



## Seventy Fourth St. Elementary

3801 74TH ST N, St Petersburg, FL 33709

<http://www.74th-es.pinellas.k12.fl.us>

### School Demographics

**School Type**  
Elementary

**Title I**  
Yes

**Free/Reduced Price Lunch**  
59%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
50%

### School Grades History

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

### School Board Approval

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

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Focus	4	<a href="#">Jim Browder</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

The mission of 74th Street is to set high expectations and celebrate student success in our community of learners to create an environment of maximum student achievement.

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

74th Street nurtures and fosters a community of lifelong learners that value education.

#### School Environment

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

Administration and teachers build relationships with students from day one. These relationships are built by doing family surveys, school orientations, Back To School Night and frequent staff/Principal meet and greet sessions. Teachers and staff continually communicate with families and students through the school agenda, School Messenger, letters home, school website and school sign. 74th Street has also funded a Family and Community Involvement Liaison who fosters positive relationships between the school and our families. This liaison makes personal contact with families and facilitates the process of getting parent volunteers, PTA and SAC membership and business partner membership. This liaison also learns specific concerns of the community and families and communicates these issues to staff on a regular basis (such as students in foster care, homeless students, students in need, etc.).

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

74th Street Elementary is Positive Behavior school where positive behaviors are rewarded and inappropriate behaviors are dealt with by providing appropriate interventions. 74th Street has a specific policy for major and minor campus disruptions and a matrix for how these disruptions are handled. Furthermore, 74th Street has an extensive no tolerance for bullying policy that helps students feel safe. It is the intention of the school to use the PAWS (PBS) program to provide students a safe learning environment where they feel comfortable taking risks to increase their student learning. In addition, 74th Street has a full time Behavior Coach who provides behavior counseling, intervention and teacher training to help create a safer and more positive school environment. You may see the extensive 74th Street Elementary Behavior Plan to find more information on the way we build a safe environment for all 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-wide Behavior Plan outlines this process. 74th Street Elementary uses the Positive Behavior Support program to create consistent school-wide expectations students. Within this system, students are randomly rewarded for positive expectations being met. This plan also includes a matrix for how to deal with minor vs. major discipline incidents as well as chronic misbehavior.



School personnel receives regular training and updates from our PBS committee who receives monthly updates and training on best practices for PBS.

**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**

74th Street provides counseling to all students in critical need through the guidance counselor and Behavior Coach. Furthermore, 74th Street utilizes the services of two Social Workers and one School Psychologist assigned to our school for support.

**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**

Biweekly Child Study team meets to discuss list of students with 10 or more absences. Classroom teacher makes initial contact regarding excessive absences. If absences still persist, social worker and school counselor contact parent to put a plan in place regarding absences. If problem still persists, a letter is sent home advising parents of laws regarding school attendance. If nothing improves, student and parents' names are referred to the State Attorney's office.

A daily behavior tracking system is in place to flag students with good and or/troubling behavior. Every week SBLT meets with team leaders of each grade level to discuss behavior concerns and tier 2 interventions are put into place to address behavior. If problems continue tier 3 interventions occur through group meetings, check-ins, one-on-one discussions and parent involvement.

Rtl model is in place to address students who need additional assistance outside of tier 1 instruction. A tier 2 model is in place with a academic progress tracking system both in reading and math(new this year). Additionally, students who are struggling at tier 2 level for reading move to tier 3 with weekly monitoring. Tier 3 and tier 2 are fluid processes as students move according to need. All students who are level 1 on statewide reading and math assessments are given tier 2 support in small group settings in the classroom. Additionally, they are flagged for after school enrichment to build up academic instruction.

**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	38	42	33	30	21	20	184
One or more suspensions	2	7	9	6	16	0	40
Course failure in ELA or Math	0	0	0	2	0	0	2
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	
Students exhibiting two or more indicators	2	7	9	6	16	40

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

As a PBS school there are clearly defined expectations throughout the school to enhance positive behavior support.  
Students are rewarded through the PAW bucks system for positive behavior and students are provided incentives to continue such behavior.  
Behavior specialists and school counselor initiated behavior and social groups to address student needs.  
Students endanger of failing ELA or Math are provided extra support through tier 2 and tier 3 process to assist in passing rate. Students are also provided extra support for portfolio checks and summer bridge program.

### **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/54106>.

#### ***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**

Within the first two weeks of school each teacher will send a letter and volunteer form inviting families and individuals that can assist our school. The Family Liaison will prepare the packets. The letter will include the cost, dates of meetings, and events that 74th Street needs assistance with. Events that need volunteers are book fairs, family nights, 5th grade committee, field trips, cafeteria support, mentors, and tutors. In addition we will create a teacher and community survey to establish interests, abilities, and understand existing barriers and begin to close the gap. The Family Liaison contacts local community businesses in efforts to join in partnership with 74th Street Elementary. We are looking for tangible and monetary donations, Great American Teach In speakers/presenters, and securing agreements at least a month in advance. PTA also spearheads school fundraisers, box tops, soup labels and distributes the funds raised accordingly. PTA will host approximately 6 meetings, in which each grade level will spotlight an achievement, or do a performance at the end of the meeting. These events should attract grade level parents and promote involvement. During these meetings we can inform the parents of expectations and upcoming events.

### **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
Johnson, Carrie	Principal
Wyne, Kurt	Assistant Principal
Ziehl, Emily	Instructional Coach
Walsh, Kira	Instructional Coach
Bachnik, Jennifer	Guidance Counselor
Succar, Christiana	Instructional Coach
Patterson, Anna	Other
Anderson, Dawn	Teacher, K-12
Strange, Debra	Instructional Media
Parker, Amanda	Teacher, K-12

### Duties

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

Principal and Assistant Principal - provide direction and focus for the Leadership team meetings.  
 Instructional Coaches - assist with facilitation for leadership meetings as well as facilitation/support/ and coaching in team meetings and PLC's  
 Guidance Counselor/Behavior Specialist/RTI Coach- supports schoolwide behavior plan, analyzes assessment data and determines areas of need for interventions based on the data. Discusses data as relevant to the school early warning systems. Provides recommendations intervention needs.  
 Team Leaders - disseminates relevant information to team teachers from the leadership team meetings. Help facilitate PLC meetings based on areas of need determined by the leadership team.

