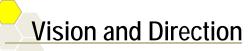# School Improvement Plan
2017-18

Pinellas Park Elementary School

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools

School Profile

Principal:	Lisa Freeman	SAC Chair:	Heather Kugler

School Vision	As a community we will provide the necessary support to all students, so that they will succeed and reach the highest level of student achievement.

School Mission	All stakeholders will work together in a cooperative partnership which will enable our students to be-come contributing citizens and lifelong learners. Together we will provide a balanced curriculum, which is driven by data and based on individual needs.

Total School Enrollment	% Ethnic Breakdown:					
	Asian %	**Black %**	**Hispanic %**	**Multi-Racial %**	**White %**	**Other %**
583	11%	15.8%	20.2%	5.5%	47.5%	

School Grade	2017: C	2016: C	2015: C	Title 1 School?	☒ Yes	☐ No

Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2017 %	**2016 %**	**2017 %**	**2016 %**	**2017 %**	**2016 %**	**2017 %**	**2016 %**	**2017 %**	**2016 %**	**2017 %**	**2016 %**
Proficiency All	43%	40%	49%	48%	34%	51%						
Learning Gains All	48%	52%	51%	64%								
Learning Gains L25%	56%	53%	47%	34%								

School Leadership Team				
Position	**First Name**	**Last Name**	**FT/PT**	**Years at Current School**
Principal	Lisa	Freeman	FT	4-10 years
Assistant Principal	Karen	Vargus	FT	4-10 years
MTSS Coach	Melissa	Carter	FT	4-10 years
Curriculum Specialist	Christine	Ekstrom	FT	4-10 years
Math Coach	Francine	Neugebauer	PT	1-3 years
ELA Coach	Dolores	Hudson	PT	1-3 years
Behavior Specialist	Lisa	Wright	FT	4-10 years

| Total Instructional Staff: | 64 | | Total Support Staff: | 32 |

School Culture for Learning

School-wide Behavior Plan

1. Describe your school's expectations for providing a safe, secure and healthy learning environment. Ensure that your school has a behavioral system connected to Positive Behavioral Interventions and Supports (PBIS).

Guidelines for Success:
Pinellas Park Elementary Guidelines for Success are:
Behave Kindly
Engage in Learning
Act Responsibly
Respect Others
Strive for Success
They are posted in the classrooms and throughout the school where they are reviewed daily throughout the school by all staff members. They are also reviewed daily on the morning news show. Teachers set classroom expectations aligned to the Guidelines for Success.

First 10 days of school lessons: Teachers teach scripted behavioral lessons the first ten days of school.

Threshold: Threshold is built at arrival when students are greeted at the gate in addition to/upon entering the classroom. Greeted by teacher at their classroom door. Encourage students to start their day on a positive note.

4:1 Positive Interactions: Teachers are expected to adhere to a 4:1 positive interactions with students.

Restorative Practice: Such as classroom meetings, behavior call resource script is followed by teachers, administrators and student support service personnel. Restorative questions used to respond to challenging behavior and help those that have been harmed by others actions. Teachers are to use the first 10 days to build relationships and a positive culture within the classroom which include getting to know you activities, team building activities where students work together to build a specific task or goal. Teachers will set aside time to build positive relationships with students.

B.E.A.R. PAWS are given to students to acknowledge that they are exhibiting BEARS behaviors by giving students specific positive feedback along with a PAWS token. Faculty is committed to PBIS on our campus by tracking individual student BEARs Paws that students have earned. Teachers will monitor individual students on a tracking sheet weekly the total number of BEARs Paws received for each student. SBLT will view and discuss the tracking sheets monthly.

We have a subcommittee of our SBLT that meets bi-weekly to discuss data trends within the school.

At MTSS Behavior Meetings the team (behavior specialist, social worker, psychologist, guidance counselor, MTSS Coach and Assistant Principal) looks and analyzes incident and behavior data based on school locations and classrooms. Fidelity walk-throughs are conducted by the Behavior Specialist and MTSS Coach based on MTSS Behavior meeting data. The observations are shared with the teacher and a plan is created

to improve based on the data. Coaching strategies for the teacher as needed. Follow-up observations and meetings are also scheduled with the teacher

At MTSS Tier 3 Meetings the team looks at and analyzes individual student data from Check In Check Out (CICO)

Incident and referral data is looked at and analyzed by the MTSS/SBLT Team to determine disparities

SBLT reviews the data from the MTSS behavior meeting once a month

SBLT reviews the data inputted into the BEAR PAWS spreadsheet once a month

2. What is your plan for ensuring that school-wide expectations transfer to the classrooms? How does your school ensure that expectations are implemented equitably in the handling of student behavior?

Behavior Specialist trains the staff on PBIS and its systems during pre-school. This includes staff receiving a behavior handbook, a matrix of expectations and a menu for responding to classroom behavior. Teachers create and submit their own classroom management plan that is reviewed and approved by the assistant principal to ensure alignment to the Guidelines for Success (GFS).

The Behavior Specialist does a Tier 1 fidelity check to ensure that students can state the GFS and that appropriate signage is posted in high traffic areas throughout the school.

The Behavior Specialist and Administration team conduct threshold fidelity walkthroughs

MTSS Coach and Behavior Specialist conduct monthly core behavior walkthroughs in the classrooms to ensure fidelity of the usage for GFS, 4:1 positive interactions and classroom meetings. The data will be shared at SBLT meetings.

GFS are posted in the classroom as well as student created classroom expectations.

Teachers track individual student BEARs Paws that they have earned. They will monitor individual students on a tracking sheet weekly the total number of BEARs Paws received for each student. SBLT will view and discuss the tracking sheets monthly.

The Guidance Counselor reinforces the GFS with the use of BEAR PAWS. She also supports the GFS through monthly lessons.

3. What is your plan to implement a seamless multi-tiered system of supports (MTSS) focused on an integration of behavioral (social/emotional) and academic supports to meet the needs of all students? Ex. Character education, social-emotional learning, equity, school climate initiatives and/or restorative practices.

Tier 1 - Core: All students are taught the Guidelines for Success, BEAR P.A.W.S are awarded for positive behavior. First 10 day lessons of expectations are taught and reviewed by classroom teacher as needed and before/after breaks. Character Education is taught monthly by the guidance counselor. Teachers have a structured behavior classroom management plan to include constant home-school communication. Teachers will build a threshold by greeting students at the gate in addition to/upon entering the classroom. Greeted by teacher at their classroom door. Encourage students to start their day on a positive note. Teachers will implement a 4:1 positive interaction. Restorative Practices are in place in classrooms and

school-wide. Academic Core is presented to the whole but it is also differentiated for the needs of the students. Teachers teach scripted behavioral lessons the first ten days of school.

Tier 2 – Supplemental: Based on incident and referral data students move to supplemental support. Interventions at the Tier 2 level include small group lessons by student services personnel. Social support such as pull out groups for social skills training (e.g., explicit instruction in skill deficit areas, friendship clubs, anger management group). Student is partnered with a staff member to receive check-in and check-out. Students who are identified as struggling academically with the core, based on data, receive small group research based intervention(s) based on their needs and are progressed monitored bi-weekly.

Tier 3 – Intensive: Interventions focus on students who display persistent patterns of disciplinary problems or academic deficiencies who have not responded to Tier 1 or Tier 2 interventions. A Positive Behavior Intervention Plan or Functional Behavioral Assessment (FBA/PBIP) is developed, implemented, reviewed and modified as needed for students who have not had a positive trend to Tier 2 behavior support. Replacement behaviors will be taught and reinforced by the classroom teachers and/or student support services. Students are referred to the District's Educational Diagnostician who meets to discuss a Problem-Solving Worksheet (PSW) where the student will receive more intensive academic support and be progress monitored weekly. The PSW is developed and reviewed by the team where modifications are made as needed.

