

Tarpon Springs Elementary School

555 PINE ST, Tarpon Springs, FL 34689

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

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
50%

Alternative/ESE Center
No

Charter School
No

Minority
50%

School Grades History

| Year | 2013-14 | 2012-13 | 2011-12 | 2010-11 |
|-------|---------|---------|---------|---------|
| Grade | D | C | B | 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 | 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 promote highest student achievement in a safe learning environment.

Provide the school's vision statement

100% Student Success

School Environment

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

Tarpon Springs Elementary is a Title I school, which means funding is providing for parent workshops, materials and parent education. Through the annual meetings, as well as parent events and workshops held throughout the year hosted by Title I, the school works to establish strong home-school connections and works in cooperation with families to meet the needs of the students. Parent contacts are made and conferences are held annually to assure that parents are aware of their child's progress and understand how their role in their child's educational process.

Additional initiatives:

1. The school hosts a Multicultural club that meets monthly including students and staff. This club is intended to celebrate diversity, and educate teachers and students in the cultures represented.
2. The staff participate in a mentoring program in which students in need are matched to staff as mentors.

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

The school maintains security throughout the day with a locked campus and has a comprehensive crisis plan, establishing processes and protocols for a multitude of potential events. The school's crisis team includes members with CPI level 2 certification, and individuals are trained and prepared for their roles in case of emergency. Common area rules and expectations create a safe and civil campus, along with the school wide and classroom behavior plans in place. Staff supervise students 30 minutes before and after school to ensure safe arrival and dismissal processes.

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 implements a comprehensive School Wide Behavior Plan (SWBP), which identifies school goals for campus wide and classroom conduct.

To ensure success if following this rule, guidelines for success are followed:

T=Take responsibility

S=Show respect

E=Engage in Learning

S=Show Self Control

A school wide system, "Caught Red Handed", provides for positive behavior supports across campus. Additionally, CHAMPS strategies are employed to maintain a safe and civil campus in classrooms

and in common areas. Rules and expectations are posted, taught through examples and non-examples, reinforced and monitored. All classrooms maintain individual behavior plans that include rules, rewards and consequences. School staff have the authority and responsibility to maintain discipline in the classroom consistent with school board policy. Fair policies are established, communicated and consistently reinforced. Appropriate professional development is provided to staff to ensure that all are increasing skill, knowledge and ability in meeting the school's objectives. Professional development will be provided to staff in building a culturally responsive classroom environment, including teaching social skills, holding morning/class meetings, and establishing a strong community.

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 Based Leadership Team meets twice monthly to review both academic and behavioral data collected. Data is analyzed to determine needs and action is taken by the team as deemed necessary to ensure the needs of students are being met. The guidance counselor offers lessons appropriate for elementary aged students in the classroom, and facilitates an anti-bullying program for the school to educate students and staff on strategies to eliminate bullying on campus. The guidance counselor also provides resources and support to students, staff and families regarding resources and on topics such as trauma-informed care. Staff are active in communicating with families through PTA, SAC and through frequent parent contacts and conferences.

The social worker facilitates a "Check and Connect" program which involves staff mentoring students.

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

Attendance: The school maintains and communicates an attendance policy that follows school board policy. Regular attendance is expected of all students. The school's Child Study Team meets biweekly and monitors student attendance to assure that students are attending school regularly on time. The school's social worker, data management technician and assistant principal maintain frequent contact by phone, in writing or in person with families of students who are struggling with attendance and punctuality.

Suspensions: The school maintains a school wide discipline plan that does include the possibility of suspension, as per school board policy, as a consequence for misconduct. Close communication is maintained with parents of suspended students to assure that all rules and expectations are clearly defined, and that school and home are working together to modify any behaviors or situations as necessary to assure that the student will be able safely resume attendance when the suspension has ended.

Academic deficiencies: Students who have demonstrated to be academically deficient are discussed by the SBLT. Scores are analyzed and a response to intervention approach is used to determine student need, implement an appropriate intervention, and monitor the progress to ensure academic growth. Close communication with families is maintained to build the home-school connection.

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 | 18 | 18 | 13 | 10 | 17 | 11 | 87 |
| One or more suspensions | 2 | 0 | 1 | 0 | 0 | 1 | 4 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | |

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

| Indicator | Grade Level | | | | | Total |
|--|-------------|---|---|----|----|-------|
| | 1 | 2 | 3 | 4 | 5 | |
| Students exhibiting two or more indicators | 2 | 1 | 2 | 14 | 14 | 33 |

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

The School Based Leadership Team: The SBLT monitors academic and behavioral data to ensure that interventions are provided to students who are not performing at expectations.

Title I resources: The school employs an MTSS coach as well as a curriculum specialist using school based Title I funds to deliver professional development and support to teachers on interventions and high impact researched based instructional strategies.

The Child Study Team: The CST meets weekly to monitor student attendance and take action when students are not meeting expectations.

SBLT: reviews school wide data (Common Assessments, FSA, SAT 10, Running Records) to identify patterns and/or trends and manages all strategies and actions for SIP goal #4. Communicates with grade level teams to develop strategies for under-performing areas as evidenced by the data. Data is disaggregated by subgroups (race, ethnicity, SWD, ED) to determine if specific strategies need to be developed for those groups. Professional Development is provided to the staff on the MTSS process should they have a behavioral or academic concern regarding a student. A flow charted process is provided to all to assure each step is carefully undertaken by appropriate personnel to assure interventions are in place and monitored for every student identified in need. SBLT works closely in collaboration with CST.

CST: reviews processes for individual students in or recommended for tier 2 or tier 3 processes, as well as attendance data. Processes for problem solving are closely followed and case managed by assigned team members. CST members communicate with teachers to assure fidelity to the implementation and monitoring of interventions. Teachers maintain communication logs in FOCUS to assure parents/families are fully aware and involved in the process. Students with one or more Early Warning Signs are included on the agenda for CST.

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/53933>.

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's Family and Community Liaison fosters relationships with the community, which leads to donations of school supplies, mentors for students and financial donations and supports. The principal maintains relationships with community leaders and regularly communicates the needs of the school.

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 |
|------------------|--------------------------|
| Steullet, Art | Principal |
| Saccasyn, Thea | Assistant Principal |
| Pollick, Erica | Instructional Coach |
| Harper, Tania | Instructional Coach |
| Hipp, Juli | Instructional Technology |
| Chaisson, Joanne | Guidance Counselor |

Duties

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

School Based Leadership Team

All team members participate in analyzing data, determining students' needs, managing RTI processes, determining professional development needs for staff and effectively deploying the SIP.

Principal: coordinates team and resources; oversees deployment of SIP

Assistant Principal: assists principal to coordinate team and resources

Curriculum Specialist: assists in decision making regarding curriculum services for students

MTSS Coach: assists team in accessing and interpreting (aggregating/disaggregating) data

Guidance Counselor: prepares agenda, facilitates meeting, maintains minutes to meeting and distributes

Instructional Coaches: assist team in accessing and interpreting (aggregating/disaggregating) the data, and determining professional development needs

Technology Specialist: manages technology necessary to manage and display data

Additional participants: participate in problem solving process to support SIP, conduct assessments, manage documentation (RTI processes, PSWs, assessment for special education services).

School Psychologist

School Social Worker

Compliance Educational Diagnostician

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

School Based Leadership Team: Will review and analyze all Tier 1 school wide data using available school, district and state assessments.. The team will also compile a database of students in the Tier 2 and Tier 3 levels of support. The following assessments are used key times in the year: Baseline data - FCAT 2.0, FAIR-CC, Math & Science common assessments; Midyear - FAIR-CC, Diagnostic Assessments, Math & Science common assessments; Behavior database includes office/classroom referrals, which will be utilized as ongoing progress monitoring to measure the effectiveness of Tier 2 behavior interventions.

End of year - FAIR-CC, FCAT 2.0, Math & Science common assessments; Frequency of Ongoing Progress Monitoring - every 2 weeks

Tier 1

FAIR-CC Florida Assessment for Instruction in Reading, Common Core (FAIR-CC) is used a screening tool for reading across grade levels. District Common Assessments will be utilized for screening for math, science, and writing.

Additionally, discipline referrals will be used for screening for behavior concerns at Tier 1.

Core instruction includes team planning, data chats on a weekly basis using FAIR-CC, EDS, Common Assessment data and item analysis, Literacy and Rtl Coach are utilized for classroom support systems and planning. Guidance counselor is also utilized to provide support in the classroom.

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).

