Ponce De Leon Elementary School

2015-16 School Improvement Plan

Ponce De Leon Elementary School

1301 PONCE DE LEON BLVD, Clearwater, FL 33756

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

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	57%

Alternative/ESE Center	Charter School	Minority
No	No	65%

School Grades History

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

To provide a safe and challenging learning environment designed to ensure that each student achieves his/her highest personal potential.

Provide the school's vision statement

Our vision includes making Ponce de Leon a model school environment in exemplary education and appropriate school behavior.

School Environment

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

The school provides professional development focused on creating culturally responsive classrooms through the use of student protocols and morning meetings. Student surveys are used to gather information and build rapport between teachers and students. Students are given a voice in the creation of classroom guidelines and procedures through the use of classroom learning systems and quality tools. Parent nights encourage families to partner with the school and allow for additional opportunities to build relationships.The use of bilingual assistants in conferences, parent nights and other school events encourage positive relationships between teachers, parents and students.

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

The school has a school wide discipline plan which includes positive reinforcement for both the individual student and classes of students. A safe campus is maintained through the use of staff and safety patrols. The staff is provided professional development focused on developing culturally responsive classrooms through the use of student protocols and morning meetings. The school provides small group guidance and behavior strategy groups, as well as individual counseling, for those students in need of additional support. Adult mentors are provided for identified at-risk students.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The school has established guidelines for success and clear behavioral expectations. All students participate in a behavior/expectation orientation during the first week of school. Professional development focused on the school wide behavior system, behavior rubrics, and behavior tracking forms is conducted during pre-school for staff. Classrooms utilize a five level behavior matrix as a Tier 1 behavior management system. Behavior/expectation rubrics/lessons are used to define acceptable classroom and common area behavior. Individual behavior plans are provided for those students who require additional behavioral support. Ongoing professional development is conducted by the MTSS behavior coach for the staff, and side-by-side coaching is provided to those staff members requiring additional support. Behavioral data is collected school wide and reviewed on a regular basis.

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

The school's student services team includes a social worker, guidance counselor, psychologist and diagnostician. This team provides small group counseling and behavior management services. Guidance lessons are provided to all classrooms monthly. Adult mentors are provided for identified at-risk students. These mentors meet regularly with assigned students to discuss goals and progress. Classroom teachers are trained in the use of morning meetings as a culture building tool and are provided with grade level social skills curriculum from Safe and Civil Schools.

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

We utilize the following early warning indicators:
Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
One or more suspensions, whether in school or out of school
Course failure in English Language Arts or mathematics
Below expectation on the statewide, standardized assessments in English Language Arts or mathematics

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	19	19	18	13	12	8	89
One or more suspensions	2	1	2	3	2	5	15
Course failure in ELA or Math	0	0	0	2	1	6	9
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	3	3	7	6	4	6	29

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

Home visits are conducted by the student services team. Mentors are identified and matched to the students exhibiting two or more early warning indicators. Academic interventions are identified, matched and delivered with fidelity.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/151994.

Description

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

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The school has a partnership with St Paul's United Methodist Church and the City of Largo. These organizations provide student supplies, volunteers, mentors and other necessary resources for improving student achievement. Our Family and Community Liaison seeks out these partnerships and then working with administration these partnerships are sustained throughout the year. Regular and consistent meetings are held with members of these organizations to determine progress of the partnership as well as progress of our students' achievement based on these partnerships. Adjustments are made when needed and then reviewed to determine their effectiveness.

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
Texel, Paula	Principal
Logan, Greg	Assistant Principal
Bostick, Sadra	Instructional Coach
Hoffman, Marilee	Instructional Coach
Ku, Christen	Instructional Coach
Hite, Rebecca	Instructional Coach
Coleman, Dawn	Instructional Media
DeLong, Adrienne	Instructional Coach

Duties

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

The school leadership team meets weekly with the Principal in order to monitor action steps in our school improvement plan. The team reviews school wide and district data, establish coaching needs and plan for professional development.

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

After completing the Comprehensive Needs Assessment and the 10 Components of Highly Effective Schools we developed the Title 1 budget to include the following:
* 6 Title I hourly teachers
* 1 MTSS Academic Coach
* 1 MTSS Behavior Coach
* Parent Involvement Funds (agendas, training)
* Community Involvement Liaison
* Instructional materials
* TDE's for professional development
* Printing costs for Ongoing Progress Monitoring
The budget was presented to staff, SAC and PTA for input and revision prior to being accepted by the county Title 1 office.
Students are assessed using county provided assessments and site based ongoing progress monitoring. The data gathered through these assessments is analyzed in order to plan for instruction and align the available resources. Additional support (Title I Hourly Teachers) is provided to students needing additional instruction. Data chats/planning sessions are held every 6-8 weeks to analyze data and plan for additional instruction.
The MTSS Academic and Behavior teams use the 8 step problem solving method to address gaps in instruction and student performance. These teams also coordinate and evaluate additional Tier 2 and Tier 3 interventions in academics and behavior. These teams meets weekly.
Coaches (reading, math, science, MTSS) hold regular professional development that aligns to student and teacher need. Coaches provide support during collaborative planning sessions, side-by-side coaching, observational support and feedback. Monthly curriculum meetings are held to provide staff with PCSB professional development.
Title I, Part A
Title I, Part A funds are utilized, in conjunction with district operating funds and other federal resources, to support teaching and learning, parental engagement, and professional development. Title I services are coordinated and integrated with other resources through the Division of Teaching and Learning, Student Assignment, and Research and Accountability.
Title I, Part C- Migrant
NA in Pinellas
Title I, Part D
The district receives Title I, Part D funds which provide transition services from alternative education programs to zoned schools. In addition, a portion of Title I, Part A funds is reserved for services to neglected and delinquent students. Funds are targeted to support continuous education services to students in neglected and delinquent facilities through tutoring, instructional materials and resources, and technology.
Title II
The district receives funds to increase student achievement through professional development for teachers and administrators. Title II funds provide math and science coaches, as required by Differentiated Accountability, in some of the district's lowest performing schools. A portion of Title I, Part A funds is used to provide additional reading and math coaches in targeted schools based on FCAT results.
Title III
Title III funds provide educational materials, bilingual translators, summer programs, and other 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.

