Pinellas Park Middle School

2015-16 School Improvement Plan

Pinellas Park Middle School

6940 70TH AVE N, Pinellas Park, FL 33781

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

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Middle	Yes	44%

Alternative/ESE Center	Charter School	Minority
No	No	49%

School Grades History

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

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

The mission of Pinellas Park Middle School is to provide a world class education for students, preparing them for High School graduation, post secondary opportunities including college, vocational training and the world of work.

Provide the school's vision statement

Pinellas Park Middle School's vision is100% student success.

School Environment

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

Pinellas Park Middle School core values relate around the principles of respect, continuous learning, and collegiality - not only with faculty/staff interactions, but also student interactions. Teachers and staff are asked to build relationships with their students through positive interactions and working to de-escalate situations rather than to escalate them. With instructional practices, teachers are expected to work to make their lesson relevant to the students they teach. In order to develop relationships and learn about their students' culture, teachers are asked to provide mentoring services through each grade level team - particularly students who have shown signs of concern related to discipline, attendance, and academics difficulties. In order to make sure our faculty and staff recognizes and understands the unique cultures of all of our students, we will provide necessary professional development on culturally-responsive teaching, as well as Positive Behavior Strategies that are centered around our Guidelines For Success (GFS).

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

Pinellas Park Middle School strives to create a school environment in which students want to come to school, want to be in class, and want to have a voice. Our faculty and staff creates opportunities for students to come and talk to them about things going on in their lives that are difficult for them to sort through. Mentoring service clubs, such as the 5000 Role Models of Excellence Program and the Girlfriends club, meet once every week with students who volunteered for the programs to learn about social, personal, and career skills. Many teachers open up their classrooms during their lunch period as a safe place for students to eat their lunch or to get additional help with class work. PPMS offers several sports programs for boys and girls, including volleyball, basketball, and track and field. Other extracurricular clubs PPMS offers includes: Science/STEM club, Drama club, National Junior Honor Society, jazz band, chorus, gardening club, fencing, and Student Council.

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

Pinellas Park Middle School is a Positive Behavior Support school, meaning we place emphasis on students who do what is expected of them. PPMS has a clearly defined process for expectations of appropriate behavior in the classroom and other common areas around campus. Teachers receive

training at the beginning of the school year on how to create and establish a culture of learning in their classroom as well as how to create a behavioral management plan. School-wide Guidlines For Success along with a discipline plan have been created and shared with faculty and staff to maintain consistency in the consequences rendered for inappropriate behavior.

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

Pinellas Park Middle School strives to create a school environment in which students feel safe and want to come to school each day focused on learning. In order to support this environment, PPMS is staffed with a full-time Campus Activities Monitor, a full-time School Resource Deputy, a full-time Behavior Specialist, a full-time MTSS Coach, a psychologist, two Social Workers, and two Violence Prevention Specialists through the Juvenile Welfare Board. Along with the guidance counselors and administrative personnel, the individuals listed above provide a multitude of services to our students, including, but not limited to, providing one on one and small-group counseling, mediation, and mentoring.

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

1. The Child Study Team will monitor student attendance rates. An early warning indicator is if the attendance falls below the district expectation of 95% regardless of whether an absence is excused or a result of out-of-school suspension. Calls home will be made and warning letters will be mailed to the homes. Home visits will be conducted as needed. Attendance is monitored weekly by each grade house and our TI Liaison, and biweekly by the Child Study Team.
2. Students with more than one suspension, whether in school or out of school, will be monitored by the School Based Intervention Team biweekly. The School Based Intervention / T3 Team will monitor student interventions for fidelity and effectiveness.
3. For students who have failed English Language Arts or Math during the previous school year (i.e. retained or students who struggled to maintain a 'C' or higher GPA at the end of each semester) - Instructional coaches will monitor the effectiveness of Tier 1 Instruction; Guidance Counselors to meet with students and parents regarding failing classes and to inform them of recovery options.
4. Students who have scored at a Level 1 in either English Language Arts, or Math on statewide, standardized assessments, will be placed in intervention classes.

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
	6	**7**	**8**	
Attendance below 90 percent	68	66	85	219
One or more suspensions	36	18	42	96
Course failure in ELA or Math	0	0	0	
Level 1 on statewide assessment	47	75	80	202

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	17	7	25	49

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

Students exhibiting EWS criteria are closely monitored by our School-Based Intervention Team, which analyzes the school's Tier 1 & 2 processes for EWS students.
Level 1 students in math have been assigned an additional math course (e.g. intensive math) to help bring them up to grade level. This class is in conjunction with their on-grade level math course. Level 1 students in reading will be assigned a reading class (e.g. Read 180) in addition to their Language Arts class. Students continuing to struggling academically will be montiored and provided small group instruction via our Title I hourly teacher. Progress monitoring data will be collected and shared with the intervention team(s) as appropriate. Students struggling in Reading, Writing, Math, or Science can attend the Extended Learninng Program (ELP), 'Promise Time'. Students enrolled in Promise Time are given the opportunity to receive remedial and enrichment instruction via the online I-Ready program. Students also can receive 1:1 and small group tutoring by classroom teachers.
Any student unsuccessful in their current classes, receiving Tier 1 and Tier 2 academic or behavioral supports via PBS, as identified by referral data and/or trend data from core academic assessments, will be referred to the Tier 3 team. The Tier 3 team will review data and create / suggest intervetions and / or supports as appropriate to move forward through the RTI process. Biweekly, data is reviewed and individual plans are developed for academic and behavioral concerns as identified through data analysis, reviewing trend data and assessment data. Interventions are monitored for effectiveness and implementation fidelity.
Students who have a history of attendance problems will be closely monitored by our Child Study Team. Parents of these students will receive an automated phone call anytime their child is absent from school. At 5 days, a letter will be mailed to the child's home. Continued absences will result in the child receiving a warning letter, teen court refeerral, and /or turancy court.

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/54130.

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

Through the use and services of our Community Involvement Specialist, we work to build partnerships with the local businesses and communities. The Community Involvement Specialist visits local

businesses and contacts them via telephone, and uses solicitation letters to support school-wide activities such as seeking donations to reward students for academic, attendance, and behavioral accomplishments; having guest speakers speak to our students; and setting up field trips.