Supplemental Academic Instruction (SAI)

SAI funds are coordinated with Title I, Part A funds to provide extended learning enrichment

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

Nutrition Programs

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

Head Start

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

School Advisory Council (SAC)

Membership:

| Name | Stakeholder Group |
|-----------------|----------------------------|
| Tina Chagris | Parent |
| Art Steullett | Principal |
| Matthew Greer | Business/Community |
| Taurean Mathis | Parent |
| Derek DeCan | Parent |
| Kim Lorello | Parent |
| Darlene Johnson | Education Support Employee |
| Melody Day | Education Support Employee |
| Nancy Gorby | Business/Community |
| Chris Rondeau | Teacher |
| Alvin Quinones | Business/Community |

Duties

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

Evaluation of last year's school improvement plan

The School Advisory Council works collaboratively to review the school improvement plan to assist in monitoring effectiveness and making plans for improvements.

Development of this school improvement plan

The role of the School Advisory Council is to work collaboratively towards improving social, educational and communication efforts between home, school and the community in an effort to increase student achievement. Our SAC previews our SIP, provides input and approves it on an annual basis.

Preparation of the school's annual budget and plan

The School Advisory Council works collaboratively towards improving social, educational and communication efforts between home, school and the community in an effort to increase student

achievement. Our SAC previews available data, considers needs assessments conducted and assists school staff in creating an appropriate budget that most effectively meets the needs of the students and school.

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

SIP funds were used to provide professional development opportunities for teachers, human resource support for student learning and extra curricular academics for students.

- 1 MTSS coach - \$50,000
- 1 Curriculum Specialist - \$50,000
- 3 Hourly Teachers - \$48,000
- 1 Paraprofessional - \$16,000
- 1 Reading Intervention teacher -
- 1 part time community involvement liaison - \$4,000
- STEM \$1,000

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 |
|----------------|--------------------------|
| Saccasyn, Thea | Assistant Principal |
| Pollick, Erica | Instructional Coach |
| Harper, Tania | Instructional Coach |
| Hipp, Juli | Instructional Technology |
| Saaf, Jillian | Teacher, ESE |
| Steullet, Art | Principal |

Duties

Describe how the LLT promotes literacy within the school

The LLT collaborates to assure that appropriate literacy instruction is occurring daily. This includes
 *maintaining a master schedule that has a protected 90 minute literacy block of instruction; provides for additional literacy minutes daily to support all standards, provides for a grade level collaborative planning block for teachers.

*assuring for the delivery of professional development to staff focused on the Florida Standards and Webb's Depth of Knowledge

*interfacing with the SBLT to assure that all students are assessed and progressed monitored for continuous instructional improvement.

*instructional support to all staff by school-wide coaches and curriculum specialist

Public and Collaborative Teaching

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

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

The school operates on a master block scheduling to provide a mutual daily collaborative planning time for grade level teams. Additionally, meetings are held to a minimum so that staff has additional time before and after school for planning.

Instructional coaches work with all staff to provide support, deliver professional development and assure that appropriate, rigorous instruction occurs in every classroom every day.

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

The school administration actively recruits and hires highly qualified staff who possess the unique qualities that meet the needs of our diverse population. Applicants are found through collegial recommendations, through Winocular and through the job fair process.

Professional development is differentiated and delivered through varied modalities to assure that each individual is supported as needed. Staff are regularly recognized for accomplishments, effective instructional strategies are identified, shared and reinforced through feedback from coaches and administrators.

Administrators and Instructional coaches work with teachers to continuously improve practice and increase teacher efficacy.

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

The school has two district trained teacher mentors, each assigned to new teachers and/or new to grade level teachers. Mentors serve as a resource to mentees; provide feedback on instructional strategies; assist in assessing student work and achievement; make connections between mentees and instructional coaches, as necessary.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

The school assures delivery of the Florida Standards through
the work of the SBLT, including progress monitoring of tier 2 & 3 instruction
administrative walkthroughs with feedback
collaborative discussions in PLCs
the support of instructional coaches
submission of electronic lesson plans that reflect planning for the teaching of the standards
analysis of assessment data by all stakeholder groups

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

Multiple sources of data are available for analysis of student achievement. Data are used in the following ways:

Teachers meet in professional learning communities weekly to discuss student data by grade level.

Instruction is modified based on student progress. Examples may include varied small group content or varied individual assignments - guided reading, making sense of phonics, ST Math assignments. The SBLT meets bimonthly to analyze data collected for students in the tier 2 and tier 3 process. Resources are deployed as determined by the team to assure that each student receives appropriate instruction. Hourly teachers, ESE resource, ESOL teachers may be assigned to support students and classrooms based on assessment data.

Coaches and administrators review data and assure that human resources are most effectively allocated based on student data and need.

The school day is extended by an hour through the Promise Time program to provide additional instruction in literacy and math to supplement daily instruction and increase achievement.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 8,160

Provide supplemental academic support in the areas of reading, math, or science. Students eligible for the Extended Learning Program will be selected through current assessment data, as well as teacher recommendations based on classroom performance.

Strategy Rationale

Research supports extending the school day to increase student achievement. More time engaged in learning equates to increased achievement.

Strategy Purpose(s)

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

Person(s) responsible for monitoring implementation of the strategy

Pollick, Erica, pollicke@pcsb.org

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

Students will be progress monitored weekly through provided assessments, including the IReady program.

Strategy: After School Program

Minutes added to school year: 20

Extended collaborative planning for teachers to work within grade levels, across grade levels and with peripheral support staff.

Strategy Rationale

Extended planning time provides opportunity to develop deeper and more comprehensive plans.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Steullet, Art, steulleta@pcsb.org

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

Time spent in collaborative planning

Student Transition and Readiness

PreK-12 Transition

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

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

Kindergarten Teachers held an orientation for incoming students and their parents prior to the conclusion of the 2014-2015 school year. Readiness skills were emphasized and good choices for academic and social characteristics were presented. Materials were available, such 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.

5th grade teachers and students services staff articulate with the middle school to prepare students for sixth grade, including school visitations and middle school presentations on site.

College and Career Readiness

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

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

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

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

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

Data Uploads

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

The following documents were submitted as evidence for this section:

.

Problem Identification Summary

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

Problem Analysis Summary

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Meet or exceed state proficiency levels in reading as measured by the Florida Standards Assessment.
- G2.** Meet or exceed state proficiency levels in math as measured by the Florida Standards Assessment.
- G3.** Increase the number of students meeting and exceeding grade level proficiency in Science to 59%, as measured by the Florida Standards Assessment.
- G4.** Develop effective early warning sign systems: reduce the % of students with 10% or more absences from 14% to 10% (reduce the % of students receiving an in/out of school suspension from 2% to 1%) (increase the % of families attending school events)
- G5.** Close the achievement gap between Black and non-black students to our AMO 2016 targets.
- G6.** All staff work toward Silver Level recognition with the Alliance for a Healthier Generation, achieving silver in 6 out of 6 of the HSP Assessment Modules or 83% of HSP Assessment Modules.

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. Meet or exceed state proficiency levels in reading as measured by the Florida Standards Assessment.

1a

G061442

Targets Supported 1b

| Indicator | Annual Target |
|----------------------------|---------------|
| AMO Reading - All Students | 65.0 |

Resources Available to Support the Goal 2

- Florida Standards, researched based supplemental instructional & technology resources, and formative assessments
- Title I Hourly teachers, District Literacy Coach, Gifted Teacher, Learning Specialist, Instructional staff
- Site based Leadership Team and MTSS coach
- Extended Learning/Promise Time

Targeted Barriers to Achieving the Goal 3

- Lack of of engaging lesson plans representing high levels of complexity
- Lack of teacher knowledge of literacy content needed in order to effectively plan and teach literacy standards.

Plan to Monitor Progress Toward G1. 8

Monitor the effectiveness of student learning based on their performance data and tier levels of support

Person Responsible

Tania Harper

Schedule

Monthly, from 8/13/2015 to 6/3/2016

Evidence of Completion

RTI progress monitoring logs, feedback notes from daily walk throughs, PLC minutes, daily lesson plans submitted weekly, formative assessments, FSS alignment

G2. Meet or exceed state proficiency levels in math as measured by the Florida Standards Assessment.