Title X- Homeless

The district receives funds to provide resources for students for students identified as homeless under the McKinney-Vento Act to eliminate barriers for 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 before/during/after school and during the summer.

Violence Prevention Programs

NA

Nutrition Programs

Title I coordinates with district food services to provide breakfast and lunch to students in Title I summer extended learning camps.

Housing Programs

NA

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.

Adult Education

NA

Career and Technical Education

NA

Job Training

NA

Other

NA

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Dawn Coleman	Teacher
Paula Texel	Principal
Ignacio Cajigas	Parent
Gary Hargrett	Education Support Employee
Feicia Higgins	Parent
Brandon Mai	Business/Community
Adrianna Rodriguez	Parent
Krystle Swift	Teacher

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

At the last meeting of the 2014-15 school year,SAC reviewed and evaluated last year's SIP. This involved discussing successful completion of the various action steps.

Development of this school improvement plan

The SAC provided input as goals and action plans were developed. SAC offered input regarding barriers.

Preparation of the school's annual budget and plan

When we receive information regarding SIP funds and how much we are being allocated, the SAC will convene to determine a plan for using these funds. Any funds being spent will be based on the goals and action steps listed in our SIP.

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

All SIP funds were used to provide TDE's for data meetings, teacher training and collaborative planning.

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
Texel, Paula	Principal
Logan, Greg	Assistant Principal
Bostick, Sadra	Instructional Coach
Hoffman, Marilee	Instructional Coach
Kamensky, Regina	Teacher, K-12
MacGregor, Melissa	Teacher, K-12
McFarland, Lisa	Teacher, K-12
Mannino, Justin	Teacher, K-12
Zervios, Danielle	Teacher, K-12
Garner, Summer	Teacher, K-12
Curls, Cynthia	Teacher, ESE
Anderson, Anita	Other

Duties

Describe how the LLT promotes literacy within the school

The members of the LLT provide information and guidance in the decision making process with regards to literacy instruction. They provide expertise in matching interventions to student needs and play an important role in monitoring Tier 1 instruction. Walk-throughs are completed with specific purposes in mind and feedback given. Coaching sessions and staff professional development are

planned based on needs observed.

The school assures that all teachers have appropriate professional development, including training in the Florida Standards, Guided Reading and various interventions. Students are progress monitored and regularly scheduled data meetings are held to analyze data and group students according to academic need.

The LLT oversees all activities related to literacy.

Public and Collaborative Teaching

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

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Teachers plan collaboratively for instruction. Teachers participate in weekly collaborative planning sessions for core and additional instruction facilitated by site-based coaches. The new teacher mentor meets with new teachers monthly to help them understand district and school policies and processes. Coaches work with teachers to implement research based strategies and plan for instruction and improve behavior management and student engagement/motivation. School administration provides walk-through feedback to reinforce research based practices and support coaching. Coaches offer guidance and support to teams during weekly collaborative planning sessions.

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

Recruit - As a turn around/L300 school, administration recruits highly qualified teachers, hourly teaching partners, and associates. This is achieved through a strict interview process where candidates are asked to give examples of how they instruct students of poverty. Administrators review each candidate's previous evaluation documents to be sure their past performance has been successful. Administrators routinely throughout the year look for teachers at other locations who they feel would best serve the students of Ponce de Leon.

Develop - Teachers are supported through site based professional development including data reviews, book studies and side by side coaching with full time site based coaches. All teachers are supported by our coaches, not simply the struggling teachers. It is important that even our best teachers are receiving consistent coaching in order for them to be even more successful with their students. Hourly teachers and associates are included in site based professional development opportunities.

Retain - The way we are able to retain highly qualified, certified-in-field, effective teachers is to give each and every staff member the opportunity to improve upon his or her craft in a way that they feel they are part of the solution, as opposed to part of the problem. Building a culture of togetherness and collegiality is the key to retaining those effective teachers who work best with our students. Consistent communication, well thought out trainings and meetings, and positive collaborative planning are some examples that have been shared from teachers as to why they choose to remain at Ponce de Leon.

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

Grade level team leaders are chosen based on level of experience and knowledge of the curriculum. Team leaders act as a grade level support for new teachers through collaborative planning sessions. The new teacher mentor conducts monthly meetings with teachers new to the school site and teaching and offers side by side coaching to individuals. New teacher meeting content focuses on behavior management, school and district processes and educational pedagogy.

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

Ponce uses the curriculum and instructional materials recommended and provided by Pinellas County Schools. These materials have been adopted by the county and aligned to the state standards. Teachers are provided professional development and coaching focused on the implementation of the adopted curriculum and additional resources. Administrators monitor the use of instructional programs by conducting walkthroughs, including analyzing trends across the school and then providing feedback for growth. We monitor lesson plans to ensure fidelity of the core programs.

