Pinellas Park Elementary School

2015-16 School Improvement Plan

Pinellas Park Elementary School

7520 52ND ST N, Pinellas Park, FL 33781

http://www.pp-es.pinellas.k12.fl.us

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	60%

Alternative/ESE Center	Charter School	Minority
No	No	48%

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.

Table of Contents

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

All stakeholders will work together in a cooperative partnership which will enable our students to become contributing citizens and life long learners. Together we will provide a balanced curriculum which is driven by data and based on individual needs.

Provide the school's vision statement

As a community we will provide the necessary support to all students so that they will succeed and reach the highest level of students.

School Environment

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

The first ten days of school are used to build a classroom culture and build relationships with students. Teachers engage students in "Getting to know you" activities. Classrooms engage in team building activities where students learn to work together to complete a specific task or goal. The administration encourages and set aside limited interrupted time within the classroom for teachers to build positive relationship with their students.

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

School expectations are modeled and taught during the first ten days of school and as needed throughout the year. Students are taught what are appropriate behaviors and what they need to do to ensure their safety and others around them. They are taught how to report issues/problems to an adult and the adults handle the situation or direct to the appropriate personnel. The Guidance Counselor delivers guidance lessons that align to the character traits and teaches students how to problem solve. Daily agendas are used to communicate with parents and teachers or staff members make parent phone calls as needed. Students are greeted pleasantly every morning as the step off the bus and as staff members see them in the hallway.

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

Pinellas Park Elementary Guidelines for Success, B.E.A.R.S. represent the minimum behavioral expectations required for successful participation in the educational process. Our Guidelines for Success are:
Behave kindly
Engage in learning
Act responsibly
Respect others
Strive for success
School-wide behavior plan is in place where each classroom displays and reviews the GFS and then each classroom has their own specific, detailed expectations/rules. We acknowledge students who

are exhibiting BEARS behaviors by giving them specific positive feedback along with a PAWS token. All staff has been trained on the school-wide behavior plan. Behavior infractions data will be shared during monthly faculty meetings and any problem areas will be addressed with support as needed. Teachers taught scripted behavioral lessons the first ten days of school. Lessons focused on the school-wide behavior expectations and protocol for disciplinary incidents.

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

Counseling is provided by the school social worker to students who have IEPs (Individualized Education Plans) that specify counseling minutes. Other students can be referred for counseling by the teacher or parent. Counseling is provided by the school social worker or the guidance counselor to individual students or to groups of students based on needs. Volunteer mentors are assigned to students based on needs and support. Retained students are assigned a mentor who can lend moral, or academic support as needed.

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	29	19	26	20	8	18	120
One or more suspensions	5	6	8	9	8	8	44
Course failure in ELA or Math	0	0	0	0	1	4	5
Level 1 on statewide assessment	0	0	0	0	0	0	
	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	10	14	11	17	12	14	78

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

Child Study Team reviews all attendance with a focus on students who have habitual attendance problems. Letters and phone calls are made to parents to inform about attendance issues. All attempts are made to have parents resolve the issue. Letters are sent to parents to inform of the absences. Parents are scheduled to conference with the CST team along with administration, to discuss how the attendance issue can be resolved. If after numerous attempts the student's attendance still doesn't improve then they are referred to TIP. Students are discussed during SBLT meetings and action is taken (phone call reminder, letters, or conference) based on the data at hand. Interventions are put in place or adjusted based on data.

Bi-Weekly Child Study Team, rewards/incentive program for perfect attendance and improvements to attendance.