1a

G061443

Targets Supported 1b

| Indicator | Annual Target |
|-------------------------|---------------|
| AMO Math - All Students | 61.0 |

Resources Available to Support the Goal 2

- District Content Supervisor and District Math Coach
- Title I Hourly Teachers, Gifted Teacher, Instructional Teachers, and Learning Specialist
- Site Based Leadership Team and Rtl Coach
- Florida Standards, researched based supplemental instructional & technology resources, and formative assessments

Targeted Barriers to Achieving the Goal 3

- Lack of engaging lesson plans representing high levels of complexity
- Lack of teacher knowledge of mathematical content needed in order to effectively plan and teach mathematical standards

Plan to Monitor Progress Toward G2. 8

Monitor the effectiveness of student learning based on their performance data and Tier levels of support

Person Responsible

Tania Harper

Schedule

Evidence of Completion

Rtl progress monitoring logs, feedback notes from daily walk throughs, PLC minutes, daily lesson plans submitted weekly, formative assessments, Florida Standards alignment

G3. Increase the number of students meeting and exceeding grade level proficiency in Science to 59%, as measured by the Florida Standards Assessment. 1a

G061444

Targets Supported 1b

| Indicator | Annual Target |
|------------------------------|---------------|
| FCAT 2.0 Science Proficiency | 59.0 |

Resources Available to Support the Goal 2

- District Content Supervisor and District Coach
- Learning Specialist, Title I Hourly teachers
- Pinellas County Science Center
- School science lab, nature trail, and supplemental science materials

Targeted Barriers to Achieving the Goal 3

- Lack of knowledge, skills, and resources, needed to effectively teach the science curriculum

Plan to Monitor Progress Toward G3. 8

Compare science assessment data to FCAT results

Person Responsible

Art Steullet

Schedule

On 6/3/2016

Evidence of Completion

PLC minutes, Daily walk through, rubrics, science journals, district common assessments, daily lesson plans

G4. Develop effective early warning sign systems: reduce the % of students with 10% or more absences from 14% to 10% (reduce the % of students receiving an in/out of school suspension from 2% to 1%) (increase the % of families attending school events) 1a

G061445

Targets Supported 1b

| Indicator | Annual Target |
|-------------------------|---------------|
| Attendance Below 90% | 10.0 |
| One or More Suspensions | 2.0 |

Resources Available to Support the Goal 2

- Parent involvement survey, SBLT/PLC data chats, tracking attendance, ODR (Office Discipline Referral) review
- Grade level team members, Administration, Content Supervisor, PCS district personnel, Social Worker, School Counselor

Targeted Barriers to Achieving the Goal 3

- High number of students missing 10% or more school days over the year.
- High number of referrals resulting in both in/out of school suspensions.
- Poor attendance at family events held by the school.

Plan to Monitor Progress Toward G4. 8

Compare and analyze data

Person Responsible

Joanne Chaisson

Schedule

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

Evidence of Completion

Student attendance improves, ODRs are reduced, parent involvement increases, data discussions occur regularly

G5. Close the achievement gap between Black and non-black students to our AMO 2016 targets. 1a

G064772

Targets Supported 1b

| Indicator | Annual Target |
|--------------------------------|---------------|
| AMO Reading - African American | 56.0 |
| AMO Math - African American | 54.0 |

Resources Available to Support the Goal 2

- PD offerings and opportunities
- School Based Leadership Team
- Florida Standards, researched based supplemental instructional & technology resources, and formative assessments
- Extended learning opportunities
- Hourly teachers, curriculum specialist, MTSS coach, Intervention teacher

Targeted Barriers to Achieving the Goal 3

- Lack of teacher knowledge in culturally proficient instructional strategies for varying populations
- Lack of prerequisite skills upon entering Kindergarten

Plan to Monitor Progress Toward G5. 8

Targeted, differentiated instruction is effectively delivered as evidenced by observations conducted

Person Responsible

Art Steullet

Schedule

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

Evidence of Completion

observations are conducted and instruction is evaluated as effective through student achievement results

G6. All staff work toward Silver Level recognition with the Alliance for a Healthier Generation, achieving silver in 6 out of 6 of the HSP Assessment Modules or 83% of HSP Assessment Modules. 1a

G062717

Targets Supported 1b

| Indicator | Annual Target |
|---------------------|---------------|
| Effective+ Teachers | 83.0 |

Resources Available to Support the Goal 2

- Humana Vitality program
- Wellness coordinator on site

Targeted Barriers to Achieving the Goal 3

- Lack of motivation to earn Vitality points
- Fundraising efforts during and outside school hours sell only non-food items or only foods and beverages only partially meet the USDA's Smart Snacks in School nutrition standards.

Plan to Monitor Progress Toward G6. 8

Number of staff taking advantage of opportunities or attending presentations increases over time

Person Responsible

Art Steullet

Schedule

On 8/31/2016

Evidence of Completion

more staff earn silver status

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. Meet or exceed state proficiency levels in reading as measured by the Florida Standards Assessment. **1**

 G061442

G1.B1 Lack of of engaging lesson plans representing high levels of complexity **2**

 B157051

G1.B1.S1 Curriculum Specialist will work with teachers to plan engaging lessons with high levels of cognitive complexity aligned with the FSS **4**

 S168509

Strategy Rationale

Teachers use planbook.com to evidence engaging lessons and alignment to standards.

Action Step 1 **5**

Administrators, coaches, specialists meet with teachers/team to create engaging lesson plans that align with the FSS

Person Responsible

Erica Pollick

Schedule

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

Evidence of Completion

Walk through field notes and teacher lesson plans reflect creation and implementation of engaging, complex lessons aligned to the standards

Action Step 2 5

Teachers use planbook.com to create engaging lessons that align with the FSS

Person Responsible

Erica Pollick

Schedule

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

Evidence of Completion

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

Just in Time coaches' schedules reflect PD in unpacking and planning for standards

Person Responsible

Art Steullet

Schedule

Biweekly, from 8/13/2015 to 6/3/2016

Evidence of Completion

Classroom walk throughs, field notes, coaches logs evidence creation and implementation of lessons

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

Engaging lesson plans are created in planbook.com and reviewed by administrators

Person Responsible

Art Steullet

Schedule

Weekly, from 8/13/2015 to 6/3/2016

Evidence of Completion

Lesson plans represented in planbook.com aligned to standards

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

Collaborative planning documents are submitted to administrators

Person Responsible

Art Steullet

Schedule

Biweekly, from 8/13/2015 to 6/3/2016

Evidence of Completion

Documents are complete and reflect time planning with peers

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

Plans that represent alignment to FSS are completed in planbook.com

Person Responsible

Art Steullet


Schedule

Weekly, from 8/13/2015 to 6/3/2016

Evidence of Completion

Administrative review indicates compliance by instructional staff

G1.B1.S2 Use of hourly teachers and other peripheral instructional support staff to provide intervention services 4

 S168510

Strategy Rationale

Action Step 1 5

Hourly teachers will service students based on literacy needs

Person Responsible

Erica Pollick

Schedule

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

Evidence of Completion

Lesson plans reflect coordination of services, students needs are assessed, schedules reflect services delivered.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Monitor teacher adherence to schedule in meeting with students, OPM student progress

Person Responsible

Erica Pollick

Schedule

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

Evidence of Completion

Teachers follow schedule, students make progress as expected

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Determine if students are making appropriate growth based on instruction received

Person Responsible

Tania Harper


Schedule

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

Evidence of Completion

Monitor student OPM data to determine if instruction is effective

G1.B1.S3 Provide instructional materials as needed to teachers 4

 S168511

Strategy Rationale

Action Step 1 5

Assess need and obtain appropriate books and instructional materials

Person Responsible

Erica Pollick

Schedule

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

Evidence of Completion

Teachers will relate that appropriate materials are available, evident in classrooms

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Material and book orders are placed and received

Person Responsible

Erica Pollick

Schedule

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

Evidence of Completion

Materials and books are received and in use in classrooms

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Teachers are using materials and books to enhance lessons and increase student achievement

Person Responsible

Tania Harper

Schedule

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

Evidence of Completion

Materials are evidently in use based on observation and lesson plans, Student achievement data demonstrates growth

G1.B1.S4 Just in Time training for teachers in journaling, word study, guided reading and other ELA strategies 4

 S178423

Strategy Rationale

Action Step 1 5

Teachers will receive Just in Time training

Person Responsible

Thea Saccasyn

Schedule

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

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Scheduled Just in Time training

Person Responsible

Thea Saccasyn

Schedule

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

Evidence of Completion

Just in Time training held with all classroom teachers in attendance

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

Observations of Just in Time training content implemented in classrooms

Person Responsible

Thea Saccasyn


Schedule

Daily, from 8/24/2015 to 6/1/2016

Evidence of Completion

Observational field notes confirm implementation of strategies

G1.B2 Lack of teacher knowledge of literacy content needed in order to effectively plan and teach literacy standards. **2**

 B157052

G1.B2.S1 Common planning time for teachers to unpack the FSS as a team **4**

 S168512

Strategy Rationale

Action Step 1 **5**

Incorporate a common planning time to the master schedule

Person Responsible

Thea Saccasyn

Schedule

Daily, from 8/13/2015 to 6/3/2016

Evidence of Completion

Working master schedule approved by district

Action Step 2 **5**

Teachers will collaborate to unpack Florida literacy standards during facilitated common planning time to develop lessons and assessments that align to FSS

Person Responsible

Erica Pollick

Schedule

Weekly, from 8/13/2015 to 6/3/2016

Evidence of Completion

Professional development component points, minutes from PLC meetings, lesson plans uploaded to planbook.com, walk through with field note data

Action Step 3 5

Teachers will implement lessons that will provide students with rigorous instruction

Person Responsible

Art Steullet

Schedule

Daily, from 8/13/2015 to 6/3/2016

Evidence of Completion

Feedback from daily walk throughs with field notes, PLC minutes, student journals

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Teachers collaboratively plan and implement FSS based instruction

Person Responsible

Art Steullet

Schedule

Weekly, from 8/13/2015 to 6/3/2016

Evidence of Completion

Walk through field notes, PLC notes, daily lesson plans submitted weekly, data from benchmark assessments and student journals

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Analyze student performance data (i.e. Benchmark assessments and common assessments) to determine effectiveness of core literacy instruction.