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

Small group instruction is provided based on data (Common Assessments, Running Record, spelling inventories, OPM). Students receive daily guided reading instruction as part of the curriculum. Students identified as needing additional intervention through county assessments receive daily intervention aligned to their area of need. Individual student growth and performance is reviewed regularly and instruction is modified based on the results. Instructional personnel is assigned to students/interventions based on experience and qualifications. An additional block of intervention time is provided to all students as part of the L300 plan.
Teachers will become proficient in the utilization of Marzano goals and scales in order for teacher and students to understand the standards. Teachers will be supported through site based coaching, additional site based training and effective feedback.

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: 5,400

Students will receive an additional 60 minutes of reading intervention.

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Texel, Paula, texelpa@pcsb.org

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

Year end district asssessment scores are used to determine effectiveness.

Strategy: After School Program

Minutes added to school year: 30,000

Extended learning program for after school tutoring provided through Title 1 ELP funds. 30,000 minutes per year of tutoring is added to each identified student's schedule.

Strategy Rationale

Strategy Purpose(s)
""

Person(s) responsible for monitoring implementation of the strategy
Texel, Paula, texelpa@pcsb.org

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

I-ready diagnostic reading and math online assessment baseline and outcome data.

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.
Since Ponce de Leon also has two pre-school classrooms, our pre-K teachers are on the same team as
the Kindergarten teachers so they can articulate regarding standards.
Our 5th grade teachers will participate in an articulation session with feeder schools once per semester. At these articulation sessions teachers will communicate the progress of our students as well as understand the expectations of middle school curriculum. Our teachers will then take this information and implement specific strategies to ensure their successful transition. At the end of the school year, our students in fifth grade will participate in site based middle school orientations.

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

Focus on grade level standards and self improvement through progress monitoring to prepare for next grade and forward.

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

Students are provided opportunities for hands on science and real world math. Non fiction text is analyzed to make comparisons between sources. Connections to real life are made frequently.

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

Focus on grade level standards and self improvement through progress monitoring to prepare for next grade and forward.

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

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

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:
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Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

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

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   If all teachers collaboratively plan for and deliver high quality core instruction, then Ponce de Leon ES students achievement will be equal to or exceed the state proficiency levels in all subject areas as measured by 2016 FSA (FCAT 2.0-Science).

G2.   If all staff create and monitor effective Early Warning Signs systems, then Ponce de Leon ES will increase our daily attendance rate from 94.8% to 95.5%.

G3.   If we provide for culturally relevant pedagogy, then the achievement of our black students will be equal to or exceed the state proficiency levels.

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. If all teachers collaboratively plan for and deliver high quality core instruction, then Ponce de Leon ES students achievement will be equal to or exceed the state proficiency levels in all subject areas as measured by 2016 FSA (FCAT 2.0-Science). `1a`

Targets Supported `1b`

🔍 G060164

Indicator	Annual Target
AMO Reading - All Students	
ELA/Reading Gains	100.0
ELA/Reading Lowest 25% Gains	100.0
AMO Math - All Students	
Math Gains	100.0
Math Lowest 25% Gains	100.0
FCAT 2.0 Science Proficiency	46.0

Resources Available to Support the Goal `2`

- MTSS Coaches (2)

- Hourly Teachers

- Student assessment results: common assessments, FSA, running records

- Literacy Coach and Coaching Logs

- Guided Reading materials

- Math Coach and Coaching Logs

- Collaborative planning schedule

- ST Math school wide license

- Master Schedule

- ST Math Schedule

- Science lab schedule

- Science lab curriculum

- School wide data notebooks

- ELP/Promise Time

- Title I hourly teachers

- Ipads, computers, technology

- Technology human resource support

- Robotics club materials

- Student agends

-

Targeted Barriers to Achieving the Goal `3`

- Lack of student motivation and engagement

- Lack of understanding of delivering of core instruction

Plan to Monitor Progress Toward G1. 8

Student achievement results increase
Students are able to self-monitor progress through data notebooks
Teachers provide feedback to students to improve achievement
Small group data shows increased achievement for students
Teachers have used data to plan and drive instruction
MTSS (Academic) coach has collected data and had data meetings with teams

Person Responsible
Paula Texel

Schedule
Monthly, from 9/5/2015 to 6/7/2016

Evidence of Completion
Student achievement results Data notebooks Feedback on use of scales Collected data Lesson
Plans

G2. If all staff create and monitor effective Early Warning Signs systems, then Ponce de Leon ES will increase our daily attendance rate from 94.8% to 95.5%. 1a

🔑 G060165

Targets Supported 1b

Indicator	Annual Target
Students exhibiting two or more EWS indicators (Total)	3.0
Attendance rate	95.5
Attendance Below 90%	16.0

Resources Available to Support the Goal 2

- Community and family liaison
- Social worker
- Guest speakers
- MTSS (Behavior) Coach
- Various rewards
- Discipline referrals
- Panther Paw tickets
- Food for parent events
- Books for parent events
- Agendas
- Bilingual assistants

Targeted Barriers to Achieving the Goal 3

- Lack of cultural proficiency
- Lack of consistent student attendance

Plan to Monitor Progress Toward G2. 8

Teacher self report of change in practice
Business partnerships established
Volunteer hours increased
Attendance at family events increased

