Campbell Park Elementary School

2017-18 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

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	Charter School	2016-17 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	92%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Campbell Park Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest - Julio Valle	Not In DA - N/A

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 results of the AdvanceEd and Title One surveys are used to guide planning for the year. These surveys give us information about how are students and parents feel about the school community and help us identify areas that we can improve or maintain to create a positive culture. We build relationships between teachers and students through daily morning meetings, weekly school wide positive behavior incentives, school wide clubs such as Girlfriends and STEP. As those relationships are strengthened, we learn more about the students' as individuals. From there we are able to match the students with mentors and utilize our many partnerships to best meet their needs. This helps students be more successful in the classroom. Teachers are also communicating with parents on the positive things that their child is doing during school on a regular basis. Family nights are scheduled throughout the year to invite parents into the school so that teachers and students can share classroom progress. We ensure teachers are communicating with parents about positive things that their child is doing by checking the parent contact log for the student in Focus. Morning meeting, which is in each teacher's lesson plans, fosters Culturally Relevant Teaching (CRT) by allowing students to share with their classmates, daily.Circle time is the final component of the morning meeting that is conducted in each class daily. This component facilitates restorative practices.

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

We have created a consistent and systematic school wide behavior system that includes clear expectations with rewards and consequences. This helps us to foster an environment where students feel safe and respected before, during and after school. We begin each day with morning meetings in every classroom. This is the time where students share things about themselves, discuss issues within the classroom and build their interpersonal skills. Teachers are also going to be trained in strategies supporting Restorative Practices, which will help them strengthen relationships and make sure that students feel safe and respected, as well as welcomed in the classroom. 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, and a school wide anti-bullying program are also in place. The school-wide expectations are communicated by the acronym R.A.Y.S. Respect, Act responsibly, Your best is expected and Self-control. The RAYS expectation can be seen within classroom, posted around campus and referred to daily on the Campbell Park Morning News broadcast.
Lessons within the first 10 days of school introduced the guidelines for success and classroom expectations. Morning meeting is the vehicle for reinforcing the guidelines for success and school-

wide expectations. Coaches walkthrough classrooms daily to monitor that school-wide expectations are being taught, modeled and reinforced.
.

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 scale 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. In addition to the 5 point behavior scale, the school utilizes a 10 point system, similar to a token economy. The system promotes PBIS and ensures students are only earning points. The points can be used to earn privileges or purchase items at the school store.

Campbell Park is also utilizing calm 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 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 students 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.

Teachers were trained to direct using the Movement Volume Participation and Time (MVPT) model as outlined in the book Teach Like a Champion.

Teachers develop classroom rules with the help of students on the first day of school. These rules are aligned to the school-wide expectations.

The school has a behavior handbook that outlines a flow of consequences. Teachers were provided a copy of the handbook and are to follow the flow when behavioral incidents occur.

SBLT is the school's way of analyzing and problem-solving discipline data.

The school monitors the effectiveness of the school-wide behavior plan by conducting daily walkthroughs as well as keeping a log of behavior calls.

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. The morning meeting, morning news and guidance lessons are the means for delivering social emotional learning (SEL) skills. Referrals and behavioral incidents are the means by which we monitor the effectiveness of SEL.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

We utilize Pinellas County's Early Warning Tracking system where we monitor students with:
-Excessive absences below 90%
-one or more suspensions (in or out of school)
-Excessive referrals/discipline incidents
- level 1 on ELA and/or Math FSA
-previous retentions
-failing grades in core courses
-multiple schools in one school year
-exhibiting two or more early warning indicators

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	0	40	50	32	57	19	0	0	0	0	0	0	0	198
One or more suspensions	0	2	9	20	27	11	0	0	0	0	0	0	0	69
Course failure in ELA or Math	0	0	37	44	70	36	0	0	0	0	0	0	0	187
Level 1 on statewide assessment	0	0	0	0	77	54	0	0	0	0	0	0	0	131

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	2	10	6	0	0	0	0	0	0	0	18

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 to help improve academic performance of students, Child Study Team (CST) and School Based Leadership Team (SBLT). SBLT meetings will be held weekly or 4 times per month.

