

Bear Creek Elementary School

350 61ST ST S, St Petersburg, FL 33707

<http://www.bearcreek-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	61%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	C	D*	D

**Informational Baseline School Grade*

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

School Board Approval

This plan is pending approval by the Pinellas County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	9
Effective Leadership	10
Public and Collaborative Teaching	12
Ambitious Instruction and Learning	13
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	24
Appendix 1: Implementation Timeline	45
Appendix 2: Professional Development and Technical Assistance Outlines	48
Professional Development Opportunities	48
Technical Assistance Items	54
Appendix 3: Budget to Support Goals	54

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2017-18 DA Category and Statuses for Bear Creek 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

Bear Creek Elementary provides all children with a challenging, high-quality education for their academic and vocational success.

b. Provide the school's vision statement

100 percent 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 staff at Bear Creek Elementary is committed to building a bridge between what students know and what they need to learn. We are committed to knowing our students well -academically, socially, and emotionally. Our goal is to learn about our students' families, cultures, and interests. Creating a classroom learning community which encourages students to care for one another and be responsible for each other will foster a positive learning environment. As the gatekeepers of our school's vision and mission, we will provide consistent routines that help students feel valued and safe, and accountable to one another.

Meet the teacher will provide an informal opportunity for students and parents to meet the teacher and visit the school. Teachers will elicit ideas from parents and students in regards to their likes, dislikes, strengths and areas for support. Throughout the school year, parents will have opportunities to engage in monthly parent workshops and parental involvement activities.

As an AVID Elementary school, teachers will work to promote rigorous, relevant, and differentiated opportunities for all students based on their future goals. Short and long-term goal setting will be expected. At least 3 days per week, on the school news, a new person and career will be introduced to spark student interest.

A welcoming attitude and inviting environment will be expected by all office staff members- parents and visitors will be first priority. We will continuously elicit volunteers and encouraging parental involvement as one of our priorities.

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

One way that we have created an environment where students feel safe and respected is by requiring all visitors, media personnel and vendors to check in at the front office. The front office is the only point of entrance onto school grounds once school is in session.

All entrances are locked at the start of the day and remain in this status until dismissal. Before the gates are open for morning drop-off, staff members must use their sonitrol pass or gate key to enter on school grounds. Students are taught that they are never to open perimeter doors without the approval of an adult. ALL visitors must wear a visitors badge and the staff has been trained to alert

the front office when this is not evident.

Staff members are positioned throughout the campus before and after school with the expectation of welcoming our families and monitoring the arrival/dismissal process.

Classroom teachers are positioned at their doors to welcome students and encourage them to begin their day on a positive note.

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

Bear Creek has identified four expectations that are the GFS (guidelines for success). These guidelines are - Be responsible, Encourage others, Actively participate and Respect others. These common area expectations are shared in the classrooms, on the news and in the monthly newsletter. Classroom rules and expectations are aligned to the GFS and posted in the classrooms.

Please see modified behavior plan below:

Developing lesson plans aligned to our Guidelines for Success and a concrete timeline for the implementation. Making certain that all stakeholders are aware of our GFS/school-wide expectation. We will complete 3 hour training with our staff. Administration will host a school-wide assembly to “pump up” our GFS. Teachers will teach the GFS for the first 10-days of school using lesson plans developed over the summer our behavior/foundations team. Follow-up lessons will be taught as needed.

Evaluation – a timeline will be developed for the purposes of sharing, tracking, scheduling and tracking our current plan. As a team we will review monthly incident and referral data based on the identified common areas. These areas have been identified using multiple data sources (EDS, portal, Decision Ed...etc.) are based on the frequency of incidents in these locations are considered as “hot spots”. The SBLT and teachers in PLCs will identify what appears to be working and will make adjustments as needed. The school guidance counselor will pull small groups for those students who are struggling with our plan.

Implementation – Through the use of walk-throughs, data will be collected on sustaining what’s currently in place and whether or not the staff is following through with the implementation plan.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Our school's counselor currently provides Tier 1 social skills lessons to all students in grades K-5. Lessons are developed around the Commitment to Character traits and shared monthly on the morning news.

Our school's counselor and social worker provide additional small group support for students who are struggling with specific issues (i.e. bullying, getting along with others, changing families..etc). Some students also receive individual one-on-one support in areas which are unique to the individual behavior plans.

Our community liasion works with our community partners to recruit mentors for students in need. For the upcoming school year, Bear Creek has partnered with our feeder high school, Boca Ciega, to provide additional mentorship opportunities.

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

Bear Creek Elementary's early warning system (EWS) is a data system that identifies students in grades K-5 "at-risk" of dropping out and the intervention process to link identified students with services and monitor progress. The indicators listed below are used in our current system.

*One or more out of school suspensions

*One or more previous retentions

*Attendance below 90 percent

*Low performing students as measured by FSA bottom quintile, running record, iStation, common assessment (reading and math) and SAT-10 data

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	11	14	10	7	9	1	0	0	0	0	0	0	0	52
One or more suspensions	9	5	15	16	22	12	0	0	0	0	0	0	0	79
Course failure in ELA or Math	1	7	5	6	0	0	0	0	0	0	0	0	0	19
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	8	5	13	11	16	9	0	0	0	0	0	0	0	62

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

Bear Creek Elementary's early warning system (EWS) is a data system that identifies students in grades K-5 "at-risk" of dropping out and the intervention process to link identified students with services and monitor progress. The indicators listed below are used in our current system.

Administration and grades level teachers meet once per month (during scheduled PLCs) to discuss students falling under the EWS categories outlined above. During this time, decisions are made regarding the next steps as it relates to students. Please see some of the steps which are taken below:

-Bi-monthly child study team meeting, including all required members, that address students that have missed 10% or more of school to discuss the following: trends of why students are not attending school. We will use attendance codes for this purpose. The team will also compete PSW for Attendance quarterly to assist with problem solving to determine the most common reasons/barriers students are absent. We will also utilize the new attendance letters that include graphs comparing the absences of peers.

-RtI/MTSS team meets weekly to discuss and develop plans for students who are struggling academically and with behavior concerns. Decisions are made regarding moving students to Tier 2 or Tier 3 based on evidence through the use of an identified data collection process.

-Conferences are scheduled with parents/guardians to get support from home, and to keep them informed.

-Attendance celebration for students who are present at or above the 90% expectation.

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 available at the school site.

2. Description

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

Bear Creek looks for partnerships that are mutually beneficial to best serve our students. Our staff is dedicated to meeting the educational needs of all children and we believe that involvement and assistance from community partnerships completes the vision we have of attaining high student achievement.

The classroom partnerships are mainly secured through our Family & Community Liaison. The Family & Community Liaison reaches out to the surrounding community by visiting the local businesses or with personal phone calls to owners and managers. These partnerships run throughout the initial year with continued communication that allows us the possibility to sustain the relationship from year to year.

Businesses, community service organizations, and families have joined us as partners.