Person Responsible
Greg Logan

Schedule
Monthly, from 8/14/2015 to 6/7/2016

Evidence of Completion
Completion of teacher self-assessment survey Attendance at events Number of partnerships Number of volunteer hours Attendance improves

G3. If we provide for culturally relevant pedagogy, then the achievement of our black students will be equal to or exceed the state proficiency levels. `1a`

🔑 G060166

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - African American	
AMO Math - African American	

Resources Available to Support the Goal `2`

- MTSS Coaches (2)

- Hourly Teachers

- Student assessment results: common assessments, FSA, running records

- Literacy Coach and Coaching Logs

- Math Coach and Coaching Logs

- Mentors and volunteers

- Instructional and support staff

- Student agendas

- City of Largo

- Articles and research about culturally relevant pedagogy

Targeted Barriers to Achieving the Goal `3`

- Lack of student participation in school opportunities

- Lack of knowledge of what culturally relevant pedagogy is

Plan to Monitor Progress Toward G3. `8`

Academic results for students targeted for program
Evidence showing culturally relevant pedagogy

Person Responsible
Paula Texel

Schedule
Every 6 Weeks, from 10/30/2015 to 5/27/2016

Evidence of Completion
Academic data Walkthrough data

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. If all teachers collaboratively plan for and deliver high quality core instruction, then Ponce de Leon ES students achievement will be equal to or exceed the state proficiency levels in all subject areas as measured by 2016 FSA (FCAT 2.0-Science). 1

🔑 G060164

G1.B1 Lack of student motivation and engagement 2

🔑 B153357

G1.B1.S1 Teachers will involve students in their educational plan/path to increase motivation and engagement. 4

🔑 S165096

Strategy Rationale

Students will know their strengths and weaknesses and be able to focus on those areas.

Action Step 1 5

Data notebooks used by students to identify goals, action steps and monitor progress

Person Responsible

Paula Texel

Schedule

Quarterly, from 8/24/2015 to 6/7/2016

Evidence of Completion

updated data notebook increased achievement

Action Step 2 5

Student led conferences

Person Responsible

Sadra Bostick

Schedule

Semiannually, from 9/1/2015 to 6/7/2016

Evidence of Completion

student led conferences held

Action Step 3 5

Provide TDEs for classroom teachers to analyze data

Person Responsible

Sadra Bostick

Schedule

Every 6 Weeks, from 9/1/2015 to 6/7/2016

Evidence of Completion

TDEs are scheduled and held

Action Step 4 5

MTSS coach collects and analyzes schoolwide data to lead data meetings with teachers and SBLT

Person Responsible

Sadra Bostick

Schedule

Every 6 Weeks, from 8/14/2015 to 6/7/2016

Evidence of Completion

Data collected and organized for SBLT and meetings with teachers

Action Step 5 5

Increase teacher-student feedback through use of scales

Person Responsible

Marilee Hoffman

Schedule

Weekly, from 9/14/2015 to 6/7/2016

Evidence of Completion

Rubrics

Action Step 6 5

Provide differentiated instruction in reading/ L300 / math (hourly teachers and classroom teachers)

Person Responsible

Sadra Bostick

Schedule

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

Evidence of Completion

Lesson plans, master schedule, progress monitoring data

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

Update data folders
TDEs held to analyze data
MTSS (Academic) coach collects and analyzes data/leads data meetings
Feedback evident in scales used
Small groups are serviced as scheduled

Person Responsible

Sadra Bostick

Schedule

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

Evidence of Completion

Updated notebooks TDEs held as planned Data is collected by MTSS (Academic) coach
Feedback from scales used in class Small groups are held Students OPMs show progress

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

Students are able to lead a conference using their data notebooks
Teachers are using data analyzed to drive instruction
MTSS (Academic) coach is leading data meetings with teachers
Scales are used
Student data shows growth in achievement

Person Responsible

Sadra Bostick

Schedule

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

Evidence of Completion

Completed student led conferences Increased student achievement Evidence of scales used in classrooms Data collected from all groups

G1.B2 Lack of understanding of delivering of core instruction `2`

🔑 B153358

G1.B2.S2 Professional development to learn content of core curriculum and Florida Standards. `4`

🔑 S165098

Strategy Rationale

Action Step 1 `5`

Teachers participate in coaching model in reading, math and science

Person Responsible

Paula Texel

Schedule

Weekly, from 8/14/2015 to 6/7/2016

Evidence of Completion

Completion of coaching cycles

Action Step 2 `5`

Scheduled collaborative planning time each week for all grade level teams

Person Responsible

Sadra Bostick

Schedule

Weekly, from 8/14/2015 to 6/7/2016

Evidence of Completion

Teams meet at scheduled time Lesson plans reflect collaboration

Plan to Monitor Fidelity of Implementation of G1.B2.S2 `6`

Coaching calendars will be created
Observations of lessons by coaches reflect collaborative planning is occurring

Person Responsible

Paula Texel

Schedule

Weekly, from 9/5/2015 to 6/7/2016

Evidence of Completion

Coaches calendars Feedback from coaches (written or verbal) Sign in sheets

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 `7`

Teachers' understanding of the core curriculum
Lessons reflect the collaborative work done in grade level teams

Person Responsible

Paula Texel

Schedule

Monthly, from 9/5/2015 to 6/7/2016

Evidence of Completion

Walk throughs Lesson Plans

G2. If all staff create and monitor effective Early Warning Signs systems, then Ponce de Leon ES will increase our daily attendance rate from 94.8% to 95.5%. [1]

🔍 G060165

G2.B1 Lack of cultural proficiency [2]

🔍 B153364

G2.B1.S1 Provide a culturally responsive environment. [4]

🔍 S165099

Strategy Rationale

Action Step 1 [5]

Provide training on cultural proficiency to staff.