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

The leadership and staff at Pinellas Park Elementary School offers parent-conferences on a schedule designed to help accommodate parents. Additional communications will occur at our Open House/ Meet the Teacher and through our school newsletter.
We are currently working on our PTA and SAC monthly meeting schedule to further involve parents in our school community.
All parents were given surveys at the end of the school year seeking their input on activities, trainings & materials they needed to help their child. Results of parent surveys were reviewed by the SAC to determine needed changes in the PIP (Parental Involvement Plan) and SIP. During the SAC meeting when the PIP was developed the parents/SAC will have input in how the funds are used.
Initial communication begins at the Annual Title 1 Meeting for parents (Sept. 1 2015). They will be presented with school-wide Title 1 programs and its events, how to schedule parents conference, opportunities for participation in decisions related to the education of their child. Parents will receive a copy of the Parent Right to Know.
Compacts will be distributed prior to Sept. 9 and reviewed with parent, teacher & student. After each event parents receive a survey, The school Parental Involvement Committee reviews & share the information with staff.
Connect to Success is a laptop computer initiative that allows students access to a computer at home. Parents and students attend a training that is presented by classroom teachers and the technology specialists. The training involves how to access educational programs such as STMath and Ticket to Read, which support student achievement. Teachers are then able to run reports to review student usage and progress. Then teachers can make adjustments based on data to promote highest student achievement. The initiative connects to our 3 SIP goals as all goals focus on students being proficient at 70% in reading, math, science and writing.

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 and Community Liaison reaches out to businesses within the community and local government offices to build support for the school. Currently the City of Pinellas Park Manager, has reached out to administration and has offered support with mentors and funding. The City of Pinellas Park has also used their electronic marquees to display information that is relevant in reaching out to the school community. We have built relationships with a local bank who donates supplies for the students two times a year. Local businesses support the school by donating items for teachers and students.

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
Freeman, Lisa	Principal
Vargus, Karen	Assistant Principal
Beauregard, Kathleen	Instructional Coach
Hill, Douglas	Instructional Coach
McLean-Pilliner, Yvette	Instructional Coach

Duties

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

Facilitator- generates the agenda and leads the discussions
Data Manager - assists team in accessing and interpreting (aggregating/disaggregating) the data
Recorder/Note Taker- documents meeting content and disseminates to team members in a timely manner and keeps a binder.
Time Keeper - helps team begin on time and stay on track with the agenda.

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

SBLT will meet weekly (Monday, if all necessary personnel are on site.) Focus will rotate between math/science, ELA, Subgroups, and behavior.
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 students 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 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.
Title III funds are utilized to provide a variety of educational resources and support services to improve the education of 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 to families, including a schedule of parent workshops and other activities.
SAI funds are coordinated with Title I, Part A funds to provide extended learning enrichment opportunities for students during the school year. 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.

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.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Lisa Freeman	Principal
Heather Kugler	Parent
Emily Keleher	Parent
Sylvia Costa	Parent
Vi Jackson	Parent
Leocsha Flores	Parent
Erika Reckenwald	Education Support Employee
Doug Lewis	Business/Community

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

Our SAC committee meets a minimum of three times a year to review the school improvment plan and provide input into school based decisions to better serve the academic needs of our student population.

Development of this school improvement plan

The development of this school improvement plan was completed by the SBLT team in conjunction with teachers during monthly meetings.

Preparation of the school's annual budget and plan

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

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

School Messenger has been sent out to parents to request parents interested in SAC to contact the assistant principal. Marque messages asking for SAC members has been used. The school newsletter has a section about SAC and interested parents contacting the assistant principal. During meet and greet a table was set up to explain SAC and the responsibilities to attempt to recruit parents.

Literacy Leadership Team (LLT)

Membership:

Name	Title
Freeman, Lisa	Principal
Beauregard, Kathleen	Instructional Coach
Vargus, Karen	Assistant Principal
McLean-Pilliner, Yvette	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

Support for text complexity and grade level text
Support for instructional skills to improve reading comprehension
Support for implementation in Social Studies, Science and Technical courses.

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

The instructional staff meets with instructional coaches to collaborate and plan standard-based lessons on a weekly basis. Teachers and coaches have expectations of the collaborative planning sessions and the expected outcomes. Members of the team have roles during the collaboration; this fosters true collaboration and participation of the entire team. The instructional coach is a facilitator of the process and uses effective questioning skills to get all members actively involved.

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

Hires are based on recommendations from department supervisors, other administrators from struggling schools and/or work experience under an administrator in the past. The administration examine the teachers previous student achievement data and the impact they had with students of similar demography. Retaining highly qualified teachers is of utmost importance. The administration frequently surveys the staff and where possible, make the necessary changes that's suggested by the staff. Staff members are actively engaged in the development of the system and processes at the school. Twice per year the principal and assistant principal host and prepares the meal for a staff luncheon.