SBLT's involvement in implementing a seamless MTSS focus on integration of behavioral and academic supports to meet the needs of all students is to meet weekly and problem-solve around the CORE as it relates to SIP Goals. The team consists of Team Leaders from each grade level (including specialists, ESOL & ESE), the behavior specialist, school social worker, school psychologist, school guidance counselor, ed. Diagnostician, FEAT facilitator, Principal, Assistant Principal, curriculum specialist, reading coach and math coach.

To monitor the effectiveness of our supports to make sure it is meeting the needs of all of our students the leadership team conducts walk-throughs to provide feedback aligned to our SIP. SBLT and behavior subcommittees meet weekly to problem-solve around data and walk-through data. Fidelity checks of Core and interventions are conducted by the Reading Coach, Curriculum Specialist, MTSS Coach and Ed. Diagnostician.

Data-Based Problem Solving
4. Describe your school's plan to meet the physical, social and emotional needs of students who are in need of supplemental or intensive supports. What processes do you have in place?

We use the Problem-Solving Process (Define the Problem, Problem Analysis, Intervention Plan, and Monitoring) weekly during our SBLT and MTSS Behavior meetings.
Student support services conduct an observation of the student in the classroom. The observer looks for usage of the Guidelines for Success, 4:1 positive interactions and a positive classroom environment.
The observer meets with the teacher to discuss what was observed. A plan for interventions is created to document and track student behavior for the intervention being implemented.
Fidelity checks of the intervention(s) are conducted by student services personnel.
If the intervention does not have a positive trend and the intervention(s) have been implemented with fidelity a meeting is scheduled with a team to create a more intensive plan. The team includes the classroom teacher, parent (guardian) and student services personnel. The plan is developed, implemented, reviewed and modified as needed based on the student's need.

Counseling is provided by the school social worker or the guidance counselor based on needs.

Outside community resources are provided to parents.

5. Describe how your school monitors student progress to determine if additional supports are needed to improve student outcomes. Include your data sources (school dashboards, disparity gaps or Healthy Schools data).

Decrease the number of students absent from school 10% or more from 24% to 19%.
This will be monitored monthly utilizing the monthly district generated CST report.
- Bi-monthly child study teams, including all required members, which address students that have missed 10% or more of school and look for trends of why students are not attending at your school. Utilize the attendance codes for this purpose.
- Completion of the PSW for Attendance quarterly to assist with problem solving to determine the most common reasons/barriers your students miss school.
- Utilize the new attendance letters that include graphs comparing the absences of peers.

At MTSS Behavior Meetings the team looks and analyzes incident and behavior data based on school locations and classrooms. Fidelity walk-throughs are conducted by the Behavior Specialist and MTSS Coach based on MTSS Behavior meeting data. The observations are shared with the teacher and a plan is created to improve based on the data. Coaching strategies for the teacher as needed. Follow-up observations and meetings are also scheduled with the teacher

At MTSS Tier 3 Meetings the team looks at and analyzes individual student data from Check In Check Out (CICO)

Incident and referral data is looked at and analyzed by the MTSS/SBLT Team to determine disparities

SBLT reviews the data from the MTSS behavior meeting once a month

SBLT reviews the data inputted into the BEAR PAWS spreadsheet once a month

The data sources that are used for the above meetings are:
Focus/Portal reports
School Profile reports
Office365 incident spreadsheet maintained by the Behavior Specialist
Early Warning System Reports

High Expectations for All

6. How does your school leadership ensure that all staff members have high expectations for the success of all students by providing learning opportunities that are rigorous and equitable?

During the interview process questions are written for the specific needs of the students and established ways of work that meet the needs of our student population. This helps ensure the hiring of teachers aligned to our vision/mission.

High expectations are in place for all students, teachers and leaders through the model of Excellent Instruction.

       Students are:
- Cognitively engaged in rigorous, standards-based content
- Empowered to take ownership of learning
- Demonstrating understanding

       Teachers are:

- Intentional in planning and delivery of standards based instruction
- Gradually releasing responsibility of learning
- Providing feedback about the learning
- Providing multiple ways to assess learning
- Receiving embedded PD (backwards design, culturally responsive instruction/6Ms)
- Collaborate and align instruction based on the data

Leaders are:
- Setting goals and developing actionable plans, aligning resources and monitoring data
- Building a positive culture and climate by being visible, supportive and providing feedback and coaching
- Empowering teacher growth through PLCs, collaboration and distributed leadership
- Conduct walk-throughs and provide actionable feedback aligned to the Marzano Instructional tool to ensure there are high student expectations in place for all students
- Coaches facilitate PLCs based around a common task and student work samples
- Coaches provide individualized coaching cycles based on walk-through and assessment data

School Culture, Climate / SWBP / Key Goals and Strategies

Goal 1: What is your primary goal and strategy to improve the overall culture and climate at your school?	
Goal: Teachers will implement the Tier 1 Behavior plan with fidelity, so that referrals and incidents will decrease by 20% by the close of the 2017-2018 school year. They will do this by focusing on relationship building with students, building positive classroom environments and using 4:1 positive ratios with students. Short term goal: Teachers will implement the Tier 1 Behavior plan with fidelity, so that referrals and incidents will decrease by 10% by the beginning of January 2018. They will do this by focusing on relationship building with students, building positive classroom environments and using 4:1 positive ratios with students.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Key strategy: Implementation of: Guidelines for Success First 10 day lessons Threshold Restorative Practices 4:1 Positive Interactions Teachers will receive training in both PBS and restorative practices. The PBS training will focus on our schoolwide behavior plan including our guidelines for success, BEAR PAWS system, behavior handbook, a matrix of expectations and a menu for responding to classroom behavior. Additional PD will be provided in restorative practices, which will include information on the different types of circles, re-entry processes back to the classroom and the levels of control and support required in classrooms.	Wright Carter Vargus Freeman
Goal 2: What is your primary goal and strategy for reducing the discipline and learning gaps between Black and Non-Black students in your school? You may also address other related subgroups if needed.	

Goal: Our goal is to have a 2:1 ratio of black to non-black behavior referrals, ISS, and OSS by decreasing the number of discipline referrals of black students by 30% by the close of the 2017-2018 school year. We will do this by building more culturally responsive classrooms schoolwide. Short term goal: Our goal is to have a 2:1 ratio of black to non-black behavior referrals, ISS, and OSS by decreasing the number of discipline referrals of black students by 15% by the beginning of January 2018. We will do this by building more culturally responsive classrooms schoolwide.	
What is the key strategy that you will implement to accomplish this goal?	**Name of person(s) responsible**
Key strategy: Provide PD to school personnel on Restorative Practices and culturally responsive/relevant instruction this will ensure teachers have the skill set to build relationships with students, give students voice and choice, and match instruction to student needs. PD will be monitored through attendance sign in sheets and implementation will be monitored during Administrative/Curriculum Specialist walk-throughs and Tier 1 PBIS Fidelity checks by Behavior Specialist/MTSS coach.	Wright Carter Ekstrom Vargus Freeman
Optional Goal: Describe any other goal you may have related to school culture or climate. Use only if needed.	
What is the key strategy that you will implement to accomplish this goal?	**Name of person(s) responsible**

Standards-Based Instruction for Learning

Connections: **District Strategic Plan** ●**Goals 1,2,4,5**
Marzano Leadership ●**Domain 1,2,3,4**

7. Describe your school's efforts to align instruction to state standards, increase academic rigor and student engagement. What <u>successes</u> have you seen to date? What data did you review to measure your success?

One SIP goal last year was to have all instructional staff provide data driven ambitious instruction aligned to Marzano's framework of instruction to include scales. Teams planned with instructional coaches by using ALDs (intermediate)/LSI tracker (primary) and the Marzano taxonomy to unpack standards to ensure they were getting to the depth of the standards. Teachers looked at various tasks to match to taxonomy level. After school backwards design PD was in place for literacy units. This included focusing on the verb within the standard, identifying performance tasks, selecting materials and the introduction of learning progression boards. This work resulted in an increase in DQ 2.6 on the Marzano Instructional Tool: identifying critical content. Learning targets matched the language and taxonomy of the standard.