The data analysis focus will shift weekly between academic and behavior. Child Study Team (CST) will meet biweekly. The school uses the problem-solving process to analyze our data. Students in Tier 2 are serviced using the Leveled Literacy Intervention (LLI) program in conjunction with iStation. Students in Tier 1 and Tier 3 are receiving Jan Richardson Guided Reading based on their running record level in conjunction with iStation. The "WOW" Room is a positive incentive to motivate students to meet behavioral expectations such as earning a behavior score of a 3, 4 or 5 daily. Various resources are strategically coordinated to support this including SIG, Title One, and district funds. Students receive academic tutoring, counseling, and enrichment opportunities to help them improve their academic performance. Student data is monitored regularly to ensure they are making progress. Data sources such as the MAP assessment, running records, various progress monitoring tools (DIBELS, AIMSweb, etc.) and iStation (ISIP) are used.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

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

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/ 417849.

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. United Way, Jabil Circuits, Tampa Bay Rays and the local churches are participating in activities with the students such as mentoring and providing the "WOW" room. Specifically, the staff from the United Way connect families with the services they might need including utilities, government assistance and clothes to kids so that their scholars can come prepared to learn daily.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Young, Kathleen	Principal
Lewis, Dawn	Assistant Principal
Sharp, Melissa	Instructional Coach
Early, Michelle	Instructional Coach
Trippett, Kelly	Instructional Coach
Reiss, Cory	Guidance Counselor
	Psychologist
	Attendance/Social Work
	Attendance/Social Work
	Other
	Other
	Other

b. Duties

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

The School Based Leadership Team (SBLT) consists of the principal, assistant principal, instructional coaches, new teacher mentor coach, MTSS coach, guidance counselor, social workers, psychologist, SIG personnel and the behavior specialist. The team meets weekly to discuss trends observed throughout the school. Administration and instructional coaches conduct walk throughs on a regular basis to observe core instruction for fidelity Students are assessed biweekly in math, science and ELA and this core data, along with the MAP data from cycle testing is also reviewed. Both the performance data and the walk through data are used to identify trends, specifically areas of strength and areas for improvement across the school. The team then can assign coaching support based upon this data and monitor within the next cycle of walk throughs and assessments. Academic interventions are adjusted as needed based on this data as well. The SBLT also looks at student discipline data and behavior tier one classroom data to determine effectiveness of the core and possible classrooms/students needing additional 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.

Our SIP focuses on key elements in which our school was deficient for the 2016-2017 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, a New Teacher Mentor Coach, and an MTSS Coach.

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
Kathleen Young-Parker	Principal
Mamie Jackson	Business/Community
Deneen Sweat	Parent
Carlos Childs	Education Support Employee
	Student

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

A survey will be sent to families to evaluate last year's school improvement plan. The responses will then be analyzed during a SAC meeting to identify successful initiatives and suggestions for improvement or removal of previous initiatives.

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
Young, Kathleen	Principal
Windheim, Abigail	Instructional Media
Early, Michelle	Instructional Coach
Lewis, Dawn	Assistant Principal

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:
-text complexity-ensuring that all students are reading complex text everyday
-Reading workshop and writing workshop models emphasizing the gradual release model while focusing on key standards
-Connection between reading and writing, reviewing student work and ensuring tasks are aligned to the standards

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

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

Classroom teachers meet with the instructional coaches 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

Applicants are first screened through the district's online system. Certifications are verified and references are checked prior to hiring any teacher. We also utilize the services of the district's Talent Acquisition Manager to help us find the best candidates to meet the needs of our students. The sign on/ retention bonus is $5000 for teachers agreeing to teach at our school. Once hired, we provide many different supports to help teachers be successful. We have an onsite, full time mentor who meets with new teachers daily and provides supports in behavior management, classroom routines and operational tasks. We also have academic coaches in math, ELA and science who assist teachers with lesson planning, and provide embedded coaching and feedback in best teaching practices. Professional

development is provided both through the school district and the school based upon the needs of the teachers as seen during observations and coaching cycles. A feedback system has been developed for our teachers in which they receive feedback from either a coach or administrator each week across various subject areas.