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

The Rtl Leadership Team will be responsible for managing and coordinating these efforts between all school teams as well as reviewing and revising the School Improvement Plan. The Rtl Leadership Team determines the lowest 25% using various data sources, develops plans to meet the needs to of the lowest students, and ensures the fidelity of the plans.  
 74th Street Elementary's Title 1 Budget is primarily used on personnel. We budgeted for an RTI and math coach as well as a full-time intervention teacher. We also budgeted for hourly teachers who work with small groups of children in reading, writing, and math providing interventions.  
 The leadership team will be responsible for gathering and reviewing data to determine the effectiveness of coaching and interventions provided. The leadership team will also be responsible for completing checks for fidelity of intervention implementation.  
 We get district money for Extended Learning programs. We will use this money to have before and after school small group reading and math instruction for our lowest 25% students as well as for our levels 3 and 4 students.

**Title I, Part A**

Title I, Part A funds are utilized, in conjunction with various other federal, state, and local funds, to support high quality instruction, parental engagement, and professional development for highest student achievement. Title I services are coordinated and integrated with other resources through

collaboration of staff in various offices and departments, including: School and Community Support, Teaching and Learning, Assessment, Accountability, and Research, Professional Development, Strategic Communications, Strategic Partnerships, Human Resources, and Transportation. Title I staff monitor expenditures of Title I, Part A funds to ensure that they supplement rather than supplant other funds available to schools.

#### Title II

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

#### Title III

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

#### Title X- Homeless

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

#### Nutrition Programs

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

#### Head Start

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

### **School Advisory Council (SAC)**

#### **Membership:**

Name	Stakeholder Group
Ashley Hurley	Parent
Carrie Johnson	Principal
Xavier Hurley	Student
Christiana Succar	Teacher
Kelly Melton	Education Support Employee
Debra Strange	Education Support Employee
Charmayne Anthony	Parent
Mayra Vazquez	Parent
Jose Reynoso	Parent
Belen Franco	Parent

### Duties

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

*Evaluation of last year's school improvement plan*

The goals of the previous year school improvement plan were not met. The goals were overly ambitious and were not written as obtainable SMART goals for the school. In conjunction with the current SAC, we have revised the goals for this year to focus more on improving curriculum and instruction and creating obtainable SMART goals for the school.

*Development of this school improvement plan*

We get the input of SAC on all school wide school improvement initiatives. We share all school wide data with SAC on a regular basis. We also update SAC on the progress of the SIP goals. Parents were also surveyed at the beginning of the school year to determine perceived areas of strengths and weaknesses of the school in curriculum and instruction. These survey results helped to drive the SIP goal decisions.

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

The preparation of the school's annual budget is shared with the SAC at the first meeting of the year. Proposals and suggestions for use of the budget are made by administration and the input of the parents is requested to finalize these proposals. Administration informs parents at the first SAC meetings of the different options available for the use of SIP funds and gathers their input on how they feel funds would best be used.

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

\$2,573  
 Substitute=\$500  
 Professional development materials= \$700  
 Instructional Materials= \$1373

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

No

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

Compliance is not met because the SAC committee is not a representative make up of the overall school population. The school continually strives to gain parent and community involved in the SAC committee through our Family and Community Involvement Liaison. Furthermore, individual phone calls are made to families and the community to invite them to serve on the SAC committee. This school year we will also spotlight student accomplishments by grade level at each of the SAC committee meetings in order to gain more support and representation from the parents.

### Literacy Leadership Team (LLT)

#### Membership:

Name	Title
Johnson, Carrie	Principal
Wyne, Kurt	Assistant Principal
Ziehl, Emily	Instructional Coach
Succar, Christiana	Instructional Coach
Crowder, Katherina	Teacher, K-12
Parker, Amanda	Teacher, K-12

#### Duties

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

The core of the team are listed above but all staff are welcome to join our meetings. The Literacy Leadership team meets once a month as a SIT. The primary functions of this team are to review assessment data related to core literacy instruction, provide training for staff, parents and the community on literacy in the school, and to provide support to core and intervention teachers with needs of the L300 block.

### 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 are provided time to meet in Grade Level PLC's once a week. Teachers are also given additional time in the school day 1/2 day a month to meet in PLC's. The PLC's are facilitated by the Principal, Coach's or Team Leaders. These PLC's are designed to focus on data for collaborative planning. Teachers will use this time to analyze data, create plans for interventions, create lesson plans designed to differentiate based on student needs and to create common assessments, goals and scales. In addition to PLC's there will be faculty committees for safety, literacy, wellness, social, etc. to focus on building networks and communication on vital topics amongst staff. Staff meetings will include celebrations for staff and incentives for staff based on the schoolwide PBS plan. This will encourage positive interaction amongst staff.

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

Provide mentors for new teachers, provide coaching, provide frequent feedback, School-based Leadership Opportunities, Morale Builders (Cookouts by Administrators, Monthly Breakfasts, give a-ways at staff meetings, open door policy, honor and provide extra planning time)



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

Observation of mentee's instruction and providing feedback; Planning lessons with mentee; Connecting lesson activities to content standards; Discussing student progress and analyzing student work; Modeling or co-teaching lessons, etc. Pairings occur based on teacher strengths and the needs of the new teachers.

## **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***

74th Street uses only research based materials for its core instructional programs. Furthermore, we only use programs and materials consistent with the district mission and with district initiatives.

#### **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***

Instruction and differentiation is planned and adjusted based on continuous data monitoring. The focus of weekly grade level PLCs is close scrutiny of student data derived from a variety of formative assessments. Based on the data, individual student needs are identified and addressed via differentiated instruction. Differentiated instruction will also be supplemented by hourly and non-reading block teachers. This may include individual or small group remediation or enrichment. Differentiation may also include individualized assignments using research based technology interventions.

A full time Rtl Coach will assign individualized interventions for students identified as Tier 2 and Tier 3. Using progress monitoring data to identify trends, they will adjust interventions as required.

