

Pinellas County Schools

Fairmount Park Elementary School



2017-18 School Improvement Plan

Fairmount Park Elementary School

575 41ST ST S, St Petersburg, FL 33711

<http://www.fairmount-es.pinellas.k12.fl.us>

School Demographics

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	89%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

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

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

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

DA Region and RED	DA Category and Turnaround Status
Southwest - Julio Valle	Comprehensive Support & Improvement - Cycle 2

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

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

b. Provide the school's vision statement

Creating innovative thinkers for global success!

2. School Environment

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

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

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

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

The Guidelines for Success are: SOAR

- Self-control
- Own your actions
- Always do your best
- Respectful

Staff monitor this process, document challenges and adapt supports and interventions using the tracker. All staff are on duty and responsible for monitoring at all times on campus.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

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

instruction, and ongoing observation and feedback around achievement and student engagement.

Rewards and recognition are posted in each classroom and include a variety of things from positive phone calls home, to tangible recognition with "Hooray" notes, Fun Friday class activities and treats.

For students that continue to struggle with appropriate behavior and having a focus on learning, individual behavior plans are created and implemented to specifically meet their needs.

School-wide procedures are included in the PBS manual and signs are posted in common areas. Staff utilize common language to narrate "What to do" directions and recognize appropriate and positive examples, in the classrooms and in common areas across campus.

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

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

Social-emotional needs are met and Tier 1 instruction is provided daily using the Stanford Harmony curriculum during daily morning meetings.

The Daily 10 point system and Behavior Log is maintained by each teacher and is a tool to monitor those scholars having success, and those that need additional support to meet their academic and behavioral goals.

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

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

Goal: Decrease the number of students absent from school 10% or more by 5%.

Bi-monthly child study teams, including all required members, that 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

Review in school profiles the Reasons Absence Report and develop interventions that target trends of why

students are absent. If "pending" is the most frequently used code then have an activity to develop processes to

find out WHY student are missing school

Utilize the new attendance letters that include graphs comparing the absences of peers.

Ensure families are aware of the importance of attendance and engage them in attendance related activities.

Develop attendance incentive programs and competitions

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	14	9	9	13	2	14	0	0	0	0	0	0	0	61
One or more suspensions	7	9	22	45	23	38	0	0	0	0	0	0	0	144
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	43	41	39	0	0	0	0	0	0	0	123

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	2	2	3	13	23	28	0	0	0	0	0	0	0	71

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

Increased instructional day to lengthen content blocks and provide intensive academic enrichment and intervention to targeted scholars, Promise Time beyond the school day, an instructional model that focuses on gradual release of learning for all students and differentiated instruction during independent work with each student having a targeted goal to achieve by the end of the year in order to meet or exceed grade level expectations. Student growth will be progress monitored daily using the Independent Reading Level Assessment (IRLA) from American Reading for K-2 students, iReady diagnostic and growth monitoring in reading and math monthly, iStation reading monthly, daily exit tickets, and through bi-weekly common assessments. Teams will analyze the data during PLCs to create targeted interventions and support based on specific needs. A family support and engagement team will provide services to help families reduce absences and tardies and a reward system will also be implemented to encourage positive behaviors for academics, attendance and behavior.

The SBLT meets weekly on Monday afternoons to review data, and adjust strategies and supports based on the MTSS problem solving process.

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?

No

1. PFEP Link

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

2. Description

Family Engagement events are planned across the year with the specific focus of increasing trusting relationships around the four C's (1) cognition- beliefs and values (2) connections- networks (3) capabilities- skills and knowledge (4) confidence – self-efficacy.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

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

Events include:

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

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

We will measure effectiveness of individual events based on parent surveys and attendance.

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
Moody, Kristy	Principal
Smith, Antonio	Assistant Principal
Nyarkoh, Candice	Guidance Counselor
Rose, Chris	
Foley, Katy	Instructional Coach

b. Duties

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

Kristy Moody- Principal, Antonio Smith- Assistant Principal, Chris Rose - Literacy Coach (Data Manager), Kelly Trippett - Science Coach (Data Manager), Laurie St. Julien - Math Coach (Data Manager), Untilla McCall-Davis - Behavior Coach (Data Manager), Psychologist (Facilitator), Social Worker, Diagnostician, Candice Nyarkoh –Guidance Counselor, ESE teacher, General Education Teacher.