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

There are several teachers at our school who have taken the mentoring training offered by the district. We also have a full time on-site mentor and a master teacher who are available to support new teachers. The six teachers who are already mentors within the school are paired with new teachers based upon grade level to provide weekly support. The full time on site mentor meets with new teachers daily and provides supports in behavior management, classroom routines and operational tasks. She will also hold new teacher trainings based upon need. New teachers participate in the school district's Embrace Pinellas program which is year long and provides both academic and behavioral supports. At the start of the school year, administration will meet with all new teachers to set expectations, outline supports, review school operational procedures, and begin to build relationships with them. New teachers also meet as a PLC monthly, following the district's mentoring handbook.

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

We collaborate with the Transformation Zone team and the district's teaching and learning team to make sure that all core materials align to the Florida Standards. The district provides curriculum resources that are vetted and aligned to standards, and the coaches can then work with teachers through planning and coaching cycles to utilize the resources in their daily instruction. Bi-weekly interim assessments are administered and analyzed to ensure progress. The MAP Assessment is 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.

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 use a template and must plan for formative assessments within each unit across subject areas. These formatives might be an exit ticket, text dependent question, journal entry or reflection. The assessments are analyzed by the teachers and coaches in PLC's and instruction is then modified or supplemented based upon this data. Data chats are also conducted between teachers and administrators and plans for support are created. This means that teachers may meet with a small group of students during core for a re-teach, morning work may be differentiated to provide students additional practice time, or that students may be provided different practice tasks to meet their needs. Students having difficulty attaining proficiency can also receive additional support during intervention hour for ELA including time on istation and guiding reading lessons around the standards they are not

understanding. Students exceeding proficiency are also provided enrichment activities during this time. We also have a Gifted and Talented Program that helps stretch these students in their thinking.

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 blocks 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
Young, Kathleen, young-parkerk@pcsb.org

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

The MAP assessment is administered to monitor academic progress over a period of time and track academic growth. Formative assessments are planned for and administered regularly by teachers and the data is reviewed in PLC's with the coaches to determine if students are truly mastering the standards. The bi-weekly assessments are used to see if students are making progress on standards throughout the year. These quantitative measures coupled with classroom observation data, help to determine if the extended school day is truly accelerating student progress.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

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

We currently have 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 teachers will meet regularly and attend Kindergarten professional development in order to better meet the needs of their students. We provide a Kindergarten Round Up, 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. Each middle school hosts a discovery night which is advertised to parents and students. The guidance counselor from our feeder school is invited to speak to students to share points about middle school scheduling and activities.

Students also participate in a "mock" middle school at the end of the year where they practice transitioning to different classes.

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 part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

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 overall proficiency rates in ELA and science to 50% and in math to 60% as measured by the required Spring 2018 Florida assessments, and increase the percentage of students making learning gains to 50% in ELA and science and 65% in math, with 75% of the lowest 25% making gains.

G2.   Increase the percentage of African-American or Black students meeting or exceeding state averages across all content areas based on state academic standards by 15%, 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 2016-17 school year data.

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 overall proficiency rates in ELA and science to 50% and in math to 60% as measured by the required Spring 2018 Florida assessments, and increase the percentage of students making learning gains to 50% in ELA and science and 65% in math, with 75% of the lowest 25% making gains. `1a`

🔑 G089100

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	50.0
FSA Mathematics Achievement	60.0
Statewide Science Assessment Achievement	50.0

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 based on formative assessment data.

- Title 1 dollars to supplement core curriculum

- School Improvement Grant dollars to support community engagement and after school learning programs.

- School partnerships that support the school both financially and through mentorships.