***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:** 9,000

Provide an extra hour of reading instruction, intervention and enrichment to improve student achievement.

**Strategy Rationale**

Students need additional support in reading instruction to increase their overall achievement on common assessments and FSA.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

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

Johnson, Carrie, johnsoncarrie1@pcsb.org

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

running records and Focus Achieves (Reading and Math)

**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**

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. 74th Street is an AVID 3-5 implementation school.

**College and Career Readiness**

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

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

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

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

**Needs Assessment**



## Problem Identification

### Data to Support Problem Identification

#### Portfolio Selection

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

#### Data Uploads

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

The following documents were submitted as evidence for this section:

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### Problem Identification Summary

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

### Problem Analysis Summary

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

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

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

## Strategic Goals Summary

- G1.** 74th Street will implement AVID and ELP programs designed to target and directly support minority students, most specifically African American students, which will result in at least a 10% increase in the number of African American students scoring proficient on standardized assessments.
- G2.** 74th Street Elementary will be bronze in 3 out of 6 of the HSP Assessment Modules or 50% of HSP Assessment Modules.
- G3.** If all teachers reflect on pedagogical practice through analyzing data in PLC's for instructional implications that drive instruction and student interventions, then Seventy Fourth Elementary will meet data targets below in 2015-2016.
- G4.** If the faculty has a consistent school wide behavior management plan with an early warning system that addresses student academic and behavior needs, then Seventy-fourth Street Elem. will increase student engagement and proficiency targets.
- G5.** If teachers receive structured professional development in the Marzano High Yield teaching strategies then the indicated proficiency targets below will be met in 2015-2016.

## 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.** 74th Street will implement AVID and ELP programs designed to target and directly support minority students, most specifically African American students, which will result in at least a 10% increase in the number of African American students scoring proficient on standardized assessments. 1a

G064498

**Targets Supported** 1b

Indicator	Annual Target
-----------	---------------

Level 1 - All Grades

**Resources Available to Support the Goal** 2

- 

**Targeted Barriers to Achieving the Goal** 3

- Teacher inexperience with implementing new programs.

**Plan to Monitor Progress Toward G1.** 8

Common assessment data, iReady, iStation, attendance and discipline data

**Person Responsible**

Kurt Wyne

**Schedule**

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

**Evidence of Completion**

SBLT meeting agenda minutes will be collected as well as agenda minutes from grade level data meetings held one a month.

**G2.** 74th Street Elementary will be bronze in 3 out of 6 of the HSP Assessment Modules or 50% of HSP Assessment Modules. 1a

G062867

**Targets Supported** 1b

Indicator	Annual Target
-----------	---------------

**Resources Available to Support the Goal** 2

- School Nutrition Awareness Staff

**Targeted Barriers to Achieving the Goal** 3

- Time

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

Wellness team will monitor progress with district staff

**Person Responsible**

Kurt Wyne

**Schedule**

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

**Evidence of Completion**

Assessment module data

**G3.** If all teachers reflect on pedagogical practice through analyzing data in PLC's for instructional implications that drive instruction and student interventions, then Seventy Fourth Elementary will meet data targets below in 2015-2016. **1a**

G059987

**Targets Supported** **1b**

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	35.0
FSA - English Language Arts - Proficiency Rate	50.0
Math Gains	75.0
Math Lowest 25% Gains	100.0
ELA/Reading Gains	75.0
ELA/Reading Lowest 25% Gains	100.0

**Resources Available to Support the Goal** **2**

- Instructional Coaches to help with data analyzing, facilitating PLC's and supporting instruction.
- Title I funds to help support 1/2 day PLC meetings.

**Targeted Barriers to Achieving the Goal** **3**

- Time and effective use of designated PLC meetings.

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

The SBLT and School Support team will collect data from multiple sources such as Running Records, FAIR, Common Assessments, formative assessments, ST Math, Soar to Success, LLI and other determined Tier 2 and 3 interventions and use SBLT meetings to analyze this data to determine progress.

**Person Responsible**

Christiana Succar

**Schedule**

Weekly, from 8/26/2014 to 5/26/2015

**Evidence of Completion**

SBLT and School support team meeting minutes will provide documentation that data is analyzed during these designated times. PLC meeting minutes will reflect changes to PLC focus based on the collected data.

**G4.** If the faculty has a consistent school wide behavior management plan with an early warning system that addresses student academic and behavior needs, then Seventy-fourth Street Elem. will increase student engagement and proficiency targets. **1a**

G059988

**Targets Supported** **1b**

Indicator	Annual Target
Attendance rate	95.0
One or More Suspensions	5.0
Students exhibiting two or more EWS indicators (Total)	10.0

**Resources Available to Support the Goal** **2**

- PBS Priority School and we will be getting monthly professional development on PBS through our PBS committee.
- RTI Coach and Guidance Counselor
- Funds/donations for providing student incentives.

**Targeted Barriers to Achieving the Goal** **3**

- Establishing consistency
- Time

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

Discipline data, attendance data and achievement data will be collected by the Data Review and PBS teams to monitor whether PBS is an effective strategy for our core.

**Person Responsible**

Kurt Wyne

**Schedule**

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

**Evidence of Completion**

Data Review and PBS meeting agendas and minutes will be analyzed to ensure that the team is reviewing the effectiveness of the program.

**G5.** If teachers receive structured professional development in the Marzano High Yield teaching strategies then the indicated proficiency targets below will be met in 2015-2016. 1a

G059989

**Targets Supported** 1b

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	35.0
FSA - English Language Arts - Proficiency Rate	50.0
Math Gains	77.0
Math Lowest 25% Gains	100.0
ELA/Reading Gains	77.0
ELA/Reading Lowest 25% Gains	100.0

**Resources Available to Support the Goal** 2

- PLC's
- Instructional Coaches
- Marzano Pilot and Professional Development for the Pilot
- Common Assessments
- Marzano Books "Classroom Instruction that Works" and "Essentials for Achieving Rigor" books.

