Ponce De Leon Elementary School

2018-19 School Improvement Plan

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Ponce De Leon Elementary School

1301 PONCE DE LEON BLVD, Clearwater, FL 33756

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

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2017-18 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	72%

School Grades History

Year	**2017-18**	**2016-17**	**2015-16**	**2014-15**
Grade	F	C	C	D*

School Board Approval

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

SIP Authority

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement

Create a safe learning environment to prepare and motivate every child to be goal orientated and lifelong learners.

Provide the school's vision statement

Our vision includes making Ponce de Leon a model school environment in exemplary education and appropriate school behavior with 100% Student Success

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Klingman, Courtney	Other
Logan, Greg	Assistant Principal
Coleman, Dawn	Instructional Media
Larkin, Mandy	Instructional Coach
Bostick, Sadra	Instructional Coach
Bergman, Tracie	Principal

Duties

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

The school leadership team meets weekly with the Principal in order to monitor action steps in our school improvement plan. The team reviews school wide and district data, establishes coaching needs and plans for professional development.
The MTSS behavior coach is responsible for reporting tier 1 data in relation to the SWBP and the use of Restorative Practices. She will determine the overall effectiveness of our SWBP, and work with individual teachers who need supports.
The MTSS academic coach is responsible for the implementation and monitoring of the L300 intervention time. She handles scheduling of the hourlies and paras and ensures that students in tier 2 and tier 3 are progress monitored per their plans. She conducts fidelity checks on the implementation of the intervention hour for both classroom teachers and supports and provides pd in literacy interventions as needed. She also works with teachers in implementing an ELA intervention block including a corrective teach/remediation plan and effective centers. She participates in SBLT/ MTSS.
The ELA coach is responsible for the implementation of the core reading program with fidelity. She handles all core data (interim assessments, MAP and IReady), provides coaching supports as needed, plans with teachers and facilitates literacy PD's. She also provides PD as needed. She reports data to the leadership team and SBLT/MTSS so that we can monitor the effectiveness of core instruction.
The Math coach is responsible for the implementation of the core math program with fidelity. She handles all core data (interim assessments, MAP and IReady), provides coaching supports as

needed, plans with teachers and facilitates literacy PD's. She also provides PD as needed. She reports data to the leadership team and SBLT/MTSS so that we can monitor the effectiveness of core instruction. She also works with teachers in implementing a math intervention block including a corrective teach/remediation plan and effective centers.

The Science coach is responsible for the implementation of the core science program with fidelity. She monitors data, specifically that of the SLAG assessments and diagnostics and works with fifth grade to develop a solid review plan. She will also teach the lab part time for 3-5 grade, modeling effective science teaching strategies and clarifying content knowledge for teachers. She will provide PD and plan with 3-5 teachers.

The social worker is responsible for the child study team and monitors all attendance data. She is the liaison between families and school and also works directly with the Tier 2 and 3 students. She is the coordinator of the student services team.

The media specialist handles two areas-family engagement and promise time. She coordinates our family friendly events, all of which are linked to learning. She also coordinates promise time, utilizing the data from assessments to ensure the right students are attending tutoring. She also monitors the fidelity of the program, making sure students are engaged in learning as a part of promise time.

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	20	38	19	25	18	0	0	0	0	0	0	0	120
One or more suspensions	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Course failure in ELA or Math	0	21	38	20	9	27	0	0	0	0	0	0	0	115
Level 1 on statewide assessment	0	0	0	0	48	44	0	0	0	0	0	0	0	92

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	1	0	0	4	0	0	0	0	0	0	0	5

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	2	0	0	0	0	0	0	0	0	0	2
Retained Students: Previous Year(s)	1	0	2	0	0	0	0	0	0	0	0	0	0	3

Date this data was collected

Tuesday 8/7/2018

Prior Year - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	16	27	15	18	9	12	0	0	0	0	0	0	0	97
One or more suspensions	0	0	0	0	2	1	0	0	0	0	0	0	0	3
Course failure in ELA or Math	0	21	38	20	9	27	0	0	0	0	0	0	0	115
Level 1 on statewide assessment	0	0	0	48	44	53	0	0	0	0	0	0	0	145

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	1	0	0	4	9	0	0	0	0	0	0	0	14

Prior Year - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	16	27	15	18	9	12	0	0	0	0	0	0	0	97
One or more suspensions	0	0	0	0	2	1	0	0	0	0	0	0	0	3
Course failure in ELA or Math	0	21	38	20	9	27	0	0	0	0	0	0	0	115
Level 1 on statewide assessment	0	0	0	48	44	53	0	0	0	0	0	0	0	145

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	1	0	0	4	9	0	0	0	0	0	0	0	14

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The entire school performance is low, however the 4th graders performed the lowest on ELA FSA. The fourth and fifth grade math scores were also very low. In addition, the learning gains of the L25 in ELA and math were both at the lowest they have been when looking at the three year trend. While this was a trend district wide, the low performance was significant at Ponce. All subgroups performed at a failing rate...The school received overall 30% of the total points in school grade, but the black subgroup was only at 25%, the ELL group at 23% and the SWD subgroup at 25%. This also shows a significant achievement gap between subgroups and overall population. The gap was especially significant in ELA performance and growth and science.