Involvement includes:

Sending employees to volunteer or become part of our mentor program

Speaking at our school about their business/career for the Great American Teach In

Recognizing students for academics, attendance or behavior

Teacher Incentives

Participating in PTA or SAC

Visits to tour our campus

Inviting students on a fieldtrip to their business or display student work

Making a monetary donation/or purchasing items for specific programs/classrooms by becoming involved in our Adopt-A-Class program

Pack-a-Snack program

Additionally, the partner receives:
 Advertisement in our school newsletter and a thank you on our school marquee
 A personal certificate of recognition for their contribution
 A thank you from the class/staff
 An invitation to an end of year celebration and to events held at our school throughout the year

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
Houston, Willette	Principal
Kwiatkowski, Claudine	Other
Capen, Alicia	Other
Johnson-Levy, Sharon	Guidance Counselor
Shible, Melissa	Teacher, ESE
Krenitsky, Mary	
Hobbs, Carybeth	

b. Duties

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

- Principal (Willette Houston) - Monitors and oversees the entire process
- Assistant Principal (Nikishia Dixon) - assist team in accessing and interpreting (aggregating/disaggregating) the data.
- Time keeper; helps team begin on time and ensures adherence to agreed upon agenda
- MTSS Coach (Claudine Kwiatkowski) - Generates agenda, leads meeting discussion and generally facilitates the meeting
- Math Coach (Carybeth Hobbs) - provide feedback and ongoing support for staff as related to the area of mathematics.
- Psychologist (Amelia Neal) - assist team in accessing and interpreting (aggregating/disaggregating) the data.
- Social Worker (Marcia Youngerman) - assist team in accessing and interpreting EWS data
- Guidance Counselor (Sharon Johnson-Levy) - assist team in accessing and interpreting (aggregating/disaggregating) discipline data
- VE Resource teachers (Marybeth Krenitsky & Melissa Shible) - provide feedback and resources were needed
- SLP(Alicia Capen) - provide feedback and resources where needed

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 Bear Creek MTSS team meets every Tuesday at 7:30 am in the data room to review/revise current processes, analyze Tier 1, Tier 2 and Tier 3 progress and make adjustments to current plans as needed. The team uses student performance and discipline data to make decisions about instruction, SIP goals and eligibility. The instructional staff is collaborating with Learning Sciences International (LSI) focusing on increasing rigorous standards-based instruction in the classroom.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Willette Houston	Principal
Willette Houston	Education Support Employee
Claudine Kwaitkowski	Education Support Employee
Jessica D'Angelo	Teacher
Stacey Montgomery	Teacher
Alicia Pederson	Parent
Ann Griffin	Parent
Delores Wesley	Education Support Employee
Lily Giering	Parent
	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

SAC will continue to evaluate/progress monitor student achievement as outlined in the School Improvement Plan.

b. Development of this school improvement plan

The SAC collects and analyzes information about the community and the school and 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. The SAC also evaluates success by monitoring short-term and long-term outcomes.

SAC members are given the opportunity to provide feedback and input on goals of the school. SAC's specific focus is to assist in increasing parental involvement in academic programs.

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

Funds for the 2017-2018 school term have not been allocated.

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

The 2017-2018 school improvement funds were used to retain substitute teachers for TDEs in grades K-5, ESE and Pre-K. During grade level TDEs, teachers used this time for lesson study (grades K-4) and analyzing data.

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
Houston, Willette	Principal
Kwiatkowski, Claudine	Instructional Coach

b. Duties

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

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

- o Jan Richardson and LLI
- o Support for text complexity
- o Support for instructional skills to improve reading comprehension
- o Ensuring that text complexity, along with close reading and rereading of texts, is central to lessons
- o Providing scaffolding that does not preempt or replace text reading by students
- o Developing and asking text dependent questions from a range of question types
- o Emphasizing students supporting their answers based upon evidence from the text
- o Providing extensive research and writing opportunities (claims and evidence)
- o Support for implementation of Florida State Standards for Literacy in Social Studies, Science, and Technical Subjects (a focus on text, task, and instruction).

The district will provide training and tools for Literacy Leadership Teams.

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

We have implemented a true block schedule which allows teachers to meet as a grade level team for collaborative standards based planning and instruction. This also allows opportunities for our embedded coaches to meet with grade level teams to unpack standards, develop lessons via backwards design and develop formative assessments in an effort to make informed instructional decisions.

During the 2017-2018 school year, standards-based PLCs will take place every Thursday morning from

7:30am-8:15am. We will continue to collaborate with LSI to target and focus on areas in need of improvement regarding effective standards-based instruction and the Rigor Implementation Project.

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

- Due to our previous turnaround status, administration is able to provide teachers with a \$3,000 recruitment bonus.
- Professional development opportunities/training are available both, within and outside the instructional day.
- Increase opportunities for instructional staff collaboration within our school, but also across the district and with outside districts.
- Ensure new hires know the student population and demonstrate a passion and commitment to their success.
- Grow the staff that I presently have.
- Provide ongoing support to new teacher cadre' (Bear Cubs).

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

1. First year teachers will be assigned a site-based mentor to meet with weekly for ongoing guidance (Lead Mentors will support this initiative)
2. Pinellas county's taxpayers passed a referendum which funds higher salaries for all teachers (County-wide initiative which is reviewed every 4 years pay tax payers.
3. Title I; Supplemental Title I Funds are allocated to further facilitate increased student achievement. Through these funds, Title I Hourly Teachers and a MTSS Coach are retained.

Lead mentors and team leaders will serve as liaisons between administration and grade level teams. Teachers new to Bear Creek will be given opportunities to observe colleagues during designated times or segments of the day.

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 rely on the expertise of administration, teacher leaders, and coaches to ensure that our core instructional programs and materials are aligned to the level of Rigor and Taxonomy level of the Florida standards by monitoring:

- Instructional staff members will collaborate with Learning Science International (LSI) to increase the level of rigor during learning.
- During standards-based PLCs and common planning, embedded coaches will assist teachers in aligning instruction to meet the Florida Standards for all content areas (ELA and MAFS), along with the Science NGSSS.
- Teachers will regularly assess (both formally and informally) and utilize data to modify and adjust instruction.
- Teachers will use data to differentiate and scaffold to increase student performance.
- Teachers will provide students with extensive opportunities to write across all content areas.
- Teachers will increase opportunities for students to collaborate with peers.
- Teachers will establish routine practice for students using Success Criteria to track individual

progress of Learning Targets in relation to the standard.

- STEM Integration will be included across subject areas in grades K-5.
- Culturally responsive teaching techniques will be incorporated within lessons.

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

Making data informed decisions - During bi-weekly data chats and standards based PLC sessions with the embedded coaches, teachers will analyze formative assessment data to adjust instruction (whole and small group) to meet the needs of individual learners. Teachers will use bi-weekly teacher created formative assessments, iStation, running record, and common assessments data in reading. Teachers will use Soar to Success, bi-weekly teacher created formative and common assessments in math to supplement and support students having difficulties attaining proficiency in these areas.