This year ELA OPMs were created, in addition to Math OPMs, as a monitoring tool. OPMs were written based on test specs (if applicable) and given as a pre/post. PLCs were facilitated by the coaches and curriculum specialist to focus on analyzing OPM data of standards, student work samples based on a common task and setting goals to reteach standards that students were not proficient in. OPMs were entered in a spreadsheet for each students, this helped teachers measure mastery on standards and track mastery/reteach of standards.

SBLT meet weekly to review all data (common assessments, OPMs), PMPs were monitored to ensure students were receiving interventions that aligned to their areas of weakness. Adjustments were made as

needed to ensure that students continued to move forward. Teachers were identified to work with coaches to focus on academic rigor, a culturally responsive environment, 6Ms, learning progression boards, and utilizing LSI Standards Tracker.

From these efforts we saw evidence of ALDs being used during collaborative planning along with reading rubrics and success criteria (LSI) to create lesson plans based on the needs of the students. Ways that we measured our success through the school year were by conducting walkthroughs (ISM & site based) as well as analyzing and tracking OPMs, Common Assessments and Running Record data. The major successes that we saw were our 3rd grade ELA proficiency increased from 39% to 55% and Math proficiency increased from 48% to 50%. Our 4th grade ELA proficiency increased from 29% to 38% and Math proficiency increased from 40% to 51%.

8. In aligning instruction to state standards and increasing rigor and student engagement, what are the key areas for improvement in your school? What data did you review in reaching these conclusions?

5th ELA decreased from 46% to 29% Math decreased from 49% to 43% and Science from 49% to 33%. Overall our FSA data reflects that we are lacking general proficiency in all subject areas. ELA and Math OPM data continues to show gaps in mastery of standards. A significant gap exists with on AA subgroup in 4th and 5th grade Math and ELA as measured by FSA.

Assessment:	Black - Level 3+	Non-Black - Level 3+	Gap - Level 3+
ELA - 3th	56.3%	54.3%	-2.0%
ELA - 4th	18.2%	40.8%	22.6%
ELA - 5th	6.7%	34.9%	28.3%
Math - 3th	33.3%	52.0%	18.6%
Math - 4th	0.0%	57.9%	57.9%
Math - 5th	20.0%	48.4%	28.4%

Teachers need to know what is critical within the standards. Our ISM data reflected standards-based instruction to a learning target (89%-97%) and standards based tasks (70%-91%) as higher than our rigor/taxonomy level. Level 1 and Level 2 most predominate, with Level 3 0%-48% and Level 4 0%-3%. Teachers need to improve on aligning the learning target (standard) to the task (student centered/rigor) to the student evidence (monitoring). Teachers need to monitor in the moment and change instruction based on student evidence, either on the spot or the next day. Teachers also need to make the learning progression board meaningful to students by providing feedback during instruction, resulting in students tracking their success to the learning target within the lesson. OPMs and monitoring need to be used to determine at what level of rigor to teach in as opposed to always starting at Level 1 (recall/retrieval). Teachers need to improve on culturally responsive instruction to include Wholeness of Instruction (4 elements): strategic gathering, storing, purposeful processing, and relevant retrieval. More time needs to be dedicated to students processing and making the task meaningful. 6 Ms need to be planned for and utilized consistently. Teachers are good at teaching a lesson to one standard but need to focus on how to embed multiple standards into a lesson. Through collaborative planning coaches can guide teachers in making the connection that standards can be grouped together and/or that a strategy can be tied to multiple standards – i.e. if teaching character traits (standard #1) students need to know how to infer (standard #2) to be able to do that work. Coaching should focus on how to explicitly model for students.

We will continue with data driven instruction however, an area to improve is the way we recorded proficiency on OPMs. When looking at overall grade level performance we recorded OPMs as average score, not average number of students proficient. This resulted in misinterpretation of mastery when comparing to PCAS. Next year we will record number of students proficient by grade level and set the rate of proficiency at 70% for the entire year.

Other data reviewed includes coaching cycles, walk through feedback and informal/formal observation.

9. Describe how teachers in your school measure student growth in meeting state standards. Discuss your staff's use of student data (ex. assessment, goals and scales) to measure learning and inform instruction.

OPM – post instruction
Learning Progression Boards/Scales
PLC- data driven using assessment scores/student work samples of a common task to drive instruction specific to the classroom need – monthly per grade level – ELA & Math
LSI Standards Tracker
Common Assessment/Item Analysis to drive instruction
School wide data chats – looking at data as a whole as well as student/teacher historical data – following each MAP Cycle
Science Lab testing – pre & post assessments – 3rd – 5th grade
iStation – teachers using & assigning lessons based on standards and student need
STmath-usage and completion reports

10. Describe how your school supports all students in reaching grade level proficiency and transitioning from one school level to the next (elementary to middle, middle to high school and high school to college/career).

Guidance counselor does a transition to middle school training for parents and students. In addition students have the opportunity to attend various discovery nights at middle schools to determine which program will best meet their needs. Career counseling for students to be able to see the types of jobs that are available based on their interests. The school counselor and middle school counselors informs students of the courses that are available for them to enroll in to help them be successful towards the career that they are interested in. Small group and 1:1 conversations about how to self-advocate are facilitated by the school guidance counselor.

Grade level proficiency – Guidance counselor identifies students that could attend alternative schools, including magnet, and walks the parents through the process of applying. 5th grade skill groups pulled based on FSA scores and retaught standards based on current data (OPMs, Common Assessment/Item Analysis). Assigned standards in iStation based on standards from OPMs and Common Assessment/Item Analysis. Approximately 5 students are taking advanced courses for Math. 5th graders are invited to attend STEM after school to prepare them for STEM in 6th grade. Students were invited to attend Girlfriends where they created vision boards and met with the guidance counselor of Pinellas Park Middle School and were able to ask questions that they had about the transition. Staff and students participate in promoting high order education by wearing college clothing.

For kindergarten transition we host an annual Kindergarten Round Up in January, inviting all future kindergarten students from neighboring preschools to meet the teachers, learn about kindergarten curriculum and tour the school. The future students also receive a packet of information/activities that support kindergarten readiness.

To be strategic when monitoring the core we will have scheduled walk-throughs with specific feedback aligned to our SIP Goals and standards based instruction. Interventions will have scheduled fidelity checks of the intervention as well as fidelity checks of the implementation. Coaching cycles will be based on walk-through and student data. The Reading coach will monitor JRGR and iStation. The Math Coach will monitor ST Math. The MTSS Coach will monitor the Title 1 hourlies.

The ELP facilitator will conduct walk-throughs in the AM and PM sessions. Attendance will also be checked monthly to ensure that tutors are entering the correct data and that students are attending. Progress monitoring (iReady reports and OPMs for Core) will occur monthly to track the effectiveness of the interventions being implemented in the ELP program.

⬡ **Standards-Based Instruction / Key Goals and Strategies**

Goal 1: What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
Collaborative planning for ELA, Math and Science with learning target to task to student evidence alignment.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Walk-throughs with actionable feedback, coaching cycles tracking specifics of the cycle to be monitored during walk-throughs/observations, PLC notes, Title I PD participation sign in sheet, MAP assessments, OPMs	Freeman ,Vargus, Ekstrom, Neugebauer, Hudson
Goal 2: What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
.Implementation of the 6 Ms framework for leveraging access and assets.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Walk-throughs with actionable feedback related to student time spent processing and meaningful tasks, monitoring of lesson plans, iObservation	Freeman, Vargus, Ekstrom, Neugebauer, Hudson
Optional Goal: Describe any other goal / strategy you may have related to teaching and learning. Use only if needed.	
Goal: Implementation of data driven instruction.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Walk-throughs with actionable feedback, coaching cycles tracking specifics of the cycle to be monitored during walk-throughs/observations, PLC notes, Title I PD participation sign in sheet, MAP assessments, OPMs	Freeman, Vargus, Ekstrom, Neugebauer, Hudson

Collaboration for Professional Growth

Connections: **District Strategic Plan**   ●**Goals 1,2,4,5**
Marzano Leadership   ●**Domain 2, 4**

11. Describe your school's efforts to encourage a positive working relationship among teachers, staff and administrators. Please reference underline specific lessons or growth areas found from a review of your school's AdvancED climate survey that supports your plan to improve professionalism, collegiality and trust.