Which data component showed the greatest decline from prior year?

Mathematics performance shows the greatest decline when compared to last year. The achievement dropped from 47% to 39%, the overall learning gains dropped from 55% to 32% and the gains of the L25% dropped from 39% to 21%. In addition, The ELA gains dropped from 40% to 31% and the gains of the L25 dropped from 33% to 24%. In addition, the overall performance of the ELL students (LY) dropped to 5% at Level 3 or higher in ELA from over 20% the previous year. There was also a drop in this subgroup's performance in math when compared to last year.

Which data component had the biggest gap when compared to the state average?

All the data components had relatively the same gap when compared to the state and district average in terms of overall proficiency. The state average was 56% for ELA, Ponce was 30%, the district was 51%. In math the state was at 62%, Ponce at 39% and the district at 61%. In science the state was at 55%, Ponce at 36% and the district at 57%. All the gaps were at least 20 percentage points or higher, just showing the overall low performance straight across the board. All areas need to be worked on.

Which data component showed the most improvement? Is this a trend?

The performance of the Black population maintained consistent between the last two years in terms of overall ELA and math proficiency. In addition the cohort group from 4th to 5th in EL maintained their performance rate, going from 28% to 27%. The positive trends the school had been seeing in 2016 and 2017 did not continue into 2018.

Describe the actions or changes that led to the improvement in this area

Attention was spent on the achievement of boys which may have helped the overall performance of the Black male population maintain their performance. Role Models 5000 was implemented with fidelity and these students also were paired with an adult at the school to encourage them and keep them on track.

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	30%	50%	56%	33%	53%	55%
ELA Learning Gains	31%	47%	55%	40%	53%	57%
ELA Lowest 25th Percentile	24%	40%	48%	33%	47%	52%
Math Achievement	39%	61%	62%	47%	62%	61%
Math Learning Gains	32%	56%	59%	55%	61%	61%
Math Lowest 25th Percentile	21%	42%	47%	39%	48%	51%
Science Achievement	36%	57%	55%	39%	53%	51%

	EWS Indicators as Input Earlier in the Survey						
Indicator	**Grade Level (prior year reported)**						**Total**
	K	1	2	3	4	5	
Attendance below 90 percent	0 (16)	20 (27)	38 (15)	19 (18)	25 (9)	18 (12)	120 (97)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)	0 (2)	2 (1)	2 (3)
Course failure in ELA or Math	0 (0)	21 (21)	38 (38)	20 (20)	9 (9)	27 (27)	115 (115)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (48)	48 (44)	44 (53)	92 (145)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

Subgroup Data

	2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
WHT	37	37		40	40	30	63				
BLK	25	27	23	32	28	23	19				
HSP	26	28	19	40	22	10	27				
SWD	21	23	25	25	26	32	20				
FRL	26	30	24	37	33	24	31				
ELL	23	21	14	35	26		21				

	2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
WHT	44	45		55	52	36	32				
BLK	10	28	21	22	40	50	17				
HSP	31	41	53	54	65	35	52				
ASN	100			100							
MUL	40			30							
SWD	5	24	20	18	54	56					
FRL	30	38	34	46	54	34	31				
ELL	32	51	63	57	74	54	65				

Part III: Planning for Improvement
Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Academic improvement for Males
Rationale	Males received a total of 30% of the points in state grade. While that does match the school's overall performance rate, there is a gap between male and non-male referral rates which is concerning.
Intended Outcome	We will close the gender gap between males and non-male students, in particular Black and ELL males, and ensure they receive an overall 45% of the total points to assist the school in meeting its goal of earning a C grade next year.
Point Person	Greg Logan (logang@pcsb.org)