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

Regular, scheduled meetings with new teachers. Prior to the start of school all new hires are given training, reviewing policies, introducing guidelines, and reviewing strategies and best practices. Assigned to EDGE mentor and also a mentor within their grade level team.

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 programs used in the core instruction are the Modules and Math Units from district which are aligned to Florida standards. The instructional coaches along with grade level teachers unpack the modules and units to determine what the instruction in the classroom needs to look like to achieve proficiency on the module assessments.

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

Data analysis meetings are held school-wide and within grade levels. Teachers analyze their student data to determine the differentiated levels of small group instruction. Teachers adjust their instruction according to student performance data.

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: 8,640

Based on summative data, the extended day will include Science Camp and ST Math instructional program will be used to further support the learning needs of students.
Extended ELA Plan:
Collaborative planning will be built into weekly schedules. The expectation is that collaborative lesson planning occurs once a week during the 50 minute PE block. Team leaders will submit the day of the week the team chooses. Once a schedule is submitted Reading and Math coaches will design a schedule to participate in grade level collaborative planning. Professional development: intermediate teachers will focus on Guided Reading Routine (this will promote a common language, common focus and non-negotiables for interventions). Primary teachers will focus on administering and analyzing running records. Book Study with Jan Richardson's Guided Reading. Fidelity checks will be implemented after administration, and RTI/MTSS coach are trained. Reading Coach will begin modeling Guided Reading with third grade and create a rotation schedule. Core instruction will be monitored by Administration and Reading Coach every 3 weeks.

Strategy Rationale

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Freeman, Lisa, freemanl@pcsb.org

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

Data collection will be done through student assessment data and surveys.

Student Transition and Readiness

PreK-12 Transition

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

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

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

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:
·

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. All instructional staff will provide data driven ambitious instruction aligned to Marzano's framework of instruction to include scales.

G2. Bradley MOU: If teachers implement high interest standards-based instruction, then the achievement level of black students in reading will increase to 70% and in math to 70% based on AMO targets.

G3. Provide an environment that is safe and civil, fosters positive relationships between staff and students, and respond to students' academic needs.

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. All instructional staff will provide data driven ambitious instruction aligned to Marzano's framework of instruction to include scales. 1a

G060537

Targets Supported 1b

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	70.0
FSA - English Language Arts - Proficiency Rate	70.0
FCAT 2.0 Science Proficiency	70.0
FCAT 2.0 Writing Proficiency	70.0

Resources Available to Support the Goal 2

- Teachers are willing to initiate change.

Targeted Barriers to Achieving the Goal 3

- Lack of a timely, systematic process for intrepretation of standards, modules and math units to plan effective data driven instruction to meet the needs of all learners.

Plan to Monitor Progress Toward G1. 8

Mid year data, Math OPM, istation, running records

Person Responsible

Karen Vargus

Schedule

Every 6 Weeks, from 10/5/2015 to 6/2/2016

Evidence of Completion

summative assessments, district common assessments, FSA

G2. Bradley MOU: If teachers implement high interest standards-based instruction, then the achievement level of black students in reading will increase to 70% and in math to 70% based on AMO targets. [1a]

🔍 G060538

Targets Supported [1b]

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	70.0
FSA - Mathematics - Proficiency Rate	70.0

Resources Available to Support the Goal [2]

•

Targeted Barriers to Achieving the Goal [3]

• Lack of student engagement

Plan to Monitor Progress Toward G2. [8]

Baseline and intermittent data ~ IPI (active student engagement)

Person Responsible
Lisa Freeman

Schedule
Every 6 Weeks, from 9/7/2015 to 5/30/2016

Evidence of Completion
Student Achievement Data by subgroup, Ongoing Progress Monitoring in Math, On Demand istation, Running Records, District Common Assessments

G3. Provide an environment that is safe and civil, fosters positive relationships between staff and students, and respond to students' academic needs. `1a`

🔑 G060539

Targets Supported `1b`

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	70.0
FSA - English Language Arts - Proficiency Rate	70.0
FCAT 2.0 Science Proficiency	70.0

Resources Available to Support the Goal `2`

- Title I services for training: example Care Strategies

Targeted Barriers to Achieving the Goal `3`

- Understanding children of poverty.