One of our SIP goals was focused on staff will be active and committed partners in school improvement over time through the use of data. Staff will encourage and support each other through empathy and sharing of professional knowledge. Collaborative planning and PLCs were calendared in advance and became a way of work. PLCs rotated amongst classrooms so classroom environments could be shared. Professional development was aligned to SIP and individualized. Monthly social events were planned by teams. Our survey data reflects satisfaction in this area at a percentage higher than all elementary schools and the district average.

12. Describe your school's plan for supporting teacher collaboration via PLCs and/or common planning. Include reference to a school schedule that provides time for teachers to collaborate and review student data.

> The instructional staff meets with instructional coaches to collaborate and plan standard-based lessons on a weekly basis. Teachers and coaches have expectations of the collaborative planning sessions and the expected outcomes. Members of the team have roles during the collaboration; this fosters true collaboration and participation of the entire team. The instructional coach is a facilitator of the process and uses effective questioning skills to get all members actively involved. Team Leaders participate in weekly SBLT to review data and share practices.

⬡ **Professional Development**

13. Describe the focus areas for teacher professional development over the past year. Have you seen evidence that the training has led to increased teacher effectiveness and student learning? What are your next steps?

> Our professional development is based on teacher needs which is based on walk-throughs, administrative observations and student data. Observations are aligned to the Marzano tool with a strong focus on Domains 2, and 3 for raising the rigor. Walk-throughs and student data are evidence used to determine who will have coaching cycles on best practices.
> Professional development targeted scales then moved more towards learning progression boards as the year advanced this was due to implementation of LSI Standards Tracker Implementation cohort. Coaches and administration monitor the best practices to determine if coaching cycles will continue. Monthly coaching cycles are tracked in the form of a graph. Then during monthly coaching and PLC calendar meeting, data is used to determine if progress has been made or if work needs to continue.
> Professional development resulted in teacher growth for the following areas: standards bases instruction towards a learning target and standards based tasks.
> Next steps are to design afterschool PD and embedded PD through coaches to focus on aligning the learning target to the task to student evidence. This will increase student centered learning, cognitive engagement and increase purposeful processing from the students.

Provide a list of the key professional development opportunities that you have planned as part of your school's sustained professional development model. Connect these trainings to a review of your classroom observation data and teacher Deliberate Practice goals (ex. Marzano Key Instructional Elements, ISM visit feedback, etc.).

Targeted Trainings / Teacher and Staff Growth Areas

Key trainings planned for summer/fall related to teacher, staff growth needs.	When? Summer, Pre-School?	Participants? Targeted Group?	Expected Outcomes?
Culturally Responsive Teaching	Pre-school Ongoing	Instructional Staff	Create a climate where students feel safe and foster high expectations.
Restorative Practices	Pre-school Ongoing	Instructional Staff Support Staff	Promote and strengthen positive school culture

		Student Support Services	
Use of ongoing formative assessments to inform instruction	Pre-school & Ongoing	Instructional Staff	All instructional staff use data to drive standards-based instruction
NCTM High Leverage Teaching Practices: *Mathematical Representations, Questioning & Mathematical Discourse*	Preschool and Ongoing	Instructional Staff	Increase math proficiency across ALL grade levels.
Explicit comprehension strategies for deeper understanding of text	Pre-school & Ongoing	Instructional Staff	Increase proficiency in ELA across ALL grade levels.
Backwards design planning	Pre-school and every 6-8 weeks	Instructional Staff	Teachers will be able to unpack standards and utilize the unpacked standards to plan for formative and ongoing assessments and daily lesson plans.
LSI Standards Tracker	On-going	Instructional Staff	Teachers will be able to track student mastery of standards as well as alignment of learning target to task to student evidence. Reports will compare teacher data to assessments such as MAP, OPMs, FSA.

Family and Community Engagement

Connections: **District Strategic Plan ●Goals 1,3,6,7**
Marzano Leadership ●Domain 4, 5, 6

14. Describe your school's plan to build positive relationships with families and community members. Please reference specific <u>lessons or growth areas</u> found from a review of your school's AdvancED climate survey, formal or informal feedback from parents and a review of family participation at school events (especially those linked to student learning).

During the 2016-2017 school year PPE hosted many events that promoted family engagement. Many of these events were focused around content areas and skills needed to be successful within the Florida Standards. For example, Polar Express Night highlighted the benefits of reading aloud to children and the provided examples of accountable talk during reading. Additionally, all of the events sought to provide opportunities for families to network with each other, as well as empower

parents through highlighting their skills with how they relate to cultivating student learning. Parent input surveys were complete at the conclusion of each event in order to drive the vision of subsequent events. Parents reported a desire to better understand grade level academic expectations. With the accumulation of these surveys and other parent, teacher, and staff input, PPE will continue to provide valuable family engagement opportunities in the 2017-2018 school year. This includes actively inviting families onto the PPE campus and into the classrooms starting at the beginning at the year and continuing throughout the remainder of the year. Initially parents will participate in 'Meet and Greet' to build a relationship with the teacher. After, parents will collaborate with the teacher in activities and academic discussions. Our school scored higher than the district on the AdvancED Family and Community Engagement survey results in parent questions #8, 9, 15, 16, 17 and Student question 3rd-5th grade question #12. An area to grow is "My family knows how I do in school." We will use this feedback when planning events and when presenting to parents to ensure we connect the academic and behavior strategies we present to how the children are performing.

15. Describe how your school provides parents, families and communities with the necessary academic tools to increase student achievement. Please make reference to your school's attempts to support families in interpreting and using student data via trainings, data chats and/or student-led conferences.

In the 2017-2018 school year PPE will continue the aforementioned process as a committee has formed to calendar out events/activities for families throughout the school year, which includes ESOL representatives to plan specific events for and translate information about whole school events for our ELL population. Parents will be informed of curriculum and data through Back-to-School Night, parent-teacher conferences, other parent-teacher communications, grade level curriculum nights, and SAC and PTA meetings. Parents will also attend technology trainings for our Connect to Success Laptop Program, which allows them understanding of how their student can access and complete academics at home to reinforce what the student is being taught in the classroom.

Family Engagement / Planning Inventory

Please rate the following items per your best estimate. The scale below is intended only for your planning purposes. Use these data to support your goals and strategies to better connect with families.

Planning Inventory	Very few of our families	Some of our families	Most of our families	Nearly all of our families
Families who have a parent PORTAL account and password.	☐	☐	☒	☐
Families who regularly log onto PORTAL to check student grades / assignments, progress.	☐	☒	☐	☐
Families who are in regular contact with teachers in person or by phone, text, email or home visits.	☐	☐	☒	☐
Families who regularly visit the campus for meetings, conferences or school events (especially those linked to student learning).	☐	☐	☐	☒
Families who report feeling welcome when visiting the campus or contacting the school.	☐	☐	☐	☒

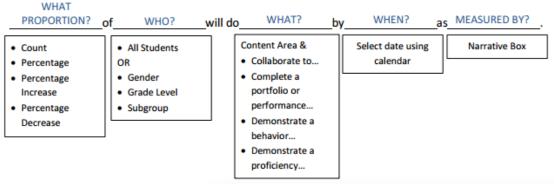*Note: Please use your own school data resources or best estimates in completing this inventory.