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
Rosenberger, David	Principal
Jones, Carlmon	Assistant Principal
Vongsyprasom, Kimberly	Assistant Principal
Bernal, Joanna	Assistant Principal
Obartuck, Heather	Instructional Coach

Duties

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

Pinellas Park Middle's School Based Leadership Team (SBLT), consists of our Principal, MTSS Coach, Assistant Principal(s), guidance counselors, school psychologist, social workers, content Professional Learning Community leaders, Grade level PLC leaders, the TSA/VE, and all instructional coaches. Team members have the following roles:
Facilitator – generates agenda and leads team discussions
• Data Manager(s)/Data Coach(es) – assist team in accessing and interpreting (aggregating/disaggregating) the data
• Technology Specialist – brokers technology necessary to manage and display data
• Recorder/Note Taker – documents meeting content and disseminates to team members in a timely manner as well as storing a hard copy in a binder for all teachers to access
• Time Keeper –helps team begin on time and ensures adherence to agreed upon agenda
The School Based Leadership Team meets every week, on Fridays.
The team is tasked with discussing Tier 1, school-wide data that focuses on academics and behavior. During the weekly meetings the SBLT team will discuss various topics and review specific data related to, but not limited to: EWS; progress monitoring; attendance; course failures; GPA ; assessment information; professional development needs; discipline reports; PBS implementation; etc.
The team is then tasked with developing action plans for a multi-tiered system for student support which is then monitored by SBIT / T3 team.

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

The School-Based Leadership Team will be responsible for analyzing and gathering student achievement data, attendance data, and discipline data and developing Tier 1 supports that fit the needs of our student population and support our instructional initiatives. If and when students or

subgroups of students are not being successful, the SBLT will seek assistance from the the School Based Intervention Team (SBIT) to determine if Tier 2 and Tier 3 supports are needed.

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 I, Part D

The district receives Title I, Part D funds which provide transition services for students entering or returning to their zoned schools from alternative education programs or juvenile detention facilities. Support for initial intake and ongoing transition support are provided by Title I, Part D funds and a portion of Title I, Part A funds reserved for services to neglected and delinquent youth. Credit recovery through mobile labs and the NovaNet program is a critical support provided for students. Title I, Part D funds are also targeted to support continuous education services for students through tutoring, instructional materials and resources, and technology.

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.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Richard Priel	Parent
Janet Ruffin	Business/Community
Dave Rosenberger	Principal
Tiffany Davies	Parent
Kimberly Vongsyprasom	Parent
Heath Obartuck	Teacher

Duties

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

Evaluation of last year's school improvement plan

Pinellas Park Middle School's school improvement initatives continue to be a work in progress. While PPMS showed slight slight gains in student achievement overall, based on a comparison of FCAT assessments from the 12/13 school year and the 13/14 school year, the school grade remained a D. All Data for the 14/15 school year is not available. Based on review of the available data, PPMS made gains gains in the areas of Science and Civics.

Development of this school improvement plan

The School Advisory Council will be responsible for reviewing and revising the School Improvement Plan for the 2015-2016 school year.

Preparation of the school's annual budget and plan

The School Advisory Council will be responsible for reviewing and amending the school's annual budget and plan for the 2015-2016 school year.

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

School Advisory Council funds will be used to assist with purchasing resources, supplies, equipment that tie into teaching and learning in the classroom, as supported by the School Improvement Plan. The SAC budget is TBD.

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
Rosenberger, David	Principal
Obartuck, Heather	Instructional Coach
Bernal, Joanna	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

- Support for instructional skills to improve reading comprehension
- Support for implementation of the new Florida Standards for Literacy in Social Studies, Science, Math, and in electives.
-Support for common board configuration for standards based instruction, and the use of scales to track progress.
-Support for use of collaborative structures to increase engagement and rigor.
-Support for implementation of formative assessments to plan and guide instruction
-Support for school wide essay rubric
-Support for school wide text marking
-Support for school wide text dependent questions rubric

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

Pinellas Park Middle has worked hard to establish a faculty/staff culture of respect and collegiality. In doing so, teachers are expected to work together to commonly plan, to unpack standards, develop learning goals and scales, and to develop lessons and assessments that are engaging and challenging to stretch student thinking. Instructional coaches are embedded with the core content areas to model best practices and to help teachers and content teams plan for effective instruction and review data. Teachers who exhibit best teaching practices are asked and encouraged to model their "expertise" for other teachers within their department, or within the school in order to build capacity. Teachers are recognized at department and school-wide faculty meetings for classroom and personal accomplishments they have earned throughout the school year. Administration has an "open door" policy with all faculty and staff.

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

- Regular meetings with district approved school-based mentors (Assistant Principals and Lead Teachers)
- Using Instructional Coaches to model classroom mangement strategies and engaging lessons
- Utilizing the MTSS Coach to faciliate data chats during school based leadership meetings and PLC meetings
- Partnering new teachers with veteran staff (Assistant principals)
- Local district sponsored Job Fairs/Orientations (Principal & Assistant Principals)
- District On-line Winocular system

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

Administration, Instructional Coaches, MTSS Coach, and Lead Teachers will be responsible for selecting veteran teachers and appropriately pairing them with new teachers to PPMS. New teachers to PPMS will be strategically partnered with a veteran teacher:
- Within the same department
- Close in proximity
- Good personality fits

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

All teachers of PPMS will participate in extensive training during pre-school on the new Marzano framework, including but not limited to, unpacking benchmarks of the new Florida Standards, designing learning goals and scales for each standard, and building assessments per unit of study. These trainings will continue throughout the year during professional development days, 40&out PD's and PLCs.

Instructional coaches will assist in the effective implementation of this framework by facilitating PLCs, visiting classrooms, and working one on one with teachers. Teachers will be asked to attend 'Just In Time' subject-related PD throughout the year as offered by the school district and through the Teacher Incentive Fund (TIF).

Administrators view lesson plans bi-weekly and provide feedback. Administrators conduct bi-weekly walkthroughs looking for standards based instruction and approved resources/materials.