Person Responsible

Tania Harper

Schedule

Monthly, from 8/13/2015 to 6/3/2016

Evidence of Completion

Student performance data from formative assessments

G1.B2.S2 Provide side by side coaching opportunities as well as professional development opportunities for instructional teachers **4**

 S168513

Strategy Rationale

Action Step 1 **5**

Coach teachers and conduct model lessons based on literacy practices in FSS

Person Responsible

Thea Saccasyn

Schedule

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

Evidence of Completion

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

Monitor implementation of FSS within instructional teachers daily lessons

Person Responsible

Art Steullet

Schedule

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

Evidence of Completion

Data assessment at the end of each module for mastery of standards and daily lesson plans weekly

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

Analyzing data from formative assessments

Person Responsible

Tania Harper

Schedule

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

Evidence of Completion

Instructional teacher data, student data and school wide data

G2. Meet or exceed state proficiency levels in math as measured by the Florida Standards Assessment. 1

G061443

G2.B1 Lack of engaging lesson plans representing high levels of complexity 2

B157053

G2.B1.S1 Administrators, coaches and specialists work with teachers to plan engaging lessons with high levels of cognitive complexity aligned with the Florida Standards. 4

S168514

Strategy Rationale

Teachers use planbook.com to evidence engaging lessons and alignment to standards.

Action Step 1 5

Administrators, coaches and specialists meet with teachers/teams to create engaging lesson plans that align with the Florida Standards

Person Responsible

Erica Pollick

Schedule

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

Evidence of Completion

walkthrough field notes and teacher lesson plans reflect creation and implementation of engaging, complex lessons aligned to the standards.

Action Step 2 5

teachers use planbook.com to create engaging lessons that align with the Florida Standards

Person Responsible

Art Steullet

Schedule

Weekly, from 8/13/2015 to 6/3/2016

Evidence of Completion

plans are completed in planbook.com successfully and consistently.

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

Teachers schedules reflect planning time with peers

Person Responsible

Art Steullet

Schedule

Biweekly, from 8/13/2015 to 6/3/2016

Evidence of Completion

classroom walkthrough field notes and coaches logs evidence creation and implementation of lessons

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

engaging lesson plans are created in planbook.com and reviewed by administrators

Person Responsible

Art Steullet

Schedule

Weekly, from 8/13/2015 to 6/3/2016

Evidence of Completion

lesson plans represented in planbook.com aligned to standards.

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

Lesson plans are submitted to administrators

Person Responsible

Art Steullet

Schedule

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

Evidence of Completion

Plans are complete and reflect time planning with peers

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

plans that represent alignment to Florida Standards are completed in planbook.com

Person Responsible

Art Steullet


Schedule

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


Evidence of Completion

administrative review indicates compliance by instructional staff

G2.B2 Lack of teacher knowledge of mathematical content needed in order to effectively plan and teach mathematical standards 2

 B157054

G2.B2.S1 Provide a common planning time for teachers to unpack the Florida Standards as a team. 4

 S168515

Strategy Rationale

Teachers benefit from working collaboratively by including a more varied selection of instructional strategies.

Action Step 1 5

Incorporate a common planning time into the master schedule.

Person Responsible

Thea Saccasyn

Schedule

Daily, from 8/13/2015 to 6/3/2016

Evidence of Completion

Working master schedule approved by the district.

Action Step 2 5

Teachers will collaborate to unpack Florida mathematical standards during facilitated common planning time to develop lessons and assessments that align to CC standards.

Person Responsible

Art Steullet

Schedule

Biweekly, from 8/13/2015 to 6/3/2016

Evidence of Completion

Professional development component points, minutes from Professional Learning Community meetings, lesson plans uploaded to school moodle site, observational walk through data

Action Step 3 5

Teachers will implement lessons that will provide students with rigorous instruction.

Person Responsible

Art Steullet

Schedule

Daily, from 8/14/2014 to 6/2/2015

Evidence of Completion

Feedback from daily walk throughs, PLC minutes, student journals

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

Teachers collaboratively planning and implementing standards based instruction.

Person Responsible

Art Steullet

Schedule

Biweekly, from 8/13/2015 to 6/3/2016

Evidence of Completion

Walkthrough field notes, PLC minutes, daily lesson plans submitted weekly, data from benchmark assessments, and student journals

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

Analyze student performance data (i.e. benchmark assessments, Common Assessments) to determine effectiveness of core mathematical instruction.

Person Responsible

Tania Harper


Schedule

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

Evidence of Completion

Student performance data from formative assessments

G2.B2.S2 Provide side by side coaching opportunities as well as professional development opportunities for instructional teachers. 4

 S168516

Strategy Rationale

Action Step 1 5

Coaches and specialists conduct model lessons based on mathematical practices in the Florida standards.

Person Responsible

Art Steullet

Schedule

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

Evidence of Completion

Professional Development component points, instructional teachers' feedback, evidence of student data, and minutes from collegial conversations, coaching logs

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

Monitor implementation of content standards within instructional teachers' daily lessons

Person Responsible

Art Steullet

Schedule

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

Evidence of Completion

Data assessment at the end of each module for mastery of standards, daily lesson plans submitted weekly

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Analyzing data from formative assessments

Person Responsible

Tania Harper

Schedule

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

Evidence of Completion

Instructional teacher data, student data, and schoolwide data

G3. Increase the number of students meeting and exceeding grade level proficiency in Science to 59%, as measured by the Florida Standards Assessment. 1

G061444

G3.B1 Lack of knowledge, skills, and resources, needed to effectively teach the science curriculum 2

B157055

G3.B1.S1 Integrate science through other content areas modifying instructional strategies to include student research, reasoning and problem solving skills. 4

S168517

Strategy Rationale

Integration of curriculum is a research based, effective instructional strategy to positively affect student achievement.

Action Step 1 5

Use nonfiction texts and opportunities to journal write during other content areas

Person Responsible

Erica Pollick

Schedule

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

Evidence of Completion

Lesson plans, PLC minutes, feedback from walk through

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

Monitor the use of nonfiction texts and student journals throughout content area

Person Responsible

Art Steullet

Schedule

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

Evidence of Completion

Walkthrough field notes

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

Analyze student performance data on classroom and common assessments

Person Responsible

Tania Harper


Schedule

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

Evidence of Completion

Student work in journals and performance data on common assessments and lab assessments

G3.B1.S2 Collaborate with team members and instructional coaches to develop science instruction that allows for science inquiry following the district pacing calendar. 4

 S168518

Strategy Rationale

Collaboration with peers enables teachers to develop plans with more varied instructional strategies.

Action Step 1 5

Provide professional development opportunities to strengthen the knowledge of science curriculum

Person Responsible

Art Steullet

Schedule

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

Evidence of Completion

Component points, full implementation as observed during walk through

Action Step 2 5

Utilize the onsite science lab for instruction

Person Responsible

Erica Pollick

Schedule

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

Evidence of Completion

Instructional Teachers observed regularly utilizing science lab with students

Action Step 3 5

Implement an after school STEM club

Person Responsible

Thea Saccasyn

Schedule

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

Evidence of Completion

Student participation and attendance

Action Step 4 5

Increase STEM participation opportunities in math and science (enrichment club during ELP - Promise Time and science fair)

Person Responsible

Erica Pollick

Schedule

Monthly, from 9/8/2015 to 9/1/2016

Evidence of Completion

Student participation, attendance, and Science Fair Event

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

Coaching and administrative walkthroughs to monitor effectiveness and establish next steps and needs

Person Responsible

Art Steullet

Schedule

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

Evidence of Completion

Teachers implementing science across the curriculum as evident during walk throughs

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

Analyze student data to determine effectiveness of instruction

Person Responsible

Tania Harper

Schedule

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

Evidence of Completion

growth in student data

G3.B1.S3 Use of the Science lab by grades 3-5 following the provided curriculum 4

S168519

Strategy Rationale

Use of the science lab enables materials to be easily accessed and provides students with opportunities to apply science learning.