Family Engagement / Key Goals and Strategies

Goal 1: What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
Goal: During Back-to-School Night and/or other parent workshop night, PPE will provide parents with the curriculum and standard expectations and how they can partner with the teachers to help their student achieve his/her academic goal.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
A committee will analyze parent input on surveys to determine parent needs with regard to understanding and helping their student succeed.	Kimberly Singleton, Kat Amann, Lisa Freeman, Karen Vargus
Goal 2: What is your primary goal and strategy to increase your school's involvement in the community by visiting family homes, neighborhood centers, taking part in community events or connecting to community resources?	
Goal: PPE will continue its community partnership with the city of Pinellas Park. City Manager Doug Lewis will continue to be a part of the Family Engagement Action Team and SAC. The Barbara S. Ponce Public Library will continue to partner with PPE in providing families with library cards and attending our school events linked to reading. Additionally, JWB will continue to provide lunch pals and mentors to several students throughout the school year.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
PPE persons responsible will reach out to community members prior to and/or at the beginning for the 2017/2018 school year to show appreciation for their partnerships and plan for the school year.	Kimberly Singleton, Kat Amann, Lisa Freeman, Karen Vargus
Optional Goal: Describe any other goal you may have related to family / community engagement. Use if needed.	
Goal:	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

{Section 2}– Targeted School Goals / Action Steps

Academic Goal

Constructing a measurable objective for an academic goal is a six-step process.

WHAT PROPORTION? ___ of ___ WHO? ___ will do ___ WHAT? ___ by ___ WHEN? ___ as ___ MEASURED BY? ___.

WHAT PROPORTION?	WHO?	Content Area &	Select date using calendar	Narrative Box
• Count • Percentage • Percentage Increase • Percentage Decrease	• All Students OR • Gender • Grade Level • Subgroup	• Collaborate to… • Complete a portfolio or performance… • Demonstrate a behavior… • Demonstrate a proficiency…		

SMART GOALS: Please be sure that your goals throughout this document are written as SMART goals. Provide actions and steps to implement those goals, including what your school will do to reduce potential barriers. Include a goal manager and data source.

ELA / Reading Goal	**Goal Manager:** Dolores Hudson
We will increase the number of students scoring proficient on the ELA Assessment from 43% to 57% as well as increase the learning gains of all students, in particular those of the lowest 25% from 56% up to 61% as measured by FSA May 2018.	

Actions / Activities in Support of ELA Goal	Evidence to Measure Success
Target→Task→Student Evidence Alignment • Teachers collaboratively plan for lessons aligned to the standards using the BD model, LSI resource library (Ask & Task), ALDs (3rd-5th) and Marzano taxonomy. Attention is given to the alignment of the learning target to the ask and/or task to the student evidence. This includes providing students with success criteria and a learning progression board. This ensures the question(s) asked and/or task matches the complexity of the standard and that, with teacher feedback, students are providing evidence/tracking where they are within the lesson in relation to the learning target. Lessons are planned	Pre/post OPM data in grades 3rd-5th aligned to test specs Increased RR levels in K-2nd Walk-throughs using iObservation documenting an increased number of applying ratings in DQ3 MAP scores matching OPM data mirroring the goal of 70% proficiency

biweekly with ELA Coach and/or Curriculum Specialist.	Pre/post OPM data in grades 3rd-5th aligned to test specs
• Teachers provide opportunity for students to regularly read independently and/or write independently to grade level texts with teacher conferring and monitoring during the ELA block to help build stamina.	Increased RR levels in K-2nd
	Walk-throughs using iObservation documenting an increased number of applying ratings in DQ3
• Teachers provide opportunities for students to examine errors in reasoning, classify, categorize and evaluate claims, examine similarities and differences, across texts and analyze a variety of texts across genres. (Marzano DQ 3)	MAP scores matching OPM data mirroring the goal of 70% proficiency
• Teachers will provide students opportunities to collaborate and deepen their thinking and understanding of complex text. Strategies such as text talks, oral storytelling, circles, peer revision/editing, wax museums, human timelines, Socratic seminars, quick writes and debate will be utilized to help increase student engagement and decrease teacher talk during the reading block.	LSI Standards Tracker Data aligning to MAP and/or district assessments aligned to standards
	Pre/Post test data in grades 3-5 from assessments aligned to test specs
Culturally Responsive Instruction	Increase in running record levels for grades k-2
• Teachers intentionally plan for 6 Ms and connect movement, mouth, meaning, monitoring with feedback, music & models to the learning.	Walk-throughs using iObservation documenting an increased number of applying ratings in DQ 3
• Academic language will be explicitly taught daily utilizing district resources and the test specs. Word walls will be evident and will cross all subject areas. Sentence frames will be used to support low language students in reading, writing, speaking and listening, and students will have multiple opportunities to use these Tier II academic words.	MAP scores matching the OPM data and mirroring our goal of 70% proficiency
	Conferring notes from teachers documenting increased levels of students reading, as well evidence of students' applying taught strategies/skills
Data Driven Instruction	
• Teachers utilize a variety of assessments including OPM, RR, iStation, writing samples, TDQs and exit tickets to measure student progress towards the standards. Standards based assessments are analyzed in PLCs and are used to plan for reteach and/or intervention. Primary teachers (K-2) will utilize Jan Richardson Literacy Footprints during intervention blocks and intermediate teachers will utilize the OPM assessments to teach standards, question stems and close reading strategies. Grades 1-5 will administer OPM assessments as pre/post assessments to determine growth and impact of instruction.	Formative Assessment data through the modules will show an increase of students completing grade level appropriate work throughout the year.
	Professional Development sign ins and teacher DPP practice plan updates.
Professional Development	Review of guided reading plans/notes and fidelity checks, and review of lesson plans to ensure match to standards and opportunities for students centered activities

• Professional development is provided by the ELA coach in creating rigorous tasks, using text sets and TDQs, providing strategies/technique to change instruction based on student evidence and conferring. PD will also be provided on collaborative structures and Marzano DQ3 strategies. • Bi-Weekly ELA PLCs: Week #1 1. Celebrations 2. Standard review (with a focus on the how—learning targets) 3. Review OPM question stems 4. Model teaching a lesson with colleague feedback Week #3 1. Celebration 2. Reflect on the teaching / learning 3. Discuss strategies to remediate/enrich 4. Look ahead at next standard & select next teacher to model	

Mathematics Goal	**Goal Manager:** Francine Neugebauer
We will increase the number of students scoring proficient on the Math Assessment from 49% to 58% as well as increase the learning gains of all students, in particular those of the lowest 25% from 47% up to 57% as measured by FSA May 2018.	

Actions / Activities in Support of Math Goal	**Evidence to Measure Success**
Target→Task→Student Evidence Alignment • Teachers collaboratively plan for lessons aligned to the standards using the resources on the e-Learn site provided by the elementary math department to plan rigorous core lessons effectively. Support will be provided by the Math Coach and/or Curriculum Specialist biweekly. Other resources for planning include LSI resource library (Ask & Task), ALDs (3rd-5th) and Marzano taxonomy. Planning will include NCTM High Leverage Teaching Practices: Mathematical Representations (task), Questioning & Mathematical Discourse (ask). Learning targets and learning progression boards used as applicable. • Teachers integrate opportunities for student conversation during the math block including use of manipulatives, talk moves, circles, error analysis, whole group ST Math lessons, number talks, and sharing of journals to increase student engagement and to develop students' conceptual understanding of math concepts.	Walk-throughs using iObservation documenting an increased number of applying ratings in DQ 3 MAP scores matching the OPM data and mirroring our goal of 70% proficiency LSI Standards Tracker Data aligning to MAP and/or district assessments aligned to standards OPM data (pre/post) STMath Data/Reports Review of student work on MFAS tasks, journals, exit tickets

• Teachers have a strong understanding of their grade level standard, including taxonomy levels and design lessons that allow students opportunities to classify, categorize, examine errors in reasoning, and adjust their thinking used on learning. **Culturally Responsive Instruction** • Teachers intentionally plan for 6 Ms and connect movement, mouth, meaning, monitoring with feedback, music & models to the learning. • Teachers provide explicit vocabulary instruction as appropriate. **Data Driven Instruction** • Teachers continuously use a variety of assessments including standards based OPM assessments, MFAS tasks, and exit tickets to determine how students are progressing in relation to the standards. Data is analyzed in PLCs and is used to plan for reteaching and/or the intervention block. **Professional Development** • PD is provided by the math coach on the selection of rigorous math tasks and effective planning using BD. Additional embedded support will be provided on the use of the Before, During, After instructional model and how to inform and change instruction on the spot or the next day. • Bi-Weekly Math PLCs: Week #2 1. Celebrations 2. Standard review (with a focus on the how—learning targets) 3. Review OPM question stems 4. Model teaching a lesson with colleague feedback Week #4 1. Celebrations 2. Reflect on the teaching / learning 3. Discuss strategies to remediate/enrich 4. Look ahead at next standard & select next teacher to model	Learning Progression Board with student feedback and evidence/monitoring students during instruction Review of lesson plans and intervention plans/fidelity checks Professional Development sign ins and teacher DPP practice plan updates.