**Targeted Barriers to Achieving the Goal** 3

- Time

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

Schoolwide data being reviewed with grade levels and in SBLT.

**Person Responsible**

Carrie Johnson

**Schedule**

Monthly, from 9/1/2015 to 6/3/2016

**Evidence of Completion**

Schoolwide 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.** 74th Street will implement AVID and ELP programs designed to target and directly support minority students, most specifically African American students, which will result in at least a 10% increase in the number of African American students scoring proficient on standardized assessments. **1**

 G064498

**G1.B3** Teacher inexperience with implementing new programs. **2**

 B166223

**G1.B3.S1** Ongoing and embedded teacher professional development in the best ways to implement AVID and ELP programs specifically as it relates to targeting and monitoring African American student progress and proficiency targets. **4**

 S177690

### Strategy Rationale

The better understanding teachers have of their students and the programs, the more successful the programs will be.

### Action Step 1 **5**

Teachers will receive weekly Professional Development in AVID and High Yield Strategies

#### Person Responsible

Carrie Johnson

#### Schedule

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

#### Evidence of Completion

**Action Step 2** 5

**Person Responsible**

**Schedule**

***Evidence of Completion***

**Plan to Monitor Fidelity of Implementation of G1.B3.S1** 6

Administration, coaches, site coordinator and district personnel will monitor implementation of the programs through classroom visits and data reviews of student progress.

**Person Responsible**

Carrie Johnson

**Schedule**

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

***Evidence of Completion***

Evidence will be iObservation data, fidelity checklists, data from iReady and classroom assessments. This data will be reviewed in weekly SBLT meetings with teacher leaders and other designated personnel.

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1** 7

Data will be pulled from iReady, iStation, and common assessments on targeted minority students and compared to their non minority peers to determine if program implementation is working to improve any performance gaps. This will be done on a weekly basis for SBLT meetings.

**Person Responsible**

Kurt Wyne

**Schedule**

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

***Evidence of Completion***


All district assessments as well as iReady and iStation progress monitoring reports. SBLT agenda minutes will provide evidence that these assessments were monitored during SBLT meeting time.




**G3.** If all teachers reflect on pedagogical practice through analyzing data in PLC's for instructional implications that drive instruction and student interventions, then Seventy Fourth Elementary will meet data targets below in 2015-2016. **1**

 G059987

**G3.B1** Time and effective use of designated PLC meetings. **2**

 B152931

**G3.B1.S1** Create common protocols and agendas to be used school wide during PLC meetings. **4**

 S164692

### Strategy Rationale

PLC meetings can easily get off topic due to the wealth of information to discuss and facilitators can have a hard time keeping things on track without set expectations, protocols and agenda items in place.

### Action Step 1 **5**

The following protocols will be used in all PLC meetings and will be reviewed throughout the school year to determine effectiveness and/or revisions.

- \* All members will come prepared with requested materials.
- \* Each PLC will have a time bound agenda.
- \* All members will have a role for which they will be accountable.

#### Person Responsible

Kurt Wyne

#### Schedule

Weekly, from 8/26/2015 to 5/26/2016

#### Evidence of Completion

Submitted agenda with minutes

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

#### Person Responsible

#### Schedule

#### Evidence of Completion


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

**Person Responsible**

**Schedule**

***Evidence of Completion***

**G3.B1.S2** Create a common, school wide reporting form for facilitators to use after PLC meetings 4

 S164693

**Strategy Rationale**

If PLC meeting attendees understand the expected outcomes of the meetings and that those outcomes will be reported back to administration, they will understand the significance and importance of the tasks during these meetings.

**Action Step 1** 5

Use the created agenda form to document minutes and turn into the appropriate administrator within 3 days of the meeting. The agendas will be reviewed and monitored for the effectiveness during the year.

**Person Responsible**

Kurt Wyne

**Schedule**

Weekly, from 8/26/2015 to 5/26/2016

***Evidence of Completion***

PLC meeting agendas

**Plan to Monitor Fidelity of Implementation of G3.B1.S2** 6

Agendas and meeting minutes will be collected by administration each month and will be brought to the SBLT for review.

**Person Responsible**

Carrie Johnson

**Schedule**

Weekly, from 8/26/2014 to 5/26/2015

***Evidence of Completion***

PLC meeting agendas and minutes.

**Plan to Monitor Effectiveness of Implementation of G3.B1.S2** 7

Administration and instructional coaches will participate and help facilitate PLC meetings to ensure that the created protocols and agendas are properly used with fidelity in the meetings.

**Person Responsible**

Kurt Wyne


**Schedule**

Weekly, from 8/26/2014 to 5/26/2015

***Evidence of Completion***

Review of weekly meeting minutes and discussion of how effective PLC's are during the SBLT and school support team meetings. The effectiveness of PLC meetings will be based on the data points grade levels are collecting from Running Records, FAIR, common assessments, formative assessments, ST Math and Successmaker.

**G3.B1.S3** Instructional coaches and administrators will help facilitate weekly PLC's, data meetings and 1/2 day PLC once a month to provide support, direction and focus topics for the PLC meetings. 4

 S164694

### Strategy Rationale

Having a clear focus topic for the PLC meetings will give teachers more time for the purposeful reflection and planning in their PLC's

### Action Step 1 5

Coach's and administrators will meet at least once a month to discuss and plan for the direction of the PLC meetings.

#### Person Responsible

Christiana Succar

#### Schedule

On 5/26/2016

#### Evidence of Completion

Meeting minutes, student achievement data

### Plan to Monitor Fidelity of Implementation of G3.B1.S3 6

Administration will monitor the PLC meetings to ensure that coach's and teachers are in attendance. Meeting minutes will be collected and classroom walkthroughs will be used to collect information on the actual implementation of the instructional planning taking place in the PLC.

#### Person Responsible

Carrie Johnson

#### Schedule

On 5/26/2015

#### Evidence of Completion

Meeting minutes, teacher observation data, and student common assessment data

**Plan to Monitor Effectiveness of Implementation of G3.B1.S3 7**

Survey of teachers and staff for how efficient PLC's are being operated and how beneficial they are, walkthrough and observation data from classrooms.