Action Step 1 5

Grades 3-5 follow lab schedule and conduct classroom lessons according to schedule

Person Responsible

Art Steullet

Schedule

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

Evidence of Completion

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

Teachers used the lab as scheduled

Person Responsible

Art Steullet

Schedule

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

Evidence of Completion

Teachers will have taught lab lessons as evidenced by observation and student journals.

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

Science common assessment data will be analyzed to determine effectiveness of lab lessons.

Person Responsible

Tania Harper

Schedule

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

Evidence of Completion

Science assessment scores improve.

G3.B1.S4 STEM after school program 4

S179240

Strategy Rationale

Action Step 1 5

STEM after school program organized and offered to students.

Person Responsible

Art Steullet

Schedule

Weekly, from 10/1/2015 to 5/2/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B1.S4 6

STEM club is held as scheduled

Person Responsible

Art Steullet

Schedule

Weekly, from 10/1/2015 to 5/2/2016

Evidence of Completion

Observations indicated STEM club is held regularly as scheduled.

Plan to Monitor Effectiveness of Implementation of G3.B1.S4 7

STEM club curriculum is delivered as planned based on observation

Person Responsible

Art Steullet

Schedule

Weekly, from 10/1/2015 to 5/2/2016

Evidence of Completion

Observations evidence that the STEM club is held as planned

G4. Develop effective early warning sign systems: reduce the % of students with 10% or more absences from 14% to 10% (reduce the % of students receiving an in/out of school suspension from 2% to 1%) (increase the % of families attending school events) **1**

G061445

G4.B1 High number of students missing 10% or more school days over the year. **2**

B157056

G4.B1.S1 Child Study Team (CST) will work with teachers to address and reduce absence and tardy concerns. **4**

S168520

Strategy Rationale

Teachers need to consistently contact parents to express empathy, care and concern for child, and indicate that the absence was noticed.

Action Step 1 **5**

Child Study Team (CST) will analyze attendance data

Person Responsible

Joanne Chaisson

Schedule

Biweekly, from 8/13/2015 to 6/3/2016

Evidence of Completion

Attendance data, parent communication or call logs, data chats.

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

Child Study Team (CST) will analyze attendace data

Person Responsible

Joanne Chaisson

Schedule

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

Evidence of Completion

Attendance data, parent communication or call logs, data chats.

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

Analyzed istudent attendance using Focus

Person Responsible

Joanne Chaisson


Schedule

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


Evidence of Completion

Student attendance improves, parent communication or call logs and data chats.

G4.B2 High number of referrals resulting in both in/out of school suspensions. 2

 B157057

G4.B2.S1 School Based Leadership Team (SBLT) will work with teachers to ensure that a consistent set of rules will be followed with fidelity. 4

 S168524

Strategy Rationale

Ensure students are in the classroom for instruction.

Action Step 1 5

Analyze behavior data

Person Responsible

Tania Harper

Schedule

Biweekly, from 8/13/2015 to 6/3/2016

Evidence of Completion

ODR and suspension data reviewed and analyzed by SBLT

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

School wide adherence to a consistent set of rules; Guidelines for Success

Person Responsible

Thea Saccasyn

Schedule

Daily, from 8/13/2015 to 6/3/2016

Evidence of Completion

Walk throughs, posting of Guidelines for Success (GFS) and posting of classroom expectations.

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

Analyze behavior data and look for patterns and needs.

Person Responsible

Tania Harper

Schedule

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


Evidence of Completion

Office Discipline Referrals (ODRs).

G4.B3 Poor attendance at family events held by the school. 2

 B157058

G4.B3.S1 Refer to Parent Involvement Plan 4

 S168525

Strategy Rationale

Action Step 1 5

Refer to Parent Involvement Plan

Person Responsible

Thea Saccasyn

Schedule

Monthly, from 8/13/2015 to 6/3/2016

Evidence of Completion

improved/increased parent involvement

Plan to Monitor Fidelity of Implementation of G4.B3.S1 6

Refer to Parent Involvement Plan

Person Responsible

Thea Saccasyn

Schedule

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

Evidence of Completion

Parent attendance at Open House, conferences, evening workshops, etc.

Plan to Monitor Effectiveness of Implementation of G4.B3.S1 7

Refer to Parent Involvement Plan

Person Responsible

Thea Saccasyn

Schedule

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


Evidence of Completion

Parent attendance at Open House, conferences, evening workshops, etc.


G5. Close the achievement gap between Black and non-black students to our AMO 2016 targets. 1

 G064772

G5.B1 Lack of teacher knowledge in culturally proficient instructional strategies for varying populations 2

 B167255

G5.B1.S1 Provide professional development on building culturally responsive classrooms, including book studies 4

 S179167

Strategy Rationale

Action Step 1 5

Book study offered to staff related to cultural proficiency

Person Responsible

Tania Harper

Schedule

Biweekly, from 10/1/2015 to 4/30/2016

Evidence of Completion

book study held biweekly

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

facilitator monitoring of participation and discussion

Person Responsible

Thea Saccasyn

Schedule

Biweekly, from 10/1/2015 to 4/30/2016

Evidence of Completion

facilitator will confirm attendance through sign in sheet and moderate discussion to assure equity of participation.

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

administrators will observe implementation of learning from book study.

Person Responsible

Thea Saccasyn


Schedule

Monthly, from 9/1/2015 to 5/2/2016


Evidence of Completion

walkthrough and observational field notes indicate implementation of book study learning and content

G5.B2 Lack of prerequisite skills upon entering Kindergarten **2**

 B167566

G5.B2.S1 Provide targeted instruction and interventions to all students including directed instruction, IStation and ST Math. **4**

 S179232

Strategy Rationale

Action Step 1 **5**

Classroom teachers deliver targeted, differentiated instruction to all students based on FSS.

Person Responsible

Art Steullet

Schedule

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

Evidence of Completion

teachers are observed delivering lessons daily, students are observed using IStation and ST Math

Plan to Monitor Fidelity of Implementation of G5.B2.S1 **6**

Observations evidence the implementation of targeted, differentiated instruction

Person Responsible

Art Steullet

Schedule

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

Evidence of Completion

observations are conducted regularly

Plan to Monitor Effectiveness of Implementation of G5.B2.S1 7

Observations conducted evidence teachers delivering targeted, differentiated instruction

Person Responsible

Art Steullet


Schedule

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

Evidence of Completion

walkthrough observations are conducted regularly and instruction is documented, student achievement is increased, the gap closes between black and nonblack students

G5.B2.S2 Extended learning offered to students before or after school 4

 S179235

Strategy Rationale

Action Step 1 5

Provide extended learning opportunities; target black students performing below grade level to participate

Person Responsible

Erica Pollick

Schedule

Weekly, from 9/1/2015 to 5/2/2016

Evidence of Completion

ELP is organized and implemented; targeted students participate

Plan to Monitor Fidelity of Implementation of G5.B2.S2 6

ELP is held regularly as scheduled; targeted students attend program

Person Responsible

Erica Pollick

Schedule

Weekly, from 9/1/2015 to 5/2/2016

Evidence of Completion

schedules are available and instruction is observed for ELP; student attendance is monitored

Plan to Monitor Effectiveness of Implementation of G5.B2.S2 7

Observations will be conducted; attendance of targeted students will be monitored

Person Responsible

Erica Pollick

Schedule

Weekly, from 9/1/2015 to 5/2/2016

Evidence of Completion

schedules are followed for ELP; targeted students attend and participate as planned

G6. All staff work toward Silver Level recognition with the Alliance for a Healthier Generation, achieving silver in 6 out of 6 of the HSP Assessment Modules or 83% of HSP Assessment Modules. 1

G062717

G6.B1 Lack of motivation to earn Vitality points 2

B161163

G6.B1.S1 Provide incentives to staff to increase Vitality points 4

S172650

Strategy Rationale

Action Step 1 5

Offer prizes to those who achieve Silver Status

Person Responsible

Erica Pollick

Schedule

Monthly, from 8/13/2015 to 8/12/2016

Evidence of Completion

Prizes given to staff for achieving silver status

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

Track the number of incentives offered to people to earn Vitality points

Person Responsible

Erica Pollick

Schedule

Monthly, from 8/13/2015 to 8/12/2016

Evidence of Completion

Number of incentives provided to staff

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

Tracking Incentives distributed and Silver Status achieved by more than 83% of staff

Person Responsible

Erica Pollick


Schedule

On 6/3/2016

Evidence of Completion

Incentives distributed and Silver Status achieved by more than 83% of staff

G6.B2 Fundraising efforts during and outside school hours sell only non-food items or only foods and beverages only partially meet the USDA's Smart Snacks in School nutrition standards. 2

 B161164

G6.B2.S1 Provide alternative fundraising opportunities instead of selling unhealthy food. 4

 S172651

Strategy Rationale

Fundraisers should engage the community and students in meaningful ways and that do not undermine the nutrition and health of students.