Action Step	
Description	1. Enhance the relationship-building skills for boys by implementing Restorative Practices and PBIS with fidelity. Make sure teachers engage in 1 on 1 conferences with students and that there is regular feedback exchanged between the two. 2. Invest in the building of high expectations and growth mindset by communicating high expectations for ALL students. Increase the levels of feedback and positive reinforcement for effort given to male students daily. Assist boys in goal setting and recognize them for making small steps and taking risks to meet their goals. Provide professional development in growth mindset as part of the work with school culture. 3. Teachers utilize culturally relevant teaching strategies by ensuring that content and materials reflect the diversity in the classroom. At the beginning of lessons, student thinking is frequently connected to prior learning. Students are provided with lots of things to touch and sense during reading and writing instruction. Encourage the regular use of manipulatives. Work with district personnel to incorporate 6M's into each lesson and build staff's understanding of culturally relevant teaching strategies. 4. Strengthen the engagement levels of boys in the classroom and ensure that boys and girls participate equally. Provide opportunities for boys to volunteer thoughts and opinions during class. Student engagement and reading identity are tracked and assessed. Cold calling is usually used in a positive, systematic manner. Games are regularly included as a way to provide opportunities for healthy competition. Boys are regularly encouraged to respond in a variety of formats. 5. Ensure that male students are invited and participating in the ELP program in both ELA and Math.
Person Responsible	Greg Logan (logang@pcsb.org)

Plan to Monitor Effectiveness	
Description	1. During data chats every quarter with teachers, make sure that the breakdown of student performance includes that of male students. Discuss with teachers strategies that can be used to meet the needs of these learners. 2. Include CRT/6M's in weekly lesson planning sessions with teachers to ensure they are through out and purposeful, guiding students to high levels of rigor. 3. Conduct walk throughs with district personnel to monitor fidelity of CRT/6 M's strategies throughout the school and support with embedded coaching as needed at ISM visits. 4. Monitor ELP/promise time attendance monthly to make sure these students are participating often and track their iI-ready data to ensure appropriate usage and growth.
Person Responsible	Greg Logan (logang@pcsb.org)

Activity #2	
Title	Healthy Schools
Rationale	By developing and sustaining a healthy, respectful, caring and safe learning environment for students and staff and community members we will engage in wellness efforts through the Alliance for a healthier Generation's Healthy Schools Program working toward Bronze Level Recognition becoming eligible in 6 out of 6 Assessment Modules.
Intended Outcome	To increase the health and wellness of students and staff, and earn Bronze Recognition from the Alliance for a Healthier Generation Healthier School Program.
Point Person	Courtney Klingman (klingmanc@pcsb.org)
Action Step	
Description	Through the use of the Healthy School Team (Administrator, Café Manager, Physical Education Teacher/ Health Teacher/ Classroom Teacher, Employee Wellness Champion, District, PCS Wellness Consultant), the school will encourage staff participation to complete assessment modules and develop an action plan for improvement.
Person Responsible	Courtney Klingman (klingmanc@pcsb.org)
Plan to Monitor Effectiveness	
Description	The Healthy School Team will review all assessment items to determine the most feasible item(s) to improve in one module to achieve recognition level, and then develop an action plan for that item. This will be monitored every 6 weeks.
Person Responsible	Courtney Klingman (klingmanc@pcsb.org)

Activity #3	
Title	Improved daily attendance
Rationale	The attendance rate for Ponce was below the district expected average and in the red. The goal will be to keep the monthly attendance rate in the yellow zone, below
Intended Outcome	If all staff create and monitor effective Early Warning Signs systems, then Ponce de Leon ES will increase our daily attendance rate from 93.8% to 96%.
Point Person	Courtney Klingman (klingmanc@pcsb.org)

Action Step	
Description	1. Review attendance taking process and school-wide strategies for positive attendance with all staff. 2. Clearly define the resources available and processes used for attendance of students across all tier levels. 3. Review and Implement attendance incentive program and competitions. 4. Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance. 5. Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis. 6. Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis. 7. Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared). 8. Train various parent groups-PTA, SAC, kindergarten families- on the importance of attendance and its impact on student learning and achievement
Person Responsible	Courtney Klingman (klingmanc@pcsb.org)

Plan to Monitor Effectiveness	
Description	1. Monitor the average daily attendance rates and the students who are missing more than 10% and 20% of the school days for improvement every other week. 2. Review pendings in the system weekly and follow up with staff if there is an issue. 3. Review the PSW submitted each grading period in CST and update as needed. 4. Review data from school wide attendance plan monthly and determine if it is having a positive impact. Make adjustments as needed.
Person Responsible	Courtney Klingman (klingmanc@pcsb.org)

Activity #4	
Title	Academic improvement of Black students
Rationale	Black students are currently a failing subgroup. Their overall ELA proficiency was at 25%, learning gains at 27% and the lowest 25% at 23% in ELA. Math gains were at 28%. Science proficiency was at 23%. This group has an achievement gap when comparing to the performance of white students and performance overall.
Intended Outcome	The overall proficiency of Black students on ELA and math FSA as well as science SSA will increase to 45% and the overall learning gains and learning gains of the Black students in the L25 will also move to 45%.
Point Person	Tracie Bergman (bergmant@pcsb.org)