Science Goal	Goal Manager: Christine Ekstrom/Karen Vargus
We will increase the number of students scoring proficient on the Science SSA from 34% to 57% by the close of the school year.	
Actions / Activities in Support of Science Goal	**Evidence to Measure Success**
Target→Task→Student Evidence Alignment • Teachers school-wide will implement the 10-70-20 instructional model for students. (10% setting purpose, 705 core science, 20% confirming the learning). Science	Monitor lab schedule adherence and pre/post data after each 6 week cycle Pre and Post Assessments from the

coach/coaches will support the teachers in understanding the (rigor) new language in the description on the 10-70-20% routine. • Daily reflections, use of the success criteria, and the 5Es/SLAGs will all be utilized as resources to increase student engagement during the science block and ensure the lessons are reaching the rigor of the standards. • The nature of science standards will be integrated into each of the 3 units-life, earth and physical science, through the use of mini experiments, demonstrations and hands on experiences. A school-wide science fair will be held at the end of the school year. • Literature will be integrated into all science blocks, with a focus on academic language, building of background knowledge, and conversations. **Culturally Responsive Instruction** • Teachers intentionally plan for 6 Ms and connect movement, mouth, meaning, monitoring with feedback, music & models to the learning. • Teachers provide explicit vocabulary instruction as appropriate. Including the implementing BOAST (Bring On the Science Test) vocabulary academic gaming strategies. **Data Driven Instruction** • Teachers adhere to the Science Lab schedule where all 3rd, 4th and 5th grade students will complete the identified progress monitoring assessments, science lab investigations and Citizen Scientist research and data collection. • Grades 3-5 will use the 5 questions in the SLAG as a pre/post assessment for each unit. • 2nd grade teachers adhere the Science Lab Schedule. • Curriculum Specialist monitors Science Lab for consistent implementation. • Based on data from the 3rd/4th grade Review Diagnostic Assessment, under the facilitation of the Curriculum Specialist, teachers will identify instructional resources to support the on-going review with an emphasis on Think Central Digital Lessons and informational text and vocabulary academic gaming. • Pre-assessment be completed at the end of the slag and the post assessment quiz completed on	SLAG questions, Science common assessments and 5th grade state assessment. Review science journals and track progress from the student reflections. Walk through data for fidelity of science instruction. MAP data analyzed and compared to grades 3-5 5 question SLAG post assessment SSA data Professional Development sign ins, teacher DPP practice plan reviews and updates. Coaching calendar created/coaching log reviewed

Unify for teachers to identify needs and trends in data especially for our "bubble" kids. • Use data from the end of unit assessment quizzes (taken on Unify), science lab data and diagnostic data to identify key vocabulary to be used the vocabulary academic gaming weeks built into timelines **Professional Development** • Monthly coaching support has been requested to promote effective teacher practices connecting the Content Standards to the Practice Standards.	

⬡ **Other School Goals* / Use Only as Needed**

*All schools are required to complete a Healthy Schools goal.

*High schools are required to complete a college readiness goal pursuant to Section 1008.37(4), F.S.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy Schools, etc.)	
Goal Name: Healthy Schools	**Goal Manager:** Anne Cavazuti
Reach Bronze level recognition with the Alliance for a Healthier Generation.	
Actions / Activities in Support of Goal	**Evidence to Measure Success**
In 2016-2017, our school was eligible for national recognition in 2 of 6 of the HSP Assessment Modules. For 2017-2018, the Healthy School Team will review all assessment items to determine the most feasible item(s) to improve in one module to achieve recognition level, and then develop an action plan for that item(s) by November 2017. Target for 2017-2018 is to become eligible for national recognition in 3 of 6 Alliance for a Healthier Generation's Healthy School Program Assessment Modules.	By April 1, 2018, the Healthy School Team will edit the school's Healthy Schools Program Assessment in the action plan item(s) to document improvement/achievement of one module that is now eligible for national recognition.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name:	**Goal Manager:**
.	
Actions / Activities in Support of Goal	**Evidence to Measure Success**

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name:	**Goal Manager:**
Place goal statement here.	
Actions / Activities in Support of Goal	**Evidence to Measure Success**

Academic Achievement Gap / Required Goals

Subgroup Goal (Black)	**Goal Manager:** Lisa Freeman
Increase the percentage of black students reaching FSA proficiency from 27% in ELA to 57%, from 18% in math to 57%, and from 13% in science to 57%.	

Actions / Activities in Support of Black Goal	**Evidence to Measure Success**
Target→Task→Student Evidence Alignment • Provide an instructional model that ensures rigorous, culturally relevant instruction for all students using assignments aligned to challenging state standards, engagement strategies and student centered practices. **Culturally Responsive Instruction** • Implement culturally responsive teaching practices in classrooms such as oral storytelling, circles, music, movement, cooperative grouping and explicit vocabulary • 100% of classrooms will have a culturally relevant classroom library by October 2017. Lesson plans aligned to the books will be developed by teachers and made accessible on Office 365 to supplement core instruction representing diverse perspectives as a way to increase student engagement. **Data Driven Instruction** • Utilize early warning data to develop appropriate intervention plans for black students not meeting expectations. Ensure these students attend Extended Learning, Summer Bridge and have a Connect for Success laptop to increase usage of iStation, STMath and myOn. **Professional Development** • Provide targeted professional development and embedded coaching to teachers on culturally	Walk through data to show engagement strategies and Culturally Responsive Instruction. Administrators and coaches to provide feedback specific to this area. MAP and OPM data to show student growth towards proficiency in all standards. Connect for Success data base and data from iStation and STMath home usage reports and myOn reports. A spreadsheet maintained by AP to ensure Level 1 and Level 2 students are receiving support through ELP or other interest club like soccer, USF Leadership, Chorus, Bell choir, Recorder club, STEM, Girlfriends, Lunch Pals, PMAC. Professional Development sign ins, teacher DPP practice plan reviews and updates.

responsive teaching strategies and Restorative Practices to increase student engagement and student proficiency. **Other** • Level 1 and Level 2 (as measured by ELA and Math FSA 2017) will be provided a Lunch Pal mentor through JWB.	

Subgroup Goal (ELL)	**Goal Manager:** Melissa Carter
Increase the percentage of ELL students reaching 2018 FSA proficiency from 15% in ELA to 57%, from 39% in math to 57%, and from 9% in science to 57% as measured by SSA 2018.	