Teachers will develop student friendly learning targets and sequences, aligned to the grade level standards, to effectively communicate the purpose of the lesson.

Teachers will Focus on integrating AVID strategies into the content in grades K-5.

- Planners building consistency and a protocol for the school (K-5)
- Goal setting both short term and long term (2-5)
- Note taking strategies in grades (K-5)
- Inquiry (3-5)
- WICORizing daily lessons (4-5)
- Growth mind-set through actionable teacher/peer feedback (feed forward)

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

Strategy: After School Program

Minutes added to school year: 7,200

This year we will be implementing "Promise Time" after school extension and enrichment program(s) to provide students with extended learning opportunities. We will expand the school year by at least 7200 minutes to improve student outcomes in core academic subjects, broaden enrichment opportunities, and improve instruction by adding more planning and professional development time for teachers.

Our goal is to have a math and reading afternoon learning academies.

Strategy Rationale

Research suggests that regular participation in programs that provide academic and social activities contribute positively to children's academic and social development.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Houston, Willette, houstonw@pcsb.org

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

I-ready OPM data collection will take place every six weeks to determine where adjustments to the curriculum should be made and whether or not the implementation is effective.

Data collection tools such as running records, and formal/informal district approved assessment tools will be used to monitor 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

Kindergarten Teachers will host an orientation for incoming students and their parents prior to the beginning of the school year. Readiness skills will be emphasized and good choices for academic and social characteristics will be presented. Materials will be available, as well as pamphlets covering a variety of helpful parenting subjects ranging from parenting skills, helping with homework, students with disabilities and what to expect at a parent teacher conference.

In late Spring AVID students from our feeder, middle and high, are invited to talk with our fourth and fifth grade students to help them in preparing for their transition to post elementary school.

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

N/A

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

N/A

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

N/A

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

N/A

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.** By developing and sustaining a healthy, respectful, caring and safe learning environment for students and staff and community members we will engage in wellness efforts through the Alliance for a Healthier Generation's Healthy Schools Program working towards Bronze Level Recognition becoming eligible in 4 out of 6 Assessment Modules.
- G2.** Decrease the gap in ELA-Reading and Math proficiency by African American students by an average of 5% on FSA until the gap is eliminated or greatly narrowed.
- G3.** Decrease the number of students identified under three or more EWS indicators from 15% to 13% as identified in Performance Matters data base. Decrease the number of students absent 10% or more, by 5%.
- G4.** Increase science proficiency in grade 5 from 54% to 59% as measured by the SSA.
- G5.** Increase the percentage of students on the grades 3-5 ELA (satisfactory to mastery levels) from 47% to 52% as measured by FSA. Increase ESE ELA proficiency from 25% to 30% as measured by FSA. 70% of students in grades K-2 will meet the ELA grade level projected proficiency as measured by NWEA MAP.
- G6.** Increase the percentage of students on the grades 3-5 Math FSA (satisfactory to mastery levels) from 61% to 65% as measured by FSA. Increase ESE Math proficiency from 23% to 30% as measured by FSA. 70% of students in grades K-2 will meet the math grade level projected proficiency as measured by NWEA MAP.

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. By developing and sustaining a healthy, respectful, caring and safe learning environment for students and staff and community members we will engage in wellness efforts through the Alliance for a Healthier Generation's Healthy Schools Program working towards Bronze Level Recognition becoming eligible in 4 out of 6 Assessment Modules. **1a**

G090342

Targets Supported **1b**

Indicator	Annual Target
	4.0

Targeted Barriers to Achieving the Goal **3**

- Lack of staff participation to complete assessment modules and develop an action plan for improvement.

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

- Healthy School Team Administrator Cafeteria Manager PE Coach District PCS Wellness Consultant

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

Increased number of eligible assessment modules and completion action plans for the Alliance for a Healthier Generation, Healthy School Program.

Person Responsible

Willette Houston

Schedule

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

Evidence of Completion

G2. Decrease the gap in ELA-Reading and Math proficiency by African American students by an average of 5% on FSA until the gap is eliminated or greatly narrowed. 1a

G090343

Targets Supported 1b

Indicator	Annual Target
AMO Math - African American	
AMO Reading - African American	

Targeted Barriers to Achieving the Goal 3

- Percentage of black students entering current grade level performing one or more years below grade level expectation

Resources Available to Help Reduce or Eliminate the Barriers 2

- MTSS process
- Connect to Success at home technology program
- Extended day learning
- Small group instruction
- AVID strategies
- Students Services (social worker, MTSS coach, guidance counselor, SLP, VE resource teachers, and psychologist)

Plan to Monitor Progress Toward G2. 8

SBLT will review running record, MAP Assessment, iStation and bi-weekly formative assessment data.

Person Responsible

Willette Houston

Schedule

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

Evidence of Completion

SBLT meeting minutes

G3. Decrease the number of students identified under three or more EWS indicators from 15% to 13% as identified in Performance Matters data base. Decrease the number of students absent 10% or more, by 5%.

1a

G090344

Targets Supported 1b

Indicator	Annual Target
Students exhibiting two or more EWS indicators (Total)	13.0

Targeted Barriers to Achieving the Goal 3

- Process of identifying and monitoring students who fall under two or more EWS indicators

Resources Available to Help Reduce or Eliminate the Barriers 2

- Child Study Team
- Social Worker
- Administration
- Guidance Counselor
- Students Services (social worker, MTSS coach, guidance counselor, SLP, VE resource teachers, and psychologist)

Plan to Monitor Progress Toward G3. 8

EWS data pulled from Performance Matters and reviewed.

Person Responsible

Willette Houston

Schedule

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

Evidence of Completion

EWS data review minutes

G4. Increase science proficiency in grade 5 from 54% to 59% as measured by the SSA. 1a

G090345

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	59.0

Targeted Barriers to Achieving the Goal 3

- Instruction is not aligned to meet the level of rigor required for students to meet or exceed state science expectations.

Resources Available to Help Reduce or Eliminate the Barriers 2

- District support
- Science Lab
- District-wide science coach
- Common planning/standards based PLCs
- Professional development
- SBLT
- AVID
- LLI

Plan to Monitor Progress Toward G4. 8

Common assessment, MAP, lab pre/post assessments and success criteria data will be collected and reviewed throughout the year.

Person Responsible

Willette Houston

Schedule

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

Evidence of Completion

PLC and data chat reviews meeting minutes/agenda

G5. Increase the percentage of students on the grades 3-5 ELA (satisfactory to mastery levels) from 47% to 52% as measured by FSA. Increase ESE ELA proficiency from 25% to 30% as measured by FSA. 70% of students in grades K-2 will meet the ELA grade level projected proficiency as measured by NWEA MAP.

1a

G090346

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	

Targeted Barriers to Achieving the Goal 3

- Lack of effective planning
- Instruction is not aligned to meet the level of rigor necessary for a majority of student to meet or exceed state ELA expectations.