- too much time spent on the kids making poor choices and limited time on the kids making good choices.

Plan to Monitor Progress Toward G3. `8`

Culture Surveys for teachers & Students, discipline data and BEAR Paws data

Person Responsible
Karen Vargus

Schedule
Every 6 Weeks, from 9/7/2015 to 5/30/2016

Evidence of Completion
survey data, discipline and BEAR Paws data, Mid year SIP Reviews

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. All instructional staff will provide data driven ambitious instruction aligned to Marzano's framework of instruction to include scales. 1

🔑 G060537

G1.B1 Lack of a timely, systematic process for intrepretation of standards, modules and math units to plan effective data driven instruction to meet the needs of all learners. 2

🔑 B154320

G1.B1.S1 High yield strategies in Mathematics, English Language Arts, and Science focus on learning styles and differentiated instruction to meet the needs of all learners. 4

🔑 S166031

Strategy Rationale

Research based strategies that support effective instruction.

Action Step 1 5

Teachers will participate in facilitated grade level PLC's to research and discuss High Yield Strategies i.e summary, thinking maps, journal summaries; 8 High Leverage Teaching Practices

Person Responsible

Lisa Freeman

Schedule

Weekly, from 9/7/2015 to 5/30/2016

Evidence of Completion

Student samples, student data, sign in sheets, agendas, PLC calendar

Action Step 2 5

Teachers will participate in collaborative planning with instructional coaches to develop lesson plans to to implement high yield strategies and High Leverage Teaching Practices

Person Responsible

Lisa Freeman

Schedule

Weekly, from 9/7/2015 to 5/30/2016

Evidence of Completion

Documents from unpacking standards Lesson plans Student samples students task aligned to standards and high yield strategies Marzano scales agendas

Action Step 3 5

Teachers will participate in professional development based on needs determined by data; job-embedded PD; after-school planning.

Person Responsible

Lisa Freeman

Schedule

Monthly, from 9/7/2015 to 5/30/2016

Evidence of Completion

Lesson Plans Walk-through data sign in sheets Deliberate Practice LMS transcript Student samples/Assessments unpacked modules

Action Step 4 5

Tiered coaching cycles with identified teachers

Person Responsible

Kathleen Beauregard

Schedule

Biweekly, from 9/7/2015 to 5/30/2016

Evidence of Completion

Coaching Logs, walk-through data, lesson plans, coaching calendar, teacher reflections

Action Step 5 `5`

Teachers will implement standards-based instruction with the use of Marzano Scales to monitor students learning

Person Responsible

Lisa Freeman

Schedule

Daily, from 9/7/2015 to 5/30/2016

Evidence of Completion

Classroom Observation Data Student samples Lesson Plan Align to standards Marzano scales aligned to Florida Standards

Action Step 6 `5`

Celebrate students and teachers success

Person Responsible

Lisa Freeman

Schedule

Weekly, from 8/18/2014 to 5/28/2015

Evidence of Completion

Freeman Focus (weekly update) Student names submitted for recognition Visible posting of Student of the Month End of unit celebrations related to all academic areas Student work displayed Specific feedback notes during walk throughs Kudos to colleagues Birthday Cards School-wide Behavior Plan

Action Step 7 `5`

Use of research-based Instructional Delivery Model to increase the effectiveness of all content area instruction; ELA (Gradual Release) and Mathematics (Van de Walle)

Person Responsible

Lisa Freeman

Schedule

Daily, from 8/24/2015 to 5/30/2016

Evidence of Completion

lesson plans, students samples, classroom observation

Action Step 8 `5`

Strengthen core instruction by increasing the Independent practice time where students grapple with grade level text, writing, mathematics, and science.

Person Responsible

Karen Vargus

Schedule

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

Evidence of Completion

students samples, lesson plans, walk-throughs, Marazano scales, differentiated lessons, content area framework

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

Collect baseline data and intermittent data point for the evidences.

Person Responsible

Lisa Freeman

Schedule

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

Evidence of Completion

Classroom observation, time spent in independent practice, lesson plans, coaching cycles, PLC agendas and sign sheet, student samples

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

Collect data on extra time given to unpack modules and math units

Person Responsible

Karen Vargus

Schedule

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

Evidence of Completion

unpack standards, lessons aligned to scales and high yield strategies, lessons designed with entry points to meet the needs of all learners

G2. Bradley MOU: If teachers implement high interest standards-based instruction, then the achievement level of black students in reading will increase to 70% and in math to 70% based on AMO targets. [1]

🔑 G060538

G2.B2 Lack of student engagement [2]

🔑 B154326

G2.B2.S1 Implement culturally responsive teaching; supportive learning environment [4]

🔑 S166033

Strategy Rationale

Students are not exposed to lessons that relate to their cultural backgrounds; Lack of addressing academic needs of black students.

Action Step 1 [5]

Design and conduct a student interest survey to determine sub-group interest.

Person Responsible

Yvette McLean-Pilliner

Schedule

On 9/18/2015

Evidence of Completion

interest surveys & Survey results

Action Step 2 [5]

Analyze survey results specific to subgroups. Identify instructional implications.

Person Responsible

Yvette McLean-Pilliner

Schedule

On 9/30/2015

Evidence of Completion

survey, data from survey

Action Step 3 5

Integrate data from interest survey; cultural responsive teaching framework into modules at collaborative planning.

Person Responsible

Kathleen Beauregard

Schedule

Weekly, from 10/1/2015 to 5/27/2016

Evidence of Completion

Action Step 4 5

Implementation of high interest and culturally responsive (based on survey) lessons that are aligned to Florida Standards and relevant to students' lives.

Person Responsible

Kathleen Beauregard

Schedule

Weekly, from 10/1/2014 to 5/14/2015

Evidence of Completion

observational data, lesson plans, authentic student engagement data (IPI)

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

Observe implementation of culturally responsive lessons

Person Responsible

Lisa Freeman

Schedule

Daily, from 9/7/2015 to 5/30/2016

Evidence of Completion

lesson plans Walk through observations

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

Monitor levels of student engagement with the use of IPI

Person Responsible

Karen Vargus

Schedule

Quarterly, from 9/7/2015 to 5/31/2016

Evidence of Completion

Student authentic engagement (IPI)

G2.B2.S2 Differentiated Instruction; Thinking Maps, CRISS `4`

🔑 S178294

Strategy Rationale

Inconsistency in selecting appropriate strategies that value the experiences and knowledge that black students bring to school.

Action Step 1 `5`

Provide Professional Development on Differentiated Instruction; Thinking Maps, CRISS during Math & ELA PLCs

Person Responsible

Lisa Freeman

Schedule

Weekly, from 9/7/2015 to 5/30/2016

Evidence of Completion

PLC Agendas and sign in sheets

Action Step 2 `5`

Incorporate DI, Thinking Maps and CRISS strategies from PLC into lesson plans

Person Responsible

Kathleen Beauregard

Schedule

Weekly, from 9/7/2015 to 5/30/2016

Evidence of Completion

lesson plans

Action Step 3 `5`

Implement DI lessons with the use of Thinking Maps and CRISS

Person Responsible

Lisa Freeman

Schedule

Daily, from 9/7/2015 to 5/30/2016

Evidence of Completion

walk-through data

Plan to Monitor Fidelity of Implementation of G2.B2.S2 `6`

classroom walk-throughs

Person Responsible

Lisa Freeman

Schedule

Daily, from 9/7/2015 to 5/30/2016

Evidence of Completion

walk-through data

G3. Provide an environment that is safe and civil, fosters positive relationships between staff and students, and respond to students' academic needs. 1

🔍 G060539

G3.B1 Understanding children of poverty. 2

🔍 B154327

G3.B1.S1 Professional Development: Trauma Informed School 4

🔍 S166034

Strategy Rationale

Need for understanding children of poverty. The need to understand life students come from.

Action Step 1 5

Professional Development: Trauma Informed School

Person Responsible

Lisa Freeman

Schedule

Quarterly, from 10/19/2015 to 5/30/2016

Evidence of Completion

sign in sheets, LMS, agenda

Action Step 2 5

Teachers implement strategies learned from PD into classroom environment.

Person Responsible

Lisa Freeman

Schedule

Daily, from 10/26/2015 to 5/30/2016

Evidence of Completion

students culture survey, walk-throughs

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

Teachers will be engaged in coaching cycles to support implementation.

Person Responsible

Lisa Freeman

Schedule

On 5/29/2015

Evidence of Completion

Walk-throughs, teacher feedback

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

Culture surveys will be administered semi-annually

Person Responsible

Yvette McLean-Pilliner

Schedule

Semiannually, from 1/11/2016 to 5/30/2016

Evidence of Completion

student culture surveys

G3.B3 too much time spent on the kids making poor choices and limited time on the kids making good choices. 2

🔑 B166980

G3.B3.S1 PBS - Celebrate Students Success 4

🔑 S178591

Strategy Rationale

The brain loves celebrations. When a teacher affirms a student's correct answer or when students celebrate the accomplishments of a peer, a cooperative group, or the class as a whole, confidence increases and the classroom becomes a place where behavior problems are diminished and learning accelerated ~ Marzano

Action Step 1 5

BEAR Paws distributed to students by staff in any environment

Person Responsible

Lisa Freeman

Schedule

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

Evidence of Completion

list of students who earned BEAR Paws; students charm necklace

Action Step 2 5

Commitment to Character: each teacher recognizes a student who exhibited the character for the month

Person Responsible

Lisa Freeman

Schedule

Monthly, from 9/21/2015 to 5/30/2016

Evidence of Completion

Certificate to students, Morning Show

Action Step 3 `5`

Golden Ticket: Classes are awarded Golden Tickets when they exhibit cafeteria expectations during lunch. Classes that earn 10 tickets get a reward.

Person Responsible

Lisa Freeman

Schedule

Daily, from 8/28/2015 to 5/30/2016

Evidence of Completion

bar chart displaying data, Golden Tickets earned data

Action Step 4 `5`

BEAR Paws: Teacher will be celebrated when their class earns the most BEAR Paw of the month.

Person Responsible

Lisa Freeman

Schedule

Monthly, from 9/14/2015 to 5/30/2016

Evidence of Completion

list of teachers who were celebrated

Action Step 5 `5`

SNAP Book!! Notebook passed around from staff to staff recognizing and celebrating the staff. Teachers write a celebratory message in the notebook to a teacher and leaves it in his/her mailbox. The recipient then writes a message to someone else and pass it on.

Person Responsible

Lisa Freeman

Schedule

Daily, from 8/28/2015 to 5/30/2016

Evidence of Completion

Snap book

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Observation of PBS strategies will be done by school psychologist

Person Responsible

Karen Vargus

Schedule

Every 3 Weeks, from 8/24/2015 to 5/30/2016

Evidence of Completion

walk-through observational data

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Baseline and intermittent data gathered from BIDS; track and compare the number of minutes spent on positive interaction with students (i.e. 1 BEAR = 1 min vs. 1 incident report = 5mins)