Actions / Activities in Support of ELL Goal	**Evidence to Measure Success**
Target→Task→Student Evidence Alignment • ELs across all levels of language proficiency can access, fully engage with, and achieve rigorous grade-level academic content standard, while being supported in developing and using authentic language. **Culturally Relevant Instruction** • Teachers explicitly teach and develop the language of the content area. This may include vocabulary and/or specific language patterns, language forms, etc. • ELs participate in multiple and meaningful structured activities and tasks that require interaction with others and the use of increasingly complex language. **Data Driven Instruction** • Utilize early warning data to develop appropriate intervention plans for EL students not meeting expectations. Ensure these students attend Extended Learning, Summer Bridge and have a Connect for Success laptop to increase usage of iStation, STMath and myOn. • ESOL teachers share the language proficiency data, CAN DO descriptors and the WIDA ELLevation reports with classroom teachers and offer strategies. **Professional Development** • During Backwards Design ESOL Teachers provide PD to build capacity of teachers to plan effective, engaging lessons that support the language needs of EL's and advance their learning of language across the curriculum.	Walk through data to show engagement strategies and Culturally Responsive Instruction. Administrators and coaches to provide feedback specific to this area. MAP and OPM data to show student growth towards proficiency in all standards. Connect for Success data base and data from iStation and STMath home usage reports and myOn reports. Lessons plans with evidence of: -ESOL strategies identified -Language of the content area identified(vocabulary) with specific plans to teach and scaffold -Structured activities identified and planned to allow EL students to interact with others and use complex language. Professional Development sign ins, teacher DPP practice plan reviews and updates.

Subgroup Goal (ESE)	**Goal Manager:** Karen Vargus
Increase the percentage of ESE students reaching 2018 FSA proficiency from 24% in ELA to 57% from 22% in math to 57%, and from 33% in science to 57% as measured by SSA 2018.	
Actions / Activities in Support of ESE Goal	**Evidence to Measure Success**

Target→Task→Student Evidence Alignment • Plan intentionally for specially designed instruction to address IEP goals and grade level standards. Use evidence based strategies to teach foundational literacy and math skills to help students access grade level work. • Provide differentiated individualized and/or small group instruction aligned to grade level standards and break down complex instructions and skills for students. Use visual supports and prompts to support students through transitions and longer tasks. **Data Driven Instruction** • Collect data and monitor progress towards IEP goals and ensure collaboration between ESE and general education teachers to best support students. Gradually reduce ESE supports to foster student independence. **Professional Development** • During Backwards Design ESE Teachers provide PD to build capacity of teachers to plan effective, engaging lessons that support the language needs of ESE students and advance their learning across the curriculum.	Walk throughs with feedback to support instruction Review of ESE lesson plans in comparison to IEP MAP and OPM data to show student growth towards proficiency in all standards

Subgroup Goal **Gender Achievement Gap**	**Goal Manager:** Karen Vargus, Christine Ekstrom, Melissa Carter
Increase the percentage of male students reaching 2018 FSA proficiency from 34% in ELA to 57% from 49% in math to 57%, and from 38% in science to 57% as measured by SSA 2018. Increase the percentage of female students reaching 2018 FSA proficiency from 48% in ELA to 57% from 47% in math to 57%, and from 27% in science to 57% as measured by SSA 2018.	

Actions / Activities in Support of Goal	Evidence to Measure Success
Target→Task→Student Evidence Alignment • Plan intentionally for regular built in opportunities for kinesthetic learning or physical movement. **Culturally Responsive Instruction** • Teachers frequently connect student thinking to prior learning through asking questions to pique curiosity, activate prior knowledge, and signal what information students should be looking for as new content is presented. • Regular use of manipulatives **Data Driven Instruction** • Teachers continuously use a variety of assessments including standards based OPM assessments, MFAS tasks, and exit tickets to determine how students are	Walk throughs with feedback to support instruction LSI Standards tracker reports MAP Assessment Data

progressing in relation to the standards. Data is analyzed in PLCs and is used to plan for reteaching and/or the intervention block. **Professional Development** • PD provided by LSI in relation to LSI Standards tracker	

Early Warning Systems (EWS) -- Data and Goals

Note: This table should be used as a summary table of the NUMBER of students coming to your school for 2017-18 who may need additional supports / interventions. Complete and update as those data become available. Note: For elementary schools, data for incoming kindergarten students are not required for this table. Please include the NUMBER of students, not the PERCENTAGE of students.*

Early Warning Indicator (Number of students by grade level)	**Grade 1st**	**Grade 2nd**	**Grade 3rd**	**Grade 4th**	**Grade 5th**	**Grade** Select	**Grade** Select	**School Totals**	
								#	**%***
Students scoring at FSA Level 1 (ELA or Math)			24R/ 23M	28R/ 28M	23R/ 30M			85R/ 81M	580
Students with excessive absences / below 90 %	6	5	1	4	3	5		24	580
Students with excessive behavior / discipline**	1	3	1	0	1	2		8	580

Students with excessive course failures**	20	36	15	17	23	0		111	580
Students exhibiting two or more Early Warning indicators	1	5	9	20	18	1		54	580

*Required per Section 1001.42(18)(a)2.,F.S. ** Definitions provided by district (may be different per level). In general, excessive discipline for elementary schools is defined as two or more referrals, while excessive discipline for middle and high schools is defined as one or more out-of-school suspensions. For excessive course failures, the general definition for elementary and middle schools is one or more F's (or U's) in Language Arts or Math and for high schools one or more F's (or U's) for any course. Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data are available via School Profiles dashboard under the Early Warning tab. Enter only relevant grade levels as needed per your school site.

🔵 EWS - Attendance

Attendance Goal	Please ensure that your goal is written as a SMART goal.
95% attendance of all students (currently 93.3%)	

Actions / Activities in Support of Attendance Goal	Evidence to Measure Success
• Child Study Team (CST) examines all grade level attendance data biweekly and focuses on students who have excessive absences, trends are analyzed. • Letters and phone calls will be sent to parents to inform about attendance concerns. If parents do not respond, social worker will visit homes to problem solve and offer support to parents. • The CST and leadership will schedule conferences with parents to discuss how the attendance issue can be resolved, If after numerous attempts, the student's attendance still doesn't improve then they are referred to TIP. • Students with excessive attendance concerns are discussed during SBLT meetings and action is taken (phone call reminder, letters or conference) based on data. • An incentive program for perfect attendance and improved attendance will be rewarded bi-weekly.	CST meeting notes, spreadsheet to monitor steps and progress, parent conference notes, attendance data

🔵 EWS - Discipline

Discipline Goal	Please ensure that your goal is written as a SMART goal.
Reduce the percent of physical aggression (fight, strike adult & strike student) referrals from 48% to 28% by May 2018. Short Term Goal: Reduce the percent of physical aggression (fight, strike adult & strike student) referrals from 48% to 38% by January 2018.	

Actions / Activities in Support of Discipline Goal	Evidence to Measure Success
• Increase teacher awareness of different types of aggression, risk factors, role of the classroom teacher, and influence of the school climate on the child's behavior. • Develop strategies that will prevent aggression in the classroom, such as social skills; helping students develop their social skills will also aid them with their academic skills. Students' lack of social competence and aggression is directly associated with low academic achievement. In addition, teachers frequently report that their students' disruptive behaviors keep them from teaching effectively. Thus, it is important for teachers to help students enhance their social skills. • Improve teacher management skills to reduce power struggles and aggression. • Teachers will maintain a positive, caring relationship with students. • Restorative Practices to build common language within the school. • Use of morning meetings for building relationships or handling issues within classroom. • Use of culturally relevant libraries for teachable moments.	Monitoring discipline data during the MTSS Behavior meetings. The team will review referral data as it relates to the goal. The team will track and monitor where more support might be needed from the breakdown of the data. Teachers will be trained in the use of restorative practices. Teacher's classrooms will house culturally relevant libraries. Lessons will be posted on Office 360 for quick reference.

Discipline Goal – Other (as needed)	Please ensure that your goal is written as a SMART goal.

African American Subgroup

Reduce the percent of physical aggression (fight, strike adult & strike student) referrals from 54% to 34% by May 2018.

Short Term Goal: Reduce the percent of physical aggression (fight, strike adult & strike student) referrals from 54% to 44% by January 2018.