Action Step	
Description	1. Provide targeted professional development and coaching to teachers and leaders on culturally relevant strategies to increase engagement and improve pass rates and grade point averages for black students. Teachers will be able to implement CRT with ease in their daily lessons across all subjects, but especially in ELA. Their awareness of the needs of Black students will increase, and they will be better equipped to build stronger, positive relationships with black students and families. This will lead to increase scores on FSA. 2. Implement culturally relevant instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans. Black students will be more engaged in learning, motivated to complete work and develop stronger relationships with teachers and classmates. This will lead to improved scores in ELA, especially in writing, where these students tend to struggle. 3. Ensure black students are participating in extended learning opportunities before and after school and in extended school year programs through recruitment and targeted resources. By ensuring black students' participation in ELA and Math ELP, students learning gaps will be able to filled in a smaller group setting without then having to lose time during the core. 4. Ensure staff has access to real-time data specific to black students in order to have effective data chats and targeted support for improved learning. By looking closely at the academic data of black students, teachers will be able to adjust their instruction accordingly They can meet with these students specifically to go over data and set goals. They will better be able to monitor student progress throughout the year and push these students to higher levels. 5. Provide Professional development in AVID/CRT strategies specifically to meeting the needs of black students. Model these strategies during curriculum meetings and PLC's. 6. Provide support and professional development in Restorative Practices, especially circles and SEL. 7. Look at data and classroom instruction from a lens of equity, using the expertise from the Equity Champion 8. Work with community partners to increase the number of lunchpals school wide to partner with our black students. .
Person Responsible	Greg Logan (logang@pcsb.org)

Plan to Monitor Effectiveness	

Description

1. During quarterly data chats with teachers, make sure that the breakdown of student performance includes that of black students. Discuss with teachers strategies that can be used to meet the needs of these learners.
2. Include CRT/6M's in weekly lesson planning sessions with teachers to ensure they are through out and purposeful, guiding students to high levels of rigor.
3. Conduct walk throughs with district personnel to monitor fidelity of CRT/6 M's strategies throughout the school and support with embedded coaching as needed at ISM visits.
4. 4. Monitor ELP/promise time attendance monthly to make sure these students are participating often and track their il-ready data to ensure appropriate usage and growth.

Person Responsible

Greg Logan (logang@pcsb.org)

Activity #5	
Title	ELA Instruction
Rationale	ELA proficiency, gains and gains of the L25 has significantly dropped across the last three years. Too much emphasis was placed on intervention and lower level instruction and students then were not able to complete the complex demands of the assessment.
Intended Outcome	By focusing on ELA core instruction, we hope to increase our overall proficiency from 30% to 45%, our overall learning gains from 31% to 45% and our learning gains of the lowest 25% from 24% to 45%.
Point Person	Tracie Bergman (bergmant@pcsb.org)
Action Step	
Description	1. Provide professional development to teachers on the ELA core standards through the use of Achievement Network. Achievement Network embedded professional development will help teachers better align their instruction to the cognitive complexity of the standard. They will also be more adept at understanding the key learning at their grade levels and develop learning progressions in alignment with the entry point of their grade level standards. 2. Teachers will plan collaboratively each week with the literacy coach to ensure that they understand the critical content and develop lessons using instructional strategies that encourage scholar collaboration, engage scholars in higher order thinking and promote scholars' deeper understanding of the core content. Professional development will be provided by LSI in the areas of organizing students for learning and identification of critical content. Provide opportunity in PLC's for teachers to review grade level standards and assist them with task analysis and opportunities to create questions at higher DOK levels based upon the ALD's for each grade level. 3. Teachers will learn different ways to scaffold students so that all students can access grade level, complex text. during the core. They will develop an understanding of the shifts of instruction through the use of Achievement Network and additional PD, and utilize various strategies including close reading, strategy instruction, thinking maps, and text annotation to assist scholars in their thinking. 4. Teachers will monitor the progress of scholars through the use of biweekly, standards based assessments, and utilize their intervention block to review these standards using corrective teaching plans. Data will be discussed at biweekly ela PLC's and at SBLT. Formative assessments will be planned for and delivered to monitor student progress within the ELA units between biweekly assessments. 5. Teachers will participate in Data chats with administration ever 6 weeks to review standards' mastery and determine next steps for instruction. Action plans will be developed during these chats to ensure that all scholars have an opportunity to improve their achievement. 6. The SBLT will work with the L25 scholars and have regular data chats to discuss progress, motivate and celebrate scholars' success and provide pertinent information to the classroom teachers. 7. I-ready will be used as an additional tool to pinpoint scholars' needs and provide adaptive, differentiated instruction to help all scholars make learning gains. 8. Ensure specialists such as VE and ESOL are providing support within the classroom during core, assisting scholars with their understanding of grade level text. These specialists should also be participating in collaborative planning and attending PD with the classroom teacher. 9. Ensure a connection between writing and reading across multiple texts so that scholars have an opportunity to integrate knowledge and ideas and synthesize information, which is

the highest weighted component of the FSA. Utilize meaningful text sets with scholars to promote these higher level ELA skills.

