructional map to follow. The textbook is one of many supplements to support the standards to be taught. Other resources/supplements are listed in the guides.
- Instructional planning and delivery should align with the curriculum guides, with differentiation purposefully planned for students exceeding or failing to meet expectations.
- Grade level formative assessments should be decided upon during team planning of instruction and utilized throughout instruction. It should be consistent across grade levels.

We implement regular classroom visits and lesson plans review offering feedback as a means to ensure teachers are aligned with the standards and are using instructional best practices.

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

Using Data to Differentiate Instruction:

- Collection of student data should be used for planning and differentiated instruction.
- Differentiated instruction is well-designed with the needs of the student as the focus.
- Instruction must have a precise focus with the purpose of ensuring that students meet or exceed the grade level standards and focusing on the learning of students, not just the teaching.
- Teams will develop processes allowing students to take ownership for their data and will develop processes for ongoing collection and analysis of classroom data.
- Intervention should be assigned purposefully and with student needs determined appropriately.
- Grade level formative assessments should be decided upon during team planning of instruction and utilized throughout instruction. It should be consistent across grade levels.
- SBLT meetings will be conducted on the second and fourth Wednesday's each month. The focus of the meetings will be balanced between academic and behavior concerns as well as gifted/Renzulli school-wide enrichment program.

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: 1,200

The following strategies will be used during extended learning; Jan Richardson guided reading instruction, Core curriculum intervention, istation, Reading Counts books and quizzes. Promise Time tutoring will include i-ready assessment, computer-based instruction, small group instruction using researched based curriculum and enrichment activities. Curricular areas of focus include: reading, math, science (STEM), and art.

Strategy Rationale

Our rationale for offering extended time is based on the following:

This program can offer students a wide range of enrichment activities including more project-based and hands-on learning.

It can provide academic and social activities contribute positively to children's academic and social development.

It allows the teacher to build individualized and differentiated instruction and answer students' questions as well as focus on small-group instruction to address and overcome student learning deficits or offer enrichment opportunities.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Waechter, Kristin, waechterk@pcsb.org

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

Common assessment data such as FAIR FS, running records, i-ready assessments, as well as FSA & SAT 10 scores will be used to measure student progress.

Student Transition and Readiness

PreK-12 Transition

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

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

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

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

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

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), 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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase our percentage of Bronze Level recognition to 66% (4 out of 5 modules) on the Healthy Schools Program Modules during the 2015-2016 school year.
- G2.** Increase the percentage of students who are proficient on the 2016 Science state assessment by 20% as compared to 2015 state assessment.
- G3.** African American student reading proficiency will meet or exceed the state expected average as measure by the 2016 FSA.
- G4.** Student writing proficiency will meet or exceed the state expected average as measured by the 2016 Florida State Assessment (FSA).
- G5.** Student math proficiency will meet or exceed the state expected average as measured by the 2016 Florida State Assessment (FSA).
- G6.** African American student math proficiency will meet or exceed the state expected average as measured by the 2016 FSA.
- G7.** Student reading proficiency will meet or exceed the state expected average as measured by the 2016 Florida State Assessment.
- G8.** Reduce the number of students who receive one or more behavior out of school suspensions by 50% from 42 students to 21 students.

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. Increase our percentage of Bronze Level recognition to 66% (4 out of 5 modules) on the Healthy Schools Program Modules during the 2015-2016 school year. 1a

G062666

Targets Supported 1b

| Indicator | Annual Target |
|-----------|---------------|
| | 66.0 |

Resources Available to Support the Goal 2

- Healthy School Programs Trainings, Wellness team representative (Jennifer Bolton).

Targeted Barriers to Achieving the Goal 3

G2. Increase the percentage of students who are proficient on the 2016 Science state assessment by 20% as compared to 2015 state assessment. 1a

G060311

Targets Supported 1b

| Indicator | Annual Target |
|------------------------------|---------------|
| FCAT 2.0 Science Proficiency | 70.0 |

Resources Available to Support the Goal 2

- Core curriculum, PCSB Science Units of Study, SLAGS, STEM, and the 5E lesson format.

