

Pinellas County Schools

# Campbell Park Elementary School



2016-17 School Improvement Plan

## Campbell Park Elementary School

1051 7TH AVE S, St Petersburg, FL 33705

<http://www.campbell-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	91%

### School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	F	F*	F	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 was approved by the Pinellas County School Board on 9/27/2016.

### 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 a monitoring status of "Former F" (see page 4). 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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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>6</b>
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	12
Ambitious Instruction and Learning	13
<b>8-Step Planning and Problem Solving Implementation</b>	<b>16</b>
Goals Summary	16
Goals Detail	16
Action Plan for Improvement	22
<b>Appendix 1: Implementation Timeline</b>	<b>52</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>56</b>
Professional Development Opportunities	56
Technical Assistance Items	62
<b>Appendix 3: Budget to Support Goals</b>	<b>62</b>

## 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

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

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2016-17 DA Category and Statuses for Campbell Park Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest - <a href="#">Jim Browder</a>	Priority - Implementing

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

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

The mission of Campbell Park Elementary is to create a high performing school which produces scholars that are critical thinkers, excellent communicators and globally competitive in an international and technical society..

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

100% student success!

#### 2. School Environment

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

The school learns about student's cultures and builds relationships with teachers and students through daily morning meetings, weekly school wide positive behavior incentives, school wide clubs such as Girlfriends and STEP, and monthly family nights. Teachers are also communicating with parents on the positive things that their child is doing during school on a regular basis.

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

Campbell Park has created a consistent and systematic school wide behavior system that includes expectations and consequences which creates an environment where students feel safe and respected before, during and after school.

School-wide expectations are taught throughout the school day. They are modeled during the first ten days and repeated daily during morning announcements. Home visits, positive parent phone calls, a school wide anti-bullying program, and morning meeting are also used to create a safe and civil environment.

##### 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

Each week students are taught a different social skill through the announcements and given a chance to practice it during morning meeting. These pro social skills such as listening, following instructions, and accepting no are designed to teach student to make positive choices during instructional times.

We use a school wide 1-5 point behavior system on a daily basis with students. Students start each day on level three and move up for making positive behavioral choices and down for make negative behavioral choices. At the end of each day the number earned by the student is put in their agenda book to take home to show parents. Teachers also enter these numbers into a spreadsheet that details the amount of each 1-5 given. These numbers are monitored with the goal of having a bell curve in each class with the amount of numbers given with three being the most and 1 and 5 being

the least. To encourage students to earn 3-5's a grade level celebration is hosted each week for those students with a 3 or above average. These celebrations are for 30 minutes at designated times. Students who do not earn the celebration stay with one or two teachers from the same grade.

Campbell Park is also utilizing cool down corners in each classroom. The cool down corner is a designated place, different from timeout, that students are allowed to access when upset or angry. This provides an outlet for our students to take a few minutes away from the source of their anger or whatever is upsetting them while still being in class.

In all common areas are students are expected to follow specific school wide expectations that follow the CHAMPS guidelines. Signs are posted around the school detailing these expectations and teachers hold all student accountable for meeting the expectations. Meeting these expectations helps create better environments out of the classroom and in turn makes for quicker transitions to instructional time.

Teachers will continue to receive professional development on behavioral skills and classroom management. They will also attend a two day PD prior to returning to school.

**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**

The Student Services team will be providing individual and small group counseling as well as mentoring to students identified through school data as needing extra support in social-emotional needs. All students will have access to a calm down corner in the classroom and morning meetings will be conducted daily. Any student needing further assistance will have access to a Student Services representative in crisis situations. In addition to our student service team members Campbell Park also has a mental health counselor which is provided through a partnership with Suncoast.

**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**

Campbell Park Elementary utilizes the Pinellas County's Early Warning Tracking system where we monitor:

- attendance below 90%
- one or more suspension (in or out of school)
- students that score level 1 on state assessments
- previous retentions
- multiple schools in one school year

**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	5	11	4	8	2	2	0	0	0	0	0	0	0	32
One or more suspensions	0	6	5	11	6	5	0	0	0	0	0	0	0	33
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	51	0	39	0	0	0	0	0	0	0	90

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	6	5	11	6	5	0	0	0	0	0	0	0	33

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

There are several committees that are in place at Campbell Park Elementary that look at interventions help to improve academic performance of students : They are Child Study Team (CST), School Based Leadership Team (SBLT) & Behavior Committee. The child study team reviews all attendance with a focus on students who have habitual attendance problems. The AP, guidance counselor and the social work in collaboration to determine specific interventions with students that are experiencing difficulty coming to school such as check in, mentoring, and various incentives. The SBLT team looks at both academic and behavior data to determine areas of concern school wide and identify students that need interventions. Interventions are discussed and implemented for those students that are identified. Some interventions include counseling, small group counseling, level literacy instruction, and guided reading.

**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 accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/307099>.

**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**

We have developed a systematic way to communicate with families this year. Every staff member is to make contact with families to highlight positive things happening at school on a bi-weekly basis. We regularly use our facebook page to highlight information. Student agendas and class newsletters are



also used for communication purposes. We have adopted the policy that if we feel the information is important for our families we make sure to place the information in at least two places (website, facebook, school messenger, etc. ). All family engagement activities or events provide our community with meaningful strategies that can be used at home to improve student learning. Our Family & Community Liaison reaches out to businesses within the community to build and foster partnerships. We currently have a school partnership with the United Way, Jabil, and the Tampa Bay Rays. We have also developed partnerships with some of the local churches in the community.

### 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
Hoffman, Christine	Principal
Katz, Christie	Instructional Coach
Lawless, Dean	Instructional Coach
Reiss, Cory	Guidance Counselor
Sharp, Melissa	Instructional Coach
Lewis, Dawn	Assistant Principal

##### b. Duties

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

All members of the leadership team serve on the School Based Leadership Team (SBLT) that meets biweekly to discuss trends observed throughout the school. Administration and Instructional Coaches do daily observations in classrooms. The data collected from observations is discussed and if necessary tiered coaching support is implemented. The guidance counselor serves as a liaison between SBLT and other student service personnel. She helps identifies students that may need additional support or enrichment through interventions.

**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**

The MTSS will be responsible for managing and coordinating the efforts between all school teams as well as reviewing and revising core instruction at all grade levels. The academic coaches will work closely with our student services team to ensure that students are making academic and behavioral progress. The SBLT team will meet with each grade level monthly to discuss grade level progress.

Our SIP focuses on key elements in which our school was deficient for the 2014-15 school year. A focus on increasing the rigor of reading, writing, math and science has been determined as our focus for this school year. With regards to how federal, state and local funds have been allocated to support the needs of our four core areas. The majority of our federal funds are allocated to hire Highly Qualified Instructional Coaches, two hourly teachers, and three Leveled Literacy Intervention

Teachers.

Our extended day funds are being allocated to focus on math and reading instruction. We are using these funds to hire additional support after school to work on instructional strategies for identified students.

#### Title I, Part A

Title I, Part A funds are utilized, in conjunction with various other federal, state, and local funds, to support high quality instruction, parental engagement, and professional development for highest student achievement. Title I services are coordinated and integrated with other resources through collaboration of staff in various offices and departments, including: School and Community Support, Teaching and Learning, Assessment, Accountability, and Research, Professional Development, Strategic Communications, Strategic Partnerships, Human Resources, and Transportation. Title I staff monitor expenditures of Title I, Part A funds to ensure that they supplement rather than supplant other funds available to schools.

#### Title I, Part D

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

#### Title II

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

#### Title III

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

#### Title X- Homeless

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

#### Supplemental Academic Instruction (SAI)

SAI funds are coordinated with Title I, Part A funds to provide extended learning enrichment opportunities for students during the school year and during the summer. SAI funds are also used, in conjunction with Title I, Part A funds, to provide ongoing instructional support for teachers through

professional development by highly skilled content area specialists and staff developers.

**Nutrition Programs**

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

**Head Start**

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

**2. School Advisory Council (SAC)**

**a. Membership**

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

Name	Stakeholder Group
Christine Hoffman	Principal
Mamie Jackson	Business/Community
Christie Katz	Teacher
Deane Sweat	Parent
Elvert Stephens	Education Support Employee

**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*

Campbell Park Elementary School Advisory Council (SAC) committee worked on two major initiative last year, which were reducing the number of students that were tardy to school and developing family nights. We identified possible barriers and solutions and implemented those strategies last year.

*b. Development of this school improvement plan*

The SAC collects and analyzes information about the community and the school. SAC receives public input regarding needs (needs assessment) of the school. SAC provides ongoing review of the progress being made toward implementation of the School Improvement Plan. SAC also evaluates success by monitoring short and long term outcomes. SAC members are given the opportunity to provide feedback and input on goals of the school.

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

The annual school budget is shared with SAC members for input and revisions.

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

No school improvement funds were used last year.

**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
Hoffman, Christine	Principal
Katz, Christie	Instructional Coach
Windheim, Abigail	Instructional Media

**b. Duties**

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

Literacy Leadership Team promotes literacy within the school by focusing on the following areas of literacy:

- text complexity-ensuring that all students are reading complex text everyday
- instructional strategies to improve reading comprehension without preempting or replacing text reading by students.
- emphasizing students support their answers based upon evidence from the text

**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**

Classroom teachers meet with the all the instructional coaches on a weekly basis, reading, math and science, to collaborate and plan standard based lessons on a weekly basis. A schedule has been created with specific dates and times. Teachers and coaches have expectations of the collaborative planning sessions and the expected outcomes.

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

Our goal at Campbell Park is to establish a culture of learning by all staff members. We are constantly seeking to become learners by utilizing our coaches to increase our professional development. A consistent, weekly feedback system has been developed for our teachers.

A partnership has been developed with the Urban Schools Human Capital Academy that develops recruitment strategies for high poverty schools with low academic performance.

The sign on/retention bonus had increased this year from \$3000 to \$5000.

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

Each new teacher to Campbell Park will have a mentor from our school that will check in with the new teacher on a weekly basis. The assistant principal will facilitate new teacher training throughout the year. Campbell Park's master teachers will also support new teacher through a coaching model.

## **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**

Campbell Park Elementary works in conjunction with the members of the Transformation Zone, Teaching and Learning Department, embedded coaches and administration to ensure that our core instructional programs and materials are aligned to the Florida Standards. Embedded coaches assist teachers in aligning instruction to meet the Florida Standards in all content areas during collaborative planning. Bi-weekly assessments are delivered and analyzed to ensure progress in short cycles. Map Assessment will be used quarterly to monitor academic progress over a period of time and track academic growth. Teachers will attend monthly content collaboration lead by the transformation team coaches which will focus on key areas of school turnaround.

Administration and coaches will monitor instructional practices through the use of a weekly feedback cycle. The feedback cycle includes two weekly observations with feedback from both the instructional coach and administrator.

#### **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**

Based upon the analysis of our bi-weekly formative assessment data, classroom teachers and coaches will adjust their instruction and plans for whole and small group instruction. The formative assessments will be created, and closely aligned to the FSA specifications. Teachers and coaches will collaborate in the creation of these formative assessments as indicated by our Title One ten components.

Anchor texts will be used for each module to meet the needs of our students. The texts will be within each grade level band and meet text the complexity requirements, qualitatively and quantitatively. Bi-weekly formative assessment questions will mirror the content limits for each standard as listed in the FSA specifications document. During PLCs, teachers and coaches will look for patterns across their grade level data and plan for next instructional steps.

##### **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:** Extended School Day

**Minutes added to school year:** 16,200

Since Campbell Park Elementary is part of the Transformation Zone we have a lengthened school day for students. Content area block are lengthened and there is time to provide intensive academic enrichment/intervention to targeted students.

**Strategy Rationale**

Students need a longer school day to accelerate their progress.

**Strategy Purpose(s)**

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

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

Hoffman, Christine, hoffmanc@pcsb.org

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

We will use bi-weekly assessments to measure growth in short cycles and MAPs assessment to monitor academic progress over a period of time and track academic growth.

**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**

Campbell Park currently serves three classrooms of Pre-Kindergarten education. We assist our teachers in providing quality instruction for their students in order to have a smooth transition into Kindergarten. The Pre-K teacher will meet regularly and attend Kindergarten professional development in order to better meet the needs of their students.

We provide a Kindergarten Round Up Day, that allows future kindergarten parents to experience and visit our current kindergarten classrooms.

We also offer an opportunity for our fifth graders to experience middle school life. The classroom switch classrooms the last month of school to give our students the experience of switching classrooms and having multiple teachers.

**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:

*No files were uploaded*

#### 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.** Increase proficiency rates in reading, math, and science by 15% as measured by the required Spring 2017 Florida assessments.
- G2.** Increase the percentage of African-American or Black students meeting or exceeding state averages across all content areas based on state academic standards, resulting in closure of the achievement gap between Black and Non-Black students as measured by required Florida state assessments.
- G3.** Reduce the number of office referrals, in school suspensions, and out of school suspensions by 50% based upon the 2015-16 school year.
- G4.** Increase parent satisfaction with Campbell Park from the beginning of 16/17 school year to the end as measured by parent surveys.
- G5.** Healthy School Goal-Campbell Park Elementary will work toward bronze level recognition with the Alliance for a Healthier Generation.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.



**G1. Increase proficiency rates in reading, math, and science by 15% as measured by the required Spring 2017 Florida assessments. 1a**

G075941

**Targets Supported 1b**

Indicator	Annual Target
FSA ELA Achievement	31.0
FSA Mathematics Achievement	42.0
FCAT 2.0 Science Proficiency	33.0

**Targeted Barriers to Achieving the Goal 3**

- Teachers not making appropriate instructional decisions based on formative assessment data
- Current curriculum is not rigorous enough to meet the demands of the current standards
- Not enough time in the current instructional day to accelerate student growth

**Resources Available to Help Reduce or Eliminate the Barriers 2**

- Instructional coaches that work with teachers on planning and implementing curriculum based on formative assessment data.
- Title 1 dollars to supplement core curriculum

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

MAPs assessment delivered three times a year

**Person Responsible**

Dawn Lewis

**Schedule**

Quarterly, from 10/10/2016 to 3/20/2017

**Evidence of Completion**

Increase in students RIT scores.

**G2.** Increase the percentage of African-American or Black students meeting or exceeding state averages across all content areas based on state academic standards, resulting in closure of the achievement gap between Black and Non-Black students as measured by required Florida state assessments. 1a

G076471

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	15.0
FSA Mathematics Achievement	15.0
FCAT 2.0 Science Proficiency	15.0

**Targeted Barriers to Achieving the Goal** 3

- Teachers not making appropriate instructional decisions based on formative assessment data.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Instructional coaches that work with teachers on planning and implementing curriculum on formative assessment data.

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

MAPs assessment will be given to students three times a year.

**Person Responsible**

Dawn Lewis

**Schedule**

Triannually, from 10/10/2016 to 3/20/2017

**Evidence of Completion**

Student RIT scores

**G3.** Reduce the number of office referrals, in school suspensions, and out of school suspensions by 50% based upon the 2015-16 school year. 1a

G075943

**Targets Supported** 1b

Indicator	Annual Target
Discipline incidents	118.0
One or More Suspensions	50.0

**Targeted Barriers to Achieving the Goal** 3

- Teachers background knowledge of the culture of our student population
- Teachers not implementing the school wide behavior plan with fidelity

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- We have a Behavior coach to help teachers in implementing positive behavior strategies in the classroom.
- Teach Like A Champion strategies (TLAC)
- Student Service Team
- Culturally Responsive Teaching strategies

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

Bi-weekly monitoring of school wide discipline data by School Based Leadership Team (SBLT)

**Person Responsible**

Christine Hoffman

**Schedule**

Biweekly, from 8/10/2016 to 5/26/2017

**Evidence of Completion**

Decrease in the number of office referrals and out of school suspension.

**G4.** Increase parent satisfaction with Campbell Park from the beginning of 16/17 school year to the end as measured by parent surveys. 1a

G076355

**Targets Supported** 1b

Indicator	Annual Target
District Parent Survey	50.0

**Targeted Barriers to Achieving the Goal** 3

- Scheduling conflicts between school and parents
- School not providing relevant information to parents
- Parents are not receiving information about the positive things happening at school.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Dr. Karen Map professional development

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

Monthly discussion at School Based Leadership Team meetings

**Person Responsible**

Christine Hoffman

**Schedule**

Monthly, from 8/15/2016 to 5/26/2017

**Evidence of Completion**

Beginning and end of the year parent survey results.

**G5. Healthy School Goal-Campbell Park Elementary will work toward bronze level recognition with the Alliance for a Healthier Generation. 1a**

G076483

**Targets Supported 1b**

Indicator	Annual Target
School Climate Survey - Staff	6.0

**Targeted Barriers to Achieving the Goal 3**

- Healthy School Team has not be identified.

**Resources Available to Help Reduce or Eliminate the Barriers 2**

- 

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

By April 1, 2017, the Healthy School Team will edit the school's Healthy Schools Program Assessment in the action plan items to document improvement/achievement of one module that is eligible for national recognition.

**Person Responsible**

Cory Reiss

**Schedule**

On 3/31/2017

**Evidence of Completion**

Action plan items documented on assessment.

## 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.** Increase proficiency rates in reading, math, and science by 15% as measured by the required Spring 2017 Florida assessments. 1

G075941

**G1.B1** Teachers not making appropriate instructional decisions based on formative assessment data 2

B198487

**G1.B1.S1** Classroom teachers will administer bi-weekly formative assessments and discuss on the 3rd Wednesday of the month during PLCs. 4

S210128

### **Strategy Rationale**

Frequent and quick formative assessments are needed to monitor the progress of students as standards are taught.

### **Action Step 1** 5

Classroom teachers will administer bi-weekly assessments in ELA, math and science

#### **Person Responsible**

Dawn Lewis

#### **Schedule**

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

#### **Evidence of Completion**

Teachers will have formative assessment data to share.

### **Action Step 2** 5

#### **Person Responsible**

#### **Schedule**

#### **Evidence of Completion**

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

Teachers will review data from biweekly assessments with each other, coaches and administrators

**Person Responsible**

Christine Hoffman

**Schedule**

Quarterly, from 9/5/2016 to 5/26/2017

***Evidence of Completion***

Professional learning communities minutes

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

MAPs assessment every 9 weeks

**Person Responsible**

Dawn Lewis

**Schedule**

On 3/13/2017

***Evidence of Completion***

There will be an increase in student RIT scores



**G1.B1.S2** All teachers will meet weekly with instructional coaches to review formative assessment data and review the lesson plan alignment to the student data. 4

S210130

### Strategy Rationale

Teachers can quickly remediate or provide enrichment for students.

### Action Step 1 5

Instructional decisions will be made based on formative assessment data.

#### Person Responsible

Christie Katz

#### Schedule

Weekly, from 8/22/2016 to 5/26/2017

#### Evidence of Completion

documentation on lesson plans for any adjustments made based on data

### Action Step 2 5

Teachers will receive tiered coaching support based on formative assessment data.

#### Person Responsible

Christie Katz

#### Schedule

Weekly, from 8/22/2016 to 5/26/2017

#### Evidence of Completion

coaching logs

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

Conduct weekly PLCs for teachers to demonstrate their change in practice and that data driven instructional decisions are being made.

**Person Responsible**

Christine Hoffman

**Schedule**

Weekly, from 8/15/2016 to 5/26/2017

***Evidence of Completion***

PLC meeting minutes and attendance records

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

Conduct weekly PLCs for teachers to demonstrate their change in practice and that data driven instructional decisions are being made.

**Person Responsible**

Christine Hoffman

**Schedule**

Weekly, from 8/15/2016 to 5/26/2017

***Evidence of Completion***

PLC minutes and attendance records

**G1.B1.S3** Classroom teachers will use the Independent Reading Level Assessment (IRLA) as a formative assessment tool to guide student instruction in reading. 4

S210484

### Strategy Rationale

Teachers need a tool that will identify the specific skills that students need to become proficient readers.

### Action Step 1 5

Purchase IRLA kits from American Reading for all Reading teachers.

#### Person Responsible

Christine Hoffman

#### Schedule

On 6/30/2016

#### Evidence of Completion

Purchase order showing kits have ordered and received.

### Action Step 2 5

Teachers will receive professional development on the IRLA kits

#### Person Responsible

Christie Katz

#### Schedule

Monthly, from 7/25/2016 to 5/26/2017

#### Evidence of Completion

Sign in sheets from professional development sessions

**Action Step 3** 5

Teachers will implement IRLA with fidelity and use the data to develop strategies that will develop students reading skills.

**Person Responsible**

Christine Hoffman

**Schedule**

Daily, from 8/10/2016 to 5/26/2017

***Evidence of Completion***

observation data

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

Conduct monthly PLCs for teacher to demonstrate the strategies they are using as a result of the data collected for IRLA

**Person Responsible**

Christine Hoffman

**Schedule**

Monthly, from 8/15/2016 to 5/26/2017

***Evidence of Completion***

PLC minutes and attendance sheets.

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

Conduct monthly PLCs for teacher to demonstrate the strategies they are using as a result of the data collected for IRLA

**Person Responsible**

Christine Hoffman


**Schedule**

On 5/26/2017

***Evidence of Completion***

PLC minutes and attendance sheets

**G1.B3** Current curriculum is not rigorous enough to meet the demands of the current standards **2**

 B198844

**G1.B3.S1** Implement Wit and Wisdom reading curriculum from Great Minds in grades K-5 to supplement core curriculum for reading **4**

 S210566

**Strategy Rationale**

Provides rich content and meets the rigor of standards.

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

Purchase Wit and Wisdom curriculum from Great Minds

**Person Responsible**

Christine Hoffman

**Schedule**

On 6/30/2016

**Evidence of Completion**

Materials will be at Campbell Park by August 1st

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

Schedule professional development on Wit and Wisdom

**Person Responsible**

Christie Katz

**Schedule**

On 8/5/2016

**Evidence of Completion**

Reading coach, principal and selected teachers will attend 6 hour webinar at the end of June 2016. All reading teachers will receive professional development by August 5th 2016.

**Action Step 3** 5

Schedule observation schedule for reading coach and administrator to monitor the fidelity of implementation of Wit and Wisdom.

**Person Responsible**

Christine Hoffman

**Schedule**

On 5/25/2017

***Evidence of Completion***

Teachers are following the guidelines for implementation.

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

Daily observation schedule to monitor for full implementation of Wit and Wisdom

**Person Responsible**

Christine Hoffman

**Schedule**

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

***Evidence of Completion***

Data collected during observation of teachers.

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

Bi-weekly assessments that measures academic progress in short cycles.

**Person Responsible**

Christie Katz


**Schedule**

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

***Evidence of Completion***

Students are given bi-weekly assessments and teachers are keeping track of students that have mastered the standards.

**G1.B3.S3** Consistent science lab schedule will be developed for grade 3-5 **4**

 S222548

**Strategy Rationale**

Students need hands on experiences to deepen their knowledge of the science standards.

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

Develop a consistent science lab schedule

**Person Responsible**

Dawn Lewis

**Schedule**

On 8/23/2016

***Evidence of Completion***

Lab schedule for 3rd, 4th and 5th grade.

**Plan to Monitor Fidelity of Implementation of G1.B3.S3** **6**

Science lab schedule will be followed with fidelity by all teachers. Adjustments made to schedule in event of emergencies.

**Person Responsible**

Dawn Lewis

**Schedule**

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

***Evidence of Completion***

Science lab pre and post tests.

**Plan to Monitor Effectiveness of Implementation of G1.B3.S3 7**

Science lab schedule will be followed with fidelity by all teachers. Adjustments made to schedule in event of emergencies.

**Person Responsible**

Dawn Lewis

**Schedule**

On 5/19/2017

***Evidence of Completion***

Science lab pre and post data.



**G2.** Increase the percentage of African-American or Black students meeting or exceeding state averages across all content areas based on state academic standards, resulting in closure of the achievement gap between Black and Non-Black students as measured by required Florida state assessments. 1

G076471

**G2.B1** Teachers not making appropriate instructional decisions based on formative assessment data. 2

B200162

**G2.B1.S1** Teachers will administer bi-weekly formative assessments and disaggregate by ethnicity. Results will be reported and discussed on the 3rd Wednesday of the month. 4

S211823

### Strategy Rationale

Frequent and quick formative assessment are needed to monitor the progress of students as standards are taught.

### Action Step 1 5

Classroom teachers will administer bi-weekly assessments.

#### Person Responsible

Christine Hoffman

#### Schedule

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

#### Evidence of Completion

Teachers will have formative assessment data to share

### Action Step 2 5

Teachers will disaggregate data based on ethnicity.

#### Person Responsible

Christine Hoffman

#### Schedule

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

#### Evidence of Completion

Professional Learning Communities minutes and sign in sheets

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

Teachers will review data from biweekly assessments with each other, coaches and administrators on a monthly basis.

**Person Responsible**

Christine Hoffman

**Schedule**

Monthly, from 9/5/2016 to 5/26/2017

***Evidence of Completion***

Professional Learning Communities minutes

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

MAPs assessment will be given to students three times a year.

**Person Responsible**

Dawn Lewis

**Schedule**

Triannually, from 10/10/2016 to 3/13/2017

***Evidence of Completion***

Student RIT scores

**G2.B1.S2** Classroom teachers will meet weekly with instructional coaches to review formative assessment data and review lesson plan alignment to the student data. 4

S211824

### Strategy Rationale

Teachers can quickly remediate or provide enrichment for students.

### Action Step 1 5

Instructional decisions will be made based upon formative assessment data

#### Person Responsible

Christie Katz

#### Schedule

Weekly, from 8/22/2016 to 5/26/2017

#### Evidence of Completion

Documentation on lesson plans of any adjustments made based on data.

### Action Step 2 5

Teachers will receive tiered coaching support based on formative assessment data.

#### Person Responsible

Melissa Sharp

#### Schedule

Weekly, from 8/22/2016 to 5/26/2017

#### Evidence of Completion

**Plan to Monitor Fidelity of Implementation of G2.B1.S2 6**

Conduct weekly Professional Learning Communities for teachers to demonstrate their change in practice and that data driven instructional decisions are being made.

**Person Responsible**

Christine Hoffman

**Schedule**

Weekly, from 8/15/2016 to 5/26/2017

***Evidence of Completion***

Professional Learning Communities meeting minutes and attendance records.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7**

Conduct weekly Professional Learning Communities for teachers to demonstrate their change in practice and that data driven instructional decisions are being made. MAPs assessment delivered three times a year

**Person Responsible**

Christine Hoffman


**Schedule**

Weekly, from 8/15/2016 to 5/26/2017


***Evidence of Completion***

Professional Learning Communities minutes and attendance records


**G3.** Reduce the number of office referrals, in school suspensions, and out of school suspensions by 50% based upon the 2015-16 school year. **1**

 G075943

**G3.B2** Teachers background knowledge of the culture of our student population **2**

 B198495

**G3.B2.S1** Implementation of cultural responsive training for staff once a month **4**

 S210137

### **Strategy Rationale**

Teachers need to have a deep understanding of culturally responsive teaching strategies.

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

Provide teachers with professional development regarding culturally responsive teaching strategies.

#### **Person Responsible**

Dean Lawless

#### **Schedule**

Every 2 Months, from 9/27/2016 to 5/26/2017

#### **Evidence of Completion**

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

Conduct a book study on growth mindset-Mindset: The New Psychology by Carol Dweck

#### **Person Responsible**

Cory Reiss

#### **Schedule**

Every 2 Months, from 9/27/2016 to 5/26/2017

#### **Evidence of Completion**

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

Conduct monthly professional development sessions on culturally responsive teaching strategies and growth mindset

**Person Responsible**

Dean Lawless

**Schedule**

Monthly, from 9/27/2016 to 5/26/2017

**Evidence of Completion**

Sign in sheets, written responses

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

Teachers will score in the proficient range for culture of learning domain on the CORE rubric which will be used for classroom observations

**Person Responsible**

Christine Hoffman

**Schedule**

Daily, from 9/27/2016 to 5/26/2017

**Evidence of Completion**

Increase in percentage of teachers scoring within the proficient range on the CORE rubric

**G3.B2.S2** Book study on growth mindset 4

 S210139

**Strategy Rationale**

All instructional staff needs to continue being reflective practitioners.

Action Step(s) Missing for Goal #3, Barrier #2, Strategy #2  
Complete one or more action steps for this Strategy or de-select it

**Plan to Monitor Fidelity of Implementation of G3.B2.S2 6**

**Person Responsible**

**Schedule**

***Evidence of Completion***


**Plan to Monitor Effectiveness of Implementation of G3.B2.S2 7**

**Person Responsible**


**Schedule**

***Evidence of Completion***

**G3.B3** Teachers not implementing the school wide behavior plan with fidelity **2**

 B199785

**G3.B3.S1** Create a consistent systematic school wide behavior plan which includes expectations and consequences. **4**

 S211457

**Strategy Rationale**

Students and teachers have a clear understanding of expectations and consequences.

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

Develop a consistent systematic school wide behavior plan which includes expectations and consequences.

**Person Responsible**

Dean Lawless

**Schedule**

On 8/10/2016

**Evidence of Completion**

Plan is completed before the 2016-2017 school year begins

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

Conduct professional development training on the consistent systematic school wide behavior plan which includes expectations and consequences.

**Person Responsible**

Dean Lawless

**Schedule**

On 7/27/2016

**Evidence of Completion**

Sign in sheets



**Action Step 3** 5

Tiered coaching support for teachers based on observational feedback.

**Person Responsible**

Dean Lawless

**Schedule**

Daily, from 8/10/2016 to 5/26/2017

**Evidence of Completion**

Coaching log and Weekly meeting with administration

**Plan to Monitor Fidelity of Implementation of G3.B3.S1** 6

All instructional staff have a clear understanding of the school wide behavior plan

**Person Responsible**

Dean Lawless

**Schedule**

Daily, from 7/27/2016 to 5/26/2017

**Evidence of Completion**

On-going daily observations on culture of learning domain on the core rubric and Marzano learning map.

**Plan to Monitor Effectiveness of Implementation of G3.B3.S1** 7

Daily observations by administrators and instructional coaches utilizing school created behavior feedback form

**Person Responsible**

Christine Hoffman

**Schedule**

Daily, from 8/10/2016 to 5/26/2017

**Evidence of Completion**

Teacher will use called for strategies on a consistent basis thus reducing the number of behavior incidents.

**G4.** Increase parent satisfaction with Campbell Park from the beginning of 16/17 school year to the end as measured by parent surveys. 1

G076355

**G4.B1** Scheduling conflicts between school and parents 2

B199797

**G4.B1.S1** Develop a year long calendar of family engagement events which will include PTA, grade-level sponsored, and school-wide events. 4

S211459

### Strategy Rationale

All stakeholders will know the dates in advance and can plan accordingly.

### Action Step 1 5

Create a calendar of all family engagement events during the 2016-2017 school year.

#### Person Responsible

Christine Hoffman

#### Schedule

On 8/31/2016

#### Evidence of Completion

Calendar is created

### Action Step 2 5

Distribute the family engagement calendar to all stakeholders

#### Person Responsible

Christine Hoffman

#### Schedule

On 9/2/2016

#### Evidence of Completion

All stakeholders receive a copy of the family engagement calendar

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

A meeting with PTA reps, grade-level reps, and specilaists

**Person Responsible**

Christine Hoffman

**Schedule**

On 8/31/2016

***Evidence of Completion***

A completed calendar

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

A meeting with PTA reps, grade-level reps, and specilaists

**Person Responsible**

Christine Hoffman

**Schedule**

On 8/31/2016

***Evidence of Completion***

A completed calendar

**G4.B1.S2** Advertise family involvement events two weeks in advance. 4

S211460

**Strategy Rationale**

All stakeholders will receive event reminders and important details in advance and can plan accordingly.

**Action Step 1** 5

School wide process for advertising events at least 2 weeks in advance to include a facilitator for advertising.

**Person Responsible**

Christine Hoffman

**Schedule**

On 5/26/2017

**Evidence of Completion**

A facilitator will be chosen for each event.

**Plan to Monitor Fidelity of Implementation of G4.B1.S2** 6

School Based Leadership Team will monitor the implementation of advertising.

**Person Responsible**

Christine Hoffman

**Schedule**

**Evidence of Completion**

School Based Leadership minutes.

**Plan to Monitor Effectiveness of Implementation of G4.B1.S2** 7

School Based Leadership Team will monitor the implementation of advertising.

**Person Responsible**

Christine Hoffman


**Schedule**

On 5/26/2017


***Evidence of Completion***

School Based Leadership Team minutes

**G4.B2** School not providing relevant information to parents **2**

 B199798

**G4.B2.S1** During any parent engagement activity families are receiving concrete information on how they can support your student learning at home. **4**

 S211755

**Strategy Rationale**

Parents want to be a partner with school

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

All school wide events will include a game/skill that will be taught to families that they can use to at home with their children. Materials will also be provided.

**Person Responsible**

Christine Hoffman

**Schedule**

Monthly, from 8/8/2016 to 5/26/2017

***Evidence of Completion***

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

Each grade level will host 3 Academic Parent Teacher Team (APTT) meeting.

**Person Responsible**

Christine Hoffman

**Schedule**

Every 6 Weeks, from 9/13/2016 to 2/28/2017

***Evidence of Completion***

Agendas from APTT meetings

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

Monthly monitoring by School Based Leadership Team

**Person Responsible**

Christine Hoffman

**Schedule**

On 5/26/2017

***Evidence of Completion***

Agendas and minutes from meetings

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

Monthly monitoring by School Based Leadership Team

**Person Responsible**

Christine Hoffman

**Schedule**

Monthly, from 8/8/2016 to 5/26/2017

***Evidence of Completion***

Agenda and minutes of meetings

**G4.B3** Parents are not receiving information about the positive things happening at school. 2

B200099

**G4.B3.S1** School wide processes will be developed to share the positive things happening at Campbell Park. 4

S211758

**Strategy Rationale**

To ensure that families and community are aware of positive things happening at Campbell Park.

**Action Step 1** 5

Teachers will make 2 positive phone calls per student once a month.

**Person Responsible**

Christine Hoffman

**Schedule**

Monthly, from 8/1/2016 to 5/26/2017

**Evidence of Completion**

Phone calls documented in Focus

**Action Step 2** 5

Classroom teachers will send out a monthly newsletter to families.

**Person Responsible**

Christine Hoffman

**Schedule**

Monthly, from 8/1/2016 to 5/1/2017

**Evidence of Completion**

Newsletters will be posted on school website.

**Action Step 3** 5

**Person Responsible**

**Schedule**

**Evidence of Completion**



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

Administration will monitor Focus to determine that phone calls are being made and newsletters will be approved by administration before going home.

**Person Responsible**

Christine Hoffman

**Schedule**

Weekly, from 8/8/2016 to 5/26/2017

***Evidence of Completion***

Parent contact log in Focus and Campbell Park website.

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

Administration will monitor Focus to determine that phone calls are being made and newsletters will be approved by administration before going home

**Person Responsible**

Christine Hoffman

**Schedule**

Weekly, from 8/8/2016 to 5/26/2017

***Evidence of Completion***

Parent contact log in Focus and Campbell Park website

**G5.** Healthy School Goal-Campbell Park Elementary will work toward bronze level recognition with the Alliance for a Healthier Generation. 1

G076483

**G5.B1** Healthy School Team has not be identified. 2

B200163

**G5.B1.S1** A goal manager will be identified. 4

S211825

### Strategy Rationale

Goal manager will manage this portion of the School Improvement Plan.

### Action Step 1 5

Goal manager identified.

#### Person Responsible

Christine Hoffman

#### Schedule

On 8/31/2016

#### Evidence of Completion

Healthy Schools Program Assessment will be completed.

### Action Step 2 5

Assessment items will be reviewed to determine the most feasible items to work on during the 16/17 school year.

#### Person Responsible

Dawn Lewis

#### Schedule

On 11/30/2016

#### Evidence of Completion

Healthy Schools Program Assessment will be completed.

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

Healthy School Goal will be discussed at School Based Leadership Meetings.

**Person Responsible**

Cory Reiss

**Schedule**

Monthly, from 10/3/2016 to 3/31/2017

***Evidence of Completion***

School Based Leadership minutes.

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

Healthy School Goal will be discussed at School Based Leadership Meetings.

**Person Responsible**

Cory Reiss



















**Schedule**

Monthly, from 10/3/2016 to 3/31/2017

***Evidence of Completion***

School Based Leadership Minutes

## 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>2016</b>					
G1.B3.S1.A1  A262519	Purchase Wit and Wisdom curriculum from Great Minds	Hoffman, Christine	6/1/2016	Materials will be at Campbell Park by August 1st	6/30/2016 one-time
G1.B1.S3.A1  A263198	Purchase IRLA kits from American Reading for all Reading teachers.	Hoffman, Christine	6/13/2016	Purchase order showing kits have ordered and received.	6/30/2016 one-time
G1.B3.S1.A2  A262617	Schedule professional development on Wit and Wisdom	Katz, Christie	6/27/2016	Reading coach, principal and selected teachers will attend 6 hour webinar at the end of June 2016. All reading teachers will receive professional development by August 5th 2016.	8/5/2016 one-time
G4.B1.S1.MA1  M255566	A meeting with PTA reps, grade-level reps, and specilaists	Hoffman, Christine	6/28/2016	A completed calendar	8/31/2016 one-time
G4.B1.S1.MA1  M255565	A meeting with PTA reps, grade-level reps, and specilaists	Hoffman, Christine	6/28/2016	A completed calendar	8/31/2016 one-time
G4.B1.S1.A1  A263795	Create a calendar of all family engagement events during the 2016-2017 school year.	Hoffman, Christine	6/28/2016	Calendar is created	8/31/2016 one-time
G3.B3.S1.A1  A263787	Develop a consistent systematic school wide behavior plan which includes expectations and...	Lawless, Dean	7/1/2016	Plan is completed before the 2016-2017 school year begins	8/10/2016 one-time
G4.B1.S2.MA1  M256145	School Based Leadership Team will monitor the implementation of advertising.	Hoffman, Christine	7/18/2016	School Based Leadership Team minutes	5/26/2017 one-time
G4.B1.S2.A1  A264279	School wide process for advertising events at least 2 weeks in advance to include a facilitator for...	Hoffman, Christine	7/18/2016	A facilitator will be chosen for each event.	5/26/2017 one-time
G1.B1.S3.A2  A263187	Teachers will receive professional development on the IRLA kits	Katz, Christie	7/25/2016	Sign in sheets from professional development sessions	5/26/2017 monthly
G3.B3.S1.A2  A263788	Conduct professional development training on the consistent systematic school wide behavior plan...	Lawless, Dean	7/27/2016	Sign in sheets	7/27/2016 one-time
G3.B3.S1.MA1  M255550	All instructional staff have a clear understanding of the school wide behavior plan	Lawless, Dean	7/27/2016	On-going daily observations on culture of learning domain on the core rubric and Marzano learning map.	5/26/2017 daily
G5.B1.S1.A2  A264367	Assessment items will be reviewed to determine the most feasible items to work on during the 16/17...	Lewis, Dawn	8/1/2016	Healthy Schools Program Assessment will be completed.	11/30/2016 one-time
G4.B3.S1.A2  A264290	Classroom teachers will send out a monthly newsletter to families.	Hoffman, Christine	8/1/2016	Newsletters will be posted on school website.	5/1/2017 monthly
G4.B3.S1.A1  A264289	Teachers will make 2 positive phone calls per student once a month.	Hoffman, Christine	8/1/2016	Phone calls documented in Focus	5/26/2017 monthly
G4.B2.S1.A1  A264280	All school wide events will include a game/skill that will be taught to families that they can use...	Hoffman, Christine	8/8/2016		5/26/2017 monthly
G4.B3.S1.MA1  M256162	Administration will monitor Focus to determine that phone calls are being made and newsletters will...	Hoffman, Christine	8/8/2016	Parent contact log in Focus and Campbell Park website	5/26/2017 weekly
G4.B2.S1.MA1  M256146	Monthly monitoring by School Based Leadership Team	Hoffman, Christine	8/8/2016	Agendas and minutes from meetings	5/26/2017 one-time
G4.B2.S1.MA1  M256147	Monthly monitoring by School Based Leadership Team	Hoffman, Christine	8/8/2016	Agenda and minutes of meetings	5/26/2017 monthly

**Pinellas - 0481 - Campbell Park Elementary School - 2016-17 SIP**  
*Campbell Park Elementary School*






Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.B3.S1.MA1 M256161	Administration will monitor Focus to determine that phone calls are being made and newsletters will...	Hoffman, Christine	8/8/2016	Parent contact log in Focus and Campbell Park website.	5/26/2017 weekly
G5.B1.S1.A1 A264366	Goal manager identified.	Hoffman, Christine	8/10/2016	Healthy Schools Program Assessment will be completed.	8/31/2016 one-time
G1.B3.S1.MA1 M253885	Daily observation schedule to monitor for full implementation of Wit and Wisdom	Hoffman, Christine	8/10/2016	Data collected during observation of teachers.	5/25/2017 daily
G1.B3.S1.A3 A262644	Schedule observation schedule for reading coach and administrator to monitor the fidelity of...	Hoffman, Christine	8/10/2016	Teachers are following the guidelines for implementation.	5/25/2017 one-time
G3.B3.S1.A3 A263789	Tiered coaching support for teachers based on observational feedback.	Lawless, Dean	8/10/2016	Coaching log and Weekly meeting with administration	5/26/2017 daily
G3.MA1 M252725	Bi-weekly monitoring of school wide discipline data by School Based Leadership Team (SBLT)	Hoffman, Christine	8/10/2016	Decrease in the number of office referrals and out of school suspension.	5/26/2017 biweekly
G1.B1.S3.A3 A263188	Teachers will implement IRLA with fidelity and use the data to develop strategies that will develop...	Hoffman, Christine	8/10/2016	observation data	5/26/2017 daily
G3.B3.S1.MA1 M255554	Daily observations by administrators and instructional coaches utilizing school created behavior...	Hoffman, Christine	8/10/2016	Teacher will use called for strategies on a consistent basis thus reducing the number of behavior incidents.	5/26/2017 daily
G2.B1.S2.MA1 M256286	Conduct weekly Professional Learning Communities for teachers to demonstrate their change in...	Hoffman, Christine	8/15/2016	Professional Learning Communities meeting minutes and attendance records.	5/26/2017 weekly
G1.B1.S3.MA1 M254700	Conduct monthly PLCs for teacher to demonstrate the strategies they are using as a result of the...	Hoffman, Christine	8/15/2016	PLC minutes and attendance sheets.	5/26/2017 monthly
G4.MA1 M255567	Monthly discussion at School Based Leadership Team meetings	Hoffman, Christine	8/15/2016	Beginning and end of the year parent survey results.	5/26/2017 monthly
G2.B1.S2.MA1 M256287	Conduct weekly Professional Learning Communities for teachers to demonstrate their change in...	Hoffman, Christine	8/15/2016	Professional Learning Communities minutes and attendance records	5/26/2017 weekly
G1.B1.S2.MA1 M252704	Conduct weekly PLCs for teachers to demonstrate their change in practice and that data driven...	Hoffman, Christine	8/15/2016	PLC meeting minutes and attendance records	5/26/2017 weekly
G1.B1.S2.MA1 M252703	Conduct weekly PLCs for teachers to demonstrate their change in practice and that data driven...	Hoffman, Christine	8/15/2016	PLC minutes and attendance records	5/26/2017 weekly
G1.B1.S3.MA1 M254701	Conduct monthly PLCs for teacher to demonstrate the strategies they are using as a result of the...	Hoffman, Christine	8/15/2016	PLC minutes and attendance sheets	5/26/2017 one-time
G1.B3.S3.A1 A281799	Develop a consistent science lab schedule	Lewis, Dawn	8/22/2016	Lab schedule for 3rd, 4th and 5th grade.	8/23/2016 one-time
G1.B1.S2.A2 A263772	Teachers will receive tiered coaching support based on formative assessment data.	Katz, Christie	8/22/2016	coaching logs	5/26/2017 weekly
G1.B1.S2.A1 A261818	Instructional decisions will be made based on formative assessment data.	Katz, Christie	8/22/2016	documentation on lesson plans for any adjustments made based on data	5/26/2017 weekly
G2.B1.S2.A2 A264365	Teachers will receive tiered coaching support based on formative assessment data.	Sharp, Melissa	8/22/2016		5/26/2017 weekly
G2.B1.S2.A1 A264364	Instructional decisions will be made based upon formative assessment data	Katz, Christie	8/22/2016	Documentation on lesson plans of any adjustments made based on data.	5/26/2017 weekly
G2.B1.S1.A2 A264363	Teachers will disaggregate data based on ethnicity.	Hoffman, Christine	8/29/2016	Professional Learning Communities minutes and sign in sheets	5/19/2017 biweekly

**Pinellas - 0481 - Campbell Park Elementary School - 2016-17 SIP**  
*Campbell Park Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A1 A264362	Classroom teachers will administer bi-weekly assessments.	Hoffman, Christine	8/29/2016	Teachers will have formative assessment data to share	5/19/2017 biweekly
G1.B3.S3.MA1 M279776	Science lab schedule with be followed with fidelity by all teachers. Adjustments made to schedule...	Lewis, Dawn	8/29/2016	Science lab pre and post tests.	5/19/2017 weekly
G1.B3.S3.MA1 M279777	Science lab schedule with be followed with fidelity by all teachers. Adjustments made to schedule...	Lewis, Dawn	8/29/2016	Science lab pre and post data.	5/19/2017 one-time
G1.B1.S1.A1 A261816	Classroom teachers will administer bi-weekly assessments in ELA, math and science	Lewis, Dawn	8/29/2016	Teachers will have formative assessment data to share.	5/19/2017 biweekly
G1.B3.S1.MA1 M253898	Bi-weekly assessments that measures academic progress in short cycles.	Katz, Christie	8/29/2016	Students are given bi-weekly assessments and teachers are keeping track of students that have mastered the standards.	5/25/2017 biweekly
G4.B1.S1.A2 A263796	Distribute the family engagement calendar to all stakeholders	Hoffman, Christine	8/31/2016	All stakeholders receive a copy of the family engagement calendar	9/2/2016 one-time
G2.B1.S1.MA1 M256283	Teachers will review data from biweekly assessments with each other, coaches and administrators on...	Hoffman, Christine	9/5/2016	Professional Learning Communities minutes	5/26/2017 monthly
G1.B1.S1.MA1 M253603	Teachers will review data from biweekly assessments with each other, coaches and administrators	Hoffman, Christine	9/5/2016	Professional learning communities minutes	5/26/2017 quarterly
G4.B2.S1.A2 A264281	Each grade level will host 3 Academic Parent Teacher Team (APTT) meeting.	Hoffman, Christine	9/13/2016	Agendas from APTT meetings	2/28/2017 every-6-weeks
G3.B2.S1.MA1 M252719	Teachers will score in the proficient range for culture of learning domain on the CORE rubric which...	Hoffman, Christine	9/27/2016	Increase in percentage of teachers scoring within the proficient range on the CORE rubric	5/26/2017 daily
G3.B2.S1.A1 A261830	Provide teachers with professional development regarding culturally responsive teaching strategies.	Lawless, Dean	9/27/2016		5/26/2017 every-2-months
G3.B2.S1.A2 A263784	Conduct a book study on growth mindset-Mindset: The New Psychology by Carol Dweck	Reiss, Cory	9/27/2016		5/26/2017 every-2-months
G3.B2.S1.MA1 M252720	Conduct monthly professional development sessions on culturally responsive teaching strategies and...	Lawless, Dean	9/27/2016	Sign in sheets, written responses	5/26/2017 monthly
G5.B1.S1.MA1 M256289	Healthy School Goal will be discussed at School Based Leadership Meetings.	Reiss, Cory	10/3/2016	School Based Leadership Minutes	3/31/2017 monthly
G5.B1.S1.MA1 M256288	Healthy School Goal will be discussed at School Based Leadership Meetings.	Reiss, Cory	10/3/2016	School Based Leadership minutes.	3/31/2017 monthly
G5.MA1 M256290	By April 1, 2017, the Healthy School Team will edit the school's Healthy Schools Program Assessment...	Reiss, Cory	10/3/2016	Action plan items documented on assessment.	3/31/2017 one-time
G1.B1.S1.MA1 M253604	MAPs assessment every 9 weeks	Lewis, Dawn	10/10/2016	There will be an increase in student RIT scores	3/13/2017 one-time
G2.B1.S1.MA1 M256284	MAPs assessment will be given to students three times a year.	Lewis, Dawn	10/10/2016	Student RIT scores	3/13/2017 triannually
G2.MA1 M256285	MAPs assessment will be given to students three times a year.	Lewis, Dawn	10/10/2016	Student RIT scores	3/20/2017 triannually
G1.MA1 M253064	MAPs assessment delivered three times a year	Lewis, Dawn	10/10/2016	Increase in students RIT scores.	3/20/2017 quarterly

**2017**

**Pinellas - 0481 - Campbell Park Elementary School - 2016-17 SIP**  
*Campbell Park Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A2  A280782	[no content entered]		No Start Date		No End Date one-time
G4.B1.S2.MA1  M256144	School Based Leadership Team will monitor the implementation of advertising.	Hoffman, Christine	No Start Date	School Based Leadership minutes.	No End Date one-time
G3.B2.S2.MA1  M252724	[no content entered]		No Start Date		No End Date once
G3.B2.S2.MA1  M252723	[no content entered]		No Start Date		No End Date once
G4.B3.S1.A3  A264291	[no content entered]		No Start Date		No End Date one-time

## V. Professional Development Opportunities

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

**G1.** Increase proficiency rates in reading, math, and science by 15% as measured by the required Spring 2017 Florida assessments.

**G1.B1** Teachers not making appropriate instructional decisions based on formative assessment data

**G1.B1.S1** Classroom teachers will administer bi-weekly formative assessments and discuss on the 3rd Wednesday of the month during PLCs.

### **PD Opportunity 1**

Classroom teachers will administer bi-weekly assessments in ELA, math and science

#### **Facilitator**

Instructional coaches

#### **Participants**

Teachers

#### **Schedule**

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

**G1.B1.S2** All teachers will meet weekly with instructional coaches to review formative assessment data and review the lesson plan alignment to the student data.

### **PD Opportunity 1**

Teachers will receive tiered coaching support based on formative assessment data.

#### **Facilitator**

Instructional Coaches

#### **Participants**

All instructional staff

#### **Schedule**

Weekly, from 8/22/2016 to 5/26/2017



**G1.B1.S3** Classroom teachers will use the Independent Reading Level Assessment (IRLA) as a formative assessment tool to guide student instruction in reading.

**PD Opportunity 1**

Teachers will receive professional development on the IRLA kits

**Facilitator**

Christy Katz, reading coach

**Participants**

Classroom teachers that teach reading.

**Schedule**

Monthly, from 7/25/2016 to 5/26/2017

**G1.B3** Current curriculum is not rigorous enough to meet the demands of the current standards

**G1.B3.S1** Implement Wit and Wisdom reading curriculum from Great Minds in grades K-5 to supplement core curriculum for reading

**PD Opportunity 1**

Schedule professional development on Wit and Wisdom

**Facilitator**

Great Minds trainer and Christy Katz, reading coach

**Participants**

reading coach, administration, and teachers

**Schedule**

On 8/5/2016

**G2.** Increase the percentage of African-American or Black students meeting or exceeding state averages across all content areas based on state academic standards, resulting in closure of the achievement gap between Black and Non-Black students as measured by required Florida state assessments.

**G2.B1** Teachers not making appropriate instructional decisions based on formative assessment data.

**G2.B1.S1** Teachers will administer bi-weekly formative assessments and disaggregate by ethnicity. Results will be reported and discussed on the 3rd Wednesday of the month.

**PD Opportunity 1**

Classroom teachers will administer bi-weekly assessments.

**Facilitator**

Instructional coaches

**Participants**

Classroom teachers

**Schedule**

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

**PD Opportunity 2**

Teachers will disaggregate data based on ethnicity.

**Facilitator**

Instructional coaches

**Participants**

Classroom teachers

**Schedule**

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

**G2.B1.S2** Classroom teachers will meet weekly with instructional coaches to review formative assessment data and review lesson plan alignment to the student data.

**PD Opportunity 1**

Teachers will receive tiered coaching support based on formative assessment data.

**Facilitator**

Instructional coaches and administrators

**Participants**

All classroom teachers

**Schedule**

Weekly, from 8/22/2016 to 5/26/2017

**G3.** Reduce the number of office referrals, in school suspensions, and out of school suspensions by 50% based upon the 2015-16 school year.

**G3.B2** Teachers background knowledge of the culture of our student population

**G3.B2.S1** Implementation of cultural responsive training for staff once a month

**PD Opportunity 1**

Provide teachers with professional development regarding culturally responsive teaching strategies.

**Facilitator**

Dean Lawless

**Participants**

All instructional staff

**Schedule**

Every 2 Months, from 9/27/2016 to 5/26/2017

## PD Opportunity 2

Conduct a book study on growth mindset-Mindset: The New Psychology by Carol Dweck

### Facilitator

Cory Reiss

### Participants

All instructional staff

### Schedule

Every 2 Months, from 9/27/2016 to 5/26/2017

## G3.B3 Teachers not implementing the school wide behavior plan with fidelity

**G3.B3.S1** Create a consistent systematic school wide behavior plan which includes expectations and consequences.

## PD Opportunity 1

Conduct professional development training on the consistent systematic school wide behavior plan which includes expectations and consequences.

### Facilitator

Dean Lawless

### Participants

All instruction staff

### Schedule

On 7/27/2016

## PD Opportunity 2

Tiered coaching support for teachers based on observational feedback.

### Facilitator

Dean Lawless

### Participants

Selected instructional staff

### Schedule

Daily, from 8/10/2016 to 5/26/2017

**G4.** Increase parent satisfaction with Campbell Park from the beginning of 16/17 school year to the end as measured by parent surveys.

**G4.B2** School not providing relevant information to parents

**G4.B2.S1** During any parent engagement activity families are receiving concrete information on how they can support your student learning at home.

**PD Opportunity 1**

Each grade level will host 3 Academic Parent Teacher Team (APTT) meeting.

**Facilitator**

Chris Hoffman

**Participants**

All classroom teachers

**Schedule**

Every 6 Weeks, from 9/13/2016 to 2/28/2017

## VI. Technical Assistance Items

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

## VII. Budget

1	G1.B1.S1.A1	Classroom teachers will administer bi-weekly assessments in ELA, math and science				\$0.00
2	G1.B1.S1.A2					\$0.00
3	G1.B1.S2.A1	Instructional decisions will be made based on formative assessment data.				\$0.00
4	G1.B1.S2.A2	Teachers will receive tiered coaching support based on formative assessment data.				\$0.00
5	G1.B1.S3.A1	Purchase IRLA kits from American Reading for all Reading teachers.				\$78,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0481 - Campbell Park Elementary School	Title I Part A		\$78,000.00
			<i>Notes: Notes</i>			
6	G1.B1.S3.A2	Teachers will receive professional development on the IRLA kits				\$0.00
7	G1.B1.S3.A3	Teachers will implement IRLA with fidelity and use the data to develop strategies that will develop students reading skills.				\$0.00
8	G1.B3.S1.A1	Purchase Wit and Wisdom curriculum from Great Minds				\$40,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0481 - Campbell Park Elementary School	Title I Part A		\$40,000.00
			<i>Notes: Notes</i>			
9	G1.B3.S1.A2	Schedule professional development on Wit and Wisdom				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0481 - Campbell Park Elementary School	Title I Part A		\$3,000.00
			<i>Notes: Notes</i>			
10	G1.B3.S1.A3	Schedule observation schedule for reading coach and administrator to monitor the fidelity of implementation of Wit and Wisdom.				\$0.00
11	G1.B3.S3.A1	Develop a consistent science lab schedule				\$0.00
12	G2.B1.S1.A1	Classroom teachers will administer bi-weekly assessments.				\$0.00
13	G2.B1.S1.A2	Teachers will disaggregate data based on ethnicity.				\$0.00
14	G2.B1.S2.A1	Instructional decisions will be made based upon formative assessment data				\$0.00

Pinellas - 0481 - Campbell Park Elementary School - 2016-17 SIP  
Campbell Park Elementary School

15	G2.B1.S2.A2	Teachers will receive tiered coaching support based on formative assessment data.				\$0.00
16	G3.B2.S1.A1	Provide teachers with professional development regarding culturally responsive teaching strategies.				\$0.00
17	G3.B2.S1.A2	Conduct a book study on growth mindset-Mindset: The New Psychology by Carol Dweck				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0481 - Campbell Park Elementary School	Title I Part A		\$500.00
18	G3.B3.S1.A1	Develop a consistent systematic school wide behavior plan which includes expectations and consequences.				\$0.00
19	G3.B3.S1.A2	Conduct professional development training on the consistent systematic school wide behavior plan which includes expectations and consequences.				\$0.00
20	G3.B3.S1.A3	Tiered coaching support for teachers based on observational feedback.				\$0.00
21	G4.B1.S1.A1	Create a calendar of all family engagement events during the 2016-2017 school year.				\$0.00
22	G4.B1.S1.A2	Distribute the family engagement calendar to all stakeholders				\$0.00
23	G4.B1.S2.A1	School wide process for advertising events at least 2 weeks in advance to include a facilitator for advertising.				\$0.00
24	G4.B2.S1.A1	All school wide events will include a game/skill that will be taught to families that they can use to at home with their children. Materials will also be provided.				\$0.00
25	G4.B2.S1.A2	Each grade level will host 3 Academic Parent Teacher Team (APTT) meeting.				\$0.00
26	G4.B3.S1.A1	Teachers will make 2 positive phone calls per student once a month.				\$0.00
27	G4.B3.S1.A2	Classroom teachers will send out a monthly newsletter to families.				\$0.00
28	G4.B3.S1.A3					\$0.00
29	G5.B1.S1.A1	Goal manager identified.				\$0.00
30	G5.B1.S1.A2	Assessment items will be reviewed to determine the most feasible items to work on during the 16/17 school year.				\$0.00
					<b>Total:</b>	<b>\$121,500.00</b>