Plan to Monitor Progress Toward G1. `8`

MAPs assessment administered three times a year in ELA and math

Person Responsible
Dawn Lewis

Schedule
Quarterly, from 9/29/2017 to 3/20/2018

Evidence of Completion
75% of students will meet their projected RIT score

Plan to Monitor Progress Toward G1. `8`

Science lab pre and post assessments and SLAG post assessments

Person Responsible
Kelly Trippett

Schedule
On 4/27/2018

Evidence of Completion
50% of students will achieve a score of 80% or higher as measured by formative science 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 by 15%, resulting in closure of the achievement gap between Black and Non-Black students as measured by required Florida state assessments. `1a`

🔍 G089101

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	15.0
FSA Mathematics Achievement	15.0
Statewide Science Assessment Achievement	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.

- Teachers will work with instructional coaches during PLCs to implement vocabulary strategies as needed

- Teachers will attend professional development to address cultural relevancy

- Teachers will attend professional development on applying a growth mind set

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
75% of students will meet their projected RIT score

G3. Reduce the number of office referrals, in school suspensions, and out of school suspensions by 50% based upon the 2016-17 school year data. 1a

🔍 G089102

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	120.0
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 new teacher coach to help teachers in implementing positive behavior strategies and processes in the classroom.

- Teach Like A Champion strategies (TLAC) with professional development

- 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

Cory Reiss

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.

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 overall proficiency rates in ELA and science to 50% and in math to 60% as measured by the required Spring 2018 Florida assessments, and increase the percentage of students making learning gains to 50% in ELA and science and 65% in math, with 75% of the lowest 25% making gains. 1

🔑 G089100

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

🔑 B237190

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

🔑 S249841

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 8/28/2017 to 5/17/2018

Evidence of Completion

Teachers will have formative assessment data to share.

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

Kathleen Young

Schedule

Quarterly, from 9/5/2017 to 5/17/2018

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 3/13/2018

Evidence of Completion

75% of students will meet their projected RIT score

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

🔧 S249842

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

Kathleen Young

Schedule

Weekly, from 8/21/2017 to 5/23/2018

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

Schedule

Weekly, from 8/21/2017 to 5/23/2018

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

Kathleen Young

Schedule

Weekly, from 8/15/2017 to 5/24/2018

Evidence of Completion

PLC meeting minutes and attendance records

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

Conduct weekly classroom walkthroughs to ensure lessons being taught match the level of the standards and the levels of the students

Person Responsible

Kathleen Young

Schedule

Weekly, from 8/21/2017 to 5/23/2018

Evidence of Completion

classroom walk through data

G1.B1.S3 Classroom teachers will use the district provided modules for ELA instruction. 4

🔑 S249843

Strategy Rationale

Teachers need a resource that is aligned to standards and clearly mapped out for them.

Action Step 1 5

Provide Professional development in the district ELA modules

Person Responsible

Kathleen Young

Schedule

Every 6 Weeks, from 8/7/2017 to 4/17/2018

Evidence of Completion

Review of Professional development sign ins

Action Step 2 5

Teachers will receive coaching support on the implementation of the modules in their classrooms

Person Responsible

Kathleen Young

Schedule

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

Evidence of Completion

coaching logs

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

Conduct weekly walk throughs in ELA classrooms

Person Responsible

Kathleen Young

Schedule

Weekly, from 8/15/2017 to 5/23/2018

Evidence of Completion

lesson plans and walk through data

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

Review formative assessment data in PLC's to ensure student are making progress

Person Responsible

Dawn Lewis

Schedule

On 5/23/2018

Evidence of Completion

PLC minutes and data

G1.B1.S4 Classroom teachers will implement 10%-70%-20% instructional routine in science. `4`

🔧 S264004

Strategy Rationale

Teachers need an instructional routine in science to structure lesson flow daily which will allow for review and reflection.

Action Step 1 `5`

Science instructional coach will model, observe and provide feedback

Person Responsible

Kelly Trippett

Schedule

Biweekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

The science coaching log will be submitted weekly.

Plan to Monitor Fidelity of Implementation of G1.B1.S4 `6`

Administrative walkthroughs

Person Responsible

Kathleen Young

Schedule

Weekly, from 9/5/2017 to 5/24/2018

Evidence of Completion

Data will be collected during walkthroughs and targeted feedback will be provided to teachers and shared with the science coach.