Targeted Barriers to Achieving the Goal 3

- Rote memorization of science vocabulary does not lead to an understanding of science concepts.

Plan to Monitor Progress Toward G2. 8

Common assessment data/item analysis, unit tests and state assessments.

Person Responsible

Kristin Waechter

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Item analysis

G3. African American student reading proficiency will meet or exceed the state expected average as measure by the 2016 FSA. 1a

G060312

Targets Supported 1b

| Indicator | Annual Target |
|--------------------------------|---------------|
| AMO Reading - African American | 62.0 |

Resources Available to Support the Goal 2

- Core curriculum, ELA district provided modules, journals, journal rubrics, istation and Smartboard lessons. In addition, Just in Time district coaching supports, PLCs and Curriculum meetings to support ELA.

Targeted Barriers to Achieving the Goal 3

- Lack of exposure to, knowledge of and instruction of the ELA modules and Florida State Standards.

Plan to Monitor Progress Toward G3. 8

Members of the SBLT will attend grade level PLC meeting to provide support and feedback. PLC minutes will be reviewed weekly offering answers to any questions or concerns.

Person Responsible

Tabatha Carlson

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Teacher lesson plans created through collaborative planning, PLC minutes, walk throughs and professional sharing during Curriculum meetings.

G4. Student writing proficiency will meet or exceed the state expected average as measured by the 2016 Florida State Assessment (FSA). 1a

G060313

Targets Supported 1b

| Indicator | Annual Target |
|-----------------------------------|---------------|
| Writing Gains District Assessment | 70.0 |

Resources Available to Support the Goal 2

- Core curriculum including Pinellas County ELA Modules, writing journals, routine writing, Title I personnel/funds

Targeted Barriers to Achieving the Goal 3

- Time constraints as there is not enough time to address the writing needs of students during a dedicated writing block.

Plan to Monitor Progress Toward G4. 8

Members of the SBLT will attend grade level PLC meeting to provide support and feedback. PLC minutes will be reviewed weekly offering answers to any questions or concerns.

Person Responsible

Lori Godek

Schedule

Weekly, from 8/27/2014 to 5/27/2015

Evidence of Completion

Teacher lesson plans created through collaborative planning, PLC minutes, walk throughs and professional sharing during Curriculum meetings.

G5. Student math proficiency will meet or exceed the state expected average as measured by the 2016 Florida State Assessment (FSA). 1a

G060314

Targets Supported 1b

| Indicator | Annual Target |
|-------------------------|---------------|
| AMO Math - All Students | 68.0 |
| AMO Math - SWD | 49.0 |

Resources Available to Support the Goal 2

- Core curriculum, MFAS, CPalms, journals, journal rubrics, Smartboard and GoMath lessons, ST Math and MIND Club. In addition, Just in Time district coaching supports, PLCs and Curriculum meetings to support the FSA mathematical practices.

Targeted Barriers to Achieving the Goal 3

- The rote memorization of math facts does not provide the necessary foundation needed to support the the mathematical practices.

Plan to Monitor Progress Toward G5. 8

Members of the SBLT will attend grade level PLC meeting to provide support and feedback. PLC minutes will be reviewed weekly offering answers to any questions or concerns.

Person Responsible

DeAnna Dunford

Schedule

Weekly, from 8/27/2014 to 5/27/2015

Evidence of Completion

Teacher lesson plans created through collaborative planning, PLC minutes, walk throughs and professional sharing during Curriculum meetings.

G6. African American student math proficiency will meet or exceed the state expected average as measured by the 2016 FSA. 1a

G060315

Targets Supported 1b

| Indicator | Annual Target |
|-----------------------------|---------------|
| AMO Math - African American | 62.0 |

Resources Available to Support the Goal 2

- Core curriculum, MFAS, CPalms, journals, journal rubrics, Smartboard and GoMath lessons, ST Math and MIND Club, Family Night study stations, Take home resource packets. In addition, Just in Time district coaching supports, PLCs and Curriculum meetings to support the FSA mathematical practices as well as additional diversity professional development offered by the district.

