

Pinellas County Schools

# Fairmount Park Elementary School



2016-17 School Improvement Plan

## Fairmount Park Elementary School

575 41ST ST S, St Petersburg, FL 33711

<http://www.fairmount-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	90%

### School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	D	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 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
Focus	Southwest	<a href="#">Jim Browder</a>
Former F	Turnaround Status	
No	Implementing	

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

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

Provide a diverse and caring learning environment with a focus on equity and excellence, strong family and community partnerships, and culturally relevant curriculum that promotes productive citizenship and 100% student success in college, career and life.

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

Creating innovative thinkers for global success!

#### 2. School Environment

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

All students and staff members will engage in daily Morning Meetings utilizing the structure of the Responsive Classroom series. Staff members will get to know students on an individual level. Culturally responsive pedagogy with all so be used to help students make connections between themselves, the curriculum and the standards to guide all children in achieving educational excellence.

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

The School-wide Positive Behavior Support (PBS) plan will clearly outline expectations and processes for creating an environment that celebrates diversity and where students feel safe and respected. The plan includes implementation of a school wide Morning meetings, Commitment to Character components, Core belief statements, Culturally sensitive strategies and the program of work outlined by the Pinellas Transformation Zone.

##### 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

The PBS plan includes school-wide expectations, classroom rules aligned to the expectations, a student culture rubric that clarifies exactly what students need to do to be academically and behaviorally successful, and protocols for redirecting students when necessary. Student and staff culture walks will be conducted weekly to monitor the effectiveness of the learning environment and professional development will target areas for growth. A Discipline Tracker (classroom managed vs. office managed behaviors) will also be used by teachers, in conjunction with relevant, rigorous instruction, and ongoing observation and feedback around achievement and student engagement.

##### 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

Our student services team provides differentiated support through: Child Study Team, Early Warning System, MTSS, individual and group counseling, monitoring of attendance (Navigator), student mentoring programs (5,000 Role Models, Girlfriends), on-site Suncoast mental health therapist.

### 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

The Early Warning System consists of the following indicators: Attendance below 90%, 1 or more suspensions, Lower quintile on statewide assessments and 1 or more retentions. Any student exhibiting 2 or more early warning indicators will be targeted for intervention. Data is reviewed monthly.

#### 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	41	41	26	26	28	14	0	0	0	0	0	0	0	176
One or more suspensions	13	8	14	13	25	10	0	0	0	0	0	0	0	83
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	28	47	28	0	0	0	0	0	0	0	103

##### 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		7	2	5	8	18	12	0	0	0	0	0	0	52

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

Increased instructional day to lengthen content blocks and provide intensive academic enrichment and intervention to targeted scholars, Promise Time beyond the school day, an instructional model that focuses on gradual release of learning for all students and differentiated instruction during independent work with each student having a targeted goal to achieve by the end of the year in order to meet or exceed grade level expectations. Student growth will be progress monitored daily using the Independent Reading Level Assessment (IRLA) from American Reading and through bi-weekly common assessments. Teams will analyze the data during PLCs to create targeted interventions and support based on specific needs. A family support and engagement team will provide services to help families reduce absences and tardies and a reward system will also be implemented to encourage positive behaviors for academics, attendance and behavior.

## 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?

No

**1. PIP Link**

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

**2. Description**

We will use the Title 1 Parent Involvement Plan (PIP) for this section.

**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**

All family and community engagement events will be published at the beginning of the school year and advertised through multiple methods to encourage participation. The design of all activities were developed based on the principles from Dr. Karen Mapp's Dual Capacity Workshop to help engage parents and the community.

Events include:

- August Training (offered once before, once during and once after school) “How to be a Home Reading Coach & What is the Independent Reading Level Assessment and 100 Book Challenge?”
- Academic Parent Teacher Team Meetings – These are family engagement activities where teachers share student data, and provide modeling for academic games and activities that support key foundational skills. These will also include celebration of student work and practice in coaching your child and encouraging home practice. (2 times per year)
- Learning Expo – Celebration of student projects and work, combined with a music presentation. Families will be invited to tour the building, take part in student-led activities and enjoy student work.
- Musical Performances in the evening
- 4 Schoolwide assemblies to celebrate academic achievement and demonstration of excellent character – Parents will be notified when their child/ren are receiving an award.
- Daily “Soaring to Success” student recognitions on the morning news – parents will be notified when their child/ren will receive an award so they can attend if desired.
- Volunteer recruitment to provide “Read to Me Buddies,” Library assistance for daily book check-out, support for PBS Big Events, and assistance with materials preparation.