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

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

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

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

Title I Part C: NA

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

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

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

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

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

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

Title 1 Part A funds are used to provide Pre-Kindergarten Transition resources as well as a 3 year old class to support early literacy.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Kristy Moody	Principal
Patricia Clark	Business/Community

b. Duties

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

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

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

b. Development of this school improvement plan

We sent home information asking for parents who were interested in serving on our SAC. At our first meeting (September 12) we will identify SAC board members. SAC members will review and provide input into our SIP at a subsequent meeting.

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

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

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

No SIP funds were used last year.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Moody, Kristy	Principal
Rose, Chris	Instructional Coach
Smith, Antonio	Assistant Principal
Foley, Katy	Instructional Coach

b. Duties

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

- Support for instructional strategies for close reading within the text complexity band for the grade level to include text on or above grade level, every day, in every classroom.
- Support teacher's use of Running Records (all grades) and the IRLA from American Reading (K-2), and iStation iSIP (K-5), iReady Reading diagnostics, growth monitoring and response to instruction reports (K-5) to monitor student reading levels and to plan instruction to achieve 2 month's worth of gains for every month at school.
- Support implementation of independent reading and writing with conferring/monitoring for learning with feedback in the ELA core instruction.
- Support for implementation of a learning environment that is Student-Centered with Rigor (Cognitive Complexity + Student Autonomy) in core instruction for reading and writing daily.
- Support for implementation of the 6 step vocabulary routine across all core subject areas.
- Support for implementation of Florida state standards for literacy in social studies, science and technical subjects.

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

- Facilitated 50 minute grade level PLCs weekly
- Weekly whole group PLCs
- Monthly content collaborative lead by Transformation Zone coaches to focus on key areas based on teacher needs and key areas for school turnaround.
- Kudos in the weekly update connected with the week's look fors
- Monthly mentor/mentee meetings
- Monthly "Pot Luck" Celebrations
- School-wide PBIS Team
- School Leadership team that includes at least one member from each team.
- A staff culture rubric that outlines what great culture looks and feels like in the school.
- Tiered coaching model that calls for master teachers at each school. Master teachers will coach and support teachers in certain areas as outlined by the school administrator.
- PD from The Teachers College to support rigorous reading and writing instruction.
- PD and teacher empowerment coaching from Achievement Network to help teachers own PLC and empower them to be demanding of school leaders by advocating for supports needed.
- A two school partnership with Jamerson elementary to conduct lesson study and to share resources between the two schools.

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

- School-Based PD - based on the 5 pillars of school turnaround and needs based on observation and data
 - Insight survey (fall/spring)
 - School-Wide PLC Meetings (bi-weekly)
 - Deliberate Practice Development
 - Common Planning Blocks (50 minutes daily)
 - Weekly Grade Level PLC Meetings

- Vertical Grade Level Articulation Meetings (Reading & Math)
- Job Embedded PD (Coaches) - Literacy, Math, Science, and Behavior Management
- Observation & Feedback Form based on the District Instructional Support Model (Glow & Grows)

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

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

Mentor/Developing Teacher Pairings:
Lead Mentor - Katy Foley

Tim Slaughter– Desire Meridy

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

- Pinellas County Schools Instructional Guidelines and the L300 Plan are the drivers for all instruction within the school. Everything is built around the Florida Standards and rigorous core instruction in every classroom, every day.
- LSI Partnership to focus on standards-based instruction and rigor inside the classroom.
- Achievement network partnership around deep knowledge of the standards and planning rigorous Student Centered learning opportunities with Rigor
- Achievement Network Standards Based Interim Assessments 4 times per year in 2nd-5th grades.
- Bi-weekly assessments to track student growth and mastery of the standards.
- Progress monitoring of reading and math bi-weekly using iReady Response to Instruction data report
- Planning for all content areas is aligned to Florida State Standards with objectives posted daily along with the flow of the day.
- Scales and Rubrics developed after the Standards are Unpacked during pre-school and monitored via rigor walks with LSI partnership
- Observation and Feedback weekly, as documented in iObservation and the observation tracker (Glows & Grows)
- Lesson Plans posted outside the classroom and are reviewed weekly
- Schoolwide data will be gathered monthly using the iStation ISIP, weekly using iStation text fluency to monitor those in Tier 2 & 3, iReady diagnostic 3x per year and bi-weekly data for reading, math and science.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Teachers analyze bi-weekly data from grade-level assessments developed in collaboration with the Transformation Zone team, in addition to iReady Reading and Math data, Achievement Network interim assessments 4 times per year for grades 2-5, and weekly conferring notes for ELA. Data from daily exit tickets and the LSI standards tracker is also used to monitor student growth.