Actions / Activities in Support of Goal	Evidence to Measure Success
• Increase teacher awareness of different types of aggression, risk factors, role of the classroom teacher, and influence of the school climate on the child's behavior.	Monitoring discipline data during the MTSS Behavior meetings. The team will review referral data as it relates to the goal.

• Develop strategies that will prevent aggression in the classroom, such as social skills; helping students develop their social skills will also aid them with their academic skills. Students' lack of social competence and aggression is directly associated with low academic achievement. In addition, teachers frequently report that their students' disruptive behaviors keep them from teaching effectively. Thus, it is important for teachers to help students enhance their social skills. • Improve teacher management skills to reduce power struggles and aggression. • Teachers will maintain a positive, caring relationship with students. • Restorative Practices to build common language within the school. • Use of morning meetings for building relationships or handling issues within classroom. • Use of culturally relevant libraries for teachable moments.	The team will track and monitor where more support might be needed from the breakdown of the data. Teachers will be trained in the use of restorative practices. Teacher's classrooms will house culturally relevant libraries. Lessons will be posted on Office 360 for quick reference.

Discipline Goal – Other (as needed)	Please ensure that your goal is written as a SMART goal.
Bus Behavior	

Reduce the percent of bus referrals from 32% to 25% by May 2018.

Short Term Goal: Reduce the percent of bus referrals from 32% to 28.5% by January 2018.

Actions / Activities in Support of Goal	Evidence to Measure Success
Administrator will hold meeting with bus drivers and together implement a plan to positively incentivize the students and develop a seating chart.	Meeting notes Seating Chart reviewed weekly with bus driver Incentive plans monitored using referral data
Monthly restorative practice circles will be held with bus students to promote positive relations and resolve any issues	Meeting Notes and reduction in bus referrals

⬡ **EWS – Academic Intervention**

Describe your school's established early intervention, dropout prevention and/or extended learning programs as required by Section 1003.53(2)(b), F.S. Please refer to the data sources you use in identifying academic intervention.

Tier 1 - Core: All students receive standards based instruction in all subject areas by certified teachers. Teachers differentiate the instruction within the core to meet the needs of the students in the classroom.

Tier 2 – Supplemental: Based on classroom observation (teacher recommendation) and assessment data, if students are identified as struggling and/or not meeting expectations, they move to supplemental support. Interventions at the Tier 2 level include small group lessons by classroom teacher or hourly teacher. For ELA these interventions could include Jan Richardson Guided Reading (JRGR), LLI, Repeated Reading or IRLA. For Math these interventions could be ST Math, small group standard based instruction provided by the teacher, ST Math teacher mode or Soar To Success. The students that are identified as needing Tier 2 academic support are progressed monitored bi-weekly. They are monitored by the MTSS coach, Curriculum Specialist and classroom teacher.

Tier 3 – Intensive: Interventions focus on students who display academic deficiencies who have not responded to Tier 1 or Tier 2 interventions. Students are referred to the District's Educational Diagnostician who meets with the teachers to discuss a Problem-Solving Worksheet (PSW) where the student will receive more intensive academic support and be progress monitored weekly. A (PSW) is developed, implemented, reviewed and modified as needed for students who have not had a positive trend to Tier 3 academic support. (Interventions could include Beck-Making Sense of Phonics, IRLA, LLI, Jan Richardson Guided Reading (JRGR), Sun Dance Comprehension Strategies and Soar to Success). If students are not having a positive response to the interventions then a meeting is held with the team to determine if further testing/screening is needed.

Early Intervention / Extended Learning Goal   Please ensure that your goal is written as a SMART goal.

The Extended Learning Program (ELP) will have 75% of Level 1 and Level 2 3rd – 5th grade students as identified by the ELA & Math FSA assessments attending by February 2018.

The Extended Learning Program (ELP) will have 75% of Level D & SD students as identified from ELA & Math Cycle 2 (16-17 school year) assessments attending by February 2018.

Actions / Activities in Support of Goal	**Evidence to Measure Success**
Provide an online, Open Access Extended Learning Program to support students who need to re-learn key skills and standards.	The ELP facilitator will monitor student use and reports of the lessons that are being completed.
Before and after school tutors (certified teachers) will provide additional, strategically-focused time before and after school to support academic interventions and flexible instructional delivery. Students will use the adaptive computer program, i-Ready, to remediate foundational skills that they are lacking Students will use the adaptive computer program, i-Ready, to provide standards based enrichment	The ELP facilitator will conduct walkthroughs to ensure that teachers are engaged and working with students during tutoring time. The ELP facilitator will monitor attendance records of students to ensure they are accurate and students are attending.

Before and after school tutors (certified teachers) will provide small group instruction based on student need. For example, if students need remediation of foundation skills then a small group using Literacy Footprints. If student needs standards based remediation based on OPM data, they will provide standards based lessons.	The ELP facilitator will maintain all records of those students that are enrolled and participating in the program to ensure we are reaching the students who need it the most. The ELP facilitator will track the data of the students that are enrolled in the program to ensure that the interventions are working and that the student(s) are attending.

{Section 3} – Required Items / Resources

Instructional Employees

Current Instructional Staff Members		Complete and update only as data become available.	
# of Instructional Employees (total number)	46	% with advanced degrees	19.5%
% receiving effective rating or higher	99%	% first-year teachers	2%
% highly qualified (HQT)*	100%	% with 1-5 years of experience	65%
% certified in-field**	100%	% with 6-14 years of experience	20%
% ESOL endorsed	65.9%	% with 15 or more years of experience	13%

*as defined in 20 U.S.C. 7801 (23). **as defined in Section 1012.2315(2), F.S. May change with ESSA.

Describe your school's efforts to recruit and retain a highly qualified, diverse instructional staff. Please be sure to reference your efforts to increase the number of black and Hispanic teachers on your campus.

Hires are based on recommendations from department supervisors, other administrators from struggling schools and/or work experience under an administrator in the past. The administration examines the teachers' previous students' achievement data and the impact they had with similar student demography. We do seek candidates who are bilingual, and have retained Spanish and Vietnamese speaking teachers, to best meet the needs of our EL students. We have hired three male classroom teachers and continue to seek AA teachers. Retaining highly qualified teachers is of utmost importance. The administration frequently surveys the staff and where possible, make the necessary changes that are suggested by the staff. Staff members are actively engaged in the development of the systems and processes at the school. When there are vacant positions administration attend the job fair in search of highly qualified teachers that will be the best fit for our Pinellas Park students. Teachers that are hired to work at Pinellas Park Elementary get job embedded coaching support with the Curriculum Specialist and content area coaches. The coaching support is aligned to Marzano's High Yield Strategies and/or best practices to increase student learning and support the classroom teacher. There is also the opportunity to receive paid professional development after work hours to improve best practices in the classroom. Lastly teachers have the opportunity to be paid to tutor their own students as well as other students in the school through the Extended Learning Program.

SAC Membership

SAC Member/First Name	SAC Member/Last Name	Race	Stakeholder Group
Lisa	Freeman	White	Principal
Doug	Lewis	White	Business/Community
Tonee	Mays	Black	Parent
Vi	Jackson	Asian	Parent
Lucy	Deem	Hispanic	Support Employee
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	

SAC Compliance

Is your school in compliance with Section 1001.452, F.S. regarding the make-up and duties of SAC?

☒ Yes	☐ No *(Describe the measures being taken to meet compliance below.)*

Did your school SAC committee review, provide feedback and formally vote to approve your School Improvement Plan?

☐ Yes ☐ No	Committee Approval Date:

SBLT / MTSS Leadership Team

Is there an SBLT / MTSS school-based team established?

☒ Yes ☐ No	Chairperson: Melissa Carter

Please state the days / intervals that your team meets below.
Every Monday from 7:35-8:35 AM.

Budget / SIP Funds

Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school's annual budget plan. Attached budget if preferred.

Total: $2,800.99: Professional Development for Backwards Design