Targeted Barriers to Achieving the Goal 3

- Limited background knowledge and mathematical exposure to foundational skills. Teachers having a minimal understanding of multicultural differences.

Plan to Monitor Progress Toward G6. 8

Members of the SBLT will attend grade level PLC meeting to provide support and feedback. PLC minutes will be reviewed weekly offering answers to any questions or concerns.

Person Responsible

Peggy Pearson

Schedule

Quarterly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Teacher lesson plans created through collaborative planning, PLC minutes, walk throughs and professional sharing during Curriculum meetings.

G7. Student reading proficiency will meet or exceed the state expected average as measured by the 2016 Florida State Assessment. 1a

G060316

Targets Supported 1b

| Indicator | Annual Target |
|----------------------------|---------------|
| AMO Reading - All Students | 67.0 |
| AMO Reading - SWD | 49.0 |

Resources Available to Support the Goal 2

- Effective classroom teachers, in-class modeling and coaching on a bi-weekly basis with a district reading coach during instruction time, hourly teachers who are trained to use researched-based reading strategies, high interest leveled books,

Targeted Barriers to Achieving the Goal 3

- Providing effective and differentiated instruction with fidelity is challenging due to the wide-range of readiness levels.

Plan to Monitor Progress Toward G7. 8

Review/analyze Common Assessment, FAIR, running records and state-based assessment scores for progress noting children who are working with a tutor/mentor and their progress.

Person Responsible

Lori Godek

Schedule

Semiannually, from 8/27/2014 to 5/27/2015

Evidence of Completion

In January and May, student progress and data will be documented to note if having a mentor/tutor impacted academic growth.

G8. Reduce the number of students who receive one or more behavior out of school suspensions by 50% from 42 students to 21 students. 1a

G060317

Targets Supported 1b

| Indicator | Annual Target |
|-------------------------|---------------|
| One or More Suspensions | 50.0 |

Resources Available to Support the Goal 2

- Champs, Behavior Specialist, Token Economy (Mt. Vernon Bucs Program)

Targeted Barriers to Achieving the Goal 3

- Not all teachers and staff have the same behavior expectations.

Plan to Monitor Progress Toward G8. 8

Review behavior data monthly to assess possible interventions and supports (number of students receiving behavior referrals).

Person Responsible

Jennifer Peers

Schedule

Monthly, from 8/27/2014 to 6/2/2015

Evidence of Completion

Summary of the data gathered, Rtl interventions, PBIP/FBA, EDS data screen, FOCUS

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

G2. Increase the percentage of students who are proficient on the 2016 Science state assessment by 20% as compared to 2015 state assessment. **1**

 G060311

G2.B1 Rote memorization of science vocabulary does not lead to an understanding of science concepts.

2

 B153726

G2.B1.S1 Review and reinforcement of science standards taught in grades 3-5. **4**

 S165482

Strategy Rationale

Incorporating a review of previously taught concepts will reinforce what will be on the state assessment.

Action Step 1 **5**

Data review, item analysis and PLC grade level discussions.

Person Responsible

Kristin Waechter

Schedule

Quarterly, from 8/18/2014 to 6/3/2015

Evidence of Completion

PLC minutes, data chat minutes and state assessment scores.

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

Item analysis review of testing items.

Person Responsible

Kristin Waechter

Schedule

Quarterly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Common assessment scores, state scores and data comparisons.

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

Walk through data, observation notes and PLC minute review.

Person Responsible

Kristin Waechter

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Item analysis data, common assessment data and PLC minutes.

G3. African American student reading proficiency will meet or exceed the state expected average as measure by the 2016 FSA. **1**

G060312

G3.B1 Lack of exposure to, knowledge of and instruction of the ELA modules and Florida State Standards. **2**

B153727

G3.B1.S1 Teaching basic reading strategies aligned with the Florida State Standards. **4**

S165483

Strategy Rationale

Building and supporting procedural fluency can therefore contribute to a higher level of understanding.

Action Step 1 **5**

The teachers identify basic reading strategies laid out in the Florida State Standards.