Person Responsible

Greg Logan

Schedule

On 10/31/2015

Evidence of Completion

Completion of workshop

Action Step 2 [5]

Guidelines for success established and communicated to all stakeholders (students).

Person Responsible

Greg Logan

Schedule

Monthly, from 8/14/2015 to 9/26/2015

Evidence of Completion

Completion of lists and all communicated to stakeholders

Action Step 3 `5`

Family and Community liaison/Parent Involvement Committee coordinates academically focused events and communicates with families and businesses.

Person Responsible

Greg Logan

Schedule

Daily, from 8/14/2015 to 6/7/2016

Evidence of Completion

Needs assessments conducted by family involvement/administrative team Parents events planned around areas of academic need Parent events held Agendas reflecting academic focus Increased volunteer hours Business partnerships developed

Action Step 4 `5`

Teachers implement culturally responsive practices.
i.e. morning meetings, posted order of the day, behave as a warm demander

Person Responsible

Greg Logan

Schedule

Daily, from 8/24/2015 to 6/7/2016

Evidence of Completion

Lesson plans reflect morning meetings

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

Completion of workshop and participation by staff
Conduct staff activities to create guidelines for success
Cross grade level planning sessions for curriculum focused parent events
Assure that the guidelines for success are communicated to all stakeholders
Hold parent events to build community with families
Coordinate placement of volunteers
Business partnerships developed
Lesson plans

Person Responsible

Greg Logan

Schedule

Weekly, from 8/11/2015 to 6/7/2016

Evidence of Completion

Sign in log Activities conducted GFS established and communicated Sign in sheets and agendas for curriculum focused parent nights Business Partnerships established Parent events held Volunteer hours increased Lesson plans monitored

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

Follow up activity with staff to determine implementation of strategies from training
Develop exit surveys for parent events
School Messenger / newsletter messages are sent including information about Guidelines for Success (GFS)
GFS are shared and emphasized with students and staff
Parent involvement with events and schools processes is facilitated
Business partner with school through human resource and financial support
Positive culture evident based on observations

Person Responsible

Greg Logan

Schedule

Monthly, from 10/31/2015 to 6/7/2016

Evidence of Completion

Completion of followup activity Exit surveys Messages/newsletter sent Business partnerships Attendance at parent events Volunteer hours increased Decrease referrals Increased attendance and parental involvement

G2.B2 Lack of consistent student attendance 2

🔑 B153365

G2.B2.S1 Provide a systematic process for increasing student attendance. 4

🔑 S165100

Strategy Rationale

Action Step 1 5

Conduct Child Study Team Meetings twice per month to study students' absences and tardies.

Person Responsible

Paula Texel

Schedule

Biweekly, from 9/2/2015 to 6/1/2016

Evidence of Completion

Completion of meeting, minutes

Action Step 2 5

Monitor daily attendance and recognize perfect attendance

Person Responsible

Paula Texel

Schedule

Biweekly, from 9/2/2015 to 6/1/2016

Evidence of Completion

documentation of letters sent, parent contact

Action Step 3 5

Frequent parent communication

Person Responsible

Greg Logan

Schedule

Weekly, from 8/24/2015 to 6/7/2016

Evidence of Completion

Parent conference forms, contacts logged in Focus

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

Child Study Team meets twice per month
Social worker and attendance clerk monitor daily attendance
Frequent parent contact
Monthly recognition of perfect attendance at character assemblies

Person Responsible

Paula Texel

Schedule

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

Evidence of Completion

CST Meeting minutes Letters, conferences, documented contact with parents; improved attendance Conference forms, PMPs signed, contacts logged into Focus List of student earning recognition for perfect attendance

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

Increased student attendance rates
Social worker and attendance clerk monitor daily attendance
Frequent parent contact

Person Responsible

Paula Texel

Schedule

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

Evidence of Completion

Student attendance rate Effective contact with parents logged in Focus Letters sent home Home visits Minutes of CST Meetings PMPs signed Conference forms signed

G3. If we provide for culturally relevant pedagogy, then the achievement of our black students will be equal to or exceed the state proficiency levels. [1]

🔑 G060166

G3.B2 Lack of student participation in school opportunities [2]

🔑 B153367

G3.B2.S1 Provide a comprehensive support program for identified students. [4]

🔑 S165102

Strategy Rationale

Action Step 1 [5]

Identified black students will be assigned an adult mentor.

Person Responsible

Greg Logan

Schedule

Weekly, from 10/1/2015 to 5/30/2016

Evidence of Completion

Attendance sheets, conference logs

Action Step 2 [5]

Provide enrichment opportunities for identified black students through the additional gifted and talented resources.

Person Responsible

Greg Logan

Schedule

Monthly, from 9/14/2015 to 6/7/2016

Evidence of Completion

Lesson plans, master schedule, attendance documentation, student work samples, progress monitoring data

Action Step 3 `5`

Identify black students to participate in our STEM after school programs. Survey black families to gather participation/non participation information.