In Math teachers will utilize cycle assessment data and classroom assessments to differentiate instruction. In English / Language Arts, teachers will use cycle writing assessment data to identify learning needs and will uses daily informal assessments to guide daily instruction and for differentiation. In Science, teachers will use the GAP assessment data to see what knowledge students are coming in to their classes with. Teachers will use informal assessment data to differentiate Instruction on a daily basis. In Social Studies, teachers will use EOC data as well as cycle data and informal assessments to plan and differentiate instruction.

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

Pinellas Park Middle School uses student achievement data to differentiate instruction:
Students are placed in advanced, regular, and/or intensive classes for the subjects of Language Arts, Reading, and Mathematics based off of previous FCAT / assessment scores.
1. Students scoring at achievement level 1 or 2 on the Reading FCAT will have a regular Language Arts class in addition to an intensive reading class (L1 students will have Read 180; Level 2 students will have Intensive Reading or possible on grade level Reading class). Level 3 students will be placed in a regular Language Arts class and an on grade level Reading class. Levels 4 and 5 students will be placed in an advanced Language Arts class. Some of our L4 and L5 students may have on grade level reading, depending on prior scores, Pre-AICE 6th and 7th grade students may have Advanced Reading or have a CAR-PD elective class.
2. Students scoring at a level 1 on the Mathematics FCAT will have a regular math class and an intensive math class. A student scoring at a level 2 will have a traditional math class (with additional supplemental supports in place, ie: ELP). A student scoring at a level 3 or higher will be placed in an advanced math class.

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

Strategy: Extended School Day

Minutes added to school year: 9,000

Remediation and tutoring for targeted students in core academic classes.

Strategy Rationale

The Extended Learning Program will be available for students before school and after school in order to make up courses they have failed in order to gain credits needed for promotion.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Jones, Carlmon, jonescarl@pcsb.org

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

Attendance data for the number of students attending is monitored and reviewed;
Progress monitoring for student achievement is analyzed and monitored through course mod completion to determine if a student has passed the course and earned the desired credit(s).

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

Elemenatary to Middle School Transition:
Administration and Guidance Counselors visit each elementary school to discuss different academic and elective courses offered on campus and expectations to help them prepare for Middle School.
Orientation nights are held to showcase course offerings included but not limited to: Course offerings, clubs, sports, outside services provided by agencies in order to help inform and support families.
Joint activities through Title 1 will occur starting second semester to begin helping incoming 6th grade students adjust to the Middle School experience.
Middle School to High School Transition:
High Schools visit and meet with the students scheduled to attend their schools to showcase their course offerings and set up schedules in order to prepare outgoing 8th graders for the High School experience.

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

PPMS has a very active AVID program. In this program students are given opportunities to explore colleges and different career paths. This program targets students who may not have the support systems at home and/ or anyone at home who has pursued a college degree.
Our CROP / Girlfriends / Role Models clubs participate in various activities including a yearly trip

visiting multiple colleges to peak the interest of our students and to expose them to different opportunities.

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

PPMS students have the opportunity to take technology courses throughout Middle School and have the opportunity to earn various Microsoft Certifications. Students are also able to take several different career classes that expose them to different career paths such as Culinary, Hospitality, Criminal Justice, Band, Art, Chorus, etc.

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

N/A

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

N/A

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:

pinellas_park_middle_school_earned_points_chart_(1).pdf
Reading comparison data
Math_Comparison_Data_CIMS.pdf
Math Comparison Data
Science_Comparison_Data.pdf
Science Comparison Data
SWBP_Data_Packet_End_of_Year_14-15.pdf
Discipline data

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.

Pinellas

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. Student achievement will increase by 20% to meet identified targets in each FSA, FCAT and EOC tested subject areas.

G2. (Bradley MOU) Black students will increase proficiency by 20% to meet identified targets in reading, math and science.

G3. Reduce incidences of classroom and campus disruptions by 20%.

G4. Pinellas Park Middle School will work toward Bronze Level recognition with the Alliance for a Healthier Generation by obtaining Bronze in 4 out of 6 of the HSP Assessment Modules or 66% of HSP 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. Student achievement will increase by 20% to meet identified targets in each FSA, FCAT and EOC tested subject areas. 1a

🔑 G071528

Targets Supported 1b

Indicator	Annual Target

Resources Available to Support the Goal 2

- Embedded Instructional Coaches

- Standard Based curriculum in all content areas

- Just In Time training provided by the district on implementing goals and scales and Core Connections

- Pacing and curriculum guides

- Instructional software support - web based and software based

- Title 1 hourly teacher to support in classrooms

- District and formative assessments

- Data responsive instruction

- ESE support facilitators

- ELL and ESE staff to model best practices during PLC and to model in classrooms

- site based professional development

- AVID Coordinator provides PD on strategies

Targeted Barriers to Achieving the Goal 3

- High degree of apprehension with the new Florida Standards, FCAT Science and EOC Testing

- Gen Ed teachers feel they do not know how to differentiate or scaffold instruction for all learners

Plan to Monitor Progress Toward G1. 8

Progress Monitoring data and classroom walkthrough trend data

Person Responsible
David Rosenberger

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

Evidence of Completion
Trend data from ISM and informal walkthroughs will show us what teachers need more assistance in the areas of close reading, persusasive writing, higher order thinking, and lab investigations. SBLT data, assessment data, and grades will show us specific academic concerns so that they can be addressed.

G2. (Bradley MOU) Black students will increase proficiency by 20% to meet identified targets in reading, math and science. `1a`

🔍 G061462

Targets Supported `1b`

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

Resources Available to Support the Goal `2`

- Standards-aligned curriculum

- Pacing/curriculum guides

- Professional Development (culturally-responsive teaching, best teaching practices, WICOR, etc.)

- Insturuction program supports: software based

- Title I Hourly Teachers

- District assessments

- Classroom formative assessments

- Extended learning opportunities (before and after school)

- Reading week

- Collegial PLC meetings for lesson planning

Targeted Barriers to Achieving the Goal `3`

- Misinformed perceptions some faculty members have as it relates to communicating, engaging, and teaching black students.