10. Foundational skills will be taught systematically in all k-2 classrooms. This will be modeled by the ELA coach and PD provided after school to all k-2 teachers.

Person Responsible	Tracie Bergman (bergmant@pcsb.org)

Plan to Monitor Effectiveness

Description	1.Administrators will attend all weekly PLC and planning sessions with teachers to ensure their focus on standards based collaborative planning, Immediate feedback will be provided. 2. Instructional walk throughs will occur focused on the shifts of instruction and task/standard alignment. Feedback will be provided to teachers, coaching cycles assigned based upon this feedback and follow up walk throughs and conversation will occur. These walkthroughs will be once per teacher per week. 3. Biweekly data and formative data will be monitored by SBLT and data shared with teachers. Action plans created in data chats will be followed up on through walk throughs and additional data reviews. 4. Iready and MAP data to show improvements across all subgroups. 5. Conduct task/standard alignment protocol in monthly PLCs to monitor the effectiveness of the overall task in relation to the standards.
Person Responsible	Tracie Bergman (bergmant@pcsb.org)

Activity #6	
Title	Math Instruction
Rationale	Mathematics performance is significantly low across the school, based upon FSA and MAP performance. There was a significant decline in scores in proficiency, learning gains and gains of the L25 when compared to previous years' performance.
Intended Outcome	Improve overall math proficiency on the FSA from 39% to 50%, increase math gains from 32% to 50%, and increase the gains of the lowest 25% from 21% to 45%.
Point Person	Tracie Bergman (bergmant@pcsb.org)

Action Step	
Description	1. Build an understanding of the shifts of instruction in Math called for by the CCSS as well as the mathematical practices through professional development. 2. Provide opportunity in PLC's for teachers to review grade level standards and assist them with task analysis and opportunities to create questions at higher DOK levels based upon the ALD's for each grade level. Provide professional development in Achievement Network and utilize the program to develop teachers' understanding of the standards and their complexity as well as the key knowledge of the grade levels. 3. Develop teacher understanding of all academic data available and work within PLC's, planning and data chats to analyze student work, review standards with which students are struggling and create corrective teaching plans to be used during intervention to help students master these standards 4. Define scaffolding to teachers in terms of teacher/student roles during math instruction. Ensure understanding of how teaching should move from conceptual to procedural to real world, and this progression defines rigor. 5. Provide PD and coaching on overall strategies that allow teachers opportunity to engage students in higher level tasks that promote independence and collaboration. Incorporate AVID strategies and thinking maps to support students in collaboration on complex tasks. LSI to provide professional development on strategies to organize students for learning and identification of critical content to ensure that lessons are aligned and student centered. 6. Utilize formative assessment tasks and interim assessments to monitor scholar progress between MAP and common assessment administrations. Utilize iready to pinpoint scholars' areas of weakness and provide the with needs based instruction to close gaps and ensure learning gains across subject areas. 7. Familiarize teachers with High Yield number routines and ensure that they are implemented on a regular basis in the classroom.
Person Responsible	Tracie Bergman (bergmant@pcsb.org)

Plan to Monitor Effectiveness	
Description	.Administrators will attend all weekly PLC and planning sessions with teachers to ensure their focus on standards based collaborative planning, Immediate feedback will be provided. 2. Instructional walk throughs will occur focused on the shifts of instruction and task/ standard alignment. Feedback will be provided to teachers, coaching cycles assigned based upon this feedback and follow up walk throughs and conversation will occur. Each teacher will receive a walkthrough weekly with feedback. 3. Biweekly data and formative data will be monitored by SBLT and data shared with teachers. Action plans created in data chats will be followed up on through walk throughs and additional data reviews. 4. Iready and MAP data to show improvements across all subgroups.

5. Conduct task/standard alignment protocol in PLCs monthly to monitor the effectiveness of the overall task in relation to the standards.