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 `7`

Student performance as measured by the science lab pre and post assessments and the SLAG post assessments

Person Responsible

Kelly Trippett

Schedule

Biweekly, from 9/5/2017 to 4/27/2018

Evidence of Completion

50% of students will achieve 80% of higher as measured by formative science assessments.

G1.B1.S5 Classroom teachers will implement Number Talks and the High Yield Number Routine. 4

S264008

Strategy Rationale

Teachers need number routines to increase student's math fluency.

Action Step 1 5

Math coach will provide teachers with targeted professional development

Person Responsible

Melissa Sharp

Schedule

Monthly, from 9/6/2017 to 4/27/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S5 6

Math Coach will conduct walkthroughs and provide feedback

Person Responsible

Melissa Sharp

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Coaches log

Plan to Monitor Effectiveness of Implementation of G1.B1.S5 7

Bi-weekly Assessment Analysis

Person Responsible

Melissa Sharp

Schedule

Biweekly, from 9/29/2017 to 4/27/2018

Evidence of Completion

Increased proficiency on fluency standards as measured by the bi-weekly 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 by 15%, resulting in closure of the achievement gap between Black and Non-Black students as measured by required Florida state assessments. 1

🔑 G089101

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

🔑 B237194

G2.B1.S1 Teachers will administer bi-weekly formative assessments and disaggregate by ethnicity. Results will be reported and discussed at data meetings 4

🔑 S249849

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

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

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`

Instructional coaches/MTSS coach will review data from biweekly assessments with teachers on a monthly basis.

Person Responsible

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

🔑 S249850

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

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

Coaching notes and feedback

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

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

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 2016-17 school year data. 1

🔍 G089102

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

🔍 B237196

G3.B2.S1 Implementation of cultural responsive training for staff throughout the school year 4

🔍 S249851

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

Schedule

Every 2 Months, from 9/27/2017 to 5/24/2018

Evidence of Completion

Monitoring referral and suspension data

Action Step 2 5

Professional development on successful behavior strategies/techniques

Person Responsible

Dawn Lewis

Schedule

Every 2 Months, from 9/27/2017 to 5/24/2018

Evidence of Completion

Monitoring referral and suspension data

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

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

Person Responsible

Schedule

Every 2 Months, 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

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 Professional development on successful behavior approaches/techniques 4

🔑 S249852

Strategy Rationale

All instructional staff needs to continue being reflective practitioners.

Action Step 1 5

Coaching and professional development in the area of classroom management based on the Teach Like a Champion strategies

Person Responsible

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Data provided by administrative walkthroughs

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

Walkthroughs by administration and new teacher coach utilizing the CORE rubric

Person Responsible

Kathleen Young

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Monitoring referral and suspension data

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

Walkthroughs by the administration and new teacher coach

Person Responsible

Dawn Lewis

Schedule

Daily, from 8/10/2017 to 5/24/2018

Evidence of Completion

Monitoring referral and suspension data

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

🔑 B237197

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

🔑 S249853

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

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

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

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

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 new teacher coach utilizing CORE rubric