**Person Responsible**

Carrie Johnson

**Schedule**

On 5/26/2015

**Evidence of Completion**

surveys, lesson plans, walkthrough and observation data.

**G4.** If the faculty has a consistent school wide behavior management plan with an early warning system that addresses student academic and behavior needs, then Seventy-fourth Street Elem. will increase student engagement and proficiency targets. 1

G059988

**G4.B1** Establishing consistency 2

B152933

**G4.B1.S1** Continue to consistently Implement PBS/PAWS to full fidelity with all staff - including specials, support, plant and cafeteria personnel 4

S164695

**Strategy Rationale**

Maintaining and implementing PBS will create school wide consistency which will create better student engagement leading to increased student proficiency and achievement.

**Action Step 1 5**

PBS team will continue to meet monthly to evaluate the effectiveness of the program and to maintain fidelity and keep a focus on the essential elements of the program.

**Person Responsible**

Jennifer Bachnik

**Schedule**

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

**Evidence of Completion**

Team meeting minutes

**Action Step 2** 5

The PBS team will to continue to provide professional development and training for teachers at the beginning of the year to establish the school wide implementation and then at intervals throughout the year to help facilitate the culture of PBS and maintain the fidelity/effectiveness of the program.

**Person Responsible**

Jennifer Bachnik

**Schedule**

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

***Evidence of Completion***

Meeting minutes, evaluation and analyzing data of the Schoolwide Behavior plan in SBLT meetings, PBS meetings and RTI meetings.

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

The PBS team in conjunction with SBLT will meet monthly to evaluate the fidelity of the program based on how referrals, the color system, and intervention logs are being used and collected.

**Person Responsible**

Jennifer Bachnik

**Schedule**

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

***Evidence of Completion***

Meeting minutes from the SBLT/PBS team meetings will be collected to determine that this strategy is being monitored. Also, referral and intervention data will be collected from the Data Review team to determine if the PBS program is being implemented consistently and with fidelity.

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

The Data Review team and SBLT will review attendance and referral data to determine if the school wide behavior plan is effective for over 80% of the students and if the plan is helping increase student attendance and decrease student misbehavior.

**Person Responsible**

Jennifer Bachnik

**Schedule**

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

**Evidence of Completion**

The Data Review team and SBLT meeting minutes will be collected as well as attendance and behavior data from FOCUS will be collected to analyze the effectiveness of the strategies being implemented within PBS.

**G5.** If teachers receive structured professional development in the Marzano High Yield teaching strategies then the indicated proficiency targets below will be met in 2015-2016. 1


 G059989

**G5.B1 Time 2**

 B152935

**G5.B1.S1** PLC's have set protocols and agendas provided by administration for guiding conversation.

4

 S164696

**Strategy Rationale**

Sometimes conversations are not on topic in PLC meetings.

**Action Step 1 5**

PLC's have a template with set protocols and guidelines in which to develop and guide meetings.

**Person Responsible**

Kurt Wyne

**Schedule**

Weekly, from 9/1/2015 to 6/3/2016

**Evidence of Completion**

Collect agenda with protocols and guidelines and review content.

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

Consistently collect and review agenda and meeting minutes from PLCs.

**Person Responsible**

Kurt Wyne

**Schedule**

Monthly, from 9/1/2015 to 6/3/2016

***Evidence of Completion***

Hard or electronic copies will be submitted on a weekly basis.

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

Agenda and meeting minutes will have clear goals, discussion points and outcomes

**Person Responsible**

Kurt Wyne

**Schedule**

Monthly, from 9/1/2015 to 6/3/2016

***Evidence of Completion***

As witnessed by the agenda and minutes progression of goals and outcomes are evident. A building block is clearly reflective in progression of meetings.



**G5.B1.S2** Having coaches in PLC meetings as a resource for leading the discussion 4

S164697

**Strategy Rationale**

Coaches are on hand to provide immediate support for PLC goals instead of having to meet with them at a later date.

**Action Step 1** 5

Coaches will attend and facilitate all subject area PLC meetings

**Person Responsible**

Kurt Wyne

**Schedule**

Weekly, from 9/1/2015 to 6/3/2016

**Evidence of Completion**

**Plan to Monitor Fidelity of Implementation of G5.B1.S2** 6

Administration will monitor agendas, protocols, and outcomes from PLC meetings as well as attend as many meetings possible to ensure effective use of time.

**Person Responsible**

Kurt Wyne

**Schedule**

Monthly, from 9/1/2015 to 6/3/2016

**Evidence of Completion**

Agendas, protocols, meeting minutes, meeting products (lesson plans, data graphs, etc.)

**Plan to Monitor Effectiveness of Implementation of G5.B1.S2** 7

SBLT will review data from various school and grade level assessments to determine effectiveness of PLC time.

**Person Responsible**

Carrie Johnson


**Schedule**

Weekly, from 9/1/2015 to 6/3/2016

**Evidence of Completion**

Common assessment data, iStation data, ST Math data, running record data.

**G5.B1.S3** Weekly whole staff professional development will focus on a designated high yield strategy identified through the Marzano books "Classroom Instruction that Works" and "Essentials for Achieving Rigor." 4

 S164698

**Strategy Rationale**

Providing a specific focus on high quality, research based instructional strategies for staff enables teachers to plan around high priority needs.

**Action Step 1** 5

Create a yearlong calendar of weekly professional development that identifies the high yield strategy of the month and what the focus of PD on that strategy will be.

**Person Responsible**

Kurt Wyne

**Schedule**

On 6/3/2016

**Evidence of Completion**

### Action Step 2 5

Survey staff for changing hours of work to maximize the weekly PD time.

**Person Responsible**

Carrie Johnson

**Schedule**

On 6/3/2016

***Evidence of Completion***

Change in the time of day to maximize before or after school hour.

### Action Step 3 5

Plan and implement weekly professional development on high yield strategy and identified tools for implementing that strategy.

**Person Responsible**

Kurt Wyne

**Schedule**

Weekly, from 9/1/2015 to 6/3/2016

***Evidence of Completion***

Agendas and meeting minutes, observed strategies being implemented in the classroom.