Person Responsible   Tracie Bergman (bergmant@pcsb.org)

Activity #7	
Title	Science Instruction
Rationale	Science scores, while the highest set of scores on the 2018 FSA dropped this year. The percentage is below that necessary in the cell for the school to move to a C grade.
Intended Outcome	Increase overall science proficiency on the SSA from 36% to 50%.
Point Person	Tracie Bergman (bergmant@pcsb.org)

Action Step	
Description	1. Utilize the science diagnostic data in September to determine key gaps in student learning and student misconception. Develop a calendar with 5th grade teachers for review. 2. Develop Formative Assessment tasks that align to the item specifications and content limitations to assess student knowledge of content and familiarize them with the academic language needed to be successful on SSA. 3. Build in the nature of science skills throughout the all units to ensure students are familiar with conducting science experiments and the language that is used to describe the steps. 4. Utilize Thinking Maps and AVID strategies, including writing across the content and reading nonfiction texts to help build background knowledge in science and provide students the opportunity to reflect on learning. 5. Implement the 10-70-20 routine with fidelity in grades 3-5. Conduct Learning Walks to monitor instruction. 6. Identify important vocabulary and key concepts with which to display around the school and develop into academic games. 7. Provide embedded coaching and planning support to all teachers in grades 3-5. Provide opportunities monthly for teachers to plan and discuss science as grade level and cross grade level teams.
Person Responsible	Tracie Bergman (bergmant@pcsb.org)

Plan to Monitor Effectiveness	
Description	1. Administrators will attend all weekly PLC and planning sessions with teachers to ensure their focus on standards based collaborative planning, Immediate feedback will be provided. 2. Instructional walk throughs will occur focused on the shifts of instruction and task/ standard alignment. Feedback will be provided to teachers, coaching cycles assigned based upon this feedback and follow up walk throughs and conversation will occur. Walk throughs will include trips to the Lab. Each teacher in grades 3-5 will have a walk through in science every other week with feedback. 3. Biweekly data and formative data will be monitored by SBLT and data shared with teachers. Action plans created in data chats will be followed up on through walk throughs and additional data reviews. 4. Monitor growth on the diagnostic from August-January.
Person Responsible	Tracie Bergman (bergmant@pcsb.org)

Activity #8	
Title	School Culture and Climate
Rationale	The number of behavior calls from classroom teachers was at an all time high last year. Students were in the front office missing instruction rather than in their classrooms, and administrators and coaches were not able to monitor instruction or develop a strong Tier 1 PBIS plan.
Intended Outcome	The number of behavior calls per day will decrease from an average of 35 to an average of 5 by the end of the year as measured by the behavior call log.
Point Person	Mandy Larkin (larkinm@pcsb.org)

Action Step	
Description	1. Provide staff professional development on Restorative Practices at the start of the year, then provide ongoing professional development throughout the year on topics of equity, culturally relevant teaching/6M's and AVID to continue to build teachers' understanding of creating a positive classroom culture. 2. Revisit and Revamp the schoolwide behavior plan to ensure that it is truly aligned to PBIS, with the focus on rewarding students demonstrating the guidelines for success. Train the faculty on the SWBP during preschool 3. Institute a set of student friendly, consistent guidelines for success. Have posters and expectations visible in ALL common areas. Train students on GFS and ensure that all teachers and specialists incorporate them into their daily classroom management plan. 4. Implement a schoolwide guidance program aligned to the character traits to support students in social skills and SEL. 5. Incorporate morning meetings daily into classrooms. Use as an opportunity to teach SEL skills, classroom routines/processes, discuss classroom issues and celebrate classroom successes. 6. Implement mild, moderate and major incidence coding and ensure staff are trained on the differences between the three level. Establish written processes for handling misbehavior from a leadership standpoint. Coordinate with leadership/student services to ensure written processes are followed and consistent. 7. Consistently input data into the 0365 behavioral spreadsheet so communication is clear across the school. 8. Communicate data regularly with the staff. Utilize MTSS coach for embedded support in struggling classrooms and guidance and social worker for groups and individual students. Utilize MTSS Area 2 coach and TZ team for additional supports in this area.
Person Responsible	Mandy Larkin (larkinm@pcsb.org)

Plan to Monitor Effectiveness	
Description	1. Conduct Tier 1 walk throughs looking at positive/negative ratios used in classrooms, implementation of morning meetings, and use of the SWBP overall. Walkthroughs will include weekly visits minimum to all teachers including specialists. 2. Monitor school store usage monthly to ensure that all students have an opportunity to participate. 3. Review the behavior log at SBLT/MTSS meetings every other week and look for downward trends. 4. Survey students to see their overall feeling of their classroom culture and school at midyear and end of year.
Person Responsible	Greg Logan (logang@pcsb.org)

Activity #9	
Title	Academic improvement of ELL students
Rationale	Ell students are currently a failing subgroup. Their overall ELA proficiency was at 23%, learning gains at 21% and the lowest 25% at 14% in ELA. Math gains were at 26%. Science proficiency was at 21%. This group has an achievement gap when comparing to the performance of white students and performance overall.
Intended Outcome	The overall proficiency of ELL students on ELA and math FSA as well as science SSA will increase to 45% and the overall learning gains and learning gains of the ELL students in the L25 will also move to 45%.
Point Person	Tracie Bergman (bergmant@pcsb.org)