Other supports include the PASS Partnership with USFSP provides volunteers, Seniors in Service of Tampa Bay Inc., paraprofessionals to support classroom instruction, JWB/Suncoast on-site mental health therapist and attendance navigator, and R'Club services.

**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
Moody, Kristy	Principal
Smith, Antonio	Assistant Principal
Raiola, Cathryn	Instructional Coach
Nyarkoh, Candice	Guidance Counselor
Carlson, Jennifer	Instructional Coach
Rose, Chris	

**b. Duties**



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

Kristy Moody- Principal, Antonio Smith- Assistant Principal, Chris Rose - Literacy Coach (Data Manager), Kelly Trippett - Science Coach (Data Manager), Jennifer Carlson - Math Coach (Data Manager), Cathryn Raiola - Behavior Coach (Data Manager), Psychologist (Facilitator), Social Worker, Diagnostician, Candice Nyarkoh –Guidance Counselor, ESE teacher, General Education Teacher.

The principal and AP monitor the learning environment and support teacher growth through observation and feedback. Based on that data, teams are provided with differentiated supports from school leaders and coaches. Teams discuss data weekly during PLCs and the SBLT meets weekly to assist in organizing interventions and supports for students performing below expectation. Progress monitoring data will be gathered bi-weekly and used for action planning to ensure all that students achieve academic success as measured by IRLA level (standard 10 for reading), MAP for 1st and 2nd grade, FSA for 3rd-5th grade, and as measured in bi-weekly assessments from the Transformation Zone team and STAR 360 for reading and math.

**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 SBLT will be responsible for managing and coordinating these efforts between all school teams as well as reviewing and revising the School Improvement Plan.

Title 1 Part A funds are utilized to purchase rigorous and culturally relevant instructional materials, compacts, technology, and professional development.

Title I Part C: NA

Title 1 Part D funds are targeted to support continuous educational services in students in neglected and delinquent facilities through tutoring, instructional materials and resources, and technology. The Promise Time Program will provide tutoring services for our students attending R'Club.

Title II funds are used to increase student achievement through professional development for teachers and administrators and provide literacy, math and science coaches.

Title III funds are used to provide educational materials, bilingual translators, summer programs, and other support services.

Title X funds are used to provide resources for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Juvenile Welfare Board supports Fairmount Park students and families school wide.

Title 1 coordinates with district Food Services to provide Community Eligibility Option (CEO) where all students receive free breakfast and lunch.

Title 1 Part A funds are used to provide Pre-Kindergarten Transition resources as well as a 3 year old class 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
Kristy Moody	Principal
Jennifer Paradis	Teacher
Lynda Scott	Education Support Employee
Dominique Speights	Parent
Corinthia Murray	Parent
Courtney Jones	Parent
Patricia Clark	Business/Community

**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*

Review of Title 1 Parent Survey results, school wide data update at each meeting based on bi-weekly data, Title1 budget expenditures, Parent Involvement Plan (PIP), Input to School/Parent/Student Compact.

*b. Development of this school improvement plan*

We sent home information asking for parents who were interested in serving on our SAC. At our first meeting (September 13) we will identify SAC board members. SAC members will review and provide input into our SIP at a subsequent meeting.

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

We reviewed our Title 1 parent and staff survey results and completed the 10 components of a school wide plan document prior to completing the SIP.