- Teachers may not have received Professional Development regarding Cultural Competency.

Plan to Monitor Progress Toward G2. `8`

Collect, review, and revise teacher's Individual Deliberate Practice Plans; visit classrooms, and collect data, teacher conferences on instructional practices and lessons presented; survey teachers on their current level of implementation on Culturally Relevant Teaching (CRT) practices; review and analyze assessment data, Performance Matters, and report card grade data; conduct data chats; review coaching cycle data

Person Responsible
David Rosenberger

Schedule
Biweekly, from 8/24/2015 to 6/7/2016

Evidence of Completion
Classroom walkthrough data; student work; district assessment data showing improved performance for black students AMO ; teacher feedback; PLC attendance logs; professional development attendance logs

G3. Reduce incidences of classroom and campus disruptions by 20%. `1a`

G066832

Targets Supported `1b`

Indicator	Annual Target

Resources Available to Support the Goal `2`

- STOIC PD

- School Wide Positive Behavior Plan

- MTSS Coach and PBS Team

Targeted Barriers to Achieving the Goal `3`

- Lack of PD surrounding Classroom Management

- Students and Teachers are unaware of the Guidelines for Success in different environments

Plan to Monitor Progress Toward G3. `8`

STOIC walkthrough data, Classroom walkthrough data, discipline data will be reviewed monthly to monitor effectiveness

Person Responsible
Joanna Bernal

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

Evidence of Completion
Trend data from walkthrooughs, discipline data, coaches logs

G4. Pinellas Park Middle School will work toward Bronze Level recognition with the Alliance for a Healthier Generation by obtaining Bronze in 4 out of 6 of the HSP Assessment Modules or 66% of HSP Modules. 1a

G069125

Targets Supported 1b

Indicator	Annual Target

Resources Available to Support the Goal 2

- Utilize the Staff Wellness Coordinator to help change staff perception of healthier snacks
- Utilize elective teachers, PE and Health, to help educate students and encourage students to make healthier snack choices

Targeted Barriers to Achieving the Goal 3

- Staff and student buy in

Plan to Monitor Progress Toward G4. 8

HSP Assessment

Person Responsible

David Rosenberger

Schedule

On 6/7/2016

Evidence of Completion

obtaining Bronze in 4 out of 6 of the HSP Assessment Modules or 66% of HSP Modules.

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. Student achievement will increase by 20% to meet identified targets in each FSA, FCAT and EOC tested subject areas. `1`

🔑 G071528

G1.B1 High degree of apprehension with the new Florida Standards, FCAT Science and EOC Testing `2`

🔑 B186420

G1.B1.S1 Teachers will engage in close reading of complex text along with text dependent questions and performance tasks aligned to the Florida Standards. `4`

🔑 S197804

Strategy Rationale

When teachers engage in close reading and align instruction to the New Florida Standards, student achievement will increase.

Action Step 1 `5`

All teachers receive PD around Close Reading, instructional shifts, standards, assessment and instructional methods.

Person Responsible

Mary Musser

Schedule

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

Evidence of Completion

PD Sign in sheets, Lesson plans that reflect Close Reading

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

Reviewing PD sign in sheets, Classroom Walkthroughs and Lesson Plan reviews

Person Responsible

Joanna Bernal

Schedule

Biweekly, from 8/3/2015 to 6/7/2016

Evidence of Completion

Walkthrough Data, Lesson Plans and PD sign in sheets

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

Coaching Cycles, reviewing assessment and walkthrough trend data and lesson plans

Person Responsible

Joanna Bernal

Schedule

Quarterly, from 9/7/2015 to 6/7/2016

Evidence of Completion

Walkthrough trend data will show us which teachers are effectively implementing Close Reading strategies and best practices.

G1.B1.S2 Teachers engage in instructional activities that incorporate higher order thinking, questioning, aligned to the Florida Standards in Math 4

Strategy Rationale

S197806

When teachers align instruction to the New Florida Standards in Math and utilize higher order thinking and questioning techniques, student achievement will increase.

Action Step 1 5

Teachers to attend ongoing Just In Time trainings and analyze results based on student data (Common assessments, Formative assessments and cycle assessments).

Person Responsible

Carlmon Jones

Schedule

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

Evidence of Completion

PD sign in logs from True North Logic and PLC sign in sheets

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

PD logs will be reviewed quarterly, PLC sign in sheets will be monitored for attendence

Person Responsible

Carlmon Jones

Schedule

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

Evidence of Completion

Evidence will include PD logs, Coaching cycles and walkthrough data

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

Lesson Plans will be reviewed, walkthroughs by administrators will take place and coaching cycles will be conducted to see that the trainings are being implemented in class.

Person Responsible

Carlmon Jones

Schedule

On 6/7/2016

Evidence of Completion

targeted walkthroughs looking for the Just in Time trainings as well as coaching cycles on the trainings will provide evidence that these trainings are being implemented effectively

G1.B1.S3 Science teachers will provide students with opportunities to read informational and persuasive text, write about the process and outcomes of their investigations, and use the language of science as they work through each lab. `4`

🔍 S197807

Strategy Rationale

When teachers engage in close reading and align instruction to the New Florida Standards, student achievement will increase.

Action Step 1 `5`

All teachers receive professional development around close reading, instruction shifts, standards, assessments, and instructional methods.

Person Responsible

Angela Chirino

Schedule

Monthly, from 1/4/2016 to 6/7/2016

Evidence of Completion

PLC minutes, review of PD sign-in sheets, walkthroughs, and lesson plan reviews

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

Classroom walkthroughs, review lesson plans to identify needs, and schedule coaching cycles.

Person Responsible

Kimberly Vongsyprasom

Schedule

Monthly, from 1/4/2016 to 6/7/2016

Evidence of Completion

Walkthrough trend data, lesson plans, and PLC sign-in sheets.

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

Coaching cycles, data chats, lesson plan feedback

Person Responsible

Kimberly Vongsyprasom

Schedule

Quarterly, from 1/4/2016 to 6/7/2016

Evidence of Completion

Coaching logs and walkthrough trend data will show us which teachers are effectively implementing best practices in Science.