The teachers will focus on teaching strategies that support reading and higher order thinking.

Person Responsible

Tabatha Carlson

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Teacher lesson plans created through collaborative planning, PLC minutes, walk throughs and professional sharing during Curriculum meetings.

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

Lesson Plans, observation documentation, student achievement scores, walk-through data and data chat minutes.

Person Responsible

Tabatha Carlson

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Review assessment data from common assessments and state-wide testing.

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

Members of the SBLT will attend grade level PLC meeting to provide support and feedback. PLC minutes will be reviewed weekly offering answers to any questions or concerns.

Person Responsible

Tabatha Carlson

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Teacher lesson plans created through collaborative planning, PLC minutes, walk throughs and professional sharing during Curriculum meetings.

G4. Student writing proficiency will meet or exceed the state expected average as measured by the 2016 Florida State Assessment (FSA). 1

G060313

G4.B1 Time constraints as there is not enough time to address the writing needs of students during a dedicated writing block. 2

B153728

G4.B1.S1 Integrate writing with other subject areas through the use of content journals. 4

S165484

Strategy Rationale

Journal writing for understanding and supporting the development of student thinking as well as enhancing student curiosity.

Action Step 1 5

Teach writing skills and concepts aligned with the Florida State Standards. Plan content lessons across subject areas with a writing integration piece.

Person Responsible

Brittany Hayes

Schedule

Daily, from 8/18/2014 to 6/2/2015

Evidence of Completion

Teacher lesson plans created through collaborative planning, PLC minutes, walk throughs and professional sharing during Curriculum meetings.

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

Walk through and observations.

Person Responsible

Lori Godek

Schedule

Monthly, from 8/18/2014 to 6/2/2015

Evidence of Completion

Walk through and observation documentations

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

Review assessment data.

Person Responsible

DeAnna Dunford

Schedule

Monthly, from 8/18/2014 to 6/2/2015

Evidence of Completion

Data analysis summary and SBLT minutes.

G5. Student math proficiency will meet or exceed the state expected average as measured by the 2016 Florida State Assessment (FSA). 1

G060314

G5.B1 The rote memorization of math facts does not provide the necessary foundation needed to support the the mathematical practices. 2

B153729

G5.B1.S1 Teaching basic math fact thinking and mental math strategies aligned with the Florida State Standards. 4

S165485

Strategy Rationale

Building and supporting procedural fluency can therefore contribute to a higher level of conceptual understanding.

Action Step 1 5

The teachers identify basic fact thinking strategies laid out in the Florida State Standards.

The teachers will focus on teaching strategies that support math processing and higher order thinking.

The teachers will assess students knowledge of basic math facts using manipulatives and administer the fact tests in appropriate grades.

Person Responsible

Jennifer Peers

Schedule

Daily, from 8/27/2014 to 5/27/2015

Evidence of Completion

Teacher lesson plans created through collaborative planning, PLC minutes, walk throughs and professional sharing during Curriculum meetings.

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

Review lesson plans, classroom walk-through, observations, data chats/documentation and grade level PLC data.

Person Responsible

Lori Godek

Schedule

Quarterly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Lesson Plans, observation documentation, student achievement scores, walk-through data and data chat minutes.

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

Review assessment data from common assessments and state-wide testing.

Person Responsible

Peggy Pearson

Schedule

Quarterly, from 8/18/2014 to 6/3/2015


Evidence of Completion

Data analysis summary, state testing scores and data chat minutes

G6. African American student math proficiency will meet or exceed the state expected average as measured by the 2016 FSA. **1**

 G060315

G6.B1 Limited background knowledge and mathematical exposure to foundational skills. Teachers having a minimal understanding of multicultural differences. **2**

 B153730

G6.B1.S1 Students will be given a basic math skills assessment at the start of the year. **4**

 S165486

Strategy Rationale

This will allow the teachers to know exactly what skill sets need to be addressed and in turn they will be able to gauge their lesson plans and modality of teaching so that the student's needs are indeed being met.

Action Step 1 **5**

The teachers identify basic fact thinking strategies laid out in the Florida State Standards.