Action Step 1 5

Provide alternate fundraising events instead of unhealthy food.

Person Responsible

Erica Pollick

Schedule

Annually, from 8/13/2015 to 6/3/2016

Evidence of Completion

Documentation uploaded to the Alliance for a Healthier Generation.

Plan to Monitor Fidelity of Implementation of G6.B2.S1 6

Fundraising opportunities that do not involve unhealthy foods.

Person Responsible

Erica Pollick

Schedule

Annually, from 8/13/2015 to 8/12/2016

Evidence of Completion

Flyer documenting fundraising events.

Plan to Monitor Fidelity of Implementation of G6.B2.S1 6

Fundraising opportunities that do not involve unhealthy foods.

Person Responsible

Erica Pollick

Schedule

Annually, from 8/13/2015 to 8/12/2016

Evidence of Completion

Flyer documenting fundraising events.

Plan to Monitor Effectiveness of Implementation of G6.B2.S1 7

Track number of staff attending presentations or taking advantage of fitness opportunities throughout the year

Person Responsible

Schedule

Annually, from 8/13/2015 to 8/12/2016

Evidence of Completion

number of participants achieving silver status by earning points through fitness centers

Appendix 1: Implementation Timeline

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

Pinellas - 4491 - Tarpon Springs Elementary School - 2015-16 SIP
Tarpon Springs Elementary School

| 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 | Administrators, coaches, specialists meet with teachers/team to create engaging lesson plans that align with the FSS | Pollick, Erica | 8/18/2014 | Walk through field notes and teacher lesson plans reflect creation and implementation of engaging, complex lessons aligned to the standards | 6/2/2015 monthly |
| G1.B1.S2.A1 | Hourly teachers will service students based on literacy needs | Pollick, Erica | 8/24/2015 | Lesson plans reflect coordination of services, students needs are assessed, schedules reflect services delivered. | 6/3/2016 daily |
| G1.B1.S3.A1 | Assess need and obtain appropriate books and instructional materials | Pollick, Erica | 8/18/2014 | Teachers will relate that appropriate materials are available, evident in classrooms | 6/2/2015 semiannually |
| G1.B2.S1.A1 | Incorporate a common planning time to the master schedule | Saccasyn, Thea | 8/13/2015 | Working master schedule approved by district | 6/3/2016 daily |
| G1.B2.S2.A1 | Coach teachers and conduct model lessons based on literacy practices in FSS | Saccasyn, Thea | 8/24/2015 | | 6/3/2016 biweekly |
| G2.B1.S1.A1 | Administrators, coaches and specialists meet with teachers/teams to create engaging lesson plans that align with the Florida Standards | Pollick, Erica | 8/24/2015 | walkthrough field notes and teacher lesson plans reflect creation and implementation of engaging, complex lessons aligned to the standards. | 6/3/2016 monthly |
| G2.B2.S1.A1 | Incorporate a common planning time into the master schedule. | Saccasyn, Thea | 8/13/2015 | Working master schedule approved by the district. | 6/3/2016 daily |
| G2.B2.S2.A1 | Coaches and specialists conduct model lessons based on mathematical practices in the Florida standards. | Steullet, Art | 8/24/2015 | Professional Development component points, instructional teachers' feedback, evidence of student data, and minutes from collegial conversations, coaching logs | 6/3/2016 biweekly |
| G3.B1.S1.A1 | Use nonfiction texts and opportunities to journal write during other content areas | Pollick, Erica | 8/24/2015 | Lesson plans, PLC minutes, feedback from walk through | 6/3/2016 daily |
| G3.B1.S2.A1 | Provide professional development opportunities to strengthen the knowledge of science curriculum | Steullet, Art | 8/24/2015 | Component points, full implementation as observed during walk through | 6/3/2016 monthly |
| G3.B1.S3.A1 | Grades 3-5 follow lab schedule and conduct classroom lessons according to schedule | Steullet, Art | 8/24/2015 | | 6/3/2016 daily |
| G4.B1.S1.A1 | Child Study Team (CST) will analyze attendance data | Chaisson, Joanne | 8/13/2015 | Attendance data, parent communication or call logs, data chats. | 6/3/2016 biweekly |
| G4.B2.S1.A1 | Analyze behavior data | Harper, Tania | 8/13/2015 | ODR and suspension data reviewed and analyzed by SBLT | 6/3/2016 biweekly |
| G4.B3.S1.A1 | Refer to Parent Involvement Plan | Saccasyn, Thea | 8/13/2015 | improved/increased parent involvement | 6/3/2016 monthly |
| G6.B2.S1.A1 | Provide alternate fundraising events instead of unhealthy food. | Pollick, Erica | 8/13/2015 | Documentation uploaded to the Alliance for a Healthier Generation. | 6/3/2016 annually |
| G6.B1.S1.A1 | Offer prizes to those who achieve Silver Status | Pollick, Erica | 8/13/2015 | Prizes given to staff for achieving silver status | 8/12/2016 monthly |
| G1.B1.S4.A1 | Teachers will receive Just in Time training | Saccasyn, Thea | 8/24/2015 | | 6/3/2016 monthly |
| G5.B1.S1.A1 | Book study offered to staff related to cultural proficiency | Harper, Tania | 10/1/2015 | book study held biweekly | 4/30/2016 biweekly |
| G5.B2.S1.A1 | Classroom teachers deliver targeted, differentiated instruction to all students based on FSS. | Steullet, Art | 8/24/2015 | teachers are observed delivering lessons daily, students are observed using IStation and ST Math | 6/3/2016 daily |
| G5.B2.S2.A1 | Provide extended learning opportunities; target black students performing below grade level to participate | Pollick, Erica | 9/1/2015 | ELP is organized and implemented; targeted students participate | 5/2/2016 weekly |
| G3.B1.S4.A1 | STEM after school program organized and offered to students. | Steullet, Art | 10/1/2015 | | 5/2/2016 weekly |

Pinellas - 4491 - Tarpon Springs Elementary School - 2015-16 SIP
Tarpon Springs Elementary School

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|--------------|---|----------------|-------------------------------|--|--------------------|
| G1.B1.S1.A2 | Teachers use planbook.com to create engaging lessons that align with the FSS | Pollick, Erica | 8/18/2014 | | 6/2/2015 weekly |
| G1.B2.S1.A2 | Teachers will collaborate to unpack Florida literacy standards during facilitated common planning time to develop lessons and assessments that align to FSS | Pollick, Erica | 8/13/2015 | Professional development component points, minutes from PLC meetings, lesson plans uploaded to planbook.com, walk through with field note data | 6/3/2016 weekly |
| G2.B1.S1.A2 | teachers use planbook.com to create engaging lessons that align with the Florida Standards | Steullet, Art | 8/13/2015 | plans are completed in planbook.com successfully and consistently. | 6/3/2016 weekly |
| G2.B2.S1.A2 | Teachers will collaborate to unpack Florida mathematical standards during facilitated common planning time to develop lessons and assessments that align to CC standards. | Steullet, Art | 8/13/2015 | Professional development component points, minutes from Professional Learning Community meetings, lesson plans uploaded to school moodle site, observational walk through data | 6/3/2016 biweekly |
| G3.B1.S2.A2 | Utilize the onsite science lab for instruction | Pollick, Erica | 8/24/2015 | Instructional Teachers observed regularly utilizing science lab with students | 6/8/2016 daily |
| G1.B2.S1.A3 | Teachers will implement lessons that will provide students with rigorous instruction | Steullet, Art | 8/13/2015 | Feedback from daily walk throughs with field notes, PLC minutes, student journals | 6/3/2016 daily |
| G2.B2.S1.A3 | Teachers will implement lessons that will provide students with rigorous instruction. | Steullet, Art | 8/14/2014 | Feedback from daily walk throughs, PLC minutes, student journals | 6/2/2015 daily |
| G3.B1.S2.A3 | Implement an after school STEM club | Saccasyn, Thea | 8/24/2015 | Student participation and attendance | 6/8/2016 weekly |
| G3.B1.S2.A4 | Increase STEM participation opportunities in math and science (enrichment club during ELP - Promise Time and science fair) | Pollick, Erica | 9/8/2015 | Student participation, attendance, and Science Fair Event | 9/1/2016 monthly |
| G1.MA1 | Monitor the effectiveness of student learning based on their performance data and tier levels of support | Harper, Tania | 8/13/2015 | RTI progress monitoring logs, feedback notes from daily walk throughs, PLC minutes, daily lesson plans submitted weekly, formative assessments, FSS alignment | 6/3/2016 monthly |
| G1.B1.S1.MA1 | Collaborative planning documents are submitted to administrators | Steullet, Art | 8/13/2015 | Documents are complete and reflect time planning with peers | 6/3/2016 biweekly |
| G1.B1.S1.MA4 | Plans that represent alignment to FSS are completed in planbook.com | Steullet, Art | 8/13/2015 | Administrative review indicates compliance by instructional staff | 6/3/2016 weekly |
| G1.B1.S1.MA1 | Just in Time coaches' schedules reflect PD in unpacking and planning for standards | Steullet, Art | 8/13/2015 | Classroom walk throughs, field notes, coaches logs evidence creation and implementation of lessons | 6/3/2016 biweekly |
| G1.B1.S1.MA3 | Engaging lesson plans are created in planbook.com and reviewed by administrators | Steullet, Art | 8/13/2015 | Lesson plans represented in planbook.com aligned to standards | 6/3/2016 weekly |
| G1.B2.S1.MA1 | Analyze student performance data (i.e. Benchmark assessments and common assessments) to determine effectiveness of core literacy instruction. | Harper, Tania | 8/13/2015 | Student performance data from formative assessments | 6/3/2016 monthly |
| G1.B2.S1.MA1 | Teachers collaboratively plan and implement FSS based instruction | Steullet, Art | 8/13/2015 | Walk through field notes, PLC notes, daily lesson plans submitted weekly, data from benchmark assessments and student journals | 6/3/2016 weekly |
| G1.B1.S2.MA1 | Determine if students are making appropriate growth based on instruction received | Harper, Tania | 8/18/2014 | Monitor student OPM data to determine if instruction is effective | 6/2/2015 monthly |
| G1.B1.S2.MA1 | Monitor teacher adherence to schedule in meeting with students, OPM student progress | Pollick, Erica | 8/24/2015 | Teachers follow schedule, students make progress as expected | 6/3/2016 daily |