Action Step	
Description	1. Utilize and monitor the implementation of Can Do Name charts in the planning and practice within all classrooms to ensure the instruction matches the needs of ELs and scaffolding provides an appropriate entry-point for grade-level content with ongoing student feedback 2. Ensure that the ELL teachers and gen ed teachers are planning collaboratively, building in scaffolds to support individual language needs through the use of the MPI's in literacy. Support this work through partnership with UCF. Also work on implementing various co-teaching structures including parallel teaching, true co-teaching and small group differentiated instruction. 3. Continue to work on the implementation of Thinking Maps as a way to support ELL students with organizing their thinking, capturing academic language and summarizing their learning. 4. Teachers model academic language and through the use of sentence frames, anticipation guides and collaborative structures expect ELL's to respond and communicate their own thinking using the same language. Teachers explicitly teach and develop the language of the content areas and expect ELL participation in meaningful activities that require interaction with others and the use of complex language. 5. Utilize early warning data to develop appropriate corrective teaching plans for these ELL students not meeting expectations. Ensure these students attend ELP, summer bridge and have access to the Connect to Success laptops. Provide enrichment opportunities to those ELL students achieving mastery of standards through STEM, the talented program, and possible gifted qualification through Plan B. 6. ELL teachers and classroom teachers plan collaboratively across all subjects to meet the needs of ELL learners in a rigorous learning environment. 7. ELL teachers attend PLC's, PD and planning with general education teachers to build their knowledge of standards and high yield instructional strategies to meet the needs of these learners in core instruction.
Person Responsible	Tracie Bergman (bergmant@pcsb.org)

Plan to Monitor Effectiveness	
Description	1. Quarterly Data chats with classroom teacher on Core data and ELL teacher on the Can Do descriptors to monitor student progress. Work with ELL dept and UCF in this area. 2. Review of lesson plans weekly to determine if ESOL accommodations, strategies, and scaffolds are being planned for purposefully. 3. Walk throughs during core instruction to ensure that the needs of the ELL learners are being met in relation to the rigor of the standards. This will happen weekly with feedback.

4. Monitor ELP/promise time attendance monthly to make sure these students are participating often and track their il-ready data to ensure appropriate usage and growth.

Person Responsible   Tracie Bergman (bergmant@pcsb.org)

Activity #10	
Title	Academic improvement of ESE students
Rationale	Our ESE subgroup is currently a failing subgroup. There is a significant achievement gap in their performance when compared to that of non-ESE students. Their overall proficiency in ELA was 21%, learning gains were 223% and the learning gains of the ESE students who were in the lowest 25% were at 25%. Math proficiency was at 25% and the learning gains of the ESE students was at 26%. Science proficiency was at 20%.
Intended Outcome	The overall proficiency of ESE students on ELA and math FSA as well as science SSA will increase to 45% and the overall learning gains and learning gains of the ESE students in the L25 will also move to 45%.
Point Person	Krystle Swift (swiftkr@pcsb.org)

Action Step	
Description	1. Work with ESE teachers in writing the master schedule to ensure that supports can be provided to students both in and out of core. 2. Collect data and monitor progress towards IEP goals and ensure collaboration between the ESE and general education teachers to best support students. Gradually reduce ESE supports to foster student independence as needed. 3, Plan intentionally for specially designed instruction to address IEP goals and grade level standards. Use evidence-based practices for students with disabilities to teach foundational literacy and math skills as a pathway to grade level work. 4. Provide differentiated individualized and/or small group instruction aligned to grade level standards and break down complex instructions and skill for students. Use visual supports and prompts to support students through transitions and longer tasks. 5. Utilize scaffolds such as annotated texts, sentence frames, specific works spaces, or technology to ensure that all students have access to the grade level materials 6. VE teachers work with literacy coach and math coach on implementation of best practices to support struggling students with challenging materials. They will attend all PLC's and planning with the general education teacher to ensure alignment of their supports with rigor of the tasks. Achievement Network will be used to support VE teachers with building knowledge of key learnings and grade level standards. 7. Ensure VE students are targeted for participation in ELP/promise time for additional supports.
Person Responsible	Krystle Swift (swiftkr@pcsb.org)

Plan to Monitor Effectiveness	
Description	1. Quarterly Data chats with classroom teacher on Core data and ESE teacher to monitor student progress. TZ team to support work with by the numbers on a biweekly basis. 2. Review of lesson plans weekly to determine if ESE accommodations, strategies, and scaffolds are being planned for purposefully. 3. Walk throughs during core instruction to ensure that the needs of the ESE learners are being met in relation to the rigor of the standards. Each teacher will receive a walk through with feedback weekly. 4. Monitor ELP/promise time attendance monthly to make sure these students are participating often and track their il-ready data to ensure appropriate usage and growth.
Person Responsible	Tracie Bergman (bergmant@pcsb.org)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

The school has a Parent Involvement Plan that describes the school's efforts to include parents in their child's learning. The Parent Involvement Committee, SAC and PTA are responsible for its design and implementation. Some of the goals include: holding a face to face conference with each parent at least once during the year,using the student agendas for communication, maintaining an updated website, maintaining email distribution lists, holding a parent involvement activity monthly, and using the Focus parent log each time contact is made with parents. School Messenger is utilized when communicating with parents.