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

TBD

**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
Moody, Kristy	Principal
Rose, Chris	Instructional Coach
Smith, Antonio	Assistant Principal
Carlson, Jennifer	Instructional Coach

## **b. Duties**

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

- Support teacher's use of the IRLA from American Reading to monitor student reading levels and to plan instruction to achieve 2 month's worth of gains for every month at school based on IRLA data. Support implementation of independent reading with conferring in the intervention block for 30 minutes, plus the organization of Power Partners for students in Emergency Status. Support implementation of effective home routines and the documentation of reading steps in SchoolPace daily.
- Support for instructional strategies for close reading within the text complexity band for the grade level to include text on or above grade level, every day, in every classroom.
- Support for implementation of Florida state standards for literacy in social studies, science and technical subjects

## **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**

- Facilitated 50 minute grade level PLCs weekly
- Weekly whole group PLCs
- Monthly content collaborative lead by Transformation Zone coaches to focus on key areas based on teacher needs and key areas for school turnaround.
- Kudos in the weekly update connected with the week's look fors
- Monthly mentor/mentee meetings
- Monthly "Pot Luck" Celebrations
- School-wide PBIS Team
- School Leadership team that includes at least one member from each team.
- A staff culture rubric that outlines what great culture looks and feels like in the school.
- Tiered coaching model that calls for master teachers at each school. Master teachers will coach and support teachers in certain areas as outlined by the school administrator.
- PD from American Reading for the implementation of IRLA and Research Labs
- A two school partnership with Jamerson elementary to conduct lesson study and to share resources between the two schools.

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

- School-Based PD - based on the 5 pillars of school turnaround and needs based on observation and data
- Insight survey (fall/spring)
- School-Wide PLC Meetings (bi-weekly)
- Deliberate Practice Development
- Common Planning Blocks (50 minutes daily)
- Weekly Grade Level PLC Meetings
- Vertical Grade Level Articulation Meetings (Reading & Math)
- Job Embedded PD (Coaches) - FSS Literacy, Math and Science / Behavior Management
- Observation & Feedback Form (Glow & Grows)

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

Each new teacher will be assigned a mentor/collaborative partner. Planned activities include observation of mentee's instruction with feedback, planning sessions with mentee, connecting lesson activities to Florida State Standards, discussing student progress, analyzing student work, and modeling or co-teaching lessons.

Mentor/Developing Teacher Pairings:

Chris Rose– Anne Marie Kochenour (Kindergarten)  
Chris Rose – Jessica Roualet (Kindergarten)

TBD- Katelyn Craig (1st grade)

TBD– Louis Bruno (2nd grade)  
TBD– Taylor Schultz (2nd grade)

TBD– Christie Kittle (3rd grade)  
TBD– Alexis Kelly (3rd grade)

Jennifer Loomis - Lisa Heather (5th grade)  
Tim Slaughter– Annie Nemeth(4th grade)

## 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**

- LSI Partnership to focus on standards-based instruction and rigor inside the classroom.
- Bi-weekly assessments to track student growth and mastery of the standards.
- Progress monitoring of reading and math bi-weekly using STAR 360
- Planning for all content areas is aligned to Florida State Standards with objectives posted daily along with the flow of the day.
- Scales and Rubrics developed after the Standards are Unpacked during pre-school and monitored via rigor walks with LSI partnership
- Observation and Feedback weekly, as documented in iObservation and the observation tracker (Glows & Grows)
- Lesson Plans posted outside the classroom and are reviewed weekly
- Daily monitoring of students' reading steps in SchoolPace, in addition to reading level.

#### 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**

Teachers analyze bi-weekly data from grade-level assessments developed in collaboration with the Transformation Zone team, in addition to STAR 360 Reading and Math data, and weekly IRLA data and reading steps. Data from the LSI standards tracker is also used to monitor student growth.

Based upon the data, teachers plan core and differentiated instruction and monitor the effectiveness by using exit tickets and checks for understanding during each lesson.

School-wide data is monitored by SBLT weekly, along with observations and data gathered during walkthroughs and observations. School-wide interventions, enrichment and supports will be modified based on student needs so that all students meet or exceed grade level expectations by the end of the school year.

**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:** 10,800

Lengthening of the school day by 60 minutes to provide longer blocks in ELA, math and science to provide intensive academic enrichment and intervention targeted to needs of scholars.

**Strategy Rationale**

An extended school day increases opportunities to learn and extend learning in all content areas.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

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

Moody, Kristy, moodyk@pcsb.org

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

IRLA data, reading steps, bi-weekly grade level assessment data, and STAR 360 data for reading and math will be collected and analyzed in PLCs and MTSS and Data Review Meetings.