Person Responsible

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.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G3.B3.S1.A2 🔍 A326079	Conduct professional development training on the consistent systematic school wide behavior plan...		7/27/2016	Sign in sheets	7/27/2016 one-time
G3.B3.S1.A1 🔍 A326078	Develop a consistent systematic school wide behavior plan which includes expectations and...		7/1/2016	Plan is completed before the 2016-2017 school year begins	8/10/2016 one-time
G2.B1.S1.MA1 🔍 M341102	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 🔍 M341106	MAPs assessment will be given to students three times a year.	Lewis, Dawn	10/10/2016	75% of students will meet their projected RIT score	3/20/2017 triannually
G2.B1.S1.A1 🔍 A326072	Classroom teachers will administer bi-weekly assessments.		8/29/2016	Teachers will have formative assessment data to share	5/19/2017 biweekly
G2.B1.S1.A2 🔍 A326073	Teachers will disaggregate data based on ethnicity.		8/29/2016	Professional Learning Communities minutes and sign in sheets	5/19/2017 biweekly
G2.B1.S1.MA1 🔍 M341103	Instructional coaches/MTSS coach will review data from biweekly assessments with teachers on a...		9/5/2016	Professional Learning Communities minutes	5/26/2017 monthly
G2.B1.S2.MA1 🔍 M341104	Conduct weekly Professional Learning Communities for teachers to demonstrate their change in...		8/15/2016	Professional Learning Communities minutes and attendance records	5/26/2017 weekly
G3.B3.S1.A3 🔍 A326080	Tiered coaching support for teachers based on observational feedback.		8/10/2016	Coaching log and Weekly meeting with administration	5/26/2017 daily
G2.B1.S2.A2 🔍 A326075	Teachers will receive tiered coaching support based on formative assessment data.	Sharp, Melissa	8/22/2016	Coaching notes and feedback	5/26/2017 weekly
G3.MA1 🔍 M341113	Bi-weekly monitoring of school wide discipline data by School Based Leadership Team (SBLT)	Reiss, Cory	8/10/2016	Decrease in the number of office referrals and out of school suspension.	5/26/2017 biweekly
G3.B2.S1.MA1 🔍 M341107	Teachers will score in the proficient range for culture of learning domain on the CORE rubric which...		9/27/2016	Increase in percentage of teachers scoring within the proficient range on the CORE rubric	5/26/2017 daily
G2.B1.S2.MA1 🔍 M341105	Conduct weekly Professional Learning Communities for teachers to demonstrate their change in...		8/15/2016	Professional Learning Communities meeting minutes and attendance records.	5/26/2017 weekly
G1.B1.S3.A2 🔍 A326066	Teachers will receive coaching support on the implementation of the modules in their classrooms	Young, Kathleen	7/25/2016	coaching logs	5/26/2017 monthly
G2.B1.S2.A1 🔍 A326074	Instructional decisions will be made based upon formative assessment data		8/22/2016	Documentation on lesson plans of any adjustments made based on data.	5/26/2017 weekly
G3.B3.S1.MA1 🔍 M341111	Daily observations by administrators and new teacher coach utilizing CORE rubric		8/10/2016	Teacher will use called for strategies on a consistent basis thus reducing the number of behavior incidents.	5/26/2017 daily
G3.B3.S1.MA1 🔍 M341112	All instructional staff have a clear understanding of the school wide behavior plan		7/27/2016	On-going daily observations on culture of learning domain on the core rubric and Marzano learning map.	5/26/2017 daily
G3.B2.S1.MA1 🔍 M341108	Conduct bi-monthly professional development sessions on culturally responsive teaching strategies...		9/27/2016	Sign in sheets, written responses	5/26/2017 every-2-months
G1.B1.S1.MA1 🔍 M341091	MAPs assessment every 9 weeks	Lewis, Dawn	9/29/2017	75% of students will meet their projected RIT score	3/13/2018 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.MA1 M341101	MAPs assessment administered three times a year in ELA and math	Lewis, Dawn	9/29/2017	75% of students will meet their projected RIT score	3/20/2018 quarterly