Resources Available to Help Reduce or Eliminate the Barriers 2

- District support
- Title I support (funding, interventionists and hourly teachers)
- Common planning/standards based PLCs
- Professional development
- SBLT
- ELP
- AVID
- LSI

Plan to Monitor Progress Toward G5. 8

Administration will review weekly lesson plans and use walk-through trend data to determine which teachers or grade level require additional support.

Person Responsible

Willette Houston

Schedule

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

Evidence of Completion

Lesson plan feedback and leadership minutes capturing the review of walk-through data review.

G6. Increase the percentage of students on the grades 3-5 Math FSA (satisfactory to mastery levels) from 61% to 65% as measured by FSA. Increase ESE Math proficiency from 23% to 30% as measured by FSA. 70% of students in grades K-2 will meet the math grade level projected proficiency as measured by NWEA MAP. 1a

G090347

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	

Targeted Barriers to Achieving the Goal 3

- Lack of effective planning
- Instruction is not aligned to meet the level of rigor necessary for a majority of student to meet or exceed state science expectations.

Resources Available to Help Reduce or Eliminate the Barriers 2

- District support
- Title I support (MTSS and hourly teachers)
- Embedded coaching support (literacy, math and science)
- Common planning/standards based PLCs
- Professional development
- SBLT
- AVID
- LSI

Plan to Monitor Progress Toward G6. 8

Administration will review weekly lesson plans and use walk-through trend data to determine which teachers or grade level(s) require additional support.

Person Responsible

Willette Houston

Schedule

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

Evidence of Completion

Students will show learning gains on common assessments.

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. By developing and sustaining a healthy, respectful, caring and safe learning environment for students and staff and community members we will engage in wellness efforts through the Alliance for a Healthier Generation's Healthy Schools Program working towards Bronze Level Recognition becoming eligible in 4 out of 6 Assessment Modules. **1**

 G090342

G1.B1 Lack of staff participation to complete assessment modules and develop an action plan for improvement. **2**

 B241141

G1.B1.S1 Provide opportunities for staff to participate in health assessment modules and develop a plan and action steps to meet the targeted goal **4**

 S254213

Strategy Rationale

Action Step 1 **5**

Healthy school team will develop an action plan to ensure that 75% of the staff meets the Bronze Level.

Person Responsible

Willette Houston

Schedule

Every 6 Weeks, from 8/10/2017 to 5/24/2018

Evidence of Completion

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

Wellness Coach will monitor school-wide Bronze status

Person Responsible

Willette Houston

Schedule

Every 6 Weeks, from 8/10/2017 to 5/24/2018

Evidence of Completion

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

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).

Person Responsible

Willette Houston

Schedule

Every 6 Weeks, from 8/10/2017 to 5/24/2018

Evidence of Completion

G2. Decrease the gap in ELA-Reading and Math proficiency by African American students by an average of 5% on FSA until the gap is eliminated or greatly narrowed. 1

G090343

G2.B1 Percentage of black students entering current grade level performing one or more years below grade level expectation 2

B241142

G2.B1.S1 Teachers will differentiate and incorporate UDL strategies in all lessons to meet the needs of our African American learners. 4

S254214

Strategy Rationale

Research shows tailoring instruction to meet individual student needs is critical to closing the achievement gap.

Action Step 1 5

Identify under performing African American students in grades K-5.

Person Responsible

Willette Houston

Schedule

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

Evidence of Completion

Monthly formative assessment data reports & by the numbers data

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

Review of weekly lesson plans.

Person Responsible

Willette Houston

Schedule

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

Evidence of Completion

Lesson plan feedback reports completed by administration.

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

Monitor the achievement gap of AA students during bi-weekly data chats.

Person Responsible

Willette Houston

Schedule

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

Evidence of Completion

Data chat meeting minutes and OPM graphs

G3. Decrease the number of students identified under three or more EWS indicators from 15% to 13% as identified in Performance Matters data base. Decrease the number of students absent 10% or more, by 5%.

1

G090344

G3.B1 Process of identifying and monitoring students who fall under two or more EWS indicators 2

B241146

G3.B1.S1 Include a time (monthly) on the master professional development schedule to review EWS data during PLCs. 4

S254215

Strategy Rationale

Providing time within the master PD schedule will ensure that the process will take place.

Action Step 1 5

Administration and grade level teachers will meet monthly to review and discuss the progress (academic, attendance and behavior) of students identified under 2+ EWS indicators.

Person Responsible

Willette Houston

Schedule

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

Evidence of Completion

PLC agenda, meeting minutes and Performance Matters EWS data information

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

CST & SBLT will meet monthly to review EWS data and determine what additional supports are needed for student success.

Person Responsible

Willette Houston

Schedule

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

Evidence of Completion

CST and SBLT meeting agenda and minutes

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

The problem solving process will be used to determine implementation effectiveness

Person Responsible

Claudine Kwiatkowski

Schedule

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

Evidence of Completion

CST and SBLT team meeting agenda

G4. Increase science proficiency in grade 5 from 54% to 59% as measured by the SSA. 1

G090345

G4.B1 Instruction is not aligned to meet the level of rigor required for students to meet or exceed state science expectations. 2

B241148

G4.B1.S1 Participate in standards-based Professional Learning Communities 4

S254216

Strategy Rationale

Research shows that not only will effective collaboration with peers improve teacher performance, it increases student performance.

Action Step 1 5

Teachers will receive science training from coach and learning specialist in using new curriculum guides, SLAG, 5Es, and formative assessments

Person Responsible

Willette Houston

Schedule

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

Evidence of Completion

PD agendas and lesson plans

Action Step 2 5

Students in grades K-5 will participate STEM related problem solving activities.

Person Responsible

Willette Houston

Schedule

Every 6 Weeks, from 8/10/2017 to 5/24/2018

Evidence of Completion

Walkthrough data and lesson plans

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

Administrators will provide teachers with walkthrough feedback on implementation of STEM integrated best practices.

Person Responsible

Willette Houston

Schedule

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

Evidence of Completion

Walkthrough trend data

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

Additional training and support will be provided as needed individually, by grade level, or whole school based on trend-data. Administration will monitor lesson plans and provide teachers with walk-through feedback.

Person Responsible

Willette Houston

Schedule

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

Evidence of Completion

Walkthrough feedback

G4.B1.S2 Intentional planning to organize students in collaborative groups. 4

S254217

Strategy Rationale

Research shows pedagogy where students have increasing autonomy and responsibility for their own learning, students are able to analyze and reason more.

Action Step 1 5

Teachers will participate in lesson planning centered around STEM integration and organizing students for student-centered learning.