The teachers will focus on teaching strategies that support math processing and higher order thinking.

The teachers will assess students knowledge of basic math facts using manipulatives and administer the fact tests in appropriate grades.

Person Responsible

Peggy Pearson

Schedule

Biweekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Teacher lesson plans created through collaborative planning, PLC minutes, walk throughs and professional sharing during Curriculum meetings.

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

Review lesson plans, classroom walk-through, observations, data chats/documentation and grade level PLC data.

Person Responsible

Peggy Pearson

Schedule

Biweekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Lesson Plans, observation documentation, student achievement scores, walk-through data and data chat minutes.

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

Review assessment data from common assessments and state-wide testing.

Person Responsible

Peggy Pearson

Schedule

Biweekly, from 8/18/2014 to 6/3/2015


Evidence of Completion

Data analysis summary, state testing scores and data chat minutes.


G7. Student reading proficiency will meet or exceed the state expected average as measured by the 2016 Florida State Assessment. **1**

 G060316

G7.B1 Providing effective and differentiated instruction with fidelity is challenging due to the wide-range of readiness levels. **2**

 B153731

G7.B1.S1 Provide research-based interventions for students not reading on grade level. **4**

 S165487

Strategy Rationale

A repertoire of best practice must be available to facilitate essential knowledge/skills and this should include strategies with emphasis on problem-solving, hands-on activities and interactive learning experiences.

Action Step 1 **5**

Schedule training for teachers and hourly teachers on interventions and schedule students needing interventions based on assessment data gathered/reviewed.

Person Responsible

DeAnna Dunford

Schedule

Annually, from 9/1/2014 to 5/25/2015

Evidence of Completion

Sign-in sheets from training sessions Hourly teacher schedules with students' name and prescribed interventions

Action Step 2 **5**

Deliver research-based interventions per schedules coordinated by the Rtl Coach as designed by data gathered/reviewed.

Person Responsible

DeAnna Dunford

Schedule

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

Evidence of Completion

Lesson plans/walk-throughs

Plan to Monitor Fidelity of Implementation of G7.B1.S1 6

Observe interventionist deliver instruction using observation checklist

Person Responsible

DeAnna Dunford

Schedule

Monthly, from 10/6/2014 to 5/25/2015

Evidence of Completion

Observation checklist

Plan to Monitor Effectiveness of Implementation of G7.B1.S1 7

Review progress monitoring data and assessment data

Person Responsible

DeAnna Dunford

Schedule

Biweekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Summary of data analysis

G7.B1.S2 Assign mentors and tutors to work with students who are reading below grade level. 4

S165488

Strategy Rationale

Having a quality mentoring relationship has proven to positively impact the social, emotional and educational development of students.

Action Step 1 5

Compile a list mentors and tutors and download L25% from Portal

Person Responsible

Nancy Niemeyer

Schedule

Monthly, from 8/27/2014 to 5/27/2015

Evidence of Completion

List of mentor/tutors and students

Action Step 2 5

Match students to mentor/tutors

Person Responsible

DeAnna Dunford

Schedule

Monthly, from 9/2/2014 to 5/27/2015

Evidence of Completion

List

Action Step 3 5

Work with students once a week

Person Responsible

DeAnna Dunford

Schedule

Weekly, from 9/9/2014 to 5/27/2015

Evidence of Completion

Sign-in sheets

Plan to Monitor Fidelity of Implementation of G7.B1.S2 6

Walk-throughs to observe tutors and mentors working with students,

Person Responsible

DeAnna Dunford

Schedule

Biweekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Documentation of walk-throughs

Plan to Monitor Effectiveness of Implementation of G7.B1.S2 7

Review assessment data

Person Responsible

DeAnna Dunford

Schedule

On 6/3/2015


Evidence of Completion

Summary of data analysis


G8. Reduce the number of students who receive one or more behavior out of school suspensions by 50% from 42 students to 21 students. **1**

 G060317

G8.B1 Not all teachers and staff have the same behavior expectations. **2**

 B153732

G8.B1.S1 Teachers will continue to implement Champs in the classroom and align their plan with the school-wide behavior plan. **4**

 S165489

Strategy Rationale

Aligning classroom plans with the school-wide approach to discipline is proactive and being consistent is more likely to be effective than various plans as it helps, “sets in motion a culture of recognition that reduces the risk of students slipping into situations where they misbehave to get attention”

Action Step 1 **5**

Make sure that all classroom teachers have a Champs resource book.