**Strategy:** Extended School Day

**Minutes added to school year:** 10,800

Promise Time: i-Ready computer based curriculum for reading and math

**Strategy Rationale**

Promote acceleration, achievement and academic performance for students

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

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

Raiola, Cathryn, raiolac@pcsb.org

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

i-Ready has a built in progress monitoring system that is analyzed and reviewed monthly.

**Strategy:** Summer Program

**Minutes added to school year:** 12,600

Providing a summer Bridge to Success Science Camp in partnership with USFSP

**Strategy Rationale**

Enrichment activities contribute to a well-rounded education

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

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

Moody, Kristy, moodyk@pcsb.org

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

A pre and post assessment will be collected and analyzed by USFSP staff and shared with SBLT. We will compare baseline science PCAS data of students who attended the camp in summer of 2016 to students who did not attend.

**Strategy:** Extended School Day

**Minutes added to school year:** 1,560

Offer the STEM extended learning program to 20 targeted fourth and fifth grade students. Offer student's opportunities to conduct hands-on STEM investigations, explore careers in STEM, improve teambuilding and leadership skills, learn about business planning, and interact with community partners!

**Strategy Rationale**

Increased time on task and enrichment activities contribute to a well-rounded education

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

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

Smith, Antonio, smithant@pcsb.org

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

District common assessment math and science.

**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**

Title 1 Part A funds are used to provide Pre-K to Kindergarten transition services. Title 1 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 1 Part A funds is used to provide classes for three year olds at targeted elementary schools to support early literacy.

**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.** 70% of students will achieve mastery for each of the grade level standards in ELA, math and science through rigorous core instruction aligned to the standards, monitored via bi-weekly assessments. Students will score level 3 or above as measured by the FSA for ELA and Math, and the Florida Standards Science Assessment. Increase Black student achievement to 70%.
- G2.** Develop and sustain a healthy, respectful, caring, safe, learning environment for students, faculty, staff, and families resulting in individual educator learning, student learning, and overall school improvement as measured by a 90% reduction in office referrals and out of school suspension rates from the 15-16 data.

## 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.** 70% of students will achieve mastery for each of the grade level standards in ELA, math and science through rigorous core instruction aligned to the standards, monitored via bi-weekly assessments. Students will score level 3 or above as measured by the FSA for ELA and Math, and the Florida Standards Science Assessment. Increase Black student achievement to 70%. 1a

G076311

**Targets Supported** 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	70.0
FSA Mathematics - Achievement	70.0
FCAT 2.0 Science Proficiency	70.0

**Targeted Barriers to Achieving the Goal** 3

- Lack of standards based instruction and educator collaboration to ensure student success as measured by ongoing progress monitoring data aligned to the rigor of the standards.

**Resources Available to Support the Goal** 2

- LSI Partnership to focus on standards-based instruction and rigor inside the classroom, MAP assessment to monitor academic progress over a period of time and track academic growth, Instructional Coaches, support from the Pinellas Transformation Zone Team, A focused instructional model that utilizes gradual release of learning to students, a school-wide structure for Professional Learning Community meetings weekly, Independent Reading Level Assessment (IRLA) from American Reading

**G2.** Develop and sustain a healthy, respectful, caring, safe, learning environment for students, faculty, staff, and families resulting in individual educator learning, student learning, and overall school improvement as measured by a 90% reduction in office referrals and out of school suspension rates from the 15-16 data.

1a

G076313

### Targets Supported 1b

Indicator	Annual Target
Discipline incidents	50.0
One or More Suspensions	20.0

### Targeted Barriers to Achieving the Goal 3

- Inconsistency in skill levels when implementing established processes and procedures

### Resources Available to Support the Goal 2

- School-wide PBIS Plan, including specific expectations, skills, teaching points and strategies, Behavior Specialist, MTSS Team, Mental Health Therapist, Attendance Navigator, Student Services Staff

### Plan to Monitor Progress Toward G2. 8

Students will model self-discipline and problem solving behaviors, teachers will provide supportive coaching to all children with improved learning outcomes.