Person Responsible

Yvette McLean-Pilliner

Schedule

Monthly, from 8/28/2015 to 5/30/2016

Evidence of Completion

Discipline data (FOCUS), BEAR Paws 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
G1.B1.S1.A1	Teachers will participate in facilitated grade level PLC's to research and discuss High Yield Strategies i.e summary, thinking maps, journal summaries; 8 High Leverage Teaching Practices	Freeman, Lisa	9/7/2015	Student samples, student data, sign in sheets, agendas, PLC calendar	5/30/2016 weekly
G2.B2.S1.A1	Design and conduct a student interest survey to determine sub-group interest.	McLean-Pilliner, Yvette	8/31/2015	interest surveys & Survey results	9/18/2015 one-time
G3.B1.S1.A1	Professional Development: Trauma Informed School	Freeman, Lisa	10/19/2015	sign in sheets, LMS, agenda	5/30/2016 quarterly
G2.B2.S2.A1	Provide Professional Development on Differentiated Instruction; Thinking Maps, CRISS during Math & ELA PLCs	Freeman, Lisa	9/7/2015	PLC Agendas and sign in sheets	5/30/2016 weekly
G3.B3.S1.A1	BEAR Paws distributed to students by staff in any environment	Freeman, Lisa	8/31/2015	list of students who earned BEAR Paws; students charm necklace	5/30/2016 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A2	Teachers will participate in collaborative planning with instructional coaches to develop lesson plans to to implement high yield strategies and High Leverage Teaching Practices	Freeman, Lisa	9/7/2015	Documents from unpacking standards Lesson plans Student samples students task aligned to standards and high yield strategies Marzano scales agendas	5/30/2016 weekly
G2.B2.S1.A2	Analyze survey results specific to subgroups. Identify instructional implications.	McLean-Pilliner, Yvette	9/22/2015	survey, data from survey	9/30/2015 one-time
G2.B2.S2.A2	Incorporate DI, Thinking Maps and CRISS strategies from PLC into lesson plans	Beauregard, Kathleen	9/7/2015	lesson plans	5/30/2016 weekly
G3.B1.S1.A2	Teachers implement strategies learned from PD into classroom environment.	Freeman, Lisa	10/26/2015	students culture survey, walk-throughs	5/30/2016 daily
G3.B3.S1.A2	Commitment to Character: each teacher recognizes a student who exhibited the character for the month	Freeman, Lisa	9/21/2015	Certificate to students, Morning Show	5/30/2016 monthly
G1.B1.S1.A3	Teachers will participate in professional development based on needs determined by data; job-embedded PD; after-school planning.	Freeman, Lisa	9/7/2015	Lesson Plans Walk-through data sign in sheets Deliberate Practice LMS transcript Student samples/ Assessments unpacked modules	5/30/2016 monthly
G2.B2.S1.A3	Integrate data from interest survey; cultural responsive teaching framework into modules at collaborative planning.	Beauregard, Kathleen	10/1/2015		5/27/2016 weekly
G2.B2.S2.A3	Implement DI lessons with the use of Thinking Maps and CRISS	Freeman, Lisa	9/7/2015	walk-through data	5/30/2016 daily
G3.B3.S1.A3	Golden Ticket: Classes are awarded Golden Tickets when they exhibit cafeteria expectations during lunch. Classes that earn 10 tickets get a reward.	Freeman, Lisa	8/28/2015	bar chart displaying data, Golden Tickets earned data	5/30/2016 daily
G1.B1.S1.A4	Tiered coaching cycles with identified teachers	Beauregard, Kathleen	9/7/2015	Coaching Logs, walk-through data, lesson plans, coaching calendar, teacher reflections	5/30/2016 biweekly
G2.B2.S1.A4	Implementation of high interest and culturally responsive (based on survey) lessons that are aligned to Florida Standards and relevant to students' lives.	Beauregard, Kathleen	10/1/2014	observational data, lesson plans, authentic student engagement data (IPI)	5/14/2015 weekly
G3.B3.S1.A4	BEAR Paws: Teacher will be celebrated when their class earns the most BEAR Paw of the month.	Freeman, Lisa	9/14/2015	list of teachers who were celebrated	5/30/2016 monthly
G1.B1.S1.A5	Teachers will implement standards-based instruction with the use of Marzano Scales to monitor students learning	Freeman, Lisa	9/7/2015	Classroom Observation Data Student samples Lesson Plan Align to standards Marzano scales aligned to Florida Standards	5/30/2016 daily
G3.B3.S1.A5	SNAP Book!! Notebook passed around from staff to staff recognizing and celebrating the staff. Teachers write a celebratory message in the notebook to a teacher and leaves it in his/her mailbox. The recipient then writes a message to someone else and pass it on.	Freeman, Lisa	8/28/2015	Snap book	5/30/2016 daily