G1.B2 Gen Ed teachers feel they do not know how to differentiate or scaffold instruction for all learners 2

B186423

G1.B2.S1 Teachers utilize data to differentiate and scaffold instruction to increase student performance. 4

S197808

Strategy Rationale

When teachers use data to drive instruction, student achievement will increase.

Action Step 1 5

Teachers meet in Common Planning or PLCs weekly to review student data, including responses to tasks and plan text dependent questions, close reading, and skill / strategy based groups to implement with students to support their success with complex text.

Person Responsible

David Rosenberger

Schedule

On 6/7/2016

Evidence of Completion

Sign in sheets and meeting minutes for all PLC and Common Planning

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

Administration and Content area Coaches will attend PLCs and Common Planning meetings

Person Responsible

David Rosenberger

Schedule

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

Evidence of Completion

Data Chat meeting minutes, Sign in sheets and action plans created for content area teams.

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

Walkthrough trend data will reflect data responsive instruction.

Person Responsible

David Rosenberger

Schedule

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

Evidence of Completion

Lesson plans and walkthrough trend data

G1.B2.S2 Teachers will conduct data chats on a regular basis with students as well as supporting students with setting data based learning goals. `4`

🔍 S197864

Strategy Rationale

When teachers conduct data chats, students will begin to take ownership of their academic progress and achievement will increase

Action Step 1 `5`

Teachers will conduct data chats after informal and formal assessments and when progress reports are given

Person Responsible

David Rosenberger

Schedule

Monthly, from 11/2/2015 to 6/7/2017

Evidence of Completion

Lesson Plans, Classroom Walkthrough trend data, coaching cycle logs

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

Administrators will review lesson plans to check for evidence of student Data Chats

Person Responsible

David Rosenberger

Schedule

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

Evidence of Completion

Lesson Plans, Student samples of data chats submitted, Observations during data chats

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

SBLT and PLCs will review data to monitor the effectiveness of the student data chats

Person Responsible

Heather Obartuck

Schedule

Evidence of Completion

informal and formal assessment data will be collected and reviewed to monitor effectiveness.

G1.B2.S3 The MTSS Coach will lead the School Based Leadership Team (SBLT) meeting to help identify students in need of academic interventions. Specific interventions/ professional development opportunities will be provided to support teachers working with these sub groups. 4

🔍 S201445

Strategy Rationale

When struggling students are identified and provided with specialized/ individualized intereventions, academic deficits will be addressed and targeted in order to improve academic performance across academic areas.

Action Step 1 5

MTSS coach will lead SBLT and student service team meetings to identify specific students who are struggling academically in core classes.

Person Responsible

Heather Obartuck

Schedule

Biweekly, from 1/4/2016 to 6/7/2016

Evidence of Completion

SBLT and student service team meeting minutes; problem solving worksheets and academic improvement plans

Plan to Monitor Fidelity of Implementation of G1.B2.S3 6

MTSS coach to pull data after every cycle assessment, grading period, and before team meetings.

Person Responsible

Heather Obartuck

Schedule

Biweekly, from 1/4/2016 to 6/7/2016

Evidence of Completion

SBLT and student service team meeting minutes; teacher assessment data for students with academic plans; data from each subject for each subgroup.

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 `7`

Use comparrison data from cycle assessments, grading periods, and plan reviews

Person Responsible

Heather Obartuck

Schedule

Quarterly, from 1/4/2016 to 6/7/2016

Evidence of Completion

SBLT and student service team meeting minutes; PSW data sheets / graphs

G1.B2.S4 Teachers will implement AVID / WICOR strategies with students in all classrooms. `4`

S204919

Strategy Rationale

When AVID / WICOR strategies are used students will be in engaged in rigorous text tasks and instruction.

Action Step 1 `5`

Teachers will create close reading lessons: text marking and coding, direct vocab instruction, text dependent questions, writing in response to reading and thinking.

Person Responsible

David Rosenberger

Schedule

Biweekly, from 1/5/2016 to 6/7/2016

Evidence of Completion

Lesson plans; Classroom Walkthrough data; PLC / Common Planning information

Plan to Monitor Fidelity of Implementation of G1.B2.S4 6

Review of lesson plans and classroom walkthrough data

Person Responsible

Joanna Bernal

Schedule

Biweekly, from 1/5/2016 to 6/7/2016

Evidence of Completion

Lesson plan feedback; information shared at the AVID site team meetings

Plan to Monitor Effectiveness of Implementation of G1.B2.S4 7

Classroom walkthroughs with the AVID supervisor and administration

Person Responsible

Schedule

Monthly, from 1/5/2016 to 6/7/2016

Evidence of Completion

Classroom walkthrough data; AVID site team minutes

G2. (Bradley MOU) Black students will increase proficiency by 20% to meet identified targets in reading, math and science. `1`

🔍 G061462

G2.B1 Misinformed perceptions some faculty members have as it relates to communicating, engaging, and teaching black students. `2`

🔍 B157099

G2.B1.S1 Make faculty aware of the diverse population of our black population. `4`

🔍 S168574

Strategy Rationale

We need to Inform faculty that there are cultural differences within the black community (i.e. different ethnicities, environmental factors, interests, etc.) and because of these varying cultures, the "one size fits all" apporach to teaching does not work.

Action Step 1 `5`

Engage faculty in professional development opportunities relating to culturally-responsive teaching.

Person Responsible

Heather Obartuck

Schedule

Weekly, from 2/4/2016 to 6/7/2016

Evidence of Completion

Observed use of strategies offered during professional development; PD attendance rosters

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

Collect, analyze, and review teacher's Individual Professional Development Plan; visiting classrooms and collecting Classroom Walkthrough Data (CWD); teacher conferences on instructional practices and lessons presented and classroom management plans; attending PLCs / review of PLC minutes; survey teachers on their current level of implementation on CRT practices.

Person Responsible

David Rosenberger

Schedule

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

Evidence of Completion

Observed evidence of strategies taken from PD during classroom walkthroughs and in lesson plans; student work; district assessment data shows improved performance for black students as compared to other races.

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

Attend PLC meetings and / or review PLC minutes; review of teacher lesson plans that show CRT practices and differentiation

Person Responsible

David Rosenberger

Schedule

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

Evidence of Completion

Classroom walkthrough data; teacher survey data; student work; district assessment data shows improved performance for black students compared to other races; PLC attendance logs;

G2.B2 Teachers may not have received Professional Development regarding Cultural Competency. `2`

🔑 B168753

G2.B2.S1 Provide Professional Development opportunities for teachers to attend that center around Cultural Competency `4`

🔑 S180335

Strategy Rationale

This will provide an awareness for staff and strategies on how to interact with our black students appropriately

Action Step 1 `5`

Provide professional development opportunities for teachers and staff through a 40 & Out Model

Person Responsible

Heather Obartuck

Schedule

Quarterly, from 10/1/2015 to 6/7/2016

Evidence of Completion

PD sign in sheets; Agendas

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

Classroom Walkthrough data, informal and formal observation data will be used to monitor fidelity of implementation.

Person Responsible

David Rosenberger

Schedule

Semiannually, from 10/1/2015 to 6/7/2016

Evidence of Completion

School wide trend data will be collected to see how effective the PD was and if the strategies taught are being implemented with fidelity.

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

Coaching Cycles with Content Area Coaches will monitor the effectiveness of the PD

Person Responsible

Heather Obartuck

Schedule

Quarterly, from 10/1/2015 to 6/7/2016

Evidence of Completion

Coaching Logs; Walkthrough data, classroom observation notes

G3. Reduce incidences of classroom and campus disruptions by 20%. [1]

G066832

G3.B1 Lack of PD surrounding Classroom Management [2]

B172991

G3.B1.S1 Implement a School-Wide Positive Behavior Support Plan [4]

S184446

Strategy Rationale

When we recognize students for positive behaviors, research shows that negative behaviors tend to decrease.

Action Step 1 [5]

Provide teachers with training and support surrounding the new PBS system

Person Responsible

Heather Obartuck

Schedule

Quarterly, from 8/18/2015 to 6/7/2016

Evidence of Completion

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

Review of discipline data, monitor classrooms for fidelity of PBS implementation

Person Responsible

David Rosenberger

Schedule

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

Evidence of Completion

Walkthrough data, coaching classroom data logs, discipline data, positive referral data

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

PBS monthly meetings, needs assessment surveys to teachers, STOIC walkthroughs

Person Responsible

Heather Obartuck

Schedule

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

Evidence of Completion

STOIC walkthough data, Meeting notes, survey data

G3.B2 Students and Teachers are unaware of the Guidelines for Success in different environments `2`

🔑 B193378

G3.B2.S1 The MTSS Coach will lead the School Based Leadership Team (SBLT) meeting to help identify students in need of behavioral interventions. Specific interventions/ professional development opportunities will be provided to support teachers working with these sub groups. `4`

🔑 S204918

Strategy Rationale

When teachers are aware of students needs and provide interventions, behaviors will decrease.

Action Step 1 `5`

MTSS coach will lead SBLT and student service team meetings to identify specific students who are struggling with behavior in and/or out of the classroom.

Person Responsible

Heather Obartuck

Schedule

Biweekly, from 1/4/2016 to 6/7/2016

Evidence of Completion

SBLT and student service team meeting minutes; Data reviews from FBA / PBIP / or PSW

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

MTSS coach to pull discipline data to present to SBLT and student services meetings.

Person Responsible

Heather Obartuck

Schedule

Biweekly, from 1/4/2016 to 6/7/2016

Evidence of Completion

SBLT and student service team meeting minutes; problem solving worksheets and academic improvement plans

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

Review PSW / PBIP / FBA data and make adjustments to interventions as necessary.

Person Responsible

Heather Obartuck

Schedule

Every 6 Weeks, from 1/4/2016 to 6/7/2016

Evidence of Completion

SBLT and student service team meeting minutes; PSW data sheets / graphs

G4. Pinellas Park Middle School will work toward Bronze Level recognition with the Alliance for a Healthier Generation by obtaining Bronze in 4 out of 6 of the HSP Assessment Modules or 66% of HSP Modules. 1

🔍 G069125

G4.B1 Staff and student buy in 2

🔍 B179699

G4.B1.S1 Make staff and students aware of the district programs through Alliance for a Healthier Generation Modules 4

🔍 S190983

Strategy Rationale

When the staff and students are aware of the programs that the district provides, they will get involved.

Action Step 1 5

Activities and small presentations given to the faculty and staff at PPMS

Person Responsible

David Rosenberger

Schedule

Quarterly, from 10/9/2015 to 6/6/2016

Evidence of Completion

Email promotions, Competitions, sign in sheets

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

HSP Assessment

Person Responsible

David Rosenberger

Schedule

Quarterly, from 10/9/2015 to 6/7/2016

Evidence of Completion

Bronze level recognition with the Alliance for a Healthy Generation (66% of HSP Modules)

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

Staff / Student survey; items sold at school lunches and special activities

Person Responsible

David Rosenberger

Schedule

Semiannually, from 10/9/2015 to 6/7/2016

Evidence of Completion

obtaining Bronze in 4 out of 6 of the HSP Assessment Modules or 66% of HSP Modules.