Person Responsible

Jennifer Peers

Schedule

Quarterly, from 8/27/2014 to 5/27/2015

Evidence of Completion

Behavior Specialist will keep a log of teacher contact.

Action Step 2 **5**

Meet with teachers who need support to implement Champs strategies.

Person Responsible

Jennifer Peers

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Log of teacher contact

Plan to Monitor Fidelity of Implementation of G8.B1.S1 6

Classroom walk throughs to monitor the use of Champs.
 Meet with leadership team to monitor individual behavior concerns.

Person Responsible

Jennifer Peers

Schedule

Biweekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Leadership team meeting minutes.

Plan to Monitor Effectiveness of Implementation of G8.B1.S1 7

Collect data (students being referred for support, students receiving behavior referrals).

Person Responsible

Jennifer Peers

Schedule

Biweekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Data documentation and summary of the data.

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 |
|-------------|--|-------------------|-------------------------------|--|--------------------|
| G2.B1.S1.A1 | Data review, item analysis and PLC grade level discussions. | Waechter, Kristin | 8/18/2014 | PLC minutes, data chat minutes and state assessment scores. | 6/3/2015 quarterly |
| G3.B1.S1.A1 | The teachers identify basic reading strategies laid out in the Florida State Standards. The teachers will focus on teaching strategies that support reading and higher order thinking. | Carlson, Tabatha | 8/18/2014 | Teacher lesson plans created through collaborative planning, PLC minutes, walk throughs and professional sharing during Curriculum meetings. | 6/3/2015 monthly |
| G4.B1.S1.A1 | Teach writing skills and concepts aligned with the Florida State Standards. Plan content lessons across subject areas with a writing integration piece. | Hayes, Brittany | 8/18/2014 | Teacher lesson plans created through collaborative planning, PLC minutes, walk throughs and professional sharing during Curriculum meetings. | 6/2/2015 daily |
| G5.B1.S1.A1 | The teachers identify basic fact thinking strategies laid out in the Florida State Standards. The teachers will focus on teaching strategies that support math | Peers, Jennifer | 8/27/2014 | Teacher lesson plans created through collaborative planning, PLC minutes, walk throughs and professional sharing during Curriculum meetings. | 5/27/2015 daily |

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| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|--------------|---|-------------------|-------------------------------|--|---------------------|
| | processing and higher order thinking. The teachers will assess students knowledge of basic math facts using manipulatives and administer the fact tests in appropriate grades. | | | | |
| G6.B1.S1.A1 | The teachers identify basic fact thinking strategies laid out in the Florida State Standards. The teachers will focus on teaching strategies that support math processing and higher order thinking. The teachers will assess students knowledge of basic math facts using manipulatives and administer the fact tests in appropriate grades. | Pearson, Peggy | 8/18/2014 | Teacher lesson plans created through collaborative planning, PLC minutes, walk throughs and professional sharing during Curriculum meetings. | 6/3/2015 biweekly |
| G7.B1.S1.A1 | Schedule training for teachers and hourly teachers on interventions and schedule students needing interventions based on assessment data gathered/reviewed. | Dunford, DeAnna | 9/1/2014 | Sign-in sheets from training sessions Hourly teacher schedules with students' name and prescribed interventions | 5/25/2015 annually |
| G7.B1.S2.A1 | Compile a list mentors and tutors and download L25% from Portal | Niemeyer, Nancy | 8/27/2014 | List of mentor/tutors and students | 5/27/2015 monthly |
| G8.B1.S1.A1 | Make sure that all classroom teachers have a Champs resource book. | Peers, Jennifer | 8/27/2014 | Behavior Specialist will keep a log of teacher contact. | 5/27/2015 quarterly |
| G7.B1.S1.A2 | Deliver research-based interventions per schedules coordinated by the RtI Coach as designed by data gathered/ reviewed. | Dunford, DeAnna | 8/18/2014 | Lesson plans/walk-throughs | 5/29/2015 daily |
| G7.B1.S2.A2 | Match students to mentor/tutors | Dunford, DeAnna | 9/2/2014 | List | 5/27/2015 monthly |
| G8.B1.S1.A2 | Meet with teachers who need support to implement Champs strategies. | Peers, Jennifer | 8/18/2014 | Log of teacher contact | 6/3/2015 monthly |
| G7.B1.S2.A3 | Work with students once a week | Dunford, DeAnna | 9/9/2014 | Sign-in sheets | 5/27/2015 weekly |
| G2.MA1 | Common assessment data/item analysis, unit tests and state assessments. | Waechter, Kristin | 8/18/2014 | Item analysis | 6/3/2015 monthly |
| G2.B1.S1.MA1 | Walk through data, observation notes and PLC minute review. | Waechter, Kristin | 8/18/2014 | Item analysis data, common assessment data and PLC minutes. | 6/3/2015 monthly |
| G2.B1.S1.MA1 | Item analysis review of testing items. | Waechter, Kristin | 8/18/2014 | Common assessment scores, state scores and data comparisons. | 6/3/2015 quarterly |
| G3.MA1 | Members of the SBLT will attend grade level PLC meeting to provide support and feedback. PLC minutes will be reviewed weekly offering answers to any questions or concerns. | Carlson, Tabatha | 8/18/2014 | Teacher lesson plans created through collaborative planning, PLC minutes, walk throughs and professional sharing during Curriculum meetings. | 6/3/2015 monthly |
| G3.B1.S1.MA1 | Members of the SBLT will attend grade level PLC meeting to provide support and feedback. PLC minutes will be reviewed weekly offering answers to any questions or concerns. | Carlson, Tabatha | 8/18/2014 | Teacher lesson plans created through collaborative planning, PLC minutes, walk throughs and professional sharing during Curriculum meetings. | 6/3/2015 monthly |
| G3.B1.S1.MA1 | Lesson Plans, observation documentation, student achievement scores, walk-through data and data chat minutes. | Carlson, Tabatha | 8/18/2014 | Review assessment data from common assessments and state-wide testing. | 6/3/2015 monthly |
| G4.MA1 | Members of the SBLT will attend grade level PLC meeting to provide support and feedback. PLC minutes will be reviewed weekly offering answers to any questions or concerns. | Godek, Lori | 8/27/2014 | Teacher lesson plans created through collaborative planning, PLC minutes, walk throughs and professional sharing during Curriculum meetings. | 5/27/2015 weekly |
| G4.B1.S1.MA1 | Review assessment data. | Dunford, DeAnna | 8/18/2014 | Data analysis summary and SBLT minutes. | 6/2/2015 monthly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|--------------|---|-----------------|-------------------------------|--|------------------------|
| G4.B1.S1.MA1 | Walk through and observations. | Godek, Lori | 8/18/2014 | Walk through and observation documentations | 6/2/2015 monthly |
| G5.MA1 | Members of the SBLT will attend grade level PLC meeting to provide support and feedback. PLC minutes will be reviewed weekly offering answers to any questions or concerns. | Dunford, DeAnna | 8/27/2014 | Teacher lesson plans created through collaborative planning, PLC minutes, walk throughs and professional sharing during Curriculum meetings. | 5/27/2015 weekly |
| G5.B1.S1.MA1 | Review assessment data from common assessments and state-wide testing. | Pearson, Peggy | 8/18/2014 | Data analysis summary, state testing scores and data chat minutes | 6/3/2015 quarterly |
| G5.B1.S1.MA1 | Review lesson plans, classroom walk-through, observations, data chats/ documentation and grade level PLC data. | Godek, Lori | 8/18/2014 | Lesson Plans, observation documentation, student achievement scores, walk-through data and data chat minutes. | 6/3/2015 quarterly |
| G6.MA1 | Members of the SBLT will attend grade level PLC meeting to provide support and feedback. PLC minutes will be reviewed weekly offering answers to any questions or concerns. | Pearson, Peggy | 8/18/2014 | Teacher lesson plans created through collaborative planning, PLC minutes, walk throughs and professional sharing during Curriculum meetings. | 6/3/2015 quarterly |
| G6.B1.S1.MA1 | Review assessment data from common assessments and state-wide testing. | Pearson, Peggy | 8/18/2014 | Data analysis summary, state testing scores and data chat minutes. | 6/3/2015 biweekly |
| G6.B1.S1.MA1 | Review lesson plans, classroom walk-through, observations, data chats/ documentation and grade level PLC data. | Pearson, Peggy | 8/18/2014 | Lesson Plans, observation documentation, student achievement scores, walk-through data and data chat minutes. | 6/3/2015 biweekly |
| G7.MA1 | Review/analyze Common Assessment, FAIR, running records and state-based assessment scores for progress noting children who are working with a tutor/ mentor and their progress. | Godek, Lori | 8/27/2014 | In January and May, student progress and data will be documented to note if having a mentor/tutor impacted academic growth. | 5/27/2015 semiannually |
| G7.B1.S1.MA1 | Review progress monitoring data and assessment data | Dunford, DeAnna | 8/18/2014 | Summary of data analysis | 6/3/2015 biweekly |
| G7.B1.S1.MA1 | Observe interventionist deliver instruction using observation checklist | Dunford, DeAnna | 10/6/2014 | Observation checklist | 5/25/2015 monthly |
| G7.B1.S2.MA1 | Review assessment data | Dunford, DeAnna | 8/18/2014 | Summary of data analysis | 6/3/2015 one-time |
| G7.B1.S2.MA1 | Walk-throughs to observe tutors and mentors working with students, | Dunford, DeAnna | 8/18/2014 | Documentation of walk-throughs | 6/3/2015 biweekly |
| G8.MA1 | Review behavior data monthly to assess possible interventions and supports (number of students receiving behavior referrals). | Peers, Jennifer | 8/27/2014 | Summary of the data gathered, Rtl interventions, PBIP/FBA, EDS data screen, FOCUS | 6/2/2015 monthly |
| G8.B1.S1.MA1 | Collect data (students being referred for support, students receiving behavior referrals). | Peers, Jennifer | 8/18/2014 | Data documentation and summary of the data. | 6/3/2015 biweekly |
| G8.B1.S1.MA1 | Classroom walk throughs to monitor the use of Champs. Meet with leadership team to monitor individual behavior concerns. | Peers, Jennifer | 8/18/2014 | Leadership team meeting minutes. | 6/3/2015 biweekly |

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.

G7. Student reading proficiency will meet or exceed the state expected average as measured by the 2016 Florida State Assessment.

G7.B1 Providing effective and differentiated instruction with fidelity is challenging due to the wide-range of readiness levels.

G7.B1.S1 Provide research-based interventions for students not reading on grade level.

PD Opportunity 1

Schedule training for teachers and hourly teachers on interventions and schedule students needing interventions based on assessment data gathered/reviewed.

Facilitator

District LLI trainers Rtl Coach for Beck, Quick Reads

Participants

Rtl Coach

Schedule

Annually, from 9/1/2014 to 5/25/2015

G8. Reduce the number of students who receive one or more behavior out of school suspensions by 50% from 42 students to 21 students.

G8.B1 Not all teachers and staff have the same behavior expectations.

G8.B1.S1 Teachers will continue to implement Champs in the classroom and align their plan with the school-wide behavior plan.

PD Opportunity 1

Make sure that all classroom teachers have a Champs resource book.

Facilitator

Jennifer Peers

Participants

Behavior Specialist

Schedule

Quarterly, from 8/27/2014 to 5/27/2015

PD Opportunity 2

Meet with teachers who need support to implement Champs strategies.

Facilitator

Behavior Specialist will provide training or direct teachers to district training.

Participants

Behavior Specialist

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Technical Assistance Items

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

Budget