PFEP Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

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

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

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

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

Since Ponce de Leon also has two pre-school classrooms, our pre-K teachers are on the same team as the Kindergarten teachers so they can articulate regarding standards.

Our 5th grade teachers will participate in an articulation session with feeder schools. At these articulation sessions teachers will communicate the progress of our students as well as understand the expectations of middle school curriculum. Our teachers will then take this information and implement specific strategies to ensure their successful transition. At the end of the school year, our students in fifth grade will participate in site based middle school orientations.

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

After completing the Comprehensive Needs Assessment and the 10 Components of Highly Effective Schools we developed the Title 1 budget to include the following:
* 5 Title I hourly teachers
* 1 MTSS Academic Coach
* 1 MTSS Behavior Coach
* Parent Involvement Funds (agendas, training)
* Community Involvement Liaison
* Instructional materials (LLI, Flying Start, Classroom Libraries, AVID notebooks/journals)
* TDE's for data analysis

The budget was presented to staff, SAC and PTA for input and revision prior to being accepted by the county Title 1 office.

Students are assessed using county provided assessments and site based ongoing progress monitoring. The data gathered through these assessments is analyzed in order to plan for instruction and align the available resources. Additional support (Title I Hourly Teachers) is provided to students needing additional instruction. Data chats/planning sessions are held every 6-8 weeks to analyze data and plan for additional instruction.

The MTSS Academic and Behavior teams use the 8 step problem solving method to address gaps in instruction and student performance. These teams also coordinate and evaluate additional Tier 2 and Tier 3 interventions in academics and behavior. These teams meet weekly.

Coaches hold professional development that aligns to student and teacher need. Coaches provide support during collaborative planning sessions, side-by-side coaching, observational support and feedback. Monthly curriculum meetings are held to provide staff with PCSB professional development. Additional training is provided in the areas of reading, math, science, MTSS, AVID, and Marzano.

Title I, Part A
Title I, Part A funds are utilized, in conjunction with district operating funds and other federal resources, to support teaching and learning, parental engagement, and professional development. Title I services are coordinated and integrated with other resources through the Division of Teaching and Learning, Student Assignment, and Research and Accountability.
Title I, Part C- Migrant
NA in Pinellas
Title I, Part D
The district receives Title I, Part D funds which provide transition services from alternative education programs to zoned schools. In addition, a portion of Title I, Part A funds is reserved for services to neglected and delinquent students. Funds are targeted to support continuous education services to students in neglected and delinquent facilities through tutoring, instructional materials and resources, and technology.
Title II
The district receives funds to increase student achievement through professional development for teachers and administrators. Title II funds provide math and science coaches, as required by Differentiated Accountability, in some of the district's lowest performing schools. A portion of Title I, Part A funds is used to provide additional reading and math coaches in targeted schools based on FCAT

results.
Title III
Title III funds provide educational materials, bilingual translators, summer programs, and other support services to improve the education of immigrant and English Language Learners. Bilingual translators provide assistance with parent workshops and dissemination of information in various languages for Title I schools.
Title X- Homeless
The district receives funds to provide resources for students for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. A portion of Title I, Part A funds is also reserved to provide services to homeless students (social workers, a resource teacher, tutoring, and technology).
Supplemental Academic Instruction (SAI)
SAI funds are coordinated with Title I, Part A funds to provide extended learning opportunities for students before/during/after school and during the summer.
Violence Prevention Programs
NA
Nutrition Programs
Title I coordinates with district food services to provide breakfast and lunch to students in Title I summer extended learning camps.
Housing Programs
NA
Head Start
Title I, Part A funds are used to provide Pre-Kindergarten to Kindergarten transition services. Title I schools coordinate with staff from public and private preschool programs, including Head Start, to prepare students for a successful start to school. A portion of Title I, Part A funds are used to provide classes for 3 year olds at targeted elementary schools to support early literacy.
Adult Education
NA
Career and Technical Education
NA
Job Training
NA
Other
NA

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

Focus on grade level standards and self improvement through progress monitoring to prepare for next grade and forward. Ponce implements school wide AVID to promote a college and career awareness amongst students.

Part V: Budget	
Total:	$80,305.60