### Plan to Monitor Fidelity of Implementation of G5.B1.S3 6

Administration will monitor and observe classroom instruction through walkthroughs, observations and informals to observe for implementation of the high yield strategies.

**Person Responsible**

Carrie Johnson

**Schedule**

Weekly, from 9/1/2015 to 6/3/2016

***Evidence of Completion***

iObservation Data

**Plan to Monitor Effectiveness of Implementation of G5.B1.S3 7**

Weekly SBLT meetings review classroom and schoolwide data to determine if the high yield strategies are improving student performance on assessments.

**Person Responsible**

Kurt Wyne


**Schedule**

Weekly, from 9/1/2015 to 6/3/2016

**Evidence of Completion**

Classroom and schoolwide data.

**G5.B1.S4** Grade level weekly planning sessions will be held to pull all instructional resources together to create plans for implementation of the high yield strategies. 4

 S164700

**Strategy Rationale**

Grade level teams need to spend common planning time together to work on the implementation of strategies and effective planning will enable teachers to use their time more efficiently.

**Action Step 1 5**

Develop a yearlong weekly grade-level planning calendar.

**Person Responsible**

Kurt Wyne

**Schedule**

On 6/3/2016

**Evidence of Completion**

Yearlong calendar is developed

**Action Step 2** 5

Grade-level teams will create a protocol for planning session norms and common format for lesson plans.

**Person Responsible**

Kurt Wyne

**Schedule**

On 6/3/2016

***Evidence of Completion***

Protocols and format will be developed, then reviewed by administration

**Plan to Monitor Fidelity of Implementation of G5.B1.S4** 6

Administration will conduct walkthroughs and observations to determine that common lesson plans, using the high yield strategies, are being implemented.

**Person Responsible**

Kurt Wyne

**Schedule**

On 6/3/2016

***Evidence of Completion***

iObservation shows that high yield strategies are being implemented

**Plan to Monitor Effectiveness of Implementation of G5.B1.S4** 7

Weekly SBLT meetings will review school-wide data.

**Person Responsible**

Kurt Wyne


**Schedule**

On 6/3/2016

***Evidence of Completion***

iObservation data, lesson plans, assessment data

**G5.B1.S5** Active coaching, using the coaching cycle, to facilitate, support and provide feedback on the planned implementation of high yield strategies. 4

 S164701

### Strategy Rationale

Coaching gives teachers the opportunity to learn about their instruction and gain knowledge on how to improve instruction of the high yield strategies.

### Action Step 1 5

Create a bi-weekly calendar for providing active coaching support through the use of a coaching cycle.

#### Person Responsible

Emily Ziehl

#### Schedule

Biweekly, from 9/1/2015 to 6/3/2016

#### Evidence of Completion

Bi-weekly calendar will be developed

### Action Step 2 5

Coaches will observe to determine areas of need, provide coaching support, feedback, and debrief with practice.

#### Person Responsible

Emily Ziehl

#### Schedule

Weekly, from 9/1/2015 to 6/3/2016

#### Evidence of Completion

Coaching logs to show coaching cycle

**Plan to Monitor Fidelity of Implementation of G5.B1.S5 6**

Administration will review coaching logs.

**Person Responsible**

Kurt Wyne

**Schedule**

Weekly, from 9/1/2015 to 6/3/2016

**Evidence of Completion**

Coaching logs

**Plan to Monitor Effectiveness of Implementation of G5.B1.S5 7**

SBLT will review school-wide data.

**Person Responsible**

Kurt Wyne

**Schedule**

Weekly, from 9/1/2015 to 6/3/2016

**Evidence of Completion**

School-wide 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
G3.B1.S1.A1	The following protocols will be used in all PLC meetings and will be reviewed throughout the school year to determine effectiveness and/or revisions. * All members will come prepared with requested materials. * Each PLC will have a time bound agenda. * All members will have a role for which they will be accountable.	Wyne, Kurt	8/26/2015	Submitted agenda with minutes	5/26/2016 weekly
G3.B1.S2.A1	Use the created agenda form to document minutes and turn into the appropriate administrator within 3 days of the meeting. The agendas will be reviewed and monitored for the effectiveness during the year.	Wyne, Kurt	8/26/2015	PLC meeting agendas	5/26/2016 weekly