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A1	Engage faculty in professional development opportunities relating to culturally-responsive teaching.	Obartuck, Heather	2/4/2016	Observed use of strategies offered during professional development; PD attendance rosters	6/7/2016 weekly
G2.B2.S1.A1	Provide professional development opportunities for teachers and staff through a 40 & Out Model	Obartuck, Heather	10/1/2015	PD sign in sheets; Agendas	6/7/2016 quarterly
G3.B1.S1.A1	Provide teachers with training and support surrounding the new PBS system	Obartuck, Heather	8/18/2015		6/7/2016 quarterly
G4.B1.S1.A1	Activities and small presentations given to the faculty and staff at PPMS	Rosenberger, David	10/9/2015	Email promotions, Competitions, sign in sheets	6/6/2016 quarterly
G1.B1.S1.A1	All teachers receive PD around Close Reading, instructional shifts, standards, assessment and instructional methods.	Musser, Mary	8/24/2015	PD Sign in sheets, Lesson plans that reflect Close Reading	6/7/2016 quarterly
G1.B2.S1.A1	Teachers meet in Common Planning or PLCs weekly to review student data, including responses to tasks and plan text dependent questions, close reading, and skill / strategy based groups to implement with students to support their success with complex text.	Rosenberger, David	9/7/2015	Sign in sheets and meeting minutes for all PLC and Common Planning	6/7/2016 one-time
G1.B1.S2.A1	Teachers to attend ongoing Just In Time trainings and analyze results based on student data (Common assessments, Formative assessments and cycle assessments).	Jones, Carlmon	9/7/2015	PD sign in logs from True North Logic and PLC sign in sheets	6/7/2016 monthly
G1.B2.S2.A1	Teachers will conduct data chats after informal and formal assessments and when progress reports are given	Rosenberger, David	11/2/2015	Lesson Plans, Classroom Walkthrough trend data, coaching cycle logs	6/7/2017 monthly
G1.B1.S3.A1	All teachers receive professional development around close reading, instruction shifts, standards, assessments, and instructional methods.	Chirino, Angela	1/4/2016	PLC minutes, review of PD sign-in sheets, walkthroughs, and lesson plan reviews	6/7/2016 monthly
G1.B2.S3.A1	MTSS coach will lead SBLT and student service team meetings to	Obartuck, Heather	1/4/2016	SBLT and student service team meeting minutes; problem solving	6/7/2016 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	identify specific students who are struggling academically in core classes.			worksheets and academic improvement plans	
G3.B2.S1.A1	MTSS coach will lead SBLT and student service team meetings to identify specific students who are struggling with behavior in and/or out of the classroom.	Obartuck, Heather	1/4/2016	SBLT and student service team meeting minutes; Data reviews from FBA / PBIP / or PSW	6/7/2016 biweekly
G1.B2.S4.A1	Teachers will create close reading lessons: text marking and coding, direct vocab instruction, text dependent questions, writing in response to reading and thinking.	Rosenberger, David	1/5/2016	Lesson plans; Classroom Walkthrough data; PLC / Common Planning information	6/7/2016 biweekly
G1.MA1	Progress Monitoring data and classroom walkthrough trend data	Rosenberger, David	9/7/2015	Trend data from ISM and informal walkthroughs will show us what teachers need more assistance in the areas of close reading, persuasive writing, higher order thinking, and lab investigations. SBLT data, assessment data, and grades will show us specific academic concerns so that they can be addressed.	6/7/2016 monthly
G1.B1.S1.MA1	Coaching Cycles, reviewing assessment and walkthrough trend data and lesson plans	Bernal, Joanna	9/7/2015	Walkthrough trend data will show us which teachers are effectively implementing Close Reading strategies and best practices.	6/7/2016 quarterly
G1.B1.S1.MA1	Reviewing PD sign in sheets, Classroom Walkthroughs and Lesson Plan reviews	Bernal, Joanna	8/3/2015	Walkthrough Data, Lesson Plans and PD sign in sheets	6/7/2016 biweekly
G1.B2.S1.MA1	Walkthrough trend data will reflect data responsive instruction.	Rosenberger, David	9/7/2015	Lesson plans and walkthrough trend data	6/7/2016 monthly
G1.B2.S1.MA1	Administration and Content area Coaches will attend PLCs and Common Planning meetings	Rosenberger, David	9/7/2015	Data Chat meeting minutes, Sign in sheets and action plans created for content area teams.	6/7/2016 monthly
G1.B1.S2.MA1	Lesson Plans will be reviewed, walkthroughs by administrators will take place and coaching cycles will be conducted to see that the trainings are being implemented in class.	Jones, Carlmon	8/24/2015	targeted walkthroughs looking for the Just in Time trainings as well as coaching cycles on the trainings will provide evidence that these trainings are being implemented effectively	6/7/2016 one-time
G1.B1.S2.MA1	PD logs will be reviewed quarterly, PLC sign in sheets will be monitored for attendance	Jones, Carlmon	8/24/2015	Evidence will include PD logs, Coaching cycles and walkthrough data	6/6/2016 quarterly
G1.B2.S2.MA1	SBLT and PLCs will review data to monitor the effectiveness of the student data chats	Obartuck, Heather	9/7/2015	informal and formal assessment data will be collected and reviewed to monitor effectiveness.	monthly
G1.B2.S2.MA1	Administrators will review lesson plans to check for evidence of student Data Chats	Rosenberger, David	9/7/2015	Lesson Plans, Student samples of data chats submitted, Observations during data chats	6/7/2016 monthly
G1.B1.S3.MA1	Coaching cycles, data chats, lesson plan feedback	Vongsyprasom, Kimberly	1/4/2016	Coaching logs and walkthrough trend data will show us which teachers are effectively implementing best practices in Science.	6/7/2016 quarterly
G1.B1.S3.MA1	Classroom walkthroughs, review lesson plans to identify needs, and schedule coaching cycles.	Vongsyprasom, Kimberly	1/4/2016	Walkthrough trend data, lesson plans, and PLC sign-in sheets.	6/7/2016 monthly
G1.B2.S3.MA1	Use comparrison data from cycle assessments, grading periods, and plan reviews	Obartuck, Heather	1/4/2016	SBLT and student service team meeting minutes; PSW data sheets / graphs	6/7/2016 quarterly
G1.B2.S3.MA1	MTSS coach to pull data after every cycle assessment, grading period, and before team meetings.	Obartuck, Heather	1/4/2016	SBLT and student service team meeting minutes; teacher assessment data for students with academic plans;	6/7/2016 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				data from each subject for each subgroup.	
G1.B2.S4.MA1	Classroom walkthroughs with the AVID supervisor and administration		1/5/2016	Classroom walkthrough data; AVID site team minutes	6/7/2016 monthly
G1.B2.S4.MA1	Review of lesson plans and classroom walkthrough data	Bernal, Joanna	1/5/2016	Lesson plan feedback; information shared at the AVID site team meetings	6/7/2016 biweekly
G2.MA1	Collect, review, and revise teacher's Individual Deliberate Practice Plans; visit classrooms, and collect data, teacher conferences on instructional practices and lessons presented; survey teachers on their current level of implementation on Culturally Relevant Teaching (CRT) practices; review and analyze assessment data, Performance Matters, and report card grade data; conduct data chats; review coaching cycle data	Rosenberger, David	8/24/2015	Classroom walkthrough data; student work; district assessment data showing improved performance for black students AMO ; teacher feedback; PLC attendance logs; professional development attendance logs	6/7/2016 biweekly
G2.B1.S1.MA1	Attend PLC meetings and / or review PLC minutes; review of teacher lesson plans that show CRT practices and differentiation	Rosenberger, David	8/24/2015	Classroom walkthrough data; teacher survey data; student work; district assessment data shows improved performance for black students compared to other races; PLC attendance logs;	6/7/2016 monthly
G2.B1.S1.MA1	Collect, analyze, and review teacher's Individual Professional Development Plan; visiting classrooms and collecting Classroom Walkthrough Data (CWD); teacher conferences on instructional practices and lessons presented and classroom management plans; attending PLCs / review of PLC minutes; survey teachers on their current level of implementation on CRT practices.	Rosenberger, David	8/24/2015	Observed evidence of strategies taken from PD during classroom walkthroughs and in lesson plans; student work; district assessment data shows improved performance for black students as compared to other races.	6/7/2016 quarterly
G2.B2.S1.MA1	Coaching Cycles with Content Area Coaches will monitor the effectiveness of the PD	Obartuck, Heather	10/1/2015	Coaching Logs; Walkthrough data, classroom observation notes	6/7/2016 quarterly
G2.B2.S1.MA1	Classroom Walkthrough data, informal and formal observation data will be used to monitor fidelity of implementation.	Rosenberger, David	10/1/2015	School wide trend data will be collected to see how effective the PD was and if the strategies taught are being implemented with fidelity.	6/7/2016 semiannually
G3.MA1	STOIC walkthrough data, Classroom walkthrough data, discipline data will be reviewed monthly to monitor effectiveness	Bernal, Joanna	9/7/2015	Trend data from walkthrooughs, discipline data, coaches logs	6/7/2016 monthly
G3.B1.S1.MA1	PBS monthly meetings, needs assessment surveys to teachers, STOIC walkthroughs	Obartuck, Heather	9/7/2015	STOIC walkthough data, Meeting notes, survey data	6/7/2016 monthly
G3.B1.S1.MA1	Review of discipline data, monitor classrooms for fidelity of PBS implementation	Rosenberger, David	8/24/2015	Walkthrough data, coaching classroom data logs, discipline data, positive referral data	6/7/2016 monthly
G3.B2.S1.MA1	Review PSW / PBIP / FBA data and make adjustments to interventions as necessary.	Obartuck, Heather	1/4/2016	SBLT and student service team meeting minutes; PSW data sheets / graphs	6/7/2016 every-6-weeks
G3.B2.S1.MA1	MTSS coach to pull discipline data to present to SBLT and student services meetings.	Obartuck, Heather	1/4/2016	SBLT and student service team meeting minutes; problem solving worksheets and academic improvement plans	6/7/2016 biweekly
G4.MA1	HSP Assessment	Rosenberger, David	10/9/2015	obtaining Bronze in 4 out of 6 of the HSP Assessment Modules or 66% of HSP Modules.	6/7/2016 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.B1.S1.MA1	Staff / Student survey; items sold at school lunches and special activities	Rosenberger, David	10/9/2015	obtaining Bronze in 4 out of 6 of the HSP Assessment Modules or 66% of HSP Modules.	6/7/2016 semiannually
G4.B1.S1.MA1	HSP Assessment	Rosenberger, David	10/9/2015	Bronze level recognition with the Alliance for a Healthy Generation (66% of HSP Modules)	6/7/2016 quarterly