Pinellas - 4491 - Tarpon Springs Elementary School - 2015-16 SIP
Tarpon Springs Elementary School

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|--------------|--|----------------|-------------------------------|---|-----------------------|
| G1.B2.S2.MA1 | Analyzing data from formative assessments | Harper, Tania | 8/24/2015 | Instructional teacher data, student data and school wide data | 6/3/2016 monthly |
| G1.B2.S2.MA1 | Monitor implementation of FSS within instructional teachers daily lessons | Steullet, Art | 8/24/2015 | Data assessment at the end of each module for mastery of standards and daily lesson plans weekly | 6/3/2016 daily |
| G1.B1.S3.MA1 | Teachers are using materials and books to enhance lessons and increase student achievement | Harper, Tania | 8/18/2014 | Materials are evidently in use based on observation and lesson plans, Student achievement data demonstrates growth | 6/2/2015 monthly |
| G1.B1.S3.MA1 | Material and book orders are placed and received | Pollick, Erica | 8/18/2014 | Materials and books are received and in use in classrooms | 6/2/2015 semiannually |
| G1.B1.S4.MA1 | Observations of Just in Time training content implemented in classrooms | Saccasyn, Thea | 8/24/2015 | Observational field notes confirm implementation of strategies | 6/1/2016 daily |
| G1.B1.S4.MA1 | Scheduled Just in Time training | Saccasyn, Thea | 9/1/2015 | Just in Time training held with all classroom teachers in attendance | 6/1/2016 monthly |
| G2.MA1 | Monitor the effectiveness of student learning based on their performance data and Tier levels of support | Harper, Tania | 8/18/2014 | RtI progress monitoring logs, feedback notes from daily walk throughs, PLC minutes, daily lesson plans submitted weekly, formative assessments, Florida Standards alignment | monthly |
| G2.B1.S1.MA1 | Lesson plans are submitted to administrators | Steullet, Art | 8/24/2015 | Plans are complete and reflect time planning with peers | 6/3/2016 weekly |
| G2.B1.S1.MA4 | plans that represent alignment to Florida Standards are completed in planbook.com | Steullet, Art | 8/24/2015 | administrative review indicates compliance by instructional staff | 6/3/2016 weekly |
| G2.B1.S1.MA1 | Teachers schedules reflect planning time with peers | Steullet, Art | 8/13/2015 | classroom walkthrough field notes and coaches logs evidence creation and implementation of lessons | 6/3/2016 biweekly |
| G2.B1.S1.MA2 | engaging lesson plans are created in planbook.com and reviewed by administrators | Steullet, Art | 8/13/2015 | lesson plans represented in planbook.com aligned to standards. | 6/3/2016 weekly |
| G2.B2.S1.MA1 | Analyze student performance data (i.e. benchmark assessments, Common Assessments) to determine effectiveness of core mathematical instruction. | Harper, Tania | 8/24/2015 | Student performance data from formative assessments | 6/3/2016 monthly |
| G2.B2.S1.MA1 | Teachers collaboratively planning and implementing standards based instruction. | Steullet, Art | 8/13/2015 | Walkthrough field notes, PLC minutes, daily lesson plans submitted weekly, data from benchmark assessments, and student journals | 6/3/2016 biweekly |
| G2.B2.S2.MA1 | Analyzing data from formative assessments | Harper, Tania | 8/24/2015 | Instructional teacher data, student data, and schoolwide data | 6/3/2016 monthly |
| G2.B2.S2.MA1 | Monitor implementation of content standards within instructional teachers' daily lessons | Steullet, Art | 8/24/2015 | Data assessment at the end of each module for mastery of standards, daily lesson plans submitted weekly | 6/3/2016 daily |
| G3.MA1 | Compare science assessment data to FCAT results | Steullet, Art | 8/24/2015 | PLC minutes, Daily walk through, rubrics, science journals, district common assessments, daily lesson plans | 6/3/2016 one-time |
| G3.B1.S1.MA1 | Analyze student performance data on classroom and common assessments | Harper, Tania | 8/24/2015 | Student work in journals and performance data on common assessments and lab assessments | 6/3/2016 monthly |
| G3.B1.S1.MA1 | Monitor the use of nonfiction texts and student journals throughout content area | Steullet, Art | 8/24/2015 | Walkthrough field notes | 6/3/2016 daily |
| G3.B1.S2.MA1 | Analyze student data to determine effectiveness of instruction | Harper, Tania | 8/24/2015 | growth in student data | 6/3/2016 monthly |
| G3.B1.S2.MA1 | Coaching and administrative walkthroughs to monitor effectiveness and establish next steps and needs | Steullet, Art | 8/24/2015 | Teachers implementing science across the curriculum as evident during walk throughs | 6/3/2016 daily |

Pinellas - 4491 - Tarpon Springs Elementary School - 2015-16 SIP
Tarpon Springs Elementary School