**Pinellas - 3961 - Seventy Fourth St. Elementary - 2015-16 SIP**  
*Seventy Fourth St. Elementary*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S3.A1	Coach's and administrators will meet at least once a month to discuss and plan for the direction of the PLC meetings.	Succar, Christiana	9/2/2015	Meeting minutes, student achievement data	5/26/2016 one-time
G4.B1.S1.A1	PBS team will continue to meet monthly to evaluate the effectiveness of the program and to maintain fidelity and keep a focus on the essential elements of the program.	Bachnik, Jennifer	8/24/2015	Team meeting minutes	5/30/2016 monthly
G5.B1.S1.A1	PLC's have a template with set protocols and guidelines in which to develop and guide meetings.	Wyne, Kurt	9/1/2015	Collect agenda with protocols and guidelines and review content.	6/3/2016 weekly
G5.B1.S4.A1	Develop a yearlong weekly grade-level planning calendar.	Wyne, Kurt	9/1/2015	Yearlong calendar is developed	6/3/2016 one-time
G5.B1.S5.A1	Create a bi-weekly calendar for providing active coaching support through the use of a coaching cycle.	Ziehl, Emily	9/1/2015	Bi-weekly calendar will be developed	6/3/2016 biweekly
G5.B1.S2.A1	Coaches will attend and facilitate all subject area PLC meetings	Wyne, Kurt	9/1/2015		6/3/2016 weekly
G5.B1.S3.A1	Create a yearlong calendar of weekly professional development that identifies the high yield strategy of the month and what the focus of PD on that strategy will be.	Wyne, Kurt	9/1/2015		6/3/2016 one-time
G1.B3.S1.A1	Teachers will receive weekly Professional Development in AVID and High Yield Strategies	Johnson, Carrie	9/2/2015		6/1/2016 weekly
G4.B1.S1.A2	The PBS team will to continue to provide professional development and training for teachers at the beginning of the year to establish the school wide implementation and then at intervals throughout the year to help facilitate the culture of PBS and maintain the fidelity/ effectiveness of the program.	Bachnik, Jennifer	8/24/2015	Meeting minutes, evaluation and analyzing data of the Schoolwide Behavior plan in SBLT meetings, PBS meetings and RTI meetings.	6/3/2016 quarterly
G5.B1.S3.A2	Survey staff for changing hours of work to maximize the weekly PD time.	Johnson, Carrie	9/1/2015	Change in the time of day to maximize before or after school hour.	6/3/2016 one-time
G5.B1.S4.A2	Grade-level teams will create a protocol for planning session norms and common format for lesson plans.	Wyne, Kurt	9/1/2015	Protocols and format will be developed, then reviewed by administration	6/3/2016 one-time
G5.B1.S5.A2	Coaches will observe to determine areas of need, provide coaching support, feedback, and debrief with practice.	Ziehl, Emily	9/1/2015	Coaching logs to show coaching cycle	6/3/2016 weekly
G1.B3.S1.A2	[no content entered]			one-time	
G5.B1.S3.A3	Plan and implement weekly professional development on high yield strategy and identified tools for implementing that strategy.	Wyne, Kurt	9/1/2015	Agendas and meeting minutes, observed strategies being implemented in the classroom.	6/3/2016 weekly
G1.MA1	Common assessment data, iReady, iStation, attendance and discipline data	Wyne, Kurt	9/2/2015	SBLT meeting agenda minutes will be collected as well as agenda minutes from grade level data meetings held one a month.	6/1/2016 weekly
G1.B3.S1.MA1	Data will be pulled from iReady, iStation, and common assessments on targeted minority students and compared to their non minority peers to determine if program implementation is working to improve any performance gaps. This will be done on a weekly basis for SBLT meetings.	Wyne, Kurt	9/2/2015	All district assessments as well as iReady and iStation progress monitoring reports. SBLT agenda minutes will provide evidence that these assessments were monitored during SBLT meeting time.	6/1/2016 weekly



**Pinellas - 3961 - Seventy Fourth St. Elementary - 2015-16 SIP**  
*Seventy Fourth St. Elementary*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.MA1	Administration, coaches, site coordinator and district personnel will monitor implementation of the programs through classroom visits and data reviews of student progress.	Johnson, Carrie	9/2/2015	Evidence will be iObservation data, fidelity checklists, data from iReady and classroom assessments. This data will be reviewed in weekly SBLT meetings with teacher leaders and other designated personnel.	6/1/2016 weekly
G2.MA1	Wellness team will monitor progress with district staff	Wyne, Kurt	8/3/2015	Assessment module data	6/3/2016 monthly
G3.MA1	The SBLT and School Support team will collect data from multiple sources such as Running Records, FAIR, Common Assessments, formative assessments, ST Math, Soar to Success, LLI and other determined Tier 2 and 3 interventions and use SBLT meetings to analyze this data to determine progress.	Succar, Christiana	8/26/2014	SBLT and School support team meeting minutes will provide documentation that data is analyzed during these designated times. PLC meeting minutes will reflect changes to PLC focus based on the collected data.	5/26/2015 weekly
G3.B1.S1.MA1	[no content entered]			one-time	
G3.B1.S1.MA1	[no content entered]			one-time	
G3.B1.S2.MA1	Administration and instructional coaches will participate and help facilitate PLC meetings to ensure that the created protocols and agendas are properly used with fidelity in the meetings.	Wyne, Kurt	8/26/2014	Review of weekly meeting minutes and discussion of how effective PLC's are during the SBLT and school support team meetings. The effectiveness of PLC meetings will be based on the data points grade levels are collecting from Running Records, FAIR, common assessments, formative assessments, ST Math and Successmaker.	5/26/2015 weekly
G3.B1.S2.MA1	Agendas and meeting minutes will be collected by administration each month and will be brought to the SBLT for review.	Johnson, Carrie	8/26/2014	PLC meeting agendas and minutes.	5/26/2015 weekly
G3.B1.S3.MA1	Survey of teachers and staff for how efficient PLC's are being operated and how beneficial they are, walkthrough and observation data from classrooms.	Johnson, Carrie	9/2/2014	surveys, lesson plans, walkthrough and observation data.	5/26/2015 one-time
G3.B1.S3.MA1	Administration will monitor the PLC meetings to ensure that coach's and teachers are in attendance. Meeting minutes will be collected and classroom walkthroughs will be used to collect information on the actual implementation of the instructional planning taking place in the PLC.	Johnson, Carrie	9/2/2014	Meeting minutes, teacher observation data, and student common assessment data	5/26/2015 one-time
G4.MA1	Discipline data, attendance data and achievement data will be collected by the Data Review and PBS teams to monitor whether PBS is an effective strategy for our core.	Wyne, Kurt	8/24/2015	Data Review and PBS meeting agendas and minutes will be analyzed to ensure that the team is reviewing the effectiveness of the program.	6/3/2016 weekly
G4.B1.S1.MA1	The Data Review team and SBLT will review attendance and referral data to determine if the school wide behavior plan is effective for over 80% of the students and if the plan is helping increase student attendance and decrease student misbehavior.	Bachnik, Jennifer	8/24/2015	The Data Review team and SBLT meeting minutes will be collected as well as attendance and behavior data from FOCUS will be collected to analyze the effectiveness of the strategies being implemented within PBS.	6/3/2016 weekly
G4.B1.S1.MA1	The PBS team in conjunction with SBLT will meet monthly to evaluate the fidelity of the program based on how referrals, the color system, and intervention logs are being used and collected.	Bachnik, Jennifer	9/14/2015	Meeting minutes from the SBLT/PBS team meetings will be collected to determine that this strategy is being monitored. Also, referral and intervention data will be collected from the Data Review team to determine if the PBS program is being implemented consistently and with fidelity.	6/3/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G5.MA1	Schoolwide data being reviewed with grade levels and in SBLT.	Johnson, Carrie	9/1/2015	Schoolwide data	6/3/2016 monthly
G5.B1.S1.MA1	Agenda and meeting minutes will have clear goals, discussion points and outcomes	Wyne, Kurt	9/1/2015	As witnessed by the agenda and minutes progression of goals and outcomes are evident. A building block is clearly reflective in progression of meetings.	6/3/2016 monthly
G5.B1.S1.MA1	Consistently collect and review agenda and meeting minutes from PLCs.	Wyne, Kurt	9/1/2015	Hard or electronic copies will be submitted on a weekly basis.	6/3/2016 monthly
G5.B1.S2.MA1	SBLT will review data from various school and grade level assessments to determine effectiveness of PLC time.	Johnson, Carrie	9/1/2015	Common assessment data, iStation data, ST Math data, running record data.	6/3/2016 weekly
G5.B1.S2.MA1	Administration will monitor agendas, protocols, and outcomes from PLC meetings as well as attend as many meetings possible to ensure effective use of time.	Wyne, Kurt	9/1/2015	Agendas, protocols, meeting minutes, meeting products (lesson plans, data graphs, etc.)	6/3/2016 monthly
G5.B1.S3.MA1	Weekly SBLT meetings review classroom and schoolwide data to determine if the high yield strategies are improving student performance on assessments.	Wyne, Kurt	9/1/2015	Classroom and schoolwide data.	6/3/2016 weekly
G5.B1.S3.MA1	Administration will monitor and observe classroom instruction through walkthroughs, observations and informals to observe for implementation of the high yield strategies.	Johnson, Carrie	9/1/2015	iObservation Data	6/3/2016 weekly
G5.B1.S4.MA1	Weekly SBLT meetings will review school-wide data.	Wyne, Kurt	9/1/2015	iObservation data, lesson plans, assessment data	6/3/2016 one-time
G5.B1.S4.MA1	Administration will conduct walkthroughs and observations to determine that common lesson plans, using the high yield strategies, are being implemented.	Wyne, Kurt	9/1/2015	iObservation shows that high yield strategies are being implemented	6/3/2016 one-time
G5.B1.S5.MA1	SBLT will review school-wide data.	Wyne, Kurt	9/1/2015	School-wide data	6/3/2016 weekly
G5.B1.S5.MA1	Administration will review coaching logs.	Wyne, Kurt	9/1/2015	Coaching logs	6/3/2016 weekly