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.

G2. (Bradley MOU) Black students will increase proficiency by 20% to meet identified targets in reading, math and science.

G2.B1 Misinformed perceptions some faculty members have as it relates to communicating, engaging, and teaching black students.

G2.B1.S1 Make faculty aware of the diverse population of our black population.

PD Opportunity 1

Engage faculty in professional development opportunities relating to culturally-responsive teaching.

Facilitator

Instructional coaches; district PD facilitators; selected instructional/administrative staff

Participants

Faculty and Staff

Schedule

Weekly, from 2/4/2016 to 6/7/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	All teachers receive PD around Close Reading, instructional shifts, standards, assessment and instructional methods.	$0.00
2	G1.B1.S2.A1	Teachers to attend ongoing Just In Time trainings and analyze results based on student data (Common assessments, Formative assessments and cycle assessments).	$0.00
3	G1.B1.S3.A1	All teachers receive professional development around close reading, instruction shifts, standards, assessments, and instructional methods.	$0.00
4	G1.B2.S1.A1	Teachers meet in Common Planning or PLCs weekly to review student data, including responses to tasks and plan text dependent questions, close reading, and skill / strategy based groups to implement with students to support their success with complex text.	$0.00
5	G1.B2.S2.A1	Teachers will conduct data chats after informal and formal assessments and when progress reports are given	$0.00
6	G1.B2.S3.A1	MTSS coach will lead SBLT and student service team meetings to identify specific students who are struggling academically in core classes.	$0.00
7	G1.B2.S4.A1	Teachers will create close reading lessons: text marking and coding, direct vocab instruction, text dependent questions, writing in response to reading and thinking.	$0.00
8	G2.B1.S1.A1	Engage faculty in professional development opportunities relating to culturally-responsive teaching.	$0.00
9	G2.B2.S1.A1	Provide professional development opportunities for teachers and staff through a 40 & Out Model	$0.00
10	G3.B1.S1.A1	Provide teachers with training and support surrounding the new PBS system	$0.00
11	G3.B2.S1.A1	MTSS coach will lead SBLT and student service team meetings to identify specific students who are struggling with behavior in and/or out of the classroom.	$0.00
12	G4.B1.S1.A1	Activities and small presentations given to the faculty and staff at PPMS	$0.00
		Total:	$0.00