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|--------------|--|------------------|-------------------------------|--|--------------------|
| G3.B1.S3.MA1 | Science common assessment data will be analyzed to determine effectiveness of lab lessons. | Harper, Tania | 8/24/2015 | Science assessment scores improve. | 6/3/2016 quarterly |
| G3.B1.S3.MA1 | Teachers used the lab as scheduled | Steullet, Art | 8/24/2015 | Teachers will have taught lab lessons as evidenced by observation and student journals. | 6/3/2016 monthly |
| G3.B1.S4.MA1 | STEM club curriculum is delivered as planned based on observation | Steullet, Art | 10/1/2015 | Observations evidence that the STEM club is held as planned | 5/2/2016 weekly |
| G3.B1.S4.MA1 | STEM club is held as scheduled | Steullet, Art | 10/1/2015 | Observations indicated STEM club is held regularly as scheduled. | 5/2/2016 weekly |
| G4.MA1 | Compare and analyze data | Chaisson, Joanne | 8/24/2015 | Student attendance improves, ODRs are reduced, parent involvement increases, data discussions occur regularly | 6/3/2016 biweekly |
| G4.B1.S1.MA1 | Analyzed student attendance using Focus | Chaisson, Joanne | 8/24/2015 | Student attendance improves, parent communication or call logs and data chats. | 6/3/2016 biweekly |
| G4.B1.S1.MA1 | Child Study Team (CST) will analyze attendance data | Chaisson, Joanne | 8/24/2015 | Attendance data, parent communication or call logs, data chats. | 6/3/2016 weekly |
| G4.B2.S1.MA1 | Analyze behavior data and look for patterns and needs. | Harper, Tania | 8/24/2015 | Office Discipline Referrals (ODRs). | 6/3/2016 biweekly |
| G4.B2.S1.MA1 | School wide adherence to a consistent set of rules; Guidelines for Success | Saccasyn, Thea | 8/13/2015 | Walk throughs, posting of Guidelines for Success (GFS) and posting of classroom expectations. | 6/3/2016 daily |
| G4.B3.S1.MA1 | Refer to Parent Involvement Plan | Saccasyn, Thea | 8/18/2014 | Parent attendance at Open House, conferences, evening workshops, etc. | 6/2/2015 monthly |
| G4.B3.S1.MA1 | Refer to Parent Involvement Plan | Saccasyn, Thea | 8/18/2014 | Parent attendance at Open House, conferences, evening workshops, etc. | 6/2/2015 monthly |
| G5.MA1 | Targeted, differentiated instruction is effectively delivered as evidenced by observations conducted | Steullet, Art | 8/24/2015 | observations are conducted and instruction is evaluated as effective through student achievement results | 6/3/2016 daily |
| G5.B1.S1.MA1 | administrators will observe implementation of learning from book study. | Saccasyn, Thea | 9/1/2015 | walkthrough and observational field notes indicate implementation of book study learning and content | 5/2/2016 monthly |
| G5.B1.S1.MA1 | facilitator monitoring of participation and discussion | Saccasyn, Thea | 10/1/2015 | facilitator will confirm attendance through sign in sheet and moderate discussion to assure equity of participation. | 4/30/2016 biweekly |
| G5.B2.S1.MA1 | Observations conducted evidence teachers delivering targeted, differentiated instruction | Steullet, Art | 8/24/2015 | walkthrough observations are conducted regularly and instruction is documented, student achievement is increased, the gap closes between black and nonblack students | 6/3/2016 daily |
| G5.B2.S1.MA1 | Observations evidence the implementation of targeted, differentiated instruction | Steullet, Art | 8/24/2015 | observations are conducted regularly | 6/3/2016 daily |
| G5.B2.S2.MA1 | Observations will be conducted; attendance of targeted students will be monitored | Pollick, Erica | 9/1/2015 | schedules are followed for ELP; targeted students attend and participate as planned | 5/2/2016 weekly |
| G5.B2.S2.MA1 | ELP is held regularly as scheduled; targeted students attend program | Pollick, Erica | 9/1/2015 | schedules are available and instruction is observed for ELP; student attendance is monitored | 5/2/2016 weekly |
| G6.MA1 | Number of staff taking advantage of opportunities or attending presentations increases over time | Steullet, Art | 8/13/2015 | more staff earn silver status | 8/31/2016 one-time |
| G6.B1.S1.MA1 | Tracking Incentives distributed and Silver Status achieved by more than 83% of staff | Pollick, Erica | 8/13/2015 | Incentives distributed and Silver Status achieved by more than 83% of staff | 6/3/2016 one-time |
| G6.B1.S1.MA1 | Track the number of incentives offered to people to earn Vitality points | Pollick, Erica | 8/13/2015 | Number of incentives provided to staff | 8/12/2016 monthly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|--------------|--|----------------|-------------------------------|--|--------------------|
| G6.B2.S1.MA1 | Track number of staff attending presentations or taking advantage of fitness opportunities throughout the year | | 8/13/2015 | number of participants achieving silver status by earning points through fitness centers | 8/12/2016 annually |
| G6.B2.S1.MA1 | Fundraising opportunities that do not involve unhealthy foods. | Pollick, Erica | 8/13/2015 | Flyer documenting fundraising events. | 8/12/2016 annually |
| G6.B2.S1.MA1 | Fundraising opportunities that do not involve unhealthy foods. | Pollick, Erica | 8/13/2015 | Flyer documenting fundraising events. | 8/12/2016 annually |

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. Meet or exceed state proficiency levels in reading as measured by the Florida Standards Assessment.

G1.B1 Lack of of engaging lesson plans representing high levels of complexity

G1.B1.S1 Curriculum Specialist will work with teachers to plan engaging lessons with high levels of cognitive complexity aligned with the FSS

PD Opportunity 1

Administrators, coaches, specialists meet with teachers/team to create engaging lesson plans that align with the FSS

Facilitator

Erica Pollick

Participants

All Instructional Staff

Schedule

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

PD Opportunity 2

Teachers use planbook.com to create engaging lessons that align with the FSS

Facilitator

Erica Pollick

Participants

All instructional staff

Schedule

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

G1.B1.S4 Just in Time training for teachers in journaling, word study, guided reading and other ELA strategies

PD Opportunity 1

Teachers will receive Just in Time training

Facilitator

Thea Saccasyn

Participants

Instructional staff

Schedule

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

G1.B2 Lack of teacher knowledge of literacy content needed in order to effectively plan and teach literacy standards.

G1.B2.S1 Common planning time for teachers to unpack the FSS as a team

PD Opportunity 1

Incorporate a common planning time to the master schedule

Facilitator

Thea Saccasyn

Participants

All instructional staff

Schedule

Daily, from 8/13/2015 to 6/3/2016

PD Opportunity 2

Teachers will collaborate to unpack Florida literacy standards during facilitated common planning time to develop lessons and assessments that align to FSS

Facilitator

Thea Saccasyn

Participants

All instructional staff

Schedule

Weekly, from 8/13/2015 to 6/3/2016

PD Opportunity 3

Teachers will implement lessons that will provide students with rigorous instruction

Facilitator

Thea Saccasyn

Participants

All instructional staff

Schedule

Daily, from 8/13/2015 to 6/3/2016

G1.B2.S2 Provide side by side coaching opportunities as well as professional development opportunities for instructional teachers

PD Opportunity 1

Coach teachers and conduct model lessons based on literacy practices in FSS

Facilitator

Erica Pollick

Participants

All instructional staff

Schedule

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

G2. Meet or exceed state proficiency levels in math as measured by the Florida Standards Assessment.

G2.B1 Lack of engaging lesson plans representing high levels of complexity

G2.B1.S1 Administrators, coaches and specialists work with teachers to plan engaging lessons with high levels of cognitive complexity aligned with the Florida Standards.

PD Opportunity 1

Administrators, coaches and specialists meet with teachers/teams to create engaging lesson plans that align with the Florida Standards

Facilitator

Erica Poillick

Participants

All instructional staff

Schedule

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

PD Opportunity 2

teachers use planbook.com to create engaging lessons that align with the Florida Standards

Facilitator

Erica Pollick

Participants

All instructional staff

Schedule

Weekly, from 8/13/2015 to 6/3/2016

G2.B2 Lack of teacher knowledge of mathematical content needed in order to effectively plan and teach mathematical standards

G2.B2.S1 Provide a common planning time for teachers to unpack the Florida Standards as a team.

PD Opportunity 1

Incorporate a common planning time into the master schedule.

Facilitator

Thea Saccasyn

Participants

instructional staff

Schedule

Daily, from 8/13/2015 to 6/3/2016

PD Opportunity 2

Teachers will collaborate to unpack Florida mathematical standards during facilitated common planning time to develop lessons and assessments that align to CC standards.

Facilitator

Erica Pollick

Participants

instructional staff

Schedule

Biweekly, from 8/13/2015 to 6/3/2016

PD Opportunity 3

Teachers will implement lessons that will provide students with rigorous instruction.

Facilitator

Just in Time coaches

Participants

instructional staff

Schedule

Daily, from 8/14/2014 to 6/2/2015

G2.B2.S2 Provide side by side coaching opportunities as well as professional development opportunities for instructional teachers.

PD Opportunity 1

Coaches and specialists conduct model lessons based on mathematical practices in the Florida standards.

Facilitator

Erica Pollick

Participants

instructional staff

Schedule

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

G3. Increase the number of students meeting and exceeding grade level proficiency in Science to 59%, as measured by the Florida Standards Assessment.

G3.B1 Lack of knowledge, skills, and resources, needed to effectively teach the science curriculum

G3.B1.S1 Integrate science through other content areas modifying instructional strategies to include student research, reasoning and problem solving skills.

PD Opportunity 1

Use nonfiction texts and opportunities to journal write during other content areas

Facilitator

Erica Pollick

Participants

Instructional Staff

Schedule

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

G3.B1.S2 Collaborate with team members and instructional coaches to develop science instruction that allows for science inquiry following the district pacing calendar.

PD Opportunity 1

Provide professional development opportunities to strengthen the knowledge of science curriculum

Facilitator

Erica Pollick

Participants

Instructional staff

Schedule

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

PD Opportunity 2

Utilize the onsite science lab for instruction

Facilitator

Wendy Noun, science coach

Participants

instructional staff

Schedule

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

G3.B1.S3 Use of the Science lab by grades 3-5 following the provided curriculum

PD Opportunity 1

Grades 3-5 follow lab schedule and conduct classroom lessons according to schedule

Facilitator

Erica Pollick

Participants

instructional staff grades 3-5

Schedule

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

G5. Close the achievement gap between Black and non-black students to our AMO 2016 targets.

G5.B1 Lack of teacher knowledge in culturally proficient instructional strategies for varying populations

G5.B1.S1 Provide professional development on building culturally responsive classrooms, including book studies

PD Opportunity 1

Book study offered to staff related to cultural proficiency

Facilitator

Tania Harper/Thea Saccasyn

Participants

Various participating staff

Schedule

Biweekly, from 10/1/2015 to 4/30/2016

Technical Assistance Items

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

Budget