#### Person Responsible

Kristy Moody

#### Schedule

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

#### Evidence of Completion

Data Reviews; Classroom observation data, student achievement data, Insight Survey Data

## 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.** 70% of students will achieve mastery for each of the grade level standards in ELA, math and science through rigorous core instruction aligned to the standards, monitored via bi-weekly assessments. Students will score level 3 or above as measured by the FSA for ELA and Math, and the Florida Standards Science Assessment. Increase Black student achievement to 70%. 1

G076311

**G1.B1** Lack of standards based instruction and educator collaboration to ensure student success as measured by ongoing progress monitoring data aligned to the rigor of the standards. 2

B199654

**G1.B1.S1** Implement standards based instruction with school-wide structures to support teacher learning, collaborative planning, data driven decision making, and tracking of student progress to ensure mastery of grade level standards citing specific evidence of learning. 4

S211342

### Strategy Rationale

A school-wide program of work focused on student learning, mastery of the standards, quality instruction, collaboration and purposeful monitoring and feedback will result in improved student outcomes and teacher efficacy. Teaching and learning are the core business of this school.

### Action Step 1 5

The school will meet weekly as a whole group Professional Learning Community to analyze data, participate in learning and to collaboratively plan instruction that is aligned to the standards with specific assessment data to show growth towards mastery. Grade level teams will also meet weekly to continue the same work.

#### Person Responsible

Kristy Moody

#### Schedule

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

#### Evidence of Completion

PLC feedback form, bi-monthly assessment data analysis forms, weekly coaches log, lesson plans, scale and rubrics, Grow & Glow observations and feedback.

### Action Step 2 5

Teachers will attend trainings identified through Deliberate Practice Plan, and provided by the Transformation Zone Team during monthly content collaborative sessions

#### **Person Responsible**

Kristy Moody

#### **Schedule**

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

#### **Evidence of Completion**

LMS transcripts, PD signature sheets, student data growth and observation with feedback in relation to goals

### Action Step 3 5

Tiered coaching model that calls for master teachers who coach, mentor and support teachers in certain areas as outlined by the school administrator.

#### **Person Responsible**

Kristy Moody

#### **Schedule**

Weekly, from 8/3/2016 to 5/26/2017

#### **Evidence of Completion**

Observation and feedback, student growth data

### Action Step 4 5

The instructional model will focus on gradual release of learning to students and frequent checks for understanding in relation to grade level standards.

#### **Person Responsible**

Kristy Moody

#### **Schedule**

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

#### **Evidence of Completion**

Walkthroughs using "Quick Glance", observation and feedback, scales, lesson plans, AVID strategy implementation, student data

### Action Step 5 5

Teachers will use bi-monthly assessments to monitor their students' progress in in ELA, Math and Science and analyze the data to modify instruction as needed

#### **Person Responsible**

Kristy Moody

#### **Schedule**

Biweekly, from 8/19/2016 to 5/26/2017

#### **Evidence of Completion**

Bi-weekly assessment data and MAP assessment data

### Action Step 6 5

Implement culturally relevant and affirming pedagogy to combat stereotype threat for Black children, resulting in increased engagement and academic success for all.

#### **Person Responsible**

Kristy Moody

#### **Schedule**

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

#### **Evidence of Completion**

Curriculum materials and lesson plans will explicitly state culturally relevant components, student achievement data will document effectiveness of the implementation.

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

Daily instructional rounds will monitor implementation in instructional practices and utilization of school-wide structures to support student and teacher growth.

#### **Person Responsible**

Kristy Moody

#### **Schedule**

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

#### **Evidence of Completion**

Student learning results, plus observation and feedback data will document fidelity of implementation and impact.

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

Support and monitoring will be provided via the LSI Partnership to focus on standards-based instruction and rigor.

**Person Responsible**

Kristy Moody

**Schedule**

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

***Evidence of Completion***

**G2.** Develop and sustain a healthy, respectful, caring, safe, learning environment for students, faculty, staff, and families resulting in individual educator learning, student learning, and overall school improvement as measured by a 90% reduction in office referrals and out of school suspension rates from the 15-16 data. **1**

G076313

**G2.B2** Inconsistency in skill levels when implementing established processes and procedures **2**

B199661

**G2.B2.S1** Provide a School-wide system for PBS, including professional development for faculty, staff and families resulting in clear expectations and consistent support for all stakeholders. Ongoing family engagement events to provide two-way communication. **4**

S211346

### Strategy Rationale

Consistent expectations and a team approach to supporting all children and stakeholders will clarify the role of each student and how to support learning and emotional growth.