G1.B1.S3.A1 A326065	Provide Professional development in the district ELA modules	Young, Kathleen	8/7/2017	Review of Professional development sign ins	4/17/2018 every-6-weeks
G1.MA2 M371638	Science lab pre and post assessments and SLAG post assessments	Trippett, Kelly	9/5/2017	50% of students will achieve a score of 80% or higher as measured by formative science assessments	4/27/2018 one-time
G1.B1.S4.MA1 M371664	Student performance as measured by the science lab pre and post assessments and the SLAG post...	Trippett, Kelly	9/5/2017	50% of students will achieve 80% of higher as measured by formative science assessments.	4/27/2018 biweekly
G1.B1.S5.MA1 M371669	Bi-weekly Assessment Analysis	Sharp, Melissa	9/29/2017	Increased proficiency on fluency standards as measured by the bi-weekly assessments	4/27/2018 biweekly
G1.B1.S5.A1 A349385	Math coach will provide teachers with targeted professional development	Sharp, Melissa	9/6/2017		4/27/2018 monthly
G1.B1.S1.A1 A326061	Classroom teachers will administer bi-weekly assessments in ELA, math and science	Lewis, Dawn	8/28/2017	Teachers will have formative assessment data to share.	5/17/2018 biweekly
G1.B1.S1.MA1 M341092	Teachers will review data from biweekly assessments with each other, coaches and administrators	Young, Kathleen	9/5/2017	Professional learning communities minutes	5/17/2018 quarterly
G1.B1.S2.A2 A326064	Teachers will receive tiered coaching support based on formative assessment data.		8/21/2017	coaching logs	5/23/2018 weekly
G1.B1.S2.A1 A326063	Instructional decisions will be made based on formative assessment data.	Young, Kathleen	8/21/2017	documentation on lesson plans for any adjustments made based on data	5/23/2018 weekly
G1.B1.S3.MA1 M341095	Review formative assessment data in PLC's to ensure student are making progress	Lewis, Dawn	8/22/2017	PLC minutes and data	5/23/2018 one-time
G1.B1.S3.MA1 M341096	Conduct weekly walk throughs in ELA classrooms	Young, Kathleen	8/15/2017	lesson plans and walk through data	5/23/2018 weekly
G1.B1.S2.MA1 M341093	Conduct weekly classroom walkthroughs to ensure lessons being taught match the level of the...	Young, Kathleen	8/21/2017	classroom walk through data	5/23/2018 weekly
G3.B2.S2.A1 A349393	Coaching and professional development in the area of classroom management based on the Teach Like a...		8/14/2017	Data provided by administrative walkthroughs	5/24/2018 weekly
G3.B2.S2.MA1 M341110	Walkthroughs by administration and new teacher coach utilizing the CORE rubric	Young, Kathleen	8/14/2017	Monitoring referral and suspension data	5/24/2018 weekly
G3.B2.S1.A1 A326076	Provide teachers with professional development regarding culturally responsive teaching strategies.		9/27/2017	Monitoring referral and suspension data	5/24/2018 every-2-months
G3.B2.S2.MA1 M341109	Walkthroughs by the administration and new teacher coach	Lewis, Dawn	8/10/2017	Monitoring referral and suspension data	5/24/2018 daily
G1.B1.S4.MA1 M371662	Administrative walkthroughs	Young, Kathleen	9/5/2017	Data will be collected during walkthroughs and targeted feedback will be provided to teachers and shared with the science coach.	5/24/2018 weekly
G1.B1.S4.A1 A349377	Science instructional coach will model, observe and provide feedback	Trippett, Kelly	8/10/2017	The science coaching log will be submitted weekly.	5/24/2018 biweekly
G1.B1.S2.MA1 M341094	Conduct weekly PLCs for teachers to demonstrate their change in practice and that data driven...	Young, Kathleen	8/15/2017	PLC meeting minutes and attendance records	5/24/2018 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S5.MA1 🔑 M371666	Math Coach will conduct walkthroughs and provide feedback	Sharp, Melissa	8/14/2017	Coaches log	5/24/2018 weekly
G3.B2.S1.A2 🔑 A326077	Professional development on successful behavior strategies/ techniques	Lewis, Dawn	9/27/2017	Monitoring referral and suspension data	5/24/2018 every-2-months