The school also follows the L300 intervention hour.

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

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

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

Strategy: Extended School Day

Minutes added to school year: 10,800

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Moody, Kristy, moodyk@pcsb.org

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

Bi-weekly grade level assessment data, daily exit tickets, student work samples, and iReady data for reading and math will be collected and analyzed in PLCs and MTSS and Data Review Meetings.

Strategy: Extended School Day

Minutes added to school year: 10,800

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

Strategy Rationale

Promote acceleration, achievement and academic performance for students

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Foley, Katy, foleyk@pcsb.org

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

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

Strategy: Summer Program

Minutes added to school year: 12,600

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

Strategy Rationale

Enrichment activities contribute to a well-rounded education

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Moody, Kristy, moodyk@pcsb.org

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

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

Strategy: Extended School Day

Minutes added to school year: 1,560

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Smith, Antonio, smithant@pcsb.org

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

District common assessment math and science.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may 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

Title 1 Part A funds are used to provide Pre-K to Kindergarten transition services. Title 1 schools coordinate with staff from public and private preschool programs including Head Start, to prepare students for a successful start to school. A portion of Title 1 Part A funds is used to provide classes for three year olds at targeted elementary schools to support early literacy.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

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

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

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

II. Needs Assessment

The school's completion of this 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.** 50% of students will achieve mastery for each of the grade level standards in ELA, math and science through rigorous core instruction aligned to the standards, monitored via bi-weekly assessments. Students will score level 3 or above as measured by the FSA for ELA and Math, and the Florida Standards Science Assessment. Eliminate the achievement gap for Black and special education students by increasing achievement to 50%.
- G2.** Develop and sustain a healthy, respectful, caring, safe, learning environment for students, faculty, staff, and families resulting in individual educator learning, student learning, and overall school improvement as measured by a 50% reduction in office referrals and out of school suspension rates from the 17-18 data.

Strategic Goals Detail

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

G1. 50% of students will achieve mastery for each of the grade level standards in ELA, math and science through rigorous core instruction aligned to the standards, monitored via bi-weekly assessments. Students will score level 3 or above as measured by the FSA for ELA and Math, and the Florida Standards Science Assessment. Eliminate the achievement gap for Black and special education students by increasing achievement to 50%. 1a

G089117

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	50.0
FSA Mathematics Achievement	50.0
Statewide Science Assessment Achievement	50.0
ELA/Reading Gains	50.0
Math Gains	50.0
ELA/Reading Lowest 25% Gains	70.0
Math Lowest 25% Gains	70.0

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G1. 8

Student work samples with standards aligned rubrics, bi-weekly assessment data, 4 interim assessments from Achievement network, iReady diagnostics and response to instruction data, and daily exit tickets will be used to track student growth.

Person Responsible

Kristy Moody

Schedule

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

Evidence of Completion

Increased student mastery and performance on rigorous tasks.

G2. Develop and sustain a healthy, respectful, caring, safe, learning environment for students, faculty, staff, and families resulting in individual educator learning, student learning, and overall school improvement as measured by a 50% reduction in office referrals and out of school suspension rates from the 17-18 data.

1a

G089118

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	50.0
One or More Suspensions	20.0

Targeted Barriers to Achieving the Goal 3

- Inconsistency in skill levels when implementing established processes and procedures

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G2. 8

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

Person Responsible

Kristy Moody

Schedule

Weekly, from 8/1/2017 to 5/24/2018

Evidence of Completion

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

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. 50% of students will achieve mastery for each of the grade level standards in ELA, math and science through rigorