

Pinellas County Schools

# Belleair Elementary School



2016-17 School Improvement Plan

## Belleair Elementary School

1156 LAKEVIEW RD, Clearwater, FL 33756

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

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2015-16 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 3)
Elementary School PK-5	Yes	100%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	79%

### School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	B	D*	C	F

*\*Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### 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 or B 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-D 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)

### 2016-17 DA Category and Statuses

DA Category	Region	RED
Monitoring Only	Southwest	<a href="#">Jim Browder</a>
Former F	Turnaround Status	
Yes	Former F	

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement

Our mission is to provide a safe, supportive learning environment and to create lifelong learners who achieve at least a year or more of learning growth.

##### b. Provide the school's vision statement

Our vision is that 100% of our students are achieving at grade level or above in order to be college and career ready.

#### 2. School Environment

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

In order to be culturally responsive to our diverse student population all homeroom classes begin their day by greeting students when they enter the classroom and with a Morning Meeting in order to learn more about the individual students and their backgrounds. In doing so we are building trust and stronger relationships with our students . We have a multi-cultural club that regularly meets to support our diverse student population and participates in field trips including the Pinellas County African American History Museum and SPIFFS.

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

Belleair Elementary Administrators go on the morning news every day and reiterate the school-wide expectations. Administrators and teachers are highly visible around the campus. We also have signage that reminds students of the expectations in different areas of the campus. Students are escorted to their dismissal locations which allows for supervision until they leave campus. Students are greeted by adults as well as their classroom teacher when they arrive at school.

##### c. 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

Belleair uses Positive Behavior Systems to promote a positive culture. Our Behavior Team has received training on best practices and trained classroom teachers in those practices. Our teachers implement protocols that incorporate consistent school wide expectations and rigorous, engaging lessons. We have also trained staff members on the school's Behaviors and Level of Consequences chart which outlines possible behaviors and a menu of progressive actions that could be taken. The Student Services team attend monthly PBS trainings led by practitioners from the University of South Florida. The PBS Team has created a PBS handbook which each teacher receives during preschool with all school wide PBS processes, procedures and incentives. We have Safety Patrols that provide students with leadership roles in the school and assists with arrival and dismissal procedures.

##### d. 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

Through the use of class Meetings during the Health Block, our students have the opportunity to discuss their feelings and how to utilize these character traits in their actions. Monthly Tiger Assemblies are held to recognize students who are making positive choices as it relates to the Character Trait of the Month. Tiger Bucks, Weekly Positive Referrals, PAW Mart, and monthly PBS Parties. Students are able to use Tiger Bucks to purchase items at PAW Mart and attend monthly PBS celebrations. Tiger Roars are given weekly by each classroom teacher to a student in the class. The Tiger Roar provides the student with a positive note home and positive feedback from school administration.

Teachers and staff receive training in Trauma Informed Care at the beginning of the school year to inform the responses to students not meeting behavioral expectations in the classroom. In addition, when students do not meet behavioral expectations, administration work with teachers and staff to restore the damaged relationships and community as well as keep the student in the classroom and school if at all possible.

### 3. 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).

#### a. Describe the school's early warning system and provide a list of the early warning indicators used in the system

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
  - One or more suspensions, whether in school or out of school
  - Did not earn a passing grade (D, or above) in English Language Arts or mathematics
  - A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics- including 3rd grade students in the lowest quintile.
- \*Number of students retained

#### b. Provide the following data related to the school's early warning system

##### 1. 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	14	16	12	20	13	12	0	0	0	0	0	0	0	87
One or more suspensions	2	1	2	4	1	1	0	0	0	0	0	0	0	11
Course failure in ELA or Math	0	2	5	5	7	2	0	0	0	0	0	0	0	21
Level 1 on statewide assessment	0	0	0	35	31	30	0	0	0	0	0	0	0	96

##### 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		1	4	4	9	7	3	0	0	0	0	0	0	28

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

An identification and monitoring process has been implemented by our MTSS coach and Assistant Principal so that teachers can make informed instructional decisions to increase student

achievement. In addition, coaches support the teachers in selection and the implementation of specific differentiated core and supplemental instruction.

Based upon Early Warning Indicators, Promise Time is differentiated to support identified areas of weakness for students earning a level 1 on standardized testing. These students will receive additional instruction in Reading and Math through small group and computer based instruction 3 times a week for 90 minutes.

Based upon Early Warning Indicators, Positive Behavior supports are differentiated to individual student needs to support learning and reduce disciplinary issues. For example the Check and Connect (Individualized Support Plan) addresses either academic and/or behavior deficits by providing students with an adult who encourages them to attend school daily and is an advocate for that child. Another example would be when a PBIP is written for a student instead of repeatedly removing the student from the classroom. Every attempt is made to be proactive rather than reactive with further referrals and loss of instructional time.

Based upon Early Warning Indicators, a decision was made to implement training in Trauma Informed Care, CARE Strategies, and Morning Meetings to assist individual students integrating into a positive classroom culture that supports learning.

## B. Family and Community Engagement

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).

### 1. 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).

#### a. Will the school use its PIP to satisfy this question?

Yes

##### 1. PIP Link

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

##### 2. Description

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

### 2. 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

Big Brother Big Sisters, local churches, and our local Rotary Clubs Community representatives from the Belleair Rotary are members of our SAC. Teachers send student made thank you's throughout the years to our community members including 3rd grade thank you's to the Rotary for the dictionaries given to all 3rd graders. The volunteer coordinator is funded through Title 1 and assists in working with our community partners and recognizing them throughout the year including an end of the year awards recognition.

This year we began the Belleair Elementary Community Coalition (BECC) with the purpose of developing collaborative community partnerships to improve instruction and the effectiveness of parental involvement activities. At the initial meeting, the group of 14 stakeholders developed a parent technology workshop, a reading incentive program and guidance for teacher home visits. The teacher home visits will take place on 8/4/2016.



## C. 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).

### 1. School Leadership Team

#### a. Membership

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

Name	Title
Griffin, Tabitha	Principal
Kelly, Renee	Assistant Principal
Thompson, Ryan	Instructional Coach
Pellerin, Stacey	Teacher, K-12
Love, Brittany	Teacher, K-12
Mitchell, Bridget	Psychologist
Albritton, Tracy	Teacher, K-12

#### b. Duties

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

The Leadership Team meets weekly to discuss school wide data, next steps, current calendar activities, planning for professional development, staff and school wide concerns and to plan for follow up on all required processes and instruction for students. Renee Kelly, the assistant principal, acts as the Learning Specialist for the school. She attends monthly district Learning Specialist training covering all curriculum and returns to share this information through monthly Professional Development school meetings. In addition she works with the Principal to hold weekly walkthroughs in classrooms and utilizes this time to share just in time PD or to line up support for classroom teachers with the curriculum coaches. He schedules and organizes all district and state assessments and the required accommodations. Ryan Thompson, MTSS Coach disaggregates data and assists in supporting Tier 2 and Tier 3 students and leads team in planning for weekly SBLT agenda.

##### **2. 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**

At the beginning of the school year the Leadership Team meets to analyze all school wide data from the previous school year. During Pre preschool 2016- 2017, the Leadership Team will share the school's data and follow established process for looking over the data and identifying strengths, weakness and goals for the upcoming school year. The grade level teams will analyze the data and participate in vertical articulation to determine the "Big Rocks", the grade level will need to ensure all students are adequately prepared for the next grade level. The MTSS Coach will give each team leader RR, District Common Assessment, SAT 10 and FSA data from the previous spring and a data disaggregation tool to recognize patterns and to begin organizing student data for grouping and differentiation. The teachers along with the MTSS Coach and Leadership Team will use the data to organize students into small groups and to plan instruction to match the needs of the students. During this Pre- PreSchool week, the Leadership Team will work with all Resource Teachers (ESE, ESOL, LLI, and Title 1 Hourly Teachers) to create a master Resource schedule to make sure that all instructional time is purposely planned for and matches the needs of the students. The teachers then

worked with the Rtl coach and classroom teachers to determine which resources/interventions would best support the needs of the students. As instruction begins teachers are given a schedule for turning in routine Progress Monitoring on Reading, Math and Science. The Leadership Team, classroom teachers and the SBLT regularly analyze the PM data to determine if groupings, resource support or interventions need to be changed to better meet the needs of the students. The Leadership Team meets weekly as a team, meets with SBLT each week and meets weekly with a selected grade level PLC to discuss progress and any needs for students and required resources, etc. The Rtl academic coach is responsible for coordinating this process and in organizing and sharing the data with SBLT and the Leadership team at the weekly meetings.

## 2. School Advisory Council (SAC)

### a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Priscilla Rodriguez	Teacher
Lothar Erdtmann	Business/Community
Tabitha Griffin	Principal
Tracy Albritton	Teacher
Christine Salinas	Parent
Keisha Bryant	Parent
Johanna Collazo	Parent
Gregory Perry	Parent
Jose Correa	Parent
Teonna Tucker	Business/Community
Brandy Thomas	Parent
Heather Mann	Parent
Elizabeth Gonzalez	Parent

### b. Duties

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

##### a. Evaluation of last year's school improvement plan

Members will review the goals and the end of the year test data and provide feedback and possible next steps..

##### b. Development of this school improvement plan

SAC assisted in developing the focus of the Advisory Council, how the funds are allocated, and reviewing academic data. SAC will continue to focus on increasing parental engagement, increasing the engagement of students and reviewing school data.

##### c. Preparation of the school's annual budget and plan

Reviewed and provided feedback and input.

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

Translators at evening events \$200  
 Childcare so that parents can attend \$300  
 Dinner and renting community facilities \$2,135  
 Materials/books/prizes for attendance at school events \$500  
 PBS prizes (PAW Mart, Tiger Roars, PBS Celebrations) \$1200

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

Yes

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

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Griffin, Tabitha	Principal
Kurleman, Stephanie	Teacher, K-12
Love, Brittany	Teacher, K-12
Center, Laura	Teacher, K-12
Rubino, Ramona	Teacher, K-12
Miller, Tiffany	Teacher, K-12
Moses, Jami	Teacher, K-12
Pellerin, Stacey	Teacher, K-12

**b. Duties**

**1. Describe how the LLT or similar group promotes literacy within the school, if applicable**

The Literacy Leadership Team supports the literacy activities within the school. They are responsible for coordinating a variety of Literacy based parent engagement activities including, the Book Fair, Battle of the Books, Holiday Break Reading Challenges, Reading Under the Stars, and support of the School Improvement Initiatives.

**D. 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).

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

Our schedule has been created to allow daily common planning time between grade level teachers. Each grade level team is required to schedule two weekly collaborative planning times and a weekly grade level PLC. We have also scheduled time for weekly collaboration with classroom teachers and content level just in time coaches. We have also included in our Title I Plan, time each month for teachers to meet to engage in Professional Development and collaboratively plan for 3 hours after school each month. We encourage and support teachers to observe their peers modeling Best Practices within their classrooms. During monthly Curriculum Meetings we lead the staff with Team building

activities. Our Hospitality Committee holds monthly after school get togethers and twice a year celebrations to promote positive relationships.

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

Interview questions are developed that reflect a blend of the proficiencies on the FEAP, and the Haberman techniques. Prospective candidates are selected based upon their having the necessary qualifications at the time of the interview (i.e. ESOL Endorsement, ESE certification, Elementary Education K-6, etc.) Each new teacher is given the PD that supports our school improvement plan that the current staff received and currently utilize such as Jan Richardson small group, Classroom Discussions, ST Math ,etc. Rtl Coach, ELA, Math, and Science Coaches and the Curriculum Specialist support new teachers as need arises. Experienced teachers are provided opportunities for growth through Leadership experiences such as being a Team Leader, sharing PD with the staff, mentoring, etc.

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

We provide mentors to all first year teachers. We have a Lead Mentor who is responsible for ensuring that mentors meet with the new/developing teachers and facilitates the monthly meetings centered around school and district processes. This will include information on the SIP and how to implement and the creation of PMP's for students. All new/developing teachers were paired with teachers who have demonstrated effective teaching at their grade level.

# **E. Ambitious Instruction and Learning**

## **1. Instructional Programs and Strategies**

### **a. Instructional Programs**

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

All classroom teachers utilize unpacked standards and the district provided content and curriculum guides for each subject. The expectation is that all instruction is aligned to the Florida Standards, is student centered, and has the appropriate level of complexity and student autonomy. Teachers are required to turn in weekly lessons plans and are required to post their Flow of the Day and current learning goal and scale. Using the Marzano iObservation tool, administration conducts periodic walk-throughs to ensure rigorous standard based and student centered instruction (i.e. anchor charts, student work samples, rubrics, scales, etc...) Appropriate constructive feedback is then provided to the teacher.

### **b. Instructional Strategies**

#### ***1. 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***

In response to the analysis of the student achievement data, (FSA, SAT 10, and MAP/district assessments), increasing ELA achievement levels is the top priority. We also need to continue to increase grade level science and math proficiency. We will continue to ensure that the rigor of instruction aligns with the complexity level of the standards. Student engagement and explicit instruction of content area vocabulary will be integrated in the ELA block.

We use item analysis of district common assessments (MAP) and OPM to determine which standards need to be retaught to individuals, small groups of students, or the whole class. We also use data to group students in Tier 2 or Tier 3 groups and determine who will receive additional instruction from the classroom teacher, an ESOL Teacher, or a Title I Hourly Teacher.

Our teachers routinely use formative assessments with the students during class instruction to ensure differentiation of instruction. MFAS tasks and OPM are utilized during Math instruction to assist in determining focus for Math remediation, enrichment and differentiation .

Science District Common Assessment and diagnostic will be used to determine current Science proficiency levels. This data will be used to determine focus of instruction, extended learning opportunities and for remedial small group instruction within the classrooms and assignments on Think Central online lessons. In all grades, Literacy teachers utilize Science CA and/or classroom assessment data to strategically select non-fiction books for use in guided reading instruction.

Students work with their individual data through the use of portfolios. The students routinely update their core subject data and set goals and action plans based on this data with scales aligned to academic standards. The students are continuously instructed in the use of these scales in order to understand what they need to know to be proficient on these standards and what is lacking if they are not proficient.

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

**Strategy:** After School Program

**Minutes added to school year:** 6,750

Small, teacher directed skill groups, independent reading with accountability, and technology rotations utilizing iReady, iStation, ST Math, Think Central, MyOn, and FCAT Explorer.

**Strategy Rationale**

Computer based programs engage students' learning process and meets the needs of all the students learning styles and incorporates technology into the learning environment. The purpose is to remediate deficiencies and/or enhance current proficiency in core subjects.

**Strategy Purpose(s)**

- Core Academic Instruction

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

Thompson, Ryan, thompsonryan@pcsb.org

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

Running records, pre/post iReady data, DAZE probes, and MAP/District Common Assessments will be used to compare the results of the students who are not participating in the program.

**Strategy:** Extended School Day

**Minutes added to school year:** 3,600

Title 1 Computer Take Home program. Students are assigned district laptops to take home and provided opportunities for affordable Internet access in order to increase time on Reading, Math and Science sites.

**Strategy Rationale**

To extend learning opportunities for students in core subjects through the use of technology.

**Strategy Purpose(s)**

- Core Academic Instruction

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

Kurleman, Stephanie, kurlemans@pcsb.org

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

I Station and St Math completion and comparative CA scores with non computer students.

**Strategy:** Extended School Year

**Minutes added to school year:** 7,200

Four days per week, 5 hours per day instruction for Kindergarten through 4th graders in Literacy, Math, and Science. The 3rd Grade Retained students focus on Reading for all 5 hours.

**Strategy Rationale**

The purpose of the Summer Bridge program is remediate the deficiencies of struggling students and prevent further loss of instruction over the summer for all students.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

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

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

Pre and Post Tests are administered at the beginning and end of Summer, as well as SAT 10 tests for retained 3rd grade students.

**Strategy:** After School Program

**Minutes added to school year:** 1,200

STEM after school program for 4th-5th graders meeting once a week for 60 minutes.

**Strategy Rationale**

Provides hands on Science and Technology experiences utilizing robotics, simple machinery, and hands on materials to enrich students' scientific knowledge.

**Strategy Purpose(s)**

""

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

Cascone, Deborah , casconed@pcsb.org

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

Science Common Assessment and FCAT Science data will be analyzed and compared against students that are not participating in the program.

**2. Student Transition and Readiness**

**a. 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).

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

We host a variety of events to provide the means for students to transition from VPK to Kdg and 5th to 6th: We provide an orientation visit for local preschools to visit our Kindergarten program and receive Kindergarten packets to familiarize them with Kindergarten expectations. We also host a Kindergarten Roundup in January that gives our incoming parents to come and learn about the Kindergarten expectations, tour the school, and pre-register for the upcoming school year. Our 5th grade teachers articulate with our Middle schools to best understand how to prepare our students for Middle School and visits by area Middle schools are arranged.

**b. College and Career Readiness**

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

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

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

**4. 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**

**II. Needs Assessment**

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

## A. Problem Identification

### 1. Data to Support Problem Identification

#### b. 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:

### 2. 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.

## B. 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.

## C. Strategic Goals



## 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.** Complete 70% (6 out of 8 action items in Physical Activity, Nutrition Education, and Health Promotion for Staff modules) Achieve Bronze Level recognition with the Alliance for a Healthier Generation.
- G2.** Increase the percentage of African American students scoring proficiently in Reading, Math, and Science as measured by the LAFS, MAFS, and State Science Assessment.
- G3.** Increase the ethnic and gender parity for students who receive discipline referrals and suspensions to align with the demographic make-up of the school population.
- G4.** Decrease number of student absences to a total of 95% of school population (2015-2016 was 94.3%) and 5% or less of the student population tardy for the 2016- 2017 school year.
- G5.** Increase percentage of students performing proficiently in Science to 55%, as measured by the SSA. During the 2015-2016 school year the percentage performing proficiently was 41%.
- G6.** Increase percentage of students performing proficiently in Math to 70%, as measured by the District Math Common Assessment and the MAFS. The percentage proficient in 2015-2016 was 63%.
- G7.** Increase percentage of students performing proficiently in reading to 50% as measured by MAP, SAT 10, ELA Modules, and the LAFS assessment. The percentage proficient from 2015-2016 was 36%.

## 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.** Complete 70% (6 out of 8 action items in Physical Activity, Nutrition Education, and Health Promotion for Staff modules) Achieve Bronze Level recognition with the Alliance for a Healthier Generation. 1a

G075755

**Targets Supported** 1b

Indicator	Annual Target
Highly Effective Teachers (Performance Rating)	70.0

**Targeted Barriers to Achieving the Goal** 3

- Staff is not aware of the requirements to reach bronze or silver level.

**Resources Available to Support the Goal** 2

- Healthy Schools Team
- Wellness Champion
- Health Moodle Site
- Cafeteria Manager
- PE Teachers

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

**Person Responsible**

**Schedule**

***Evidence of Completion***

**G2.** Increase the percentage of African American students scoring proficiently in Reading, Math, and Science as measured by the LAFS, MAFS, and State Science Assessment. 1a

G075756

**Targets Supported** 1b

Indicator	Annual Target
Highly Qualified Teachers	100.0

**Targeted Barriers to Achieving the Goal** 3

- Process of identifying students falling under the EWS indicators
- Trauma interferes with student engagement in instructional activities.

**Resources Available to Support the Goal** 2

- Child Study Team Guidance Counselor Social Worker

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

Attendance, Behavior, and Report Card Grades will be reviewed and monitored throughout the year to determine progress toward the goal.

**Person Responsible**

Ryan Thompson

**Schedule**

Quarterly, from 10/10/2016 to 5/23/2017

**Evidence of Completion**

The spreadsheet of attendance, behavior, and report card grades will be disaggregated to show that monitoring is happening.

**G3.** Increase the ethnic and gender parity for students who receive discipline referrals and suspensions to align with the demographic make-up of the school population. 1a

G075757

**Targets Supported** 1b

Indicator	Annual Target
Discipline incidents	20.0

**Targeted Barriers to Achieving the Goal** 3

- Fidelity of teaching behavior expectations, including the classroom expectations, are aligned to the school wide expectations, and completed with fidelity.
- School culture and climate that may not embrace cultural sensitivity and trauma.
- Students are not receiving enough physical activity to boost their academic performance and behavior.

**Resources Available to Support the Goal** 2

- Rtl Behavior Coach
- Guidance Counselor
- Social Worker
- Positive Behavior Support Plan
- Administration
- PBS Team
- Classroom Teachers
- District Support through PBS Program
- Business Partner(s)

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

The PBS Team will monitor the progress of goal through monthly PBS, SBLT, and Student Service Committee meetings and the agendas

**Person Responsible**

Ryan Thompson

**Schedule**

Monthly, from 9/12/2016 to 5/25/2017

**Evidence of Completion**

Agendas for PBS Committee Meetings, SBLT, and Student Service Meetings.

**G4.** Decrease number of student absences to a total of 95% of school population (2015-2016 was 94.3%) and 5% or less of the student population tardy for the 2016- 2017 school year. 1a

G075758

**Targets Supported** 1b

Indicator	Annual Target
Attendance rate	95.0

**Targeted Barriers to Achieving the Goal** 3

- Parental Involvement and support of attendance policies.

**Resources Available to Support the Goal** 2

- Social Worker
- CST Team
- Business Partner
- DMT
- District Attendance Specialist
- Guidance Counselor
- Administrative Team

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

The CST Team will graph the data and analyze the trends regarding attendance and parental involvement.

**Person Responsible**

Michelle Morehouse

**Schedule**

Monthly, from 8/24/2016 to 5/11/2017

**Evidence of Completion**

Attendance Records, Sign-in Sheets for PLC's, SBLT, and Parent Workshops.

**G5.** Increase percentage of students performing proficiently in Science to 55%, as measured by the SSA. During the 2015-2016 school year the percentage performing proficiently was 41%. 1a

G075759

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	50.0

**Targeted Barriers to Achieving the Goal** 3

- Fidelity of differentiated standards based instruction to meet the needs of learners
- Assessment data is not being used to drive instruction

**Resources Available to Support the Goal** 2

- Instructional Coach
- ESOL Teachers
- VE Teachers
- Intervention materials
- Data Specialist
- Professional Development
- Technology
- Library Media Specialist
- Cross curricular materials
- Extended Learning
- Think Central
- Science Lab

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

The administrative team will review IObservation data as well as performance data in Science.

**Person Responsible**

Tabitha Griffin

**Schedule**

Biweekly, from 8/10/2016 to 5/25/2017

**Evidence of Completion**

IObservation data, common assessment results, formative and informative assessments.

**G6.** Increase percentage of students performing proficiently in Math to 70%, as measured by the District Math Common Assessment and the MAFS. The percentage proficient in 2015-2016 was 63%. 1a

G075760

**Targets Supported** 1b

Indicator	Annual Target
FSA Mathematics - Achievement	70.0

**Targeted Barriers to Achieving the Goal** 3

- Lack of fidelity of rigorous, student centered, standards based instruction to meet the individual needs of learners
- Assessment data is not being used to drive instruction and reteach deficient standards.

**Resources Available to Support the Goal** 2

- Title I Hourly Teachers
- I Ready
- ST Math
- ESOL Teachers
- VE Teachers
- Intervention materials
- MTSS Academic Coach
- Professional Development
- Technology Technician
- Promise Time
- District Just In Time Coaches

**Plan to Monitor Progress Toward G6.** 8

Lesson plans, formative assessment data, common assessment data, including disaggregated data from students who attend STEM and Promise Time programs. Agenda from monthly articulation and planning meetings.

**Person Responsible**

Renee Kelly

**Schedule**

Monthly, from 8/10/2016 to 5/25/2017

**Evidence of Completion**

PLC Minutes, SBLT Minutes, Data Chat notes

**G7.** Increase percentage of students performing proficiently in reading to 50% as measured by MAP, SAT 10, ELA Modules, and the LAFS assessment. The percentage proficient from 2015-2016 was 36%. **1a**

**G075761**

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

Indicator	Annual Target
FSA English Language Arts - Achievement	50.0

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

- Insufficient explicit writing instruction
- Assessment data is not being used to drive instruction
- Fidelity of standards based instruction that includes academic vocabulary and small group instruction that is differentiated to meet the needs of learners.

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

- Title I Hourly Teachers
- Reading Intervention Teachers
- I Station
- Jan Richardson Guided Reading
- Instructional Coach
- ESOL Teachers
- VE Teachers
- Intervention Materials
- Data Specialist
- Professional Development
- Technology
- Library Media Specialist
- Cross Curricular Materials
- Promise Time

**Plan to Monitor Progress Toward G7.** **8**

ELA data, Running Records, Monthly Progress Monitoring on the standards, Journals entries and rubric scores

**Person Responsible**

Ryan Thompson

**Schedule**

Monthly, from 9/5/2016 to 5/25/2017

**Evidence of Completion**

SBLT and PLC Minutes as well as Data Chat forms



## 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.** Complete 70% (6 out of 8 action items in Physical Activity, Nutrition Education, and Health Promotion for Staff modules) Achieve Bronze Level recognition with the Alliance for a Healthier Generation. **1**

 G075755

**G1.B1** Staff is not aware of the requirements to reach bronze or silver level. **2**

 B197935

**G1.B1.S1** Food Service Staff and the Instructional staff will collaborate on nutrition lessons in the class.

**4**

 S209630

### Strategy Rationale

Collaboration and implementing at least 3 nutrition ideas will launch us to Bronze level in 6 out of 6 areas.

### Action Step 1 **5**

For 2016-17, the Healthy School Team will review all assessment items to determine the most feasible item(s) to improve in Nutrition Services to achieve recognition level, and then develop an action plan for that item(s) by November 2016.

#### Person Responsible

Erin Younger

#### Schedule

Quarterly, from 8/30/2016 to 4/25/2017

#### Evidence of Completion

Healthy Schools Team will provide minutes from their meetings and an action plan of how they will share this information with the entire staff. By April 25, 2017, the Healthy School Team will edit the school's Healthy Schools Program Assessment in the action plan item(s) to document improvement/achievement of the Nutrition Services module that is now eligible for national recognition.

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

The Healthy Schools Team will login to the Alliance for a Healthier Generation website to review the suggested activities and share them with the staff for implementation.

**Person Responsible**

Ramona Rubino

**Schedule**

Quarterly, from 8/30/2016 to 4/25/2017

***Evidence of Completion***

Meeting minutes, pictures from the lessons, copies of thank you letters from the students to the nutrition staff.

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

Instructional staff and nutrition services staff will be provided a survey upon completion of their lessons to share their opinions on the effectiveness of the collaboration and what could be done to improve the process.

**Person Responsible**

Ramona Rubino

**Schedule**

Quarterly, from 8/30/2016 to 4/25/2017

***Evidence of Completion***

Survey results

**G2.** Increase the percentage of African American students scoring proficiently in Reading, Math, and Science as measured by the LAFS, MAFS, and State Science Assessment. 1

G075756

**G2.B1** Process of identifying students falling under the EWS indicators 2

B197936

**G2.B1.S1** Assign a mentor or a Check in Check Out partner to students who are considered Tier 3 according to our EWS system. 4

S209631

### Strategy Rationale

Students are identified as needing more support as measured by our EWS data. The mentor or Check in Check Out partner will increase the effectiveness of core instruction and other interventions.

### Action Step 1 5

Assign each African American student who scored at a Level 1, in the lowest quintile (3rd Graders), or in the lowest level on SAT 10, a mentor or a Check In Check Out partner to meet with the student and build a relationship.

#### Person Responsible

Michelle Morehouse

#### Schedule

Weekly, from 8/22/2016 to 5/24/2017

#### Evidence of Completion

Each mentor or staff member will have a spreadsheet with the dates and initials from them and the student that they met on the date indicated.

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

Mentor and Check In and Check Out data will be reviewed bi-weekly at the Student Services Meeting.

#### Person Responsible

Michelle Morehouse

#### Schedule

Biweekly, from 8/30/2016 to 5/24/2017

#### Evidence of Completion

Minutes from the Student Services Meeting will show evidence that the data was reviewed and discussed and if the strategy is effective.

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

Behavior, grades, and attendance data will be monitored to see if the strategy is effective.

**Person Responsible**

Ryan Thompson


**Schedule**

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


**Evidence of Completion**

Attendance, academic, and behavior data will be collected and will be reflected in the Student Services and/or SBLT minutes.

**G2.B3 Trauma interferes with student engagement in instructional activities.** 2

 B202715

**G2.B3.S1 Teachers integrate Trauma Informed Care into instructional practices.** 4

 S214497

**Strategy Rationale**

If teachers use trauma informed practices, students will be able to engage more effectively with instruction.

**Action Step 1** 5

Training in Trauma Informed Practices, will be provided to all instructional staff members during pre-planning week.

**Person Responsible**

Ryan Thompson

**Schedule**

On 5/25/2017

**Evidence of Completion**

Minutes from training

**Plan to Monitor Fidelity of Implementation of G2.B3.S1** 6

Trauma Informed practices follow-up and sharing will be included in monthly SBLT meetings.

**Person Responsible**

Ryan Thompson

**Schedule**

Monthly, from 8/9/2016 to 5/16/2017

**Evidence of Completion**

The SBLT minutes will reflect case-studies with evidence of Trauma Informed Practices.

**Plan to Monitor Effectiveness of Implementation of G2.B3.S1** 7

Student achievement data will be monitored monthly at SBLT and Student Services Team meetings.

**Person Responsible**

Renee Kelly

**Schedule**

Monthly, from 9/12/2016 to 5/25/2017

**Evidence of Completion**

SBLT and Student Services Team meetings minutes will reflect discussion of Trauma Informed Care.

**G3.** Increase the ethnic and gender parity for students who receive discipline referrals and suspensions to align with the demographic make-up of the school population. 1

G075757

**G3.B1** Fidelity of teaching behavior expectations, including the classroom expectations, are aligned to the school wide expectations, and completed with fidelity. 2

B197938

**G3.B1.S1** A systematic PBS process will be implemented, shared, and revisited throughout the year by the following means: committee meetings, PLCs', SBLT, classroom, cafeteria, morning meetings, etc. 4

S209635

### Strategy Rationale

To ensure that all staff members and students know, understand, and adhere to the PBS expectations with fidelity.

### Action Step 1 5

Belleair PBS Team, with all stakeholders, will implement, share, and revisit the systematic PBS Plan and expectations throughout the school year.

#### Person Responsible

Ryan Thompson

#### Schedule

Daily, from 8/10/2016 to 5/25/2017

#### Evidence of Completion

PBS Folder, Curriculum Minutes and Agendas, PLC's notes, Walkthroughs, lesson plans, number of referrals and communication forms, fidelity checks for morning meetings, classrooms behavior system clearly defined and visible, participation in PBS Celebration and PAW Mart, and Tiger Roars.

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

Frequent Walkthroughs to review the implementation of the PBS plan, review walkthrough data

#### Person Responsible

Ryan Thompson

#### Schedule

Weekly, from 8/10/2016 to 5/25/2017

#### Evidence of Completion

Walk through data, PBS Implementation spreadsheet

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

Administrators and PBS Team will review school wide expectations, implementation, and behavior data for effectiveness of implementation.

**Person Responsible**

Ryan Thompson

**Schedule**

Monthly, from 9/3/2015 to 6/2/2016

***Evidence of Completion***

PBS Committee Meeting Minutes, Behavior Data, School wide behavior plan

**G3.B4** School culture and climate that may not embrace cultural sensitivity and trauma. **2**

 B197941

**G3.B4.S1** To provide professional development regarding cultural sensitivity, gender differences (strategies), and the trauma that differing students may experience. **4**

 S209636

**Strategy Rationale**

To increase awareness amongst staff members regarding the differing needs of our student population.

**Action Step 1** **5**

The PBS Team will provide professional development relating to school culture and climate, cultural sensitivity, and trauma.

**Person Responsible**

Ryan Thompson

**Schedule**

On 5/25/2017

***Evidence of Completion***

Sign-In Sheets for professional development. PLC notes, lesson plans, and survey results.

**Action Step 2** **5**

**Person Responsible**

**Schedule**

***Evidence of Completion***



**Plan to Monitor Fidelity of Implementation of G3.B4.S1** 6

Walkthroughs will be conducted to observe the strategies in practice.

**Person Responsible**

Ryan Thompson

**Schedule**

Monthly, from 10/19/2015 to 6/2/2016

**Evidence of Completion**

Calendar for scheduled professional development and Sign-In Sheets for trainings

**Plan to Monitor Effectiveness of Implementation of G3.B4.S1** 7

PBS Team will monitor for effectiveness through a pre and post survey regarding school culture and climate, cultural awareness, and trauma during the professional development workshops.

**Person Responsible**

Ryan Thompson

**Schedule**

Monthly, from 9/10/2015 to 5/26/2016

**Evidence of Completion**

Sign-In Sheets for professional development workshops and PBS Committee Meetings.

**Plan to Monitor Effectiveness of Implementation of G3.B4.S1** 7

Walkthroughs will be conducted with feedback from teachers, data chats will be held to discuss the effectiveness of the strategies

**Person Responsible**

Tabitha Griffin

**Schedule**

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

**Evidence of Completion**

Walkthrough feedback, data chat meeting notes, SBLT/PLC Minutes

**G3.B5** Students are not receiving enough physical activity to boost their academic performance and behavior. 2

B197942

**G3.B5.S1** Implement recess to increase physical activity beyond the required 150 minutes. 4

S209637

### Strategy Rationale

Increased physical activity boosts academic performance and decreases behavioral issues.

### Action Step 1 5

Specials team will lead a focus group on how to implement recess for students as part of lunch time.

#### Person Responsible

#### Schedule

Weekly, from 8/20/2015 to 9/4/2015

#### Evidence of Completion

Completed plan, schedule for implementation, and minutes from the focus group.

### Plan to Monitor Fidelity of Implementation of G3.B5.S1 6

Fidelity walkthroughs and completed schedules

#### Person Responsible

Ryan Thompson

#### Schedule

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

#### Evidence of Completion

Fidelity walkthrough form

**Plan to Monitor Effectiveness of Implementation of G3.B5.S1 7**

Review referral data at Student Services Meetings and SBLT

**Person Responsible**

Ryan Thompson

**Schedule**

Monthly, from 9/28/2015 to 5/23/2016

**Evidence of Completion**

Meeting notes, referral data

**G4.** Decrease number of student absences to a total of 95% of school population (2015-2016 was 94.3%) and 5% or less of the student population tardy for the 2016- 2017 school year. 1

G075758

**G4.B1** Parental Involvement and support of attendance policies. 2

B197943

**G4.B1.S1** CST team will develop a plan to inform all stakeholders, especially parents, of the attendance policy in the form of Parent workshops, and provide positive incentives for their students' decrease in absences and/or tardies. 4

S209638

**Strategy Rationale**

Parents and students will have a positive outlook regarding attendance and tardies and understand the impact of regular attendance on academic achievement.

**Action Step 1 5**

The CST Team will develop a plan to inform and provide incentives to all stakeholders in order to decrease absences and/or tardies.

**Person Responsible**

Michelle Morehouse

**Schedule**

Biweekly, from 8/17/2016 to 5/18/2017

**Evidence of Completion**

Attendance Records, CST Team Records, Parent Workshop sign-in sheets, Timely Tiger Program with incentives, Timely Tiger Monthly Meeting Agendas

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

The CST Team will provide data to all staff members regarding attendance, and strategies for increasing parent involvement.

**Person Responsible**

Michelle Morehouse

**Schedule**

Biweekly, from 8/17/2016 to 5/18/2017

***Evidence of Completion***

Attendance Records, Contact Logs, Parent Sign-In Sheets, PLC's, SBLT Sign-In Logs

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

The CST team will graph and look at trends regarding attendance and parent participation.

**Person Responsible**

Michelle Morehouse

**Schedule**

Monthly, from 9/7/2016 to 5/25/2017

***Evidence of Completion***

Attendance Graphs, Sign-In Sheets for PLC's, SBLT, and Parent Workshops.

**G5.** Increase percentage of students performing proficiently in Science to 55%, as measured by the SSA. During the 2015-2016 school year the percentage performing proficiently was 41%. 1

G075759

**G5.B1** Fidelity of differentiated standards based instruction to meet the needs of learners 2

B197945

**G5.B1.S1** Teachers attend professional development aligned to the standards and BEST Practices of the Elementary Science Curriculum. 4

S209639

### Strategy Rationale

Teachers deeper Science content knowledge will support strong instruction.

### Action Step 1 5

Teachers will attend grade level Science District Wide Training ,participate in the coaching model with the instructional coach and implement gained knowledge within classroom.

#### Person Responsible

Deborah Cascone

#### Schedule

Monthly, from 8/10/2016 to 5/25/2017

#### Evidence of Completion

Coaching Logs, Deliberate Practices, lesson plans, walkthroughs

### Action Step 2 5

Teachers will utilize the district provided grade level science modules to help guide in planning for and providing differentiated grade level standards based instruction. This will include the use of Science Learning Activity Guides (SLAGS,) scientific investigations and Science notebooks.

#### Person Responsible

Deborah Cascone

#### Schedule

Daily, from 8/10/2016 to 5/25/2017

#### Evidence of Completion

Lesson Plans, walkthroughs, Science Notebooks, student products

**Action Step 3** 5

Consistent use of the Science Lab by 3rd-5th grade teachers.

**Person Responsible**

Tabitha Griffin

**Schedule**

Weekly, from 8/29/2016 to 5/25/2017

**Evidence of Completion**

Pre and Post Test Science Lab Data

**Action Step 4** 5

Administer the Diagnostic Science Assessment to 5th grade students and analyze and utilize to data to inform instruction.

**Person Responsible**

Renee Kelly

**Schedule**

Monthly, from 8/15/2016 to 5/19/2017

**Evidence of Completion**

Ongoing Progress Monitoring Assessment Data, SLAG's Data

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

Walkthrough classes and provide feedback to teachers, review lesson plans looking for alignment to the curriculum guide and Florida Standards.

**Person Responsible**

Renee Kelly

**Schedule**

Weekly, from 8/10/2016 to 5/25/2017

**Evidence of Completion**

IObservation data, Lesson Plans

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

Review the plan that 5th grade teachers develop to address deficient 3rd and 4th grade standards.

**Person Responsible**

Renee Kelly

**Schedule**

Monthly, from 8/29/2016 to 5/19/2017

**Evidence of Completion**

Ongoing weekly progress monitoring data and mid year diagnostic data will be collected, analyzed and used drive instruction.

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

Walkthrough classes and provide feedback to teachers, review lesson plans looking for alignment to the curriculum guide and Florida Standards.

**Person Responsible**

Renee Kelly

**Schedule**

On 5/25/2017

**Evidence of Completion**

IObservation data/feedback to the teachers

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

Monthly data chats with 3rd-5th grade teachers

**Person Responsible**

Tabitha Griffin


**Schedule**

Monthly, from 9/12/2016 to 5/25/2017


**Evidence of Completion**

Notes from data conferences, plan for moving further

**G5.B2** Assessment data is not being used to drive instruction **2**

 B197946

**G5.B2.S1** Develop and implement a 5th grade benchmark review plan based on data from the 3rd/4th grade Review Diagnostic Assessment. **4**

 S209640

**Strategy Rationale**

Students will learn Science standards that may have been missed in previous years.

**Action Step 1** **5**

Teachers will develop and implement a 5th grade benchmark review plan based on data from the 3rd/4th grade Review Diagnostic Assessment.

**Person Responsible**

Deborah Cascone

**Schedule**

Weekly, from 8/17/2016 to 5/25/2017

**Evidence of Completion**

Data in Performance Matters, lessons, student products

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

Administrative Team will conduct walkthroughs using IObservation.

**Person Responsible**

Tabitha Griffin

**Schedule**

Biweekly, from 8/10/2016 to 5/25/2017

**Evidence of Completion**

Informal walkthroughs completed at least 3 times per year for all staff members.



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

Administrative Team will conduct walkthroughs using IObservation

**Person Responsible**

Tabitha Griffin

**Schedule**

Biweekly, from 8/10/2016 to 5/25/2017

***Evidence of Completion***

IObservation data

**G6.** Increase percentage of students performing proficiently in Math to 70%, as measured by the District Math Common Assessment and the MAFS. The percentage proficient in 2015-2016 was 63%. 1

G075760

**G6.B1** Lack of fidelity of rigorous, student centered, standards based instruction to meet the individual needs of learners 2

B197947

**G6.B1.S1** Participate in and implement district and school wide Math Professional Development on Number Talks and Hot Talks Cool Moves throughout the year. 4

S209641

### Strategy Rationale

Once teachers have received appropriate training in Number Talks and Hot Talks Cool Moves, they will be able to increase the level of rigorous, student centered math instruction.

### Action Step 1 5

Utilize Number Talks, Hot Talks Cool Moves along with Mathematical Best Practices, grade level curriculum guide and content guide while collaboratively planning daily lessons.

#### Person Responsible

Renee Kelly

#### Schedule

Weekly, from 8/25/2016 to 5/25/2017

#### Evidence of Completion

Lesson Plans, Coaches Logs, PD list

### Action Step 2 5

Teachers will increase the use of rigorous, student centered math instruction (less teacher talk , more productive struggle).

#### Person Responsible

Tabitha Griffin

#### Schedule

Weekly, from 8/10/2016 to 5/25/2017

#### Evidence of Completion

ST Math Data, Lesson Plans, Walkthrough notes

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

Review lesson plans and compare with the Module and standards for alignment when walking through classes.

**Person Responsible**

Tabitha Griffin

**Schedule**

Weekly, from 8/10/2016 to 5/25/2017

***Evidence of Completion***

Walkthrough data will be collected using IObservation, lesson plans will be reviewed, True North PD spreadsheet

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

Review lesson plans and compare with the Content Guide for alignment of vocabulary and standards. when walking through classes. Participate in collaborative planning and cross grade articulation to ensure common vocabulary and mastery of prerequisite standards.

**Person Responsible**

Tabitha Griffin

**Schedule**

Monthly, from 8/10/2016 to 5/25/2017

***Evidence of Completion***

Lesson plans, True North PD Data, and IObservation data

**G6.B1.S2** Use ST Math with fidelity, including keeping up with the suggested pacing schedule (75% completion by March/April), proper teacher supervision and interaction. 4

S209642

### Strategy Rationale

Research based strategy that has proven results for increase in Math Proficiency when at least 75% of the program is completed by state testing time.

### Action Step 1 5

Teachers will use ST Math K-1 60 minutes a week and 90 minutes a week with 2nd- 5th grades with at least 90% completion by April 2017.

#### Person Responsible

Ryan Thompson

#### Schedule

Weekly, from 8/10/2016 to 5/25/2017

#### Evidence of Completion

Lesson plans, walkthrough data, and ST Math completion data.

### Plan to Monitor Fidelity of Implementation of G6.B1.S2 6

ST Math Data (percent completed) will be reviewed weekly and shared with staff.

#### Person Responsible

Ryan Thompson

#### Schedule

Weekly, from 8/10/2016 to 5/25/2017

#### Evidence of Completion

ST Math Rate of completion data, walkthrough data

**Plan to Monitor Effectiveness of Implementation of G6.B1.S2 7**

Leadership Team will walk through during ST Math Time and monitor the fidelity of usage and instruction.

**Person Responsible**

Ryan Thompson

**Schedule**

Weekly, from 8/25/2016 to 5/25/2017

***Evidence of Completion***

Walkthrough data via IObservation will be collected and sent to teachers.

**G6.B2** Assessment data is not being used to drive instruction and reteach deficient standards. 2

 B197948

**G6.B2.S1** Teachers use data to differentiate and scaffold instruction to increase student proficiency. 4

 S209643

### **Strategy Rationale**

Through the use of data to drive instruction students differentiated needs will be met.

### **Action Step 1** 5

Teachers will be trained on and utilize MFAS (Mathematics Formative Assessment System) to formatively assess students and use this data for differentiated instruction.

#### **Person Responsible**

Renee Kelly

#### **Schedule**

Biweekly, from 9/2/2016 to 5/25/2017

#### **Evidence of Completion**

Lesson plans, student work, walkthroughs

### **Action Step 2** 5

Teachers provide students opportunities to work with, discuss (ie.Talk Moves)and respond in journals to rigorous math word problems. Scales and rubrics are used for teachers to respond to student work and data use for intervention.

#### **Person Responsible**

Renee Kelly

#### **Schedule**

Weekly, from 8/10/2016 to 5/25/2017

#### **Evidence of Completion**

PLC notes, journals, walkthroughs , lesson plans, scales and rubrics

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

Monthly Data Chats

**Person Responsible**

Renee Kelly

**Schedule**

Monthly, from 9/5/2016 to 5/25/2017

**Evidence of Completion**

Common Assessment Data, ST Math Data, MFAS Data

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

Review data and discuss the implications and make changes as needed.

**Person Responsible**

Renee Kelly

**Schedule**

Monthly, from 9/2/2016 to 5/19/2017

**Evidence of Completion**

PLC Notes, SBLT Minutes,

**G7.** Increase percentage of students performing proficiently in reading to 50% as measured by MAP, SAT 10, ELA Modules, and the LAFS assessment. The percentage proficient from 2015-2016 was 36%. 1

G075761

**G7.B2** Insufficient explicit writing instruction 2

B197950

**G7.B2.S1** Teachers explicitly teach writing instruction within the Language Arts block. 4

S209645

### Strategy Rationale

The purpose of this is to ensure that the instruction is matching the needs of the student and the standards.

### Action Step 1 5

Teachers will receive Professional Development and follow up support on explicit writing instruction that is aligned to state standards.

#### Person Responsible

Tabitha Griffin

#### Schedule

Monthly, from 8/10/2016 to 5/25/2017

#### Evidence of Completion

Records of completion of Component points on writing PD and walk through data showing evidence of writing instruction and implication of PD in students' writing..

### Action Step 2 5

During the Language Arts Block students will routinely be given explicit writing instruction, time to write and instruction on writing rubrics to utilize in individual scoring and dual scoring of papers.

#### Person Responsible

Renee Kelly

#### Schedule

Daily, from 8/10/2016 to 5/25/2017

#### Evidence of Completion

Lesson Plans, walk through data, anchor papers, student papers



**Plan to Monitor Fidelity of Implementation of G7.B2.S1** 6

Walkthrough classes with lesson plans and curriculum guide and monitor for fidelity of implementation.

**Person Responsible**

Tabitha Griffin

**Schedule**

Weekly, from 8/10/2016 to 5/25/2017

***Evidence of Completion***

IObservation data

**Plan to Monitor Effectiveness of Implementation of G7.B2.S1** 7

Walkthroughs, coaching support as needed,

**Person Responsible**

Tabitha Griffin

**Schedule**

Weekly, from 8/10/2016 to 5/25/2017

***Evidence of Completion***

IObservation

**G7.B3** Assessment data is not being used to drive instruction **2**

 B197951

**G7.B3.S1** Teachers regularly assess both formally and informally and utilize data to modify and adjust instruction.. **4**

 S209646

**Strategy Rationale**

The purpose of this is to ensure that the instruction is matching the needs of the student.

**Action Step 1** **5**

Teachers meet in PLC's to conduct data chats regularly to review student responses to tasks and plan for instruction based on data.

**Person Responsible**

Ryan Thompson

**Schedule**

Monthly, from 8/10/2016 to 5/25/2017

***Evidence of Completion***

PLC Notes, Data forms, Journals, Lesson plans, progress monitoring data

**Action Step 2** **5**

Teachers utilize scales and rubrics aligned to learning goals to assist in conducting data chats with students and support students with goal setting based on data.

**Person Responsible**

Ryan Thompson

**Schedule**

Monthly, from 8/10/2016 to 5/25/2017

***Evidence of Completion***

PLC Notes, Data forms, Student and Teacher Data Folders

**Plan to Monitor Fidelity of Implementation of G7.B3.S1** 6

Administrators will review student data folders during routine walkthroughs

**Person Responsible**

Tabitha Griffin

**Schedule**

Monthly, from 9/15/2014 to 5/21/2015

***Evidence of Completion***

Meeting notes, Walk-through feedback, and Student Data Folders

**Plan to Monitor Effectiveness of Implementation of G7.B3.S1** 7

Review student data folders for evidence of effective use

**Person Responsible**

Tabitha Griffin

**Schedule**

Monthly, from 9/15/2014 to 5/21/2015

***Evidence of Completion***


Administrative walk-through forms and student data folders

**G7.B5** Fidelity of standards based instruction that includes academic vocabulary and small group instruction that is differentiated to meet the needs of learners. **2**

 B197953

**G7.B5.S1** Teachers use data to differentiate and scaffold instruction to increase student performance.

**4**

 S209647

### **Strategy Rationale**

The purpose is to ensure that instruction matches the specific needs of all of our students as shown by the data.

### **Action Step 1** **5**

Teachers utilize Jan Richardson's Guided Routine (as well as other small group methods) to meet the unique needs of their students.

#### **Person Responsible**

Ryan Thompson

#### **Schedule**

Daily, from 9/5/2016 to 5/25/2017

#### **Evidence of Completion**

Lesson plans and walkthroughs

### **Action Step 2** **5**

Teachers use a variety of modalities (visual, auditory, kinesthetic, i.e. SIOP and C.A.R.E. Strategies) when presenting concepts, vocabulary (including academic and content specific) and instruction to engage students and meet their varied needs.

#### **Person Responsible**

Ryan Thompson

#### **Schedule**

Daily, from 9/5/2016 to 5/25/2017

#### **Evidence of Completion**

lesson plans, walkthroughs, student products, word walls,

**Action Step 3** 5

Teachers will provide daily opportunities for students to write in their journals using a rubric to guide their revisions and editing.

**Person Responsible**

Ryan Thompson

**Schedule**

Weekly, from 9/5/2016 to 5/25/2017

**Evidence of Completion**

Journals, Teacher Feedback aligned to standards and rubric

**Plan to Monitor Fidelity of Implementation of G7.B5.S1** 6

Teachers will bring student work samples to PLC's and monthly articulation meetings to analyze and dual score products for fidelity.

**Person Responsible**

Renee Kelly

**Schedule**

Every 2 Months, from 9/15/2015 to 6/28/2016

**Evidence of Completion**

PLC Notes and articulation meeting minutes will be collected and reviewed to monitor the level of proficiency of student writing and the quality of discussions.

**Plan to Monitor Effectiveness of Implementation of G7.B5.S1** 7

Writing samples will be scored and graphed to monitor student growth.

**Person Responsible**

Renee Kelly

**Schedule**

Every 6 Weeks, from 9/7/2016 to 5/25/2017

**Evidence of Completion**

ELA Writing data

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
<b>2014</b>					
G7.B3.S1.MA1 M251719	Administrators will review student data folders during routine walkthroughs	Griffin, Tabitha	9/15/2014	Meeting notes, Walk-through feedback, and Student Data Folders	5/21/2015 monthly
G7.B3.S1.MA1 M251718	Review student data folders for evidence of effective use	Griffin, Tabitha	9/15/2014	Administrative walk-through forms and student data folders	5/21/2015 monthly
<b>2015</b>					
G3.B5.S1.A1 A261100	Specials team will lead a focus group on how to implement recess for students as part of...		8/20/2015	Completed plan, schedule for implementation, and minutes from the focus group.	9/4/2015 weekly
G3.B1.S1.MA1 M251693	Administrators and PBS Team will review school wide expectations, implementation, and behavior data...	Thompson, Ryan	9/3/2015	PBS Committee Meeting Minutes, Behavior Data, School wide behavior plan	6/2/2016 monthly
G2.B1.S1.MA1 M251686	Behavior, grades, and attendance data will be monitored to see if the strategy is effective.	Thompson, Ryan	9/8/2015	Attendance, academic, and behavior data will be collected and will be reflected in the Student Services and/or SBLT minutes.	6/7/2016 biweekly
G3.B4.S1.MA1 M251695	PBS Team will monitor for effectiveness through a pre and post survey regarding school culture and...	Thompson, Ryan	9/10/2015	Sign-In Sheets for professional development workshops and PBS Committee Meetings.	5/26/2016 monthly
G3.B5.S1.MA1 M251699	Fidelity walkthroughs and completed schedules	Thompson, Ryan	9/14/2015	Fidelity walkthrough form	6/3/2016 weekly
G7.B5.S1.MA1 M251721	Teachers will bring student work samples to PLC's and monthly articulation meetings to analyze and...	Kelly, Renee	9/15/2015	PLC Notes and articulation meeting minutes will be collected and reviewed to monitor the level of proficiency of student writing and the quality of discussions.	6/28/2016 every-2-months
G3.B5.S1.MA1 M251698	Review referral data at Student Services Meetings and SBLT	Thompson, Ryan	9/28/2015	Meeting notes, referral data	5/23/2016 monthly
G3.B4.S1.MA1 M251697	Walkthroughs will be conducted to observe the strategies in practice.	Thompson, Ryan	10/19/2015	Calendar for scheduled professional development and Sign-In Sheets for trainings	6/2/2016 monthly
G3.B4.S1.MA3 M251696	Walkthroughs will be conducted with feedback from teachers, data chats will be held to discuss the...	Griffin, Tabitha	10/26/2015	Walkthrough feedback, data chat meeting notes, SBLT/PLC Minutes	5/27/2016 weekly
<b>2016</b>					
G3.B4.S1.A1 A261098	The PBS Team will provide professional development relating to school culture and climate, cultural...	Thompson, Ryan	8/2/2016	Sign-In Sheets for professional development. PLC notes, lesson plans, and survey results.	5/25/2017 one-time
G2.B3.S1.A1 A268325	Training in Trauma Informed Practices, will be provided to all instructional staff members during...	Thompson, Ryan	8/2/2016	Minutes from training	5/25/2017 one-time
G2.B3.S1.MA1 M261841	Trauma Informed practices follow-up and sharing will be included in monthly SBLT meetings.	Thompson, Ryan	8/9/2016	The SBLT minutes will reflect case-studies with evidence of Trauma Informed Practices.	5/16/2017 monthly
G6.B1.S2.A1 A261108	Teachers will use ST Math K-1 60 minutes a week and 90 minutes a week with 2nd- 5th grades with at...	Thompson, Ryan	8/10/2016	Lesson plans, walkthrough data, and ST Math completion data.	5/25/2017 weekly
G3.B1.S1.A1 A261097	Belleair PBS Team, with all stakeholders, will implement, share, and revisit the systematic PBS...	Thompson, Ryan	8/10/2016	PBS Folder, Curriculum Minutes and Agendas, PLC's notes, Walkthroughs, lesson plans, number of referrals and communication forms, fidelity checks for morning meetings, classrooms behavior system clearly defined and visible, participation in PBS	5/25/2017 daily

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				Celebration and PAW Mart, and Tiger Roars.	
G7.B2.S1.A2 A261112	During the Language Arts Block students will routinely be given explicit writing instruction, time...	Kelly, Renee	8/10/2016	Lesson Plans, walk through data, anchor papers, student papers	5/25/2017 daily
G3.B1.S1.MA1 M251694	Frequent Walkthroughs to review the implementation of the PBS plan, review walkthrough data	Thompson, Ryan	8/10/2016	Walk through data, PBS Implementation spreadsheet	5/25/2017 weekly
G7.B3.S1.A1 A261113	Teachers meet in PLC's to conduct data chats regularly to review student responses to tasks and...	Thompson, Ryan	8/10/2016	PLC Notes, Data forms, Journals, Lesson plans, progress monitoring data	5/25/2017 monthly
G7.B3.S1.A2 A261114	Teachers utilize scales and rubrics aligned to learning goals to assist in conducting data chats...	Thompson, Ryan	8/10/2016	PLC Notes, Data forms, Student and Teacher Data Folders	5/25/2017 monthly
G5.B2.S1.MA1 M251706	Administrative Team will conduct walkthroughs using IObservation	Griffin, Tabitha	8/10/2016	IObservation data	5/25/2017 biweekly
G6.MA1 M251715	Lesson plans, formative assessment data, common assessment data, including disaggregated data from...	Kelly, Renee	8/10/2016	PLC Minutes, SBLT Minutes, Data Chat notes	5/25/2017 monthly
G5.MA1 M251708	The administrative team will review IObservation data as well as performance data in Science.	Griffin, Tabitha	8/10/2016	IObservation data, common assessment results, formative and informative assessments.	5/25/2017 biweekly
G6.B1.S2.MA1 M251712	ST Math Data (percent completed) will be reviewed weekly and shared with staff.	Thompson, Ryan	8/10/2016	ST Math Rate of completion data, walkthrough data	5/25/2017 weekly
G7.B2.S1.MA1 M251717	Walkthrough classes with lesson plans and curriculum guide and monitor for fidelity of...	Griffin, Tabitha	8/10/2016	IObservation data	5/25/2017 weekly
G7.B2.S1.MA1 M251716	Walkthroughs, coaching support as needed,	Griffin, Tabitha	8/10/2016	IObservation	5/25/2017 weekly
G6.B2.S1.A2 A261110	Teachers provide students opportunities to work with, discuss (ie.Talk Moves)and respond in...	Kelly, Renee	8/10/2016	PLC notes, journals, walkthroughs , lesson plans, scales and rubrics	5/25/2017 weekly
G5.B1.S1.MA1 M251704	Walkthrough classes and provide feedback to teachers, review lesson plans looking for alignment to...	Kelly, Renee	8/10/2016	IObservation data/feedback to the teachers	5/25/2017 one-time
G6.B1.S1.A2 A261107	Teachers will increase the use of rigorous, student centered math instruction (less teacher talk ,...	Griffin, Tabitha	8/10/2016	ST Math Data, Lesson Plans, Walkthrough notes	5/25/2017 weekly
G5.B1.S1.MA1 M251705	Walkthrough classes and provide feedback to teachers, review lesson plans looking for alignment to...	Kelly, Renee	8/10/2016	IObservation data, Lesson Plans	5/25/2017 weekly
G6.B1.S1.MA1 M251710	Review lesson plans and compare with the Module and standards for alignment when walking through...	Griffin, Tabitha	8/10/2016	Walkthrough data will be collected using IObservation, lesson plans will be reviewed, True North PD spreadsheet	5/25/2017 weekly
G5.B1.S1.A1 A261102	Teachers will attend grade level Science District Wide Training ,participate in the coaching model...	Cascone, Deborah	8/10/2016	Coaching Logs, Deliberate Practices, lesson plans, walkthroughs	5/25/2017 monthly
G5.B1.S1.A2 A261103	Teachers will utilize the district provided grade level science modules to help guide in planning...	Cascone, Deborah	8/10/2016	Lesson Plans, walkthroughs, Science Notebooks, student products	5/25/2017 daily
G6.B1.S1.MA1 M251709	Review lesson plans and compare with the Content Guide for alignment of vocabulary and standards....	Griffin, Tabitha	8/10/2016	Lesson plans, True North PD Data, and IObservation data	5/25/2017 monthly
G5.B2.S1.MA1 M251707	Administrative Team will conduct walkthroughs using IObservation.	Griffin, Tabitha	8/10/2016	Informal walkthroughs completed at least 3 times per year for all staff members.	5/25/2017 biweekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G7.B2.S1.A1 A261111	Teachers will receive Professional Development and follow up support on explicit writing...	Griffin, Tabitha	8/10/2016	Records of completion of Component points on writing PD and walk through data showing evidence of writing instruction and implication of PD in students' writing..	5/25/2017 monthly
G5.B1.S1.A4 A282148	Administer the Diagnostic Science Assessment to 5th grade students and analyze and utilize to data...	Kelly, Renee	8/15/2016	Ongoing Progress Monitoring Assessment Data, SLAG's Data	5/19/2017 monthly
G4.B1.S1.MA1 M251702	The CST Team will provide data to all staff members regarding attendance, and strategies for...	Morehouse, Michelle	8/17/2016	Attendance Records, Contact Logs, Parent Sign-In Sheets, PLC's, SBLT Sign-In Logs	5/18/2017 biweekly
G4.B1.S1.A1 A261101	The CST Team will develop a plan to inform and provide incentives to all stakeholders in order to...	Morehouse, Michelle	8/17/2016	Attendance Records, CST Team Records, Parent Workshop sign-in sheets, Timely Tiger Program with incentives, Timely Tiger Monthly Meeting Agendas	5/18/2017 biweekly
G5.B2.S1.A1 A261105	Teachers will develop and implement a 5th grade benchmark review plan based on data from the...	Cascone, Deborah	8/17/2016	Data in Performance Matters, lessons, student products	5/25/2017 weekly
G2.B1.S1.A1 A261093	Assign each African American student who scored at a Level 1, in the lowest quintile (3rd Graders),...	Morehouse, Michelle	8/22/2016	Each mentor or staff member will have a spreadsheet with the dates and initials from them and the student that they met on the date indicated.	5/24/2017 weekly
G4.MA1 M251703	The CST Team will graph the data and analyze the trends regarding attendance and parental...	Morehouse, Michelle	8/24/2016	Attendance Records, Sign-in Sheets for PLC's, SBLT, and Parent Workshops.	5/11/2017 monthly
G6.B1.S1.A1 A261106	Utilize Number Talks, Hot Talks Cool Moves along with Mathematical Best Practices, grade level...	Kelly, Renee	8/25/2016	Lesson Plans, Coaches Logs, PD list	5/25/2017 weekly
G6.B1.S2.MA1 M251711	Leadership Team will walk through during ST Math Time and monitor the fidelity of usage and...	Thompson, Ryan	8/25/2016	Walkthrough data via IObservation will be collected and sent to teachers.	5/25/2017 weekly
G5.B1.S1.MA3 M280184	Review the plan that 5th grade teachers develop to address deficient 3rd and 4th grade standards.	Kelly, Renee	8/29/2016	Ongoing weekly progress monitoring data and mid year diagnostic data will be collected, analyzed and used drive instruction.	5/19/2017 monthly
G5.B1.S1.A3 A282147	Consistent use of the Science Lab by 3rd-5th grade teachers.	Griffin, Tabitha	8/29/2016	Pre and Post Test Science Lab Data	5/25/2017 weekly
G1.B1.S1.MA1 M257207	Instructional staff and nutrition services staff will be provided a survey upon completion of their...	Rubino, Ramona	8/30/2016	Survey results	4/25/2017 quarterly
G1.B1.S1.A1 A261092	For 2016-17, the Healthy School Team will review all assessment items to determine the most...	Younger, Erin	8/30/2016	Healthy Schools Team will provide minutes from their meetings and an action plan of how they will share this information with the entire staff. By April 25, 2017, the Healthy School Team will edit the school's Healthy Schools Program Assessment in the action plan item(s) to document improvement/achievement of the Nutrition Services module that is now eligible for national recognition.	4/25/2017 quarterly
G1.B1.S1.MA1 M257206	The Healthy Schools Team will login to the Alliance for a Healthier Generation website to review...	Rubino, Ramona	8/30/2016	Meeting minutes, pictures from the lessons, copies of thank you letters from the students to the nutrition staff.	4/25/2017 quarterly
G2.B1.S1.MA1 M251687	Mentor and Check In and Check Out data will be reviewed bi-weekly at the Student Services Meeting.	Morehouse, Michelle	8/30/2016	Minutes from the Student Services Meeting will show evidence that the data was reviewed and discussed and if the strategy is effective.	5/24/2017 biweekly



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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G6.B2.S1.MA1 M251713	Review data and discuss the implications and make changes as needed.	Kelly, Renee	9/2/2016	PLC Notes, SBLT Minutes,	5/19/2017 monthly
G6.B2.S1.A1 A261109	Teachers will be trained on and utilize MFAS (Mathematics Formative Assessment System) to...	Kelly, Renee	9/2/2016	Lesson plans, student work, walkthroughs	5/25/2017 biweekly
G6.B2.S1.MA1 M251714	Monthly Data Chats	Kelly, Renee	9/5/2016	Common Assessment Data, ST Math Data, MFAS Data	5/25/2017 monthly
G7.B5.S1.A2 A261116	Teachers use a variety of modalities (visual, auditory, kinesthetic, i.e. SIOP and C.A.R.E....	Thompson, Ryan	9/5/2016	lesson plans, walkthroughs, student products, word walls,	5/25/2017 daily
G7.B5.S1.A3 A261117	Teachers will provide daily opportunities for students to write in their journals using a rubric to...	Thompson, Ryan	9/5/2016	Journals, Teacher Feedback aligned to standards and rubric	5/25/2017 weekly
G7.MA1 M251722	ELA data, Running Records, Monthly Progress Monitoring on the standards, Journals entries and...	Thompson, Ryan	9/5/2016	SBLT and PLC Minutes as well as Data Chat forms	5/25/2017 monthly
G7.B5.S1.A1 A261115	Teachers utilize Jan Richardson's Guided Routine (as well as other small group methods) to meet the...	Thompson, Ryan	9/5/2016	Lesson plans and walkthroughs	5/25/2017 daily
G3.B4.S1.A2 A267329	[no content entered]		No Start Date		No End Date one-time
G1.MA1 M267030	[no content entered]		No Start Date		No End Date one-time
G4.B1.S1.MA1 M251701	The CST team will graph and look at trends regarding attendance and parent participation.	Morehouse, Michelle	9/7/2016	Attendance Graphs, Sign-In Sheets for PLC's, SBLT, and Parent Workshops.	5/25/2017 monthly
G7.B5.S1.MA1 M251720	Writing samples will be scored and graphed to monitor student growth.	Kelly, Renee	9/7/2016	ELA Writing data	5/25/2017 every-6-weeks
G2.B3.S1.MA1 M261843	Student achievement data will be monitored monthly at SBLT and Student Services Team meetings.	Kelly, Renee	9/12/2016	SBLT and Student Services Team meetings minutes will reflect discussion of Trauma Informed Care.	5/25/2017 monthly
G5.B1.S1.MA4 M280187	Monthly data chats with 3rd-5th grade teachers	Griffin, Tabitha	9/12/2016	Notes from data conferences, plan for moving further	5/25/2017 monthly
G3.MA1 M251700	The PBS Team will monitor the progress of goal through monthly PBS, SBLT, and Student Service...	Thompson, Ryan	9/12/2016	Agendas for PBS Committee Meetings, SBLT, and Student Service Meetings.	5/25/2017 monthly
G2.MA1 M251692	Attendance, Behavior, and Report Card Grades will be reviewed and monitored throughout the year to...	Thompson, Ryan	10/10/2016	The spreadsheet of attendance, behavior, and report card grades will be disaggregated to show that monitoring is happening.	5/23/2017 quarterly

## V. Professional Development Opportunities

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

**G2.** Increase the percentage of African American students scoring proficiently in Reading, Math, and Science as measured by the LAFS, MAFS, and State Science Assessment.

**G2.B3** Trauma interferes with student engagement in instructional activities.

**G2.B3.S1** Teachers integrate Trauma Informed Care into instructional practices.

### PD Opportunity 1

Training in Trauma Informed Practices, will be provided to all instructional staff members during pre-planning week.

#### Facilitator

Ryan Thompson

#### Participants

Instructional Staff

#### Schedule

On 5/25/2017

**G3.** Increase the ethnic and gender parity for students who receive discipline referrals and suspensions to align with the demographic make-up of the school population.

**G3.B1** Fidelity of teaching behavior expectations, including the classroom expectations, are aligned to the school wide expectations, and completed with fidelity.

**G3.B1.S1** A systematic PBS process will be implemented, shared, and revisited throughout the year by the following means: committee meetings, PLCs', SBLT, classroom, cafeteria, morning meetings, etc.

### PD Opportunity 1

Belleair PBS Team, with all stakeholders, will implement, share, and revisit the systematic PBS Plan and expectations throughout the school year.

#### Facilitator

Ryan Thompson

#### Participants

All Stakeholders

#### Schedule

Daily, from 8/10/2016 to 5/25/2017

**G3.B4** School culture and climate that may not embrace cultural sensitivity and trauma.

**G3.B4.S1** To provide professional development regarding cultural sensitivity, gender differences (strategies), and the trauma that differing students may experience.

**PD Opportunity 1**

The PBS Team will provide professional development relating to school culture and climate, cultural sensitivity, and trauma.

**Facilitator**

Ryan Thompson

**Participants**

All Staff members

**Schedule**

On 5/25/2017

**G5.** Increase percentage of students performing proficiently in Science to 55%, as measured by the SSA. During the 2015-2016 school year the percentage performing proficiently was 41%.

**G5.B1** Fidelity of differentiated standards based instruction to meet the needs of learners

**G5.B1.S1** Teachers attend professional development aligned to the standards and BEST Practices of the Elementary Science Curriculum.

**PD Opportunity 1**

Teachers will attend grade level Science District Wide Training ,participate in the coaching model with the instructional coach and implement gained knowledge within classroom.

**Facilitator**

Debbie Cascone

**Participants**

Instructional Staff

**Schedule**

Monthly, from 8/10/2016 to 5/25/2017

## PD Opportunity 2

Teachers will utilize the district provided grade level science modules to help guide in planning for and providing differentiated grade level standards based instruction. This will include the use of Science Learning Activity Guides (SLAGS,) scientific investigations and Science notebooks.

### Facilitator

Debbie Cascone

### Participants

Instructional Staff

### Schedule

Daily, from 8/10/2016 to 5/25/2017

**G5.B2** Assessment data is not being used to drive instruction

**G5.B2.S1** Develop and implement a 5th grade benchmark review plan based on data from the 3rd/4th grade Review Diagnostic Assessment.

## PD Opportunity 1

Teachers will develop and implement a 5th grade benchmark review plan based on data from the 3rd/4th grade Review Diagnostic Assessment.

### Facilitator

D. Cascone

### Participants

Instructional Staff

### Schedule

Weekly, from 8/17/2016 to 5/25/2017

**G6.** Increase percentage of students performing proficiently in Math to 70%, as measured by the District Math Common Assessment and the MAFS. The percentage proficient in 2015-2016 was 63%.

**G6.B1** Lack of fidelity of rigorous, student centered, standards based instruction to meet the individual needs of learners

**G6.B1.S1** Participate in and implement district and school wide Math Professional Development on Number Talks and Hot Talks Cool Moves throughout the year.

### **PD Opportunity 1**

Utilize Number Talks, Hot Talks Cool Moves along with Mathematical Best Practices, grade level curriculum guide and content guide while collaboratively planning daily lessons.

#### **Facilitator**

District Math Coach

#### **Participants**

Instructional Staff

#### **Schedule**

Weekly, from 8/25/2016 to 5/25/2017

### **PD Opportunity 2**

Teachers will increase the use of rigorous, student centered math instruction (less teacher talk , more productive struggle).

#### **Facilitator**

District Math Coach

#### **Participants**

Instructional Staff

#### **Schedule**

Weekly, from 8/10/2016 to 5/25/2017

**G6.B2** Assessment data is not being used to drive instruction and reteach deficient standards.

**G6.B2.S1** Teachers use data to differentiate and scaffold instruction to increase student proficiency.

**PD Opportunity 1**

Teachers will be trained on and utilize MFAS (Mathematics Formative Assessment System) to formatively assess students and use this data for differentiated instruction.

**Facilitator**

Susan Manche

**Participants**

Instructional Staff

**Schedule**

Biweekly, from 9/2/2016 to 5/25/2017

**G7.** Increase percentage of students performing proficiently in reading to 50% as measured by MAP, SAT 10, ELA Modules, and the LAFS assessment. The percentage proficient from 2015-2016 was 36%.

**G7.B2** Insufficient explicit writing instruction

**G7.B2.S1** Teachers explicitly teach writing instruction within the Language Arts block.

**PD Opportunity 1**

Teachers will receive Professional Development and follow up support on explicit writing instruction that is aligned to state standards.

**Facilitator**

District coaches.

**Participants**

Classroom instructors and support staff.

**Schedule**

Monthly, from 8/10/2016 to 5/25/2017

**G7.B3** Assessment data is not being used to drive instruction

**G7.B3.S1** Teachers regularly assess both formally and informally and utilize data to modify and adjust instruction..

**PD Opportunity 1**

Teachers meet in PLC's to conduct data chats regularly to review student responses to tasks and plan for instruction based on data.

**Facilitator**

Teacher Mentors

**Participants**

All instructional staff

**Schedule**

Monthly, from 8/10/2016 to 5/25/2017

**PD Opportunity 2**

Teachers utilize scales and rubrics aligned to learning goals to assist in conducting data chats with students and support students with goal setting based on data.

**Facilitator**

Ryan Thompson

**Participants**

Teachers

**Schedule**

Monthly, from 8/10/2016 to 5/25/2017

**G7.B5** Fidelity of standards based instruction that includes academic vocabulary and small group instruction that is differentiated to meet the needs of learners.

**G7.B5.S1** Teachers use data to differentiate and scaffold instruction to increase student performance.

**PD Opportunity 1**

Teachers utilize Jan Richardson's Guided Routine (as well as other small group methods) to meet the unique needs of their students.

**Facilitator**

District Literacy Coach

**Participants**

Instructional and Support Staff who support students

**Schedule**

Daily, from 9/5/2016 to 5/25/2017

**PD Opportunity 2**

Teachers use a variety of modalities (visual, auditory, kinesthetic, i.e. SIOP and C.A.R.E. Strategies) when presenting concepts, vocabulary (including academic and content specific) and instruction to engage students and meet their varied needs.

**Facilitator**

District Literacy Coach

**Participants**

Instructional staff

**Schedule**

Daily, from 9/5/2016 to 5/25/2017

**PD Opportunity 3**

Teachers will provide daily opportunities for students to write in their journals using a rubric to guide their revisions and editing.

**Facilitator**

District Literacy Coach

**Participants**

instructional staff

**Schedule**

Weekly, from 9/5/2016 to 5/25/2017



## VI. Technical Assistance Items

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

## VII. Budget

### Budget Data

1	G1.B1.S1.A1	For 2016-17, the Healthy School Team will review all assessment items to determine the most feasible item(s) to improve in Nutrition Services to achieve recognition level, and then develop an action plan for that item(s) by November 2016.				\$0.00
2	G2.B1.S1.A1	Assign each African American student who scored at a Level 1, in the lowest quintile (3rd Graders), or in the lowest level on SAT 10, a mentor or a Check In Check Out partner to meet with the student and build a relationship.				\$0.00
3	G2.B3.S1.A1	Training in Trauma Informed Practices, will be provided to all instructional staff members during pre-planning week.				\$0.00
4	G3.B1.S1.A1	Belleair PBS Team, with all stakeholders, will implement, share, and revisit the systematic PBS Plan and expectations throughout the school year.				\$60,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0371 - Belleair Elementary School	Title I Part A		\$60,000.00
			<i>Notes: Copies Professional Development Rtl Behavior Coach Salary PBS Celebrations Behavior Incentives Books,</i>			
5	G3.B4.S1.A1	The PBS Team will provide professional development relating to school culture and climate, cultural sensitivity, and trauma.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0371 - Belleair Elementary School	Title I Part A		\$500.00
			<i>Notes: Notes Copies Books Rtl Coach, Behavior</i>			
6	G3.B4.S1.A2					\$0.00
7	G3.B5.S1.A1	Specials team will lead a focus group on how to implement recess for students as part of lunch time.				\$0.00
8	G4.B1.S1.A1	The CST Team will develop a plan to inform and provide incentives to all stakeholders in order to decrease absences and/or tardies.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	Title I Part A		\$1,000.00
			<i>Notes: Copies Professional Development Books</i>			
9	G5.B1.S1.A1	Teachers will attend grade level Science District Wide Training ,participate in the coaching model with the instructional coach and implement gained knowledge within classroom.				\$1,000.00

Budget Data						
Function	Object	Budget Focus	Funding Source	FTE	2016-17	
		District-Wide	Title I Part A		\$1,000.00	
<i>Notes: Professional Development TDE's Science Materials</i>						
10	G5.B1.S1.A2	Teachers will utilize the district provided grade level science modules to help guide in planning for and providing differentiated grade level standards based instruction. This will include the use of Science Learning Activity Guides (SLAGS,) scientific investigations and Science notebooks.			\$1,000.00	
Function	Object	Budget Focus	Funding Source	FTE	2016-17	
		District-Wide	Title I Part A		\$1,000.00	
<i>Notes: Professional Development Notebooks Science Materials TDE's</i>						
11	G5.B1.S1.A3	Consistent use of the Science Lab by 3rd-5th grade teachers.			\$0.00	
12	G5.B1.S1.A4	Administer the Diagnostic Science Assessment to 5th grade students and analyze and utilize to data to inform instruction.			\$0.00	
13	G5.B2.S1.A1	Teachers will develop and implement a 5th grade benchmark review plan based on data from the 3rd/4th grade Review Diagnostic Assessment.			\$5,000.00	
Function	Object	Budget Focus	Funding Source	FTE	2016-17	
		District-Wide	Title I Part A		\$5,000.00	
<i>Notes: Professionsla Development Science Supplies Teacher salaries</i>						
14	G6.B1.S1.A1	Utilize Number Talks, Hot Talks Cool Moves along with Mathematical Best Practices, grade level curriculum guide and content guide while collaboratively planning daily lessons.			\$0.00	
15	G6.B1.S1.A2	Teachers will increase the use of rigorous, student centered math instruction (less teacher talk , more productive struggle).			\$0.00	
16	G6.B1.S2.A1	Teachers will use ST Math K-1 60 minutes a week and 90 minutes a week with 2nd- 5th grades with at least 90% completion by April 2017.			\$1,000.00	
Function	Object	Budget Focus	Funding Source	FTE	2016-17	
		District-Wide	Title I Part A		\$1,000.00	
<i>Notes: Professional Development Copies Motivational Rewards</i>						
17	G6.B2.S1.A1	Teachers will be trained on and utilize MFAS (Mathematics Formative Assessment System) to formatively assess students and use this data for differentiated instruction.			\$1,000.00	
Function	Object	Budget Focus	Funding Source	FTE	2016-17	
		District-Wide	Title I Part A		\$1,000.00	
<i>Notes: copies Professional Development</i>						

## Budget Data

18	G6.B2.S1.A2	<b>Teachers provide students opportunities to work with, discuss (ie.Talk Moves)and respond in journals to rigorous math word problems. Scales and rubrics are used for teachers to respond to student work and data use for intervention.</b>				<b>\$1,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	Title I Part A		\$1,000.00
<i>Notes: Professional Development Journals copies</i>						
19	G7.B2.S1.A1	<b>Teachers will receive Professional Development and follow up support on explicit writing instruction that is aligned to state standards.</b>				<b>\$0.00</b>
20	G7.B2.S1.A2	<b>During the Language Arts Block students will routinely be given explicit writing instruction, time to write and instruction on writing rubrics to utilize in individual scoring and dual scoring of papers.</b>				<b>\$0.00</b>
21	G7.B3.S1.A1	<b>Teachers meet in PLC's to conduct data chats regularly to review student responses to tasks and plan for instruction based on data.</b>				<b>\$5,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0371 - Belleair Elementary School	SIG 1003(a)		\$5,000.00
<i>Notes: Teachers will work with an outside consultant to review data and make plans for students meeting grade level expectations.</i>						
22	G7.B3.S1.A2	<b>Teachers utilize scales and rubrics aligned to learning goals to assist in conducting data chats with students and support students with goal setting based on data.</b>				<b>\$5,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	Title I Part A		\$5,000.00
<i>Notes: Purchase data binders for students Parent Workshop (Dinner) Translators at Parent Workshop Childcare so that parents can focus during workshop Professional Development for staff after school</i>						
23	G7.B5.S1.A1	<b>Teachers utilize Jan Richardson's Guided Routine (as well as other small group methods) to meet the unique needs of their students.</b>				<b>\$5,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	Title I Part A		\$5,000.00
<i>Notes: Jan Richardson Guided Reading Books Guided Reading Books for group use Professional Development Running Record Materials and copies</i>						
24	G7.B5.S1.A2	<b>Teachers use a variety of modalities (visual, auditory, kinesthetic, i.e. SIOP and C.A.R.E. Strategies) when presenting concepts, vocabulary (including academic and content specific) and instruction to engage students and meet their varied needs.</b>				<b>\$2,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17

<b>Budget Data</b>						
			District-Wide	Title I Part A		\$2,000.00
			<i>Notes: SIOP Training and Materials</i>			
<b>25</b>	<b>G7.B5.S1.A3</b>	<b>Teachers will provide daily opportunities for students to write in their journals using a rubric to guide their revisions and editing.</b>				<b>\$1,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	Title I Part A		\$1,000.00
			<i>Notes: Journals Professional Development Copies</i>			
					<b>Total:</b>	<b>\$89,500.00</b>