V. Professional Development Opportunities

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

G1. Increase overall proficiency rates in ELA and science to 50% and in math to 60% as measured by the required Spring 2018 Florida assessments, and increase the percentage of students making learning gains to 50% in ELA and science and 65% in math, with 75% of the lowest 25% making gains.

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 8/28/2017 to 5/17/2018

G1.B1.S2 All teachers will meet 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 8/21/2017 to 5/23/2018

G1.B1.S3 Classroom teachers will use the district provided modules for ELA instruction.

PD Opportunity 1

Provide Professional development in the district ELA modules

Facilitator

Michelle Early

Participants

All ELA teachers grades k-5

Schedule

Every 6 Weeks, from 8/7/2017 to 4/17/2018

PD Opportunity 2

Teachers will receive coaching support on the implementation of the modules in their classrooms

Facilitator

Michelle Early

Participants

Classroom teachers that teach ELA

Schedule

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

G1.B1.S5 Classroom teachers will implement Number Talks and the High Yield Number Routine.

PD Opportunity 1

Math coach will provide teachers with targeted professional development

Facilitator

Melissa Sharp (math coach)

Participants

Classroom Math Teachers

Schedule

Monthly, from 9/6/2017 to 4/27/2018

G2. Increase the percentage of African-American or Black students meeting or exceeding state averages across all content areas based on state academic standards by 15%, 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 at data meetings

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 2016-17 school year data.

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

G3.B2.S1 Implementation of cultural responsive training for staff throughout the school year

PD Opportunity 1

Provide teachers with professional development regarding culturally responsive teaching strategies.

Facilitator

Dawn Lewis

Participants

All instructional staff

Schedule

Every 2 Months, from 9/27/2017 to 5/24/2018

PD Opportunity 2

Professional development on successful behavior strategies/techniques

Facilitator

Dawn Lewis

Participants

All instructional staff

Schedule

Every 2 Months, from 9/27/2017 to 5/24/2018

G3.B2.S2 Professional development on successful behavior approaches/techniques

PD Opportunity 1

Coaching and professional development in the area of classroom management based on the Teach Like a Champion strategies

Facilitator

Carlie Stach, New Teacher Mentor

Participants

New Teachers to Campbell Park

Schedule

Weekly, from 8/14/2017 to 5/24/2018

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

Raihan Alam

Participants

All instruction staff

Schedule

On 7/27/2016

PD Opportunity 2

Tiered coaching support for teachers based on observational feedback.

Facilitator

Carlie Stach

Participants

Selected instructional staff

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

1	G1.B1.S1.A1	Classroom teachers will administer bi-weekly assessments in ELA, math and science					$0.00
2	G1.B1.S2.A1	Instructional decisions will be made based on formative assessment data.					$0.00
3	G1.B1.S2.A2	Teachers will receive tiered coaching support based on formative assessment data.					$0.00
4	G1.B1.S3.A1	Provide Professional development in the district ELA modules					$0.00
		Function	Object	Budget Focus	Funding Source	FTE	2017-18
				0481 - Campbell Park Elementary School			$0.00
				0481 - Campbell Park Elementary School	Title I, Part A		$0.00
				Notes: Notes			
5	G1.B1.S3.A2	Teachers will receive coaching support on the implementation of the modules in their classrooms					$0.00
6	G1.B1.S4.A1	Science instructional coach will model, observe and provide feedback					$0.00
7	G1.B1.S5.A1	Math coach will provide teachers with targeted professional development					$0.00
8	G2.B1.S1.A1	Classroom teachers will administer bi-weekly assessments.					$0.00
9	G2.B1.S1.A2	Teachers will disaggregate data based on ethnicity.					$0.00
10	G2.B1.S2.A1	Instructional decisions will be made based upon formative assessment data					$0.00
11	G2.B1.S2.A2	Teachers will receive tiered coaching support based on formative assessment data.					$0.00
12	G3.B2.S1.A1	Provide teachers with professional development regarding culturally responsive teaching strategies.					$0.00
13	G3.B2.S1.A2	Professional development on successful behavior strategies/techniques					$500.00
		Function	Object	Budget Focus	Funding Source	FTE	2017-18
				0481 - Campbell Park Elementary School	Title I, Part A		$500.00
14	G3.B2.S2.A1	Coaching and professional development in the area of classroom management based on the Teach Like a Champion strategies					$0.00
15	G3.B3.S1.A1	Develop a consistent systematic school wide behavior plan which includes expectations and consequences.					$0.00
16	G3.B3.S1.A2	Conduct professional development training on the consistent systematic school wide behavior plan which includes expectations and consequences.					$0.00

17	G3.B3.S1.A3	Tiered coaching support for teachers based on observational feedback.	$0.00
		Total:	$500.00