### Action Step 1 **5**

A school-wide PBIS plan will be established and shared with all stakeholders to clarify expectations and opportunities for providing feedback, recognition and re-teaching. A restorative approach to discipline will engage students and connect them to the learning community.

#### Person Responsible

Kristy Moody

#### Schedule

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

#### Evidence of Completion

Daily observations of instruction and the learning environment, behavior call data and student achievement data

### Action Step 2 **5**

Provide a site-based Suncoast Mental Health Therapist, Attendance Navigator and full time School Social Worker to support identified students and families in crisis.

#### Person Responsible

Kristy Moody

#### Schedule

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

#### Evidence of Completion

Release of Information forms, Contact Log, Student Progress Monitoring Notes



**Action Step 3** 5

Ongoing Professional Development utilizing "Teach Like a Champion " strategies and techniques.

**Person Responsible**

Antonio Smith

**Schedule**

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

**Evidence of Completion**

Observation and feedback, student engagement data based on walk throughs; lesson plans

**Action Step 4** 5

Academic Parent Teacher Team Meetings & Learning Expos to showcase student work

**Person Responsible**

Kristy Moody

**Schedule**

Monthly, from 10/3/2016 to 4/28/2017

**Evidence of Completion**

Sign In Sheets, Power Points and or Handouts, Agendas, Parent Feedback

**Action Step 5** 5

Work toward Bronze Level recognition with the Alliance for a Healthier Generation

**Person Responsible**

Antonio Smith

**Schedule**

Daily, from 8/24/2015 to 6/2/2016

**Evidence of Completion**

Bronze level achieved in 2 out of 6 of the HSP assessment modules or 33% of HSP assessment modules

**Action Step 6** 5

Implement Morning Meetings to make academics engaging, manage classrooms effectively and create a positive climate in which students feel safe to take the risks necessary for learning.

**Person Responsible**

Kristy Moody

**Schedule**

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

**Evidence of Completion**

Daily walkthroughs and feedback, lesson plans

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

SBLT will review the status of implementation weekly.

**Person Responsible**

Kristy Moody

**Schedule**

Weekly, from 8/3/2016 to 5/26/2017

**Evidence of Completion**

SBLT Minutes; Sign-In Sheets/Agendas, MTSS meeting minutes, LMS transcripts

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

Increased consistency of implementing school-wide processes, skill levels, and procedures with faculty and staff. Improved student learning outcomes and stakeholder satisfaction. Reduction in discipline referrals.