Person Responsible

Justin Mannino

Schedule

Weekly, from 9/28/2015 to 5/27/2016

Evidence of Completion

Lesson plans, STEM after school schedule, attendance documentation, pre and post tests, parent surveys

Action Step 4 `5`

Assign administrative team members a specific grade level where they will monitor the progress of our black students in that group.

Person Responsible

Paula Texel

Schedule

Weekly, from 9/7/2015 to 5/27/2016

Evidence of Completion

Ongoing progress monitoring, goal setting, minutes from meetings with teachers, anecdotals of students

Plan to Monitor Fidelity of Implementation of G3.B2.S1 `6`

Review of attendance sheets and conference logs

Person Responsible

Greg Logan

Schedule

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

Evidence of Completion

Completed attendance sheets Completed conference logs

Plan to Monitor Fidelity of Implementation of G3.B2.S1 `6`

Review of grade level progress (admin team)

Person Responsible

Paula Texel

Schedule

Weekly, from 9/28/2015 to 5/27/2016

Evidence of Completion

Notes/minutes from weekly administrative team meeting Goal sheets for specific students

Plan to Monitor Fidelity of Implementation of G3.B2.S1 `6`

Walkthroughs of STEM after school lessons and Gifted and Talented enrichment groups

Person Responsible

Paula Texel

Schedule

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

Evidence of Completion

Walkthrough data (observation forms) Feedback sessions

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 `7`

Mentors are able to conduct an effective mentoring session with students
Students are able to participate in an effective mentoring session with adult mentor
Monitor data that relates to specific student goal (academic, attendance, behavioral) and program they are participating in.

Person Responsible

Greg Logan

Schedule

Monthly, from 10/9/2015 to 5/27/2016

Evidence of Completion

Completed mentor meetings between students and mentor Increased student engagement Attendance sheets Data (specific to child)

G3.B3 Lack of knowledge of what culturally relevant pedagogy is [2]

B153368

G3.B3.S1 Increase staff members knowledge and use of culturally relevant pedagogy. [4]

S178803

Strategy Rationale

Action Step 1 [5]

Conduct book study type sessions focusing on literature relevant to cultural relevant pedagogy.

Person Responsible

Paula Texel

Schedule

Biweekly, from 9/7/2015 to 5/27/2016

Evidence of Completion

Meeting agendas and minutes summarizing what was shared/learned.

Action Step 2 [5]

Participate in coaching sessions specific to culturally relevant pedagogy.

Person Responsible

Paula Texel

Schedule

Monthly, from 9/28/2015 to 5/27/2016

Evidence of Completion

Feedback from coaching cycle (pre meeting, observations, modeling, debrief sessions and follow up visits)

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

Review of agendas and minutes
Follow up conversations with coach working with staff members
Feedback from staff

Person Responsible

Greg Logan

Schedule

Monthly, from 10/30/2015 to 5/27/2016

Evidence of Completion

Minutes from review of all documents used to monitor the fidelity

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

Gather feedback from our black students to determine the effectiveness of these action steps. Review of data for our black students to determine if growth is being made.