G1.B1.S1.A6	Celebrate students and teachers success	Freeman, Lisa	8/18/2014	Freeman Focus (weekly update) Student names submitted for recognition Visible posting of Student of the Month End of unit celebrations related to all academic areas Student work displayed Specific feedback notes during walk throughs Kudos to colleagues Birthday Cards School-wide Behavior Plan	5/28/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A7	Use of research-based Instructional Delivery Model to increase the effectiveness of all content area instruction; ELA (Gradual Release) and Mathematics (Van de Walle)	Freeman, Lisa	8/24/2015	lesson plans, students samples, classroom observation	5/30/2016 daily
G1.B1.S1.A8	Strengthen core instruction by increasing the Independent practice time where students grapple with grade level text, writing, mathematics, and science.	Vargus, Karen	8/31/2015	students samples, lesson plans, walk-throughs, Marazano scales, differentiated lessons, content area framework	5/30/2016 daily
G1.MA1	Mid year data, Math OPM, istation, running records	Vargus, Karen	10/5/2015	summative assessments, district common assessments, FSA	6/2/2016 every-6-weeks
G1.B1.S1.MA1	Collect data on extra time given to unpack modules and math units	Vargus, Karen	9/2/2015	unpack standards, lessons aligned to scales and high yield strategies, lessons designed with entry points to meet the needs of all learners	6/2/2016 every-6-weeks
G1.B1.S1.MA1	Collect baseline data and intermittent data point for the evidences.	Freeman, Lisa	9/2/2015	Classroom observation, time spent in independent practice, lesson plans, coaching cycles, PLC agendas and sign sheet, student samples	6/2/2016 monthly
G2.MA1	Baseline and intermittent data ~ IPI (active student engagement)	Freeman, Lisa	9/7/2015	Student Achievement Data by subgroup, Ongoing Progress Monitoring in Math, On Demand istation, Running Records, District Common Assessments	5/30/2016 every-6-weeks
G2.B2.S1.MA1	Monitor levels of student engagement with the use of IPI	Vargus, Karen	9/7/2015	Student authentic engagement (IPI)	5/31/2016 quarterly
G2.B2.S1.MA1	Observe implementation of culturally responsive lessons	Freeman, Lisa	9/7/2015	lesson plans Walk through observations	5/30/2016 daily
G2.B2.S2.MA1	classroom walk-throughs	Freeman, Lisa	9/7/2015	walk-through data	5/30/2016 daily
G3.MA1	Culture Surveys for teachers & Students, discipline data and BEAR Paws data	Vargus, Karen	9/7/2015	survey data, discipline and BEAR Paws data, Mid year SIP Reviews	5/30/2016 every-6-weeks
G3.B1.S1.MA1	Culture surveys will be administered semi-annually	McLean-Pilliner, Yvette	1/11/2016	student culture surveys	5/30/2016 semiannually
G3.B1.S1.MA1	Teachers will be engaged in coaching cycles to support implementation.	Freeman, Lisa	8/18/2014	Walk-throughs, teacher feedback	5/29/2015 one-time
G3.B3.S1.MA1	Baseline and intermittent data gathered from BIDS; track and compare the number of minutes spent on positive interaction with students (i.e. 1 BEAR = 1 min vs. 1 incident report = 5mins)	McLean-Pilliner, Yvette	8/28/2015	Discipline data (FOCUS), BEAR Paws data	5/30/2016 monthly
G3.B3.S1.MA1	Observation of PBS strategies will be done by school psychologist	Vargus, Karen	8/24/2015	walk-through observational data	5/30/2016 every-3-weeks

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 Opportuntities

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

G1. All instructional staff will provide data driven ambitious instruction aligned to Marzano's framework of instruction to include scales.

G1.B1 Lack of a timely, systematic process for intrepetation of standards, modules and math units to plan effective data driven instruction to meet the needs of all learners.

G1.B1.S1 High yield strategies in Mathematics, English Language Arts, and Science focus on learning styles and differentiated instruction to meet the needs of all learners.

PD Opportunity 1

Teachers will participate in professional development based on needs determined by data; job-embedded PD; after-school planning.

Facilitator

instructional coaches & staff developers

Participants

teachers

Schedule

Monthly, from 9/7/2015 to 5/30/2016

G3. Provide an environment that is safe and civil, fosters positive relationships between staff and students, and respond to students' academic needs.

G3.B1 Understanding children of poverty.

G3.B1.S1 Professional Development: Trauma Informed School

PD Opportunity 1

Professional Development: Trauma Informed School

Facilitator

District Personnel

Participants

Staff

Schedule

Quarterly, from 10/19/2015 to 5/30/2016

Technical Assistance Items

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

Budget