**Person Responsible**

Benigna Pollauf

**Schedule**

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


**Evidence of Completion**

SBLT Minutes, walk through data and feedback, EWS monthly 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>2015</b>					
G2.B2.S1.A5 A263604	Work toward Bronze Level recognition with the Alliance for a Healthier Generation	Smith, Antonio	8/24/2015	Bronze level achieved in 2 out of 6 of the HSP assessment modules or 33% of HSP assessment modules	6/2/2016 daily
<b>2016</b>					
G1.B1.S1.A6 A263949	Implement culturally relevant and affirming pedagogy to combat stereotype threat for Black...	Moody, Kristy	7/27/2016	Curriculum materials and lesson plans will explicitly state culturally relevant components, student achievement data will document effectiveness of the implementation.	5/26/2017 daily
G1.B1.S1.A2 A263585	Teachers will attend trainings identified through Deliberate Practice Plan, and provided by the...	Moody, Kristy	7/27/2016	LMS transcripts, PD signature sheets, student data growth and observation with feedback in relation to goals	5/26/2017 biweekly
G2.MA1 M255287	Students will model self-discipline and problem solving behaviors, teachers will provide supportive...	Moody, Kristy	8/1/2016	Data Reviews; Classroom observation data, student achievement data, Insight Survey Data	5/26/2017 weekly
G2.B2.S1.MA1 M255285	Increased consistency of implementing school-wide processes, skill levels, and procedures with...	Pollauf, Benigna	8/1/2016	SBLT Minutes, walk through data and feedback, EWS monthly data	5/26/2017 weekly
G2.B2.S1.A1 A263600	A school-wide PBIS plan will be established and shared with all stakeholders to clarify...	Moody, Kristy	8/1/2016	Daily observations of instruction and the learning environment, behavior call data and student achievement data	5/26/2017 daily
G2.B2.S1.A3 A263602	Ongoing Professional Development utilizing "Teach Like a Champion " strategies and techniques.	Smith, Antonio	8/1/2016	Observation and feedback, student engagement data based on walk throughs; lesson plans	5/26/2017 biweekly
G1.B1.S1.A3 A263587	Tiered coaching model that calls for master teachers who coach, mentor and support teachers in...	Moody, Kristy	8/3/2016	Observation and feedback, student growth data	5/26/2017 weekly
G2.B2.S1.MA1 M255286	SBLT will review the status of implementation weekly.	Moody, Kristy	8/3/2016	SBLT Minutes; Sign-In Sheets/ Agendas, MTSS meeting minutes, LMS transcripts	5/26/2017 weekly
G1.B1.S1.MA1 M255714	Daily instructional rounds will monitor implementation in instructional practices and utilization...	Moody, Kristy	8/10/2016	Student learning results, plus observation and feedback data will document fidelity of implementation and impact.	5/26/2017 daily
G1.B1.S1.A1 A263584	The school will meet weekly as a whole group Professional Learning Community to analyze data,...	Moody, Kristy	8/10/2016	PLC feedback form, bi-monthly assessment data analysis forms, weekly coaches log, lesson plans, scale and rubrics, Grow & Glow observations and feedback.	5/26/2017 weekly
G2.B2.S1.A6 A263605	Implement Morning Meetings to make academics engaging, manage classrooms effectively and create a...	Moody, Kristy	8/10/2016	Daily walkthroughs and feedback, lesson plans	5/26/2017 daily
G2.B2.S1.A2 A263601	Provide a site-based Suncoast Mental Health Therapist, Attendance Navigator and full time School...	Moody, Kristy	8/10/2016	Release of Information forms, Contact Log, Student Progress Monitoring Notes	5/26/2017 daily
G1.B1.S1.MA1 M255715	Support and monitoring will be provided via the LSI Partnership to focus on standards-based...	Moody, Kristy	8/10/2016		5/26/2017 monthly
G1.B1.S1.A4 A263589	The instructional model will focus on gradual release of learning to students and frequent checks...	Moody, Kristy	8/10/2016	Walkthroughs using "Quick Glance", observation and feedback, scales, lesson plans, AVID strategy implementation, student data	5/26/2017 daily
G1.B1.S1.A5 A263590	Teachers will use bi-monthly assessments to monitor their students' progress in in ELA, Math and...	Moody, Kristy	8/19/2016	Bi-weekly assessment data and MAP assessment data	5/26/2017 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
G2.B2.S1.A4  A263603	Academic Parent Teacher Team Meetings & Learning Expos to showcase student work	Moody, Kristy	10/3/2016	Sign In Sheets, Power Points and or Handouts, Agendas, Parent Feedback	4/28/2017 monthly

## V. Professional Development Opportunities

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

**G1.** 70% of students will achieve mastery for each of the grade level standards in ELA, math and science through rigorous core instruction aligned to the standards, monitored via bi-weekly assessments. Students will score level 3 or above as measured by the FSA for ELA and Math, and the Florida Standards Science Assessment. Increase Black student achievement to 70%.

**G1.B1** Lack of standards based instruction and educator collaboration to ensure student success as measured by ongoing progress monitoring data aligned to the rigor of the standards.

**G1.B1.S1** Implement standards based instruction with school-wide structures to support teacher learning, collaborative planning, data driven decision making, and tracking of student progress to ensure mastery of grade level standards citing specific evidence of learning.

### PD Opportunity 1

The school will meet weekly as a whole group Professional Learning Community to analyze data, participate in learning and to collaboratively plan instruction that is aligned to the standards with specific assessment data to show growth towards mastery. Grade level teams will also meet weekly to continue the same work.