Person Responsible

Willette Houston

Schedule

Semiannually, from 8/7/2017 to 5/24/2018

Evidence of Completion

Meeting minutes

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

Walkthrough observational data and feedback provided to teachers

Person Responsible

Willette Houston

Schedule

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

Evidence of Completion

Growth feedback data using the growth tracker or iObservation showing whether or not teachers are implementing this strategy on a routine basis

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

Monthly review of build walkthrough observational data and PD provided as necessary

Person Responsible

Willette Houston

Schedule

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

Evidence of Completion

As leadership team reviews monthly walkthrough data, team will develop a plan to provide additional PD support in classrooms where student autonomy is not evident.

G4.B1.S3 Teachers must clearly identify what students should be able to do in an effort to demonstrate mastery of the learning goal/target. 4

 S254218

Strategy Rationale

Action Step 1 5

Instructional staff will attend PD on identifying critical content.

Person Responsible

Willette Houston

Schedule

Quarterly, from 8/8/2017 to 5/24/2018

Evidence of Completion

Meeting minutes, sign in sheets and PowerPoint for training

Plan to Monitor Fidelity of Implementation of G4.B1.S3 6

During weekly standards based PLCs, teachers will plan with grade level teams to unpack standards and identify critical content using the LSI Tracking tool.

Person Responsible

Willette Houston

Schedule

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

Evidence of Completion

PLC meeting minutes/sign-in sheets.

Plan to Monitor Effectiveness of Implementation of G4.B1.S3 7

Data will be collected on learning target/task alignment during weekly walkthroughs.

Person Responsible

Willette Houston

Schedule

Weekly, from 8/10/2017 to 5/10/2018

Evidence of Completion

iObservation building and LSI Look and Learn data

G4.B1.S4 Develop a formative assessment mindset 4

S254219

Strategy Rationale

Formative assessments (minute to minute) are essential in determining whether or not a lesson is effective and if students understand.

Action Step 1 5

Provide PD on ways to formatively assess student learning using multiple assessment tools.

Person Responsible

Willette Houston

Schedule

On 5/24/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G4.B1.S4 6

Formative assessment data will be reviewed during monthly data chats.

Person Responsible

Willette Houston

Schedule

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

Evidence of Completion

Data chat sign in sheets and meeting minutes

Plan to Monitor Effectiveness of Implementation of G4.B1.S4 7

The leadership team will meet weekly to determine the effectiveness of implementation based on walkthrough observational trend data.

Person Responsible

Willette Houston

Schedule

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

Evidence of Completion

Leadership team meeting minutes

G5. Increase the percentage of students on the grades 3-5 ELA (satisfactory to mastery levels) from 47% to 52% as measured by FSA. Increase ESE ELA proficiency from 25% to 30% as measured by FSA. 70% of students in grades K-2 will meet the ELA grade level projected proficiency as measured by NWEA MAP. 1

G090346

G5.B1 Lack of effective planning 2

B241149

G5.B1.S1 Increased fidelity of effective ELA (reading and writing) lesson planning 4

S254220

Strategy Rationale

Research shows the importance of intentional planning for standards-based instruction. Students must identify, plan for, assess and teach to level required to master the standards.

Action Step 1 5

During collaborative planning sessions, teachers will design effective student centered lessons based on the ELA (reading and writing) standards. Lessons will include: word work, close reading of grade level material and explicit reading and writing standards based instruction.

Person Responsible

Willette Houston

Schedule

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

Evidence of Completion

PD agendas and lesson plans

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

Administration and MTSS coach will support, coach, model and provide feedback lessons.

Person Responsible

Willette Houston

Schedule

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

Evidence of Completion

Walk-through data, PLC minutes and intervention fidelity check lists.

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

Administrators will observe and provide ongoing feedback on ELA lessons

Person Responsible

Willette Houston


Schedule

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

Evidence of Completion

Leadership team meeting minutes and weekly walkthrough data

G5.B2 Instruction is not aligned to meet the level of rigor necessary for a majority of student to meet or exceed state ELA expectations. **2**

 B241150

G5.B2.S1 Participate in standards based PLCs **4**

 S254221

Strategy Rationale

Research shows that not only will effective collaboration with peers improve teacher performance, it increases student performance.

Action Step 1 **5**

Teachers will meet in grade level PLCs to plan effective standards based lessons.

Person Responsible

Willette Houston

Schedule

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

Evidence of Completion

Common grade level lesson plans, learning targets & sequences, formative assessments and meeting minutes.

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

Administration will participate in all standards-based PLCs and ensure that this time is built into the weekly schedule.

Person Responsible

Willette Houston

Schedule

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

Evidence of Completion

PLC minutes and sign-in sheets

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

Bi-weekly students data chats/reviews

Person Responsible

Willette Houston

Schedule

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

Evidence of Completion

Assessment data (formative & summative) will show students performing at higher levels to meet the standard.

G5.B2.S2 Design instruction that is student centered and rigorous 4

 S254222

Strategy Rationale

Research shows pedagogy where students have increasing autonomy and responsibility for their own learning, students are able to analyze and reason more.

Action Step 1 5

Teachers will participate in PD on organizing students in collaborative groups

Person Responsible

Willette Houston

Schedule

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

Evidence of Completion

Sign-in sheets and training notes

Plan to Monitor Fidelity of Implementation of G5.B2.S2 6

Ongoing support and feedback from LSI and site-based leadership team.

Person Responsible

Willette Houston

Schedule

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

Evidence of Completion

LSI school-wide feedback and iObservation data

Plan to Monitor Effectiveness of Implementation of G5.B2.S2 7

Principal will meet with the leadership team weekly to reflect on walk-through feedback

Person Responsible

Willette Houston

Schedule

Weekly, from 8/10/2017 to 5/10/2018

Evidence of Completion

Leadership team meeting minutes

G6. Increase the percentage of students on the grades 3-5 Math FSA (satisfactory to mastery levels) from 61% to 65% as measured by FSA. Increase ESE Math proficiency from 23% to 30% as measured by FSA. 70% of students in grades K-2 will meet the math grade level projected proficiency as measured by NWEA MAP. 1

G090347

G6.B1 Lack of effective planning 2

B241151

G6.B1.S1 Increased fidelity of effective math lesson planning 4

S254225

Strategy Rationale

Research shows the importance of intentional planning for standards-based instruction. Students must identify, plan for, assess and teach to level required to master the standards.

Action Step 1 5

During collaborative planning sessions, teachers and the embedded math coach will design effective student centered lessons based on the Eight Mathematical Practices and will include: formative assessment tools, and the use of curriculum and content planning guides.

Person Responsible

Carybeth Hobbs

Schedule

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

Evidence of Completion

PD agendas, PLC minutes and collaborative planning lessons

Action Step 2 5

Embedded math coach will model exemplar lessons and work with teachers to study effective methods to meet the standards which include: lesson study, cycles of coaching, and follow up or feedback sessions.

Person Responsible

Carybeth Hobbs

Schedule

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

Evidence of Completion

PD agendas, Standards based PLC minutes and collaborative planning lessons

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

Administration, math coach and MTSS coach will support, coach, model and provide feedback on lessons

Person Responsible

Willette Houston

Schedule

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

Evidence of Completion

Coaching logs, walk-through data and PLC meeting minutes.