Person Responsible

Paula Texel

Schedule

Monthly, from 10/30/2015 to 6/3/2016

Evidence of Completion

Feedback from students Data from students

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	Data notebooks used by students to identify goals, action steps and monitor progress	Texel, Paula	8/24/2015	updated data notebook increased achievement	6/7/2016 quarterly
G1.B2.S2.A1	Teachers participate in coaching model in reading, math and science	Texel, Paula	8/14/2015	Completion of coaching cycles	6/7/2016 weekly
G2.B1.S1.A1	Provide training on cultural proficiency to staff.	Logan, Greg	8/14/2015	Completion of workshop	10/31/2015 one-time
G2.B2.S1.A1	Conduct Child Study Team Meetings twice per month to study students' absences and tardies.	Texel, Paula	9/2/2015	Completion of meeting, minutes	6/1/2016 biweekly
G3.B2.S1.A1	Identified black students will be assigned an adult mentor.	Logan, Greg	10/1/2015	Attendance sheets, conference logs	5/30/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B3.S1.A1	Conduct book study type sessions focusing on literature relevant to cultural relevant pedagogy.	Texel, Paula	9/7/2015	Meeting agendas and minutes summarizing what was shared/learned.	5/27/2016 biweekly
G1.B1.S1.A2	Student led conferences	Bostick, Sadra	9/1/2015	student led conferences held	6/7/2016 semiannually
G1.B2.S2.A2	Scheduled collaborative planning time each week for all grade level teams	Bostick, Sadra	8/14/2015	Teams meet at scheduled time Lesson plans reflect collaboration	6/7/2016 weekly
G2.B1.S1.A2	Guidelines for success established and communicated to all stakeholders (students).	Logan, Greg	8/14/2015	Completion of lists and all communicated to stakeholders	9/26/2015 monthly
G2.B2.S1.A2	Monitor daily attendance and recognize perfect attendance	Texel, Paula	9/2/2015	documentation of letters sent, parent contact	6/1/2016 biweekly
G3.B2.S1.A2	Provide enrichment opportunities for identified black students through the additional gifted and talented resources.	Logan, Greg	9/14/2015	Lesson plans, master schedule, attendance documentation, student work samples, progress monitoring data	6/7/2016 monthly
G3.B3.S1.A2	Participate in coaching sessions specific to culturally relevant pedagogy.	Texel, Paula	9/28/2015	Feedback from coaching cycle (pre meeting, observations, modeling, debrief sessions and follow up visits)	5/27/2016 monthly
G1.B1.S1.A3	Provide TDEs for classroom teachers to analyze data	Bostick, Sadra	9/1/2015	TDEs are scheduled and held	6/7/2016 every-6-weeks
G2.B1.S1.A3	Family and Community liaison/Parent Involvement Committee coordinates academically focused events and communicates with families and businesses.	Logan, Greg	8/14/2015	Needs assessments conducted by family involvement/administrative team Parents events planned around areas of academic need Parent events held Agendas reflecting academic focus Increased volunteer hours Business partnerships developed	6/7/2016 daily
G2.B2.S1.A3	Frequent parent communication	Logan, Greg	8/24/2015	Parent conference forms, contacts logged in Focus	6/7/2016 weekly
G3.B2.S1.A3	Identify black students to participate in our STEM after school programs. Survey black families to gather participation/non participation information.	Mannino, Justin	9/28/2015	Lesson plans, STEM after school schedule, attendance documentation, pre and post tests, parent surveys	5/27/2016 weekly
G1.B1.S1.A4	MTSS coach collects and analyzes schoolwide data to lead data meetings with teachers and SBLT	Bostick, Sadra	8/14/2015	Data collected and organized for SBLT and meetings with teachers	6/7/2016 every-6-weeks
G2.B1.S1.A4	Teachers implement culturally responsive practices. i.e. morning meetings, posted order of the day, behave as a warm demander	Logan, Greg	8/24/2015	Lesson plans reflect morning meetings	6/7/2016 daily
G3.B2.S1.A4	Assign administrative team members a specific grade level where they will monitor the progress of our black students in that group.	Texel, Paula	9/7/2015	Ongoing progress monitoring, goal setting, minutes from meetings with teachers, anecdotals of students	5/27/2016 weekly
G1.B1.S1.A5	Increase teacher-student feedback through use of scales	Hoffman, Marilee	9/14/2015	Rubrics	6/7/2016 weekly
G1.B1.S1.A6	Provide differentiated instruction in reading/ L300 / math (hourly teachers and classroom teachers)	Bostick, Sadra	9/8/2015	Lesson plans, master schedule, progress monitoring data	6/7/2016 daily
G1.MA1	Student achievement results increase Students are able to self-monitor progress through data notebooks Teachers provide feedback to students to improve achievement Small group data shows increased achievement for students Teachers have used data to plan and drive instruction MTSS (Academic) coach has collected data and had data meetings with teams	Texel, Paula	9/5/2015	Student achievement results Data notebooks Feedback on use of scales Collected data Lesson Plans	6/7/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.MA1	Students are able to lead a conference using their data notebooks Teachers are using data analyzed to drive instruction MTSS (Academic) coach is leading data meetings with teachers Scales are used Student data shows growth in achievement	Bostick, Sadra	8/31/2015	Completed student led conferences Increased student achievement Evidence of scales used in classrooms Data collected from all groups	6/7/2016 weekly
G1.B1.S1.MA1	Update data folders TDEs held to analyze data MTSS (Academic) coach collects and analyzes data/leads data meetings Feedback evident in scales used Small groups are serviced as scheduled	Bostick, Sadra	8/31/2015	Updated notebooks TDEs held as planned Data is collected by MTSS (Academic) coach Feedback from scales used in class Small groups are held Students OPMs show progress	6/7/2016 weekly
G1.B2.S2.MA1	Teachers' understanding of the core curriculum Lessons reflect the collaborative work done in grade level teams	Texel, Paula	9/5/2015	Walk throughs Lesson Plans	6/7/2016 monthly
G1.B2.S2.MA1	Coaching calendars will be created Observations of lessons by coaches reflect collaborative planning is occurring	Texel, Paula	9/5/2015	Coaches calendars Feedback from coaches (written or verbal) Sign in sheets	6/7/2016 weekly
G2.MA1	Teacher self report of change in practice Business partnerships established Volunteer hours increased Attendance at family events increased	Logan, Greg	8/14/2015	Completion of teacher self-assessment survey Attendance at events Number of partnerships Number of volunteer hours Attendance improves	6/7/2016 monthly
G2.B1.S1.MA1	Follow up activity with staff to determine implementation of strategies from training Develop exit surveys for parent events School Messenger / newsletter messages are sent including information about Guidelines for Success (GFS) GFS are shared and emphasized with students and staff Parent involvement with events and schools processes is facilitated Business partner with school through human resource and financial support Positive culture evident based on observations	Logan, Greg	10/31/2015	Completion of followup activity Exit surveys Messages/newsletter sent Business partnerships Attendance at parent events Volunteer hours increased Decrease referrals Increased attendance and parental involvement	6/7/2016 monthly
G2.B1.S1.MA1	Completion of workshop and participation by staff Conduct staff activities to create guidelines for success Cross grade level planning sessions for curriculum focused parent events Assure that the guidelines for success are communicated to all stakeholders Hold parent events to build community with families Coordinate placement of volunteers Business partnerships developed Lesson plans	Logan, Greg	8/11/2015	Sign in log Activities conducted GFS established and communicated Sign in sheets and agendas for curriculum focused parent nights Business Partnerships established Parent events held Volunteer hours increased Lesson plans monitored	6/7/2016 weekly
G2.B2.S1.MA1	Increased student attendance rates Social worker and attendance clerk monitor daily attendance Frequent parent contact	Texel, Paula	8/31/2015	Student attendance rate Effective contact with parents logged in Focus Letters sent home Home visits Minutes of CST Meetings PMPs signed Conference forms signed	6/7/2016 biweekly
G2.B2.S1.MA1	Child Study Team meets twice per month Social worker and attendance clerk monitor daily attendance Frequent parent contact Monthly recognition of perfect attendance at character assemblies	Texel, Paula	8/31/2015	CST Meeting minutes Letters, conferences, documented contact with parents; improved attendance Conference forms, PMPs signed, contacts logged into Focus List of student earning recognition for perfect attendance	6/7/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.MA1	Academic results for students targeted for program Evidence showing culturally relevant pedagogy	Texel, Paula	10/30/2015	Academic data Walkthrough data	5/27/2016 every-6-weeks
G3.B2.S1.MA1	Mentors are able to conduct an effective mentoring session with students Students are able to participate in an effective mentoring session with adult mentor Monitor data that relates to specific student goal (academic, attendance, behavioral) and program they are participating in.	Logan, Greg	10/9/2015	Completed mentor meetings between students and mentor Increased student engagement Attendance sheets Data (specific to child)	5/27/2016 monthly
G3.B2.S1.MA1	Review of attendance sheets and conference logs	Logan, Greg	10/1/2015	Completed attendance sheets Completed conference logs	5/27/2016 monthly
G3.B2.S1.MA3	Review of grade level progress (admin team)	Texel, Paula	9/28/2015	Notes/minutes from weekly administrative team meeting Goal sheets for specific students	5/27/2016 weekly
G3.B2.S1.MA4	Walkthroughs of STEM after school lessons and Gifted and Talented enrichment groups	Texel, Paula	10/26/2015	Walkthrough data (observation forms) Feedback sessions	5/27/2016 monthly
G3.B3.S1.MA1	Gather feedback from our black students to determine the effectiveness of these action steps. Review of data for our black students to determine if growth is being made.	Texel, Paula	10/30/2015	Feedback from students Data from students	6/3/2016 monthly
G3.B3.S1.MA1	Review of agendas and minutes Follow up conversations with coach working with staff members Feedback from staff	Logan, Greg	10/30/2015	Minutes from review of all documents used to monitor the fidelity	5/27/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G1. If all teachers collaboratively plan for and deliver high quality core instruction, then Ponce de Leon ES students achievement will be equal to or exceed the state proficiency levels in all subject areas as measured by 2016 FSA (FCAT 2.0-Science).