#### Facilitator

Teacher Leaders & School Leadership

#### Participants

Instructional Staff, Paraprofessionals, Administrators, Support Staff

#### Schedule

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

### PD Opportunity 2

Teachers will attend trainings identified through Deliberate Practice Plan, and provided by the Transformation Zone Team during monthly content collaborative sessions

#### Facilitator

School Leaders, Transformation Zone Coaches, various trainers

#### Participants

Instructional staff, paraprofessionals, administration, support staff

#### Schedule

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

**G2.** Develop and sustain a healthy, respectful, caring, safe, learning environment for students, faculty, staff, and families resulting in individual educator learning, student learning, and overall school improvement as measured by a 90% reduction in office referrals and out of school suspension rates from the 15-16 data.

**G2.B2** Inconsistency in skill levels when implementing established processes and procedures

**G2.B2.S1** Provide a School-wide system for PBS, including professional development for faculty, staff and families resulting in clear expectations and consistent support for all stakeholders. Ongoing family engagement events to provide two-way communication.

**PD Opportunity 1**

A school-wide PBIS plan will be established and shared with all stakeholders to clarify expectations and opportunities for providing feedback, recognition and re-teaching. A restorative approach to discipline will engage students and connect them to the learning community.

**Facilitator**

School Leadership & The Transformation Zone Team

**Participants**

All stakeholders

**Schedule**

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

**PD Opportunity 2**

Ongoing Professional Development utilizing "Teach Like a Champion " strategies and techniques.

**Facilitator**

School Leadership

**Participants**

Instructional Staff, Instructional Support Staff, Administrators

**Schedule**

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

### **PD Opportunity 3**

Academic Parent Teacher Team Meetings & Learning Expos to showcase student work

#### **Facilitator**

Various Presenters

#### **Participants**

Fairmount Park parents and families, Instructional Staff, Administrators

#### **Schedule**

Monthly, from 10/3/2016 to 4/28/2017

### **PD Opportunity 4**

Implement Morning Meetings to make academics engaging, manage classrooms effectively and create a positive climate in which students feel safe to take the risks necessary for learning.

#### **Facilitator**

School Leadership

#### **Participants**

Classroom Teachers & students

#### **Schedule**

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

## 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	The school will meet weekly as a whole group Professional Learning Community to analyze data, participate in learning and to collaboratively plan instruction that is aligned to the standards with specific assessment data to show growth towards mastery. Grade level teams will also meet weekly to continue the same work.	\$0.00
2	G1.B1.S1.A2	Teachers will attend trainings identified through Deliberate Practice Plan, and provided by the Transformation Zone Team during monthly content collaborative sessions	\$0.00
3	G1.B1.S1.A3	Tiered coaching model that calls for master teachers who coach, mentor and support teachers in certain areas as outlined by the school administrator.	\$0.00
4	G1.B1.S1.A4	The instructional model will focus on gradual release of learning to students and frequent checks for understanding in relation to grade level standards.	\$0.00
5	G1.B1.S1.A5	Teachers will use bi-monthly assessments to monitor their students' progress in in ELA, Math and Science and analyze the data to modify instruction as needed	\$0.00
6	G1.B1.S1.A6	Implement culturally relevant and affirming pedagogy to combat stereotype threat for Black children, resulting in increased engagement and academic success for all.	\$0.00
7	G2.B2.S1.A1	A school-wide PBIS plan will be established and shared with all stakeholders to clarify expectations and opportunities for providing feedback, recognition and re-teaching. A restorative approach to discipline will engage students and connect them to the learning community.	\$0.00
8	G2.B2.S1.A2	Provide a site-based Suncoast Mental Health Therapist, Attendance Navigator and full time School Social Worker to support identified students and families in crisis.	\$0.00
9	G2.B2.S1.A3	Ongoing Professional Development utilizing "Teach Like a Champion " strategies and techniques.	\$0.00
10	G2.B2.S1.A4	Academic Parent Teacher Team Meetings & Learning Expos to showcase student work	\$0.00
11	G2.B2.S1.A5	Work toward Bronze Level recognition with the Alliance for a Healthier Generation	\$0.00
12	G2.B2.S1.A6	Implement Morning Meetings to make academics engaging, manage classrooms effectively and create a positive climate in which students feel safe to take the risks necessary for learning.	\$0.00
<b>Total:</b>			<b>\$0.00</b>