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

Leadership team will observe and provide ongoing feedback on math lessons.

Person Responsible

Willette Houston

Schedule

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

Evidence of Completion

Leadership team meeting minutes and LSI walkthrough feedback

G6.B2 Instruction is not aligned to meet the level of rigor necessary for a majority of student to meet or exceed state science expectations. 2

B241152

G6.B2.S1 Participate in standards based PLCs 4

S254226

Strategy Rationale

Research shows that not only will effective collaboration with peers improve teacher performance, it increases student performance.

Action Step 1 5

Teachers will meet in grade level PLCs to plan effective standards bases lessons

Person Responsible

Carybeth Hobbs

Schedule

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

Evidence of Completion

Common grade level lesson plans, learning targets & sequences, formative assessments and meeting minutes

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

Administration will be present for all standards-based PLCs

Person Responsible

Willette Houston

Schedule

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

Evidence of Completion

PLC minutes and sign-in sheets

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

Bi-weekly data chats/review

Person Responsible

Willette Houston

Schedule

On 5/24/2018

Evidence of Completion

Assessment data (formative & summative) will show students performing at higher levels to meet the standard.

G6.B2.S2 Design instruction that is student centered and rigorous 4

 S254227

Strategy Rationale

Research shows pedagogy where students have increasing autonomy and responsibility for their own learning, students are able to analyze and reason more.

Action Step 1 5

Teachers will participate in PD on organizing students to work in collaborative groups, leading to lessons that will reflect a natural progression of cognitive complexity and lead to greater student autonomy.

Person Responsible

Carybeth Hobbs

Schedule

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

Evidence of Completion

sign-in sheets and PD training materials

Plan to Monitor Fidelity of Implementation of G6.B2.S2 6

Ongoing support and feedback from LSI and site-based leadership team

Person Responsible

Willette Houston

Schedule

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

Evidence of Completion

LSI school-wide feedback and iObservation feedback

Plan to Monitor Effectiveness of Implementation of G6.B2.S2 7

Principal will meet with the leadership team weekly to reflect on walk-through trend data

Person Responsible

Willette Houston

Schedule

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

Evidence of Completion

Walk-through data will show evidence of students engaged in student-centered and rigorous learning

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					
G5.B2.S2.MA1 M350500	Principal will meet with the leadership team weekly to reflect on walk-through feedback	Houston, Willette	8/10/2017	Leadership team meeting minutes	5/10/2018 weekly
G4.B1.S3.MA1 M350491	Data will be collected on learning target/task alignment during weekly walkthroughs.	Houston, Willette	8/10/2017	iObservation building and LSI Look and Learn data	5/10/2018 weekly
G5.B2.S1.MA1 M350499	Administration will participate in all standards-based PLCs and ensure that this time is built into...	Houston, Willette	8/10/2017	PLC minutes and sign-in sheets	5/24/2018 weekly
G4.MA1 M350495	Common assessment, MAP, lab pre/post assessments and success criteria data will be collected and...	Houston, Willette	8/10/2017	PLC and data chat reviews meeting minutes/agenda	5/24/2018 monthly
G5.MA1 M350502	Administration will review weekly lesson plans and use walk-through trend data to determine which...	Houston, Willette	8/10/2017	Lesson plan feedback and leadership minutes capturing the review of walk-through data review.	5/24/2018 weekly
G6.MA1 M350508	Administration will review weekly lesson plans and use walk-through trend data to determine which...	Houston, Willette	8/10/2017	Students will show learning gains on common assessments.	5/24/2018 weekly
G1.B1.S1.MA1 M350478	The Healthy School Team will review all assessment items to determine the most feasible item(s) to...	Houston, Willette	8/10/2017		5/24/2018 every-6-weeks
G1.B1.S1.MA1 M350479	Wellness Coach will monitor school-wide Bronze status	Houston, Willette	8/10/2017		5/24/2018 every-6-weeks
G1.B1.S1.A1 A333030	Healthy school team will develop an action plan to ensure that 75% of the staff meets the Bronze...	Houston, Willette	8/10/2017		5/24/2018 every-6-weeks
G2.B1.S1.MA1 M350481	Monitor the achievement gap of AA students during bi-weekly data chats.	Houston, Willette	8/10/2017	Data chat meeting minutes and OPM graphs	5/24/2018 biweekly
G2.B1.S1.MA1 M350482	Review of weekly lesson plans.	Houston, Willette	8/10/2017	Lesson plan feedback reports completed by administration.	5/24/2018 weekly
G2.B1.S1.A1 A333031	Identify under performing African American students in grades K-5.	Houston, Willette	8/10/2017	Monthly formative assessment data reports & by the numbers data	5/24/2018 monthly
G3.B1.S1.MA1 M350484	The problem solving process will be used to determine implementation effectiveness	Kwiatkowski, Claudine	8/10/2017	CST and SBLT team meeting agenda	5/24/2018 monthly
G3.B1.S1.MA1 M350485	CST & SBLT will meet monthly to review EWS data and determine what additional supports are needed...	Houston, Willette	8/10/2017	CST and SBLT meeting agenda and minutes	5/24/2018 biweekly
G3.B1.S1.A1 A333032	Administration and grade level teachers will meet monthly to review and discuss the progress...	Houston, Willette	8/10/2017	PLC agenda, meeting minutes and Performance Matters EWS data information	5/24/2018 monthly
G4.B1.S1.MA1 M350487	Additional training and support will be provided as needed individually, by grade level, or whole...	Houston, Willette	8/10/2017	Walkthrough feedback	5/24/2018 monthly
G4.B1.S1.MA1 M350488	Administrators will provide teachers with walkthrough feedback on implementation of STEM integrated...	Houston, Willette	8/10/2017	Walkthrough trend data	5/24/2018 monthly
G4.B1.S1.A1 A333033	Teachers will receive science training from coach and learning specialist in using new curriculum...	Houston, Willette	8/10/2017	PD agendas and lesson plans	5/24/2018 monthly
G4.B1.S1.A2 A333034	Students in grades K-5 will participate STEM related problem solving activities.	Houston, Willette	8/10/2017	Walkthrough data and lesson plans	5/24/2018 every-6-weeks