G1.B1 Lack of student motivation and engagement

G1.B1.S1 Teachers will involve students in their educational plan/path to increase motivation and engagement.

PD Opportunity 1

Data notebooks used by students to identify goals, action steps and monitor progress

Facilitator

Classroom teachers

Participants

Students Classroom Teachers

Schedule

Quarterly, from 8/24/2015 to 6/7/2016

PD Opportunity 2

Provide TDEs for classroom teachers to analyze data

Facilitator

MTSS Academic Coach

Participants

Teachers (all)

Schedule

Every 6 Weeks, from 9/1/2015 to 6/7/2016

PD Opportunity 3

Increase teacher-student feedback through use of scales

Facilitator

Site based coaches

Participants

Instructional staff

Schedule

Weekly, from 9/14/2015 to 6/7/2016

PD Opportunity 4

Provide differentiated instruction in reading/ L300 / math (hourly teachers and classroom teachers)

Facilitator

Site based coaches and district coaches

Participants

Classroom teachers

Schedule

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

G1.B2 Lack of understanding of delivering of core instruction

G1.B2.S2 Professional development to learn content of core curriculum and Florida Standards.

PD Opportunity 1

Teachers participate in coaching model in reading, math and science

Facilitator

Coaches

Participants

All classroom teachers Administrators

Schedule

Weekly, from 8/14/2015 to 6/7/2016

PD Opportunity 2

Scheduled collaborative planning time each week for all grade level teams

Facilitator

Team leaders

Participants

All grade level teachers Coaches

Schedule

Weekly, from 8/14/2015 to 6/7/2016

G2. If all staff create and monitor effective Early Warning Signs systems, then Ponce de Leon ES will increase our daily attendance rate from 94.8% to 95.5%.

G2.B1 Lack of cultural proficiency

G2.B1.S1 Provide a culturally responsive environment.

PD Opportunity 1

Provide training on cultural proficiency to staff.

Facilitator

Administrators

Participants

All staff

Schedule

On 10/31/2015

G3. If we provide for culturally relevant pedagogy, then the achievement of our black students will be equal to or exceed the state proficiency levels.

G3.B2 Lack of student participation in school opportunities

G3.B2.S1 Provide a comprehensive support program for identified students.

PD Opportunity 1

Identified black students will be assigned an adult mentor.

Facilitator

Community Involvement Assistant

Participants

Mentors Classroom teachers Support staff

Schedule

Weekly, from 10/1/2015 to 5/30/2016

G3.B3 Lack of knowledge of what culturally relevant pedagogy is

G3.B3.S1 Increase staff members knowledge and use of culturally relevant pedagogy.

PD Opportunity 1

Conduct book study type sessions focusing on literature relevant to cultural relevant pedagogy.

Facilitator

Paula Texel

Participants

All staff

Schedule

Biweekly, from 9/7/2015 to 5/27/2016

PD Opportunity 2

Participate in coaching sessions specific to culturally relevant pedagogy.

Facilitator

Christen Ku

Participants

All staff

Schedule

Monthly, from 9/28/2015 to 5/27/2016

Technical Assistance Items

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

Budget