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

**G1.** 74th Street will implement AVID and ELP programs designed to target and directly support minority students, most specifically African American students, which will result in at least a 10% increase in the number of African American students scoring proficient on standardized assessments.

**G1.B3** Teacher inexperience with implementing new programs.

**G1.B3.S1** Ongoing and embedded teacher professional development in the best ways to implement AVID and ELP programs specifically as it relates to targeting and monitoring African American student progress and proficiency targets.

### **PD Opportunity 1**

Teachers will receive weekly Professional Development in AVID and High Yield Strategies

#### **Facilitator**

Katherina Crowder, Carrie Johnson, Kurt Wyne, Christiana Succar, Emily Wayman, Kira Walsh

#### **Participants**

74th Street Instructional Staff

#### **Schedule**

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

**G3.** If all teachers reflect on pedagogical practice through analyzing data in PLC's for instructional implications that drive instruction and student interventions, then Seventy Fourth Elementary will meet data targets below in 2015-2016.

**G3.B1** Time and effective use of designated PLC meetings.

**G3.B1.S3** Instructional coaches and administrators will help facilitate weekly PLC's, data meetings and 1/2 day PLC once a month to provide support, direction and focus topics for the PLC meetings.

**PD Opportunity 1**

Coach's and administrators will meet at least once a month to discuss and plan for the direction of the PLC meetings.

**Facilitator**

Emily Wayman, Kira Walsh, Tracy Staley, Carrie Johnson and Kurt Wyne

**Participants**

All teachers

**Schedule**

On 5/26/2016

**G4.** If the faculty has a consistent school wide behavior management plan with an early warning system that addresses student academic and behavior needs, then Seventy-fourth Street Elem. will increase student engagement and proficiency targets.

**G4.B1** Establishing consistency

**G4.B1.S1** Continue to consistently Implement PBS/PAWS to full fidelity with all staff - including specials, support, plant and cafeteria personnel

**PD Opportunity 1**

The PBS team will to continue to provide professional development and training for teachers at the beginning of the year to establish the school wide implementation and then at intervals throughout the year to help facilitate the culture of PBS and maintain the fidelity/effectiveness of the program.

**Facilitator**

PBS Team

**Participants**

Full faculty and staff

**Schedule**

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

**G5.** If teachers receive structured professional development in the Marzano High Yield teaching strategies then the indicated proficiency targets below will be met in 2015-2016.

## **G5.B1** Time

### **G5.B1.S2** Having coaches in PLC meetings as a resource for leading the discussion

#### **PD Opportunity 1**

Coaches will attend and facilitate all subject area PLC meetings

##### **Facilitator**

Instructional Coaches

##### **Participants**

Instructional Staff

##### **Schedule**

Weekly, from 9/1/2015 to 6/3/2016

**G5.B1.S3** Weekly whole staff professional development will focus on a designated high yield strategy identified through the Marzano books "Classroom Instruction that Works" and "Essentials for Achieving Rigor."

#### **PD Opportunity 1**

Plan and implement weekly professional development on high yield strategy and identified tools for implementing that strategy.

##### **Facilitator**

Carrie Johnson, Kurt Wyne and Instructional Coaches

##### **Participants**

Instructional Staff

##### **Schedule**

Weekly, from 9/1/2015 to 6/3/2016

**G5.B1.S5** Active coaching, using the coaching cycle, to facilitate, support and provide feedback on the planned implementation of high yield strategies.

**PD Opportunity 1**

Coaches will observe to determine areas of need, provide coaching support, feedback, and debrief with practice.

**Facilitator**

Instructional Coaches

**Participants**

Instructional Staff

**Schedule**

Weekly, from 9/1/2015 to 6/3/2016

## Technical Assistance Items

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

## Budget