Pinellas - 0271 - Bear Creek Elementary School - 2017-18 SIP
Bear Creek Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G5.B1.S1.MA1 M350496	Administrators will observe and provide ongoing feedback on ELA lessons	Houston, Willette	8/10/2017	Leadership team meeting minutes and weekly walkthrough data	5/24/2018 weekly
G5.B1.S1.MA1 M350497	Administration and MTSS coach will support, coach, model and provide feedback lessons.	Houston, Willette	8/10/2017	Walk-through data, PLC minutes and intervention fidelity check lists.	5/24/2018 weekly
G5.B1.S1.A1 A333039	During collaborative planning sessions, teachers will design effective student centered lessons...	Houston, Willette	8/10/2017	PD agendas and lesson plans	5/24/2018 biweekly
G5.B2.S1.MA1 M350498	Bi-weekly students data chats/reviews	Houston, Willette	8/10/2017	Assessment data (formative & summative) will show students performing at higher levels to meet the standard.	5/24/2018 monthly
G3.MA1 M350486	EWS data pulled from Performance Matters and reviewed.	Houston, Willette	8/10/2017	EWS data review minutes	5/24/2018 monthly
G5.B2.S1.A1 A333040	Teachers will meet in grade level PLCs to plan effective standards based lessons.	Houston, Willette	8/10/2017	Common grade level lesson plans, learning targets & sequences, formative assessments and meeting minutes.	5/24/2018 weekly
G6.B1.S1.MA1 M350503	Leadership team will observe and provide ongoing feedback on math lessons.	Houston, Willette	8/10/2017	Leadership team meeting minutes and LSI walkthrough feedback	5/24/2018 weekly
G6.B1.S1.MA1 M350504	Administration, math coach and MTSS coach will support, coach, model and provide feedback on lessons	Houston, Willette	8/10/2017	Coaching logs, walk-through data and PLC meeting minutes.	5/24/2018 weekly
G6.B1.S1.A1 A333042	During collaborative planning sessions, teachers and the embedded math coach will design effective...	Hobbs, Carybeth	8/10/2017	PD agendas, PLC minutes and collaborative planning lessons	5/24/2018 weekly
G6.B1.S1.A2 A333043	Embedded math coach will model exemplar lessons and work with teachers to study effective methods...	Hobbs, Carybeth	8/10/2017	PD agendas, Standards based PLC minutes and collaborative planning lessons	5/24/2018 weekly
G6.B2.S1.MA1 M351795	Bi-weekly data chats/review	Houston, Willette	8/10/2017	Assessment data (formative & summative) will show students performing at higher levels to meet the standard.	5/24/2018 one-time
G6.B2.S1.MA1 M350505	Administration will be present for all standards-based PLCs	Houston, Willette	8/10/2017	PLC minutes and sign-in sheets	5/24/2018 weekly
G6.B2.S1.A1 A333044	Teachers will meet in grade level PLCs to plan effective standards bases lessons	Hobbs, Carybeth	8/10/2017	Common grade level lesson plans, learning targets & sequences, formative assessments and meeting minutes	5/24/2018 weekly
G4.B1.S2.MA1 M350489	Monthly review of build walkthrough observational data and PD provided as necessary	Houston, Willette	8/10/2017	As leadership team reviews monthly walkthrough data, team will develop a plan to provide additional PD support in classrooms where student autonomy is not evident.	5/24/2018 monthly
G4.B1.S2.MA1 M350490	Walkthrough observational data and feedback provided to teachers	Houston, Willette	8/10/2017	Growth feedback data using the growth tracker or iObservation showing whether or not teachers are implementing this strategy on a routine basis	5/24/2018 weekly
G4.B1.S2.A1 A333035	Teachers will participate in lesson planning centered around STEM integration and organizing...	Houston, Willette	8/7/2017	Meeting minutes	5/24/2018 semiannually
G1.MA1 M350480	Increased number of eligible assessment modules and completion action plans for the Alliance for a...	Houston, Willette	8/10/2017		5/24/2018 biweekly
G5.B2.S2.MA1 M350501	Ongoing support and feedback from LSI and site-based leadership team.	Houston, Willette	8/10/2017	LSI school-wide feedback and iObservation data	5/24/2018 weekly

Pinellas - 0271 - Bear Creek Elementary School - 2017-18 SIP
Bear Creek Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G5.B2.S2.A1 A333041	Teachers will participate in PD on organizing students in collaborative groups	Houston, Willette	8/10/2017	Sign-in sheets and training notes	5/24/2018 weekly
G6.B2.S2.MA1 M350506	Principal will meet with the leadership team weekly to reflect on walk-through trend data	Houston, Willette	8/10/2017	Walk-through data will show evidence of students engaged in student-centered and rigorous learning	5/24/2018 weekly
G6.B2.S2.MA1 M350507	Ongoing support and feedback from LSI and site-based leadership team	Houston, Willette	8/10/2017	LSI school-wide feedback and iObservation feedback	5/24/2018 weekly
G6.B2.S2.A1 A333045	Teachers will participate in PD on organizing students to work in collaborative groups, leading to...	Hobbs, Carybeth	8/10/2017	sign-in sheets and PD training materials	5/24/2018 weekly
G2.MA1 M350483	SBLT will review running record, MAP Assessment, iStation and bi-weekly formative assessment data.	Houston, Willette	8/10/2017	SBLT meeting minutes	5/24/2018 weekly
G4.B1.S3.MA1 M350492	During weekly standards based PLCs, teachers will plan with grade level teams to unpack standards...	Houston, Willette	8/10/2017	PLC meeting minutes/sign-in sheets.	5/24/2018 weekly
G4.B1.S3.A1 A333036	Instructional staff will attend PD on identifying critical content.	Houston, Willette	8/8/2017	Meeting minutes, sign in sheets and PowerPoint for training	5/24/2018 quarterly
G4.B1.S4.MA1 M350493	The leadership team will meet weekly to determine the effectiveness of implementation based on...	Houston, Willette	8/10/2017	Leadership team meeting minutes	5/24/2018 weekly
G4.B1.S4.MA1 M350494	Formative assessment data will be reviewed during monthly data chats.	Houston, Willette	8/10/2017	Data chat sign in sheets and meeting minutes	5/24/2018 daily
G4.B1.S4.A1 A333037	Provide PD on ways to formatively assess student learning using multiple assessment tools.	Houston, Willette	8/10/2017		5/24/2018 one-time

V. Professional Development Opportunities

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

G3. Decrease the number of students identified under three or more EWS indicators from 15% to 13% as identified in Performance Matters data base. Decrease the number of students absent 10% or more, by 5%.

G3.B1 Process of identifying and monitoring students who fall under two or more EWS indicators

G3.B1.S1 Include a time (monthly) on the master professional development schedule to review EWS data during PLCs.

PD Opportunity 1

Administration and grade level teachers will meet monthly to review and discuss the progress (academic, attendance and behavior) of students identified under 2+ EWS indicators.

Facilitator

Performance matters EWS tracking tool/ Houston and Youngerman

Participants

Teachers grades K-5

Schedule

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

G4. Increase science proficiency in grade 5 from 54% to 59% as measured by the SSA.

G4.B1 Instruction is not aligned to meet the level of rigor required for students to meet or exceed state science expectations.

G4.B1.S1 Participate in standards-based Professional Learning Communities

PD Opportunity 1

Teachers will receive science training from coach and learning specialist in using new curriculum guides, SLAG, 5Es, and formative assessments

Facilitator

Nikishia Dixon and JIT Science Coach

Participants

K-5 teachers; VE resource teacher

Schedule

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

PD Opportunity 2

Students in grades K-5 will participate STEM related problem solving activities.

Facilitator

Nikishia Dixon, Willette Houson and STEM Integration Team.

Participants

K-5 teachers; VE resource teacher

Schedule

Every 6 Weeks, from 8/10/2017 to 5/24/2018

G4.B1.S2 Intentional planning to organize students in collaborative groups.

PD Opportunity 1

Teachers will participate in lesson planning centered around STEM integration and organizing students for student-centered learning.

Facilitator

Nikishia Dixon and STEM Integration Team

Participants

All Instructional Staff

Schedule

Semiannually, from 8/7/2017 to 5/24/2018

G4.B1.S3 Teachers must clearly identify what students should be able to do in an effort to demonstrate mastery of the learning goal/target.

PD Opportunity 1

Instructional staff will attend PD on identifying critical content.

Facilitator

LSI Staff Developer

Participants

All Instructional Staff

Schedule

Quarterly, from 8/8/2017 to 5/24/2018

G4.B1.S4 Develop a formative assessment mindset

PD Opportunity 1

Provide PD on ways to formatively assess student learning using multiple assessment tools.

Facilitator

Nikishia Dixon and STEM Integration Team

Participants

All Instructional Staff

Schedule

On 5/24/2018

G5. Increase the percentage of students on the grades 3-5 ELA (satisfactory to mastery levels) from 47% to 52% as measured by FSA. Increase ESE ELA proficiency from 25% to 30% as measured by FSA. 70% of students in grades K-2 will meet the ELA grade level projected proficiency as measured by NWEA MAP.

G5.B1 Lack of effective planning

G5.B1.S1 Increased fidelity of effective ELA (reading and writing) lesson planning

PD Opportunity 1

During collaborative planning sessions, teachers will design effective student centered lessons based on the ELA (reading and writing) standards. Lessons will include: word work, close reading of grade level material and explicit reading and writing standards based instruction.

Facilitator

PLC Facilitators

Participants

K-5 teachers; VE resource teacher

Schedule

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

G5.B2 Instruction is not aligned to meet the level of rigor necessary for a majority of student to meet or exceed state ELA expectations.

G5.B2.S1 Participate in standards based PLCs

PD Opportunity 1

Teachers will meet in grade level PLCs to plan effective standards based lessons.

Facilitator

Team Leaders (Krauss, Montgomery,Hagan, Goodwin, Starr, Black and McMahon)

Participants

All instructional staff

Schedule

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

G5.B2.S2 Design instruction that is student centered and rigorous

PD Opportunity 1

Teachers will participate in PD on organizing students in collaborative groups

Facilitator

LSI Staff Developer

Participants

All Instructional Staff

Schedule

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

G6. Increase the percentage of students on the grades 3-5 Math FSA (satisfactory to mastery levels) from 61% to 65% as measured by FSA. Increase ESE Math proficiency from 23% to 30% as measured by FSA. 70% of students in grades K-2 will meet the math grade level projected proficiency as measured by NWEA MAP.

G6.B1 Lack of effective planning

G6.B1.S1 Increased fidelity of effective math lesson planning

PD Opportunity 1

During collaborative planning sessions, teachers and the embedded math coach will design effective student centered lessons based on the Eight Mathematical Practices and will include: formative assessment tools, and the use of curriculum and content planning guides.

Facilitator

Carybeth Hobbs and Nikishia Dixon

Participants

Administration, math coach, teachers grades K-5; VE resource teacher

Schedule

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

PD Opportunity 2

Embedded math coach will model exemplar lessons and work with teachers to study effective methods to meet the standards which include: lesson study, cycles of coaching, and follow up or feedback sessions.

Facilitator

Carybeth Hobbs and Nikishia Dixon

Participants

Administration, math coach, teachers grades K-5; VE resource teacher

Schedule

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

G6.B2 Instruction is not aligned to meet the level of rigor necessary for a majority of student to meet or exceed state science expectations.

G6.B2.S1 Participate in standards based PLCs

PD Opportunity 1

Teachers will meet in grade level PLCs to plan effective standards bases lessons

Facilitator

Team Leaders (Krauss, Montgomery, Hagan, Goodwin, Starr, Black and McMahon)

Participants

All Instructional staff

Schedule

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

G6.B2.S2 Design instruction that is student centered and rigorous

PD Opportunity 1

Teachers will participate in PD on organizing students to work in collaborative groups, leading to lessons that will reflect a natural progression of cognitive complexity and lead to greater student autonomy.

Facilitator

(LSI Staff Developer)

Participants

All Instructional Staff

Schedule

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

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	Healthy school team will develop an action plan to ensure that 75% of the staff meets the Bronze Level.			\$0.00	
2	G2.B1.S1.A1	Identify under performing African American students in grades K-5.			\$0.00	
3	G3.B1.S1.A1	Administration and grade level teachers will meet monthly to review and discuss the progress (academic, attendance and behavior) of students identified under 2+ EWS indicators.			\$0.00	
4	G4.B1.S1.A1	Teachers will receive science training from coach and learning specialist in using new curriculum guides, SLAG, 5Es, and formative assessments			\$0.00	
5	G4.B1.S1.A2	Students in grades K-5 will participate STEM related problem solving activities.			\$0.00	
6	G4.B1.S2.A1	Teachers will participate in lesson planning centered around STEM integration and organizing students for student-centered learning.			\$0.00	
7	G4.B1.S3.A1	Instructional staff will attend PD on identifying critical content.			\$0.00	
8	G4.B1.S4.A1	Provide PD on ways to formatively assess student learning using multiple assessment tools.			\$0.00	
9	G5.B1.S1.A1	During collaborative planning sessions, teachers will design effective student centered lessons based on the ELA (reading and writing) standards. Lessons will include: word work, close reading of grade level material and explicit reading and writing standards based instruction.			\$0.00	
10	G5.B2.S1.A1	Teachers will meet in grade level PLCs to plan effective standards based lessons.			\$0.00	
11	G5.B2.S2.A1	Teachers will participate in PD on organizing students in collaborative groups			\$0.00	
12	G6.B1.S1.A1	During collaborative planning sessions, teachers and the embedded math coach will design effective student centered lessons based on the Eight Mathematical Practices and will include: formative assessment tools, and the use of curriculum and content planning guides.			\$0.00	
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide			\$0.00
13	G6.B1.S1.A2	Embedded math coach will model exemplar lessons and work with teachers to study effective methods to meet the standards which include: lesson study, cycles of coaching, and follow up or feedback sessions.			\$0.00	
14	G6.B2.S1.A1	Teachers will meet in grade level PLCs to plan effective standards bases lessons			\$0.00	
15	G6.B2.S2.A1	Teachers will participate in PD on organizing students to work in collaborative groups, leading to lessons that will reflect a natural progression of cognitive complexity and lead to greater student autonomy.			\$0.00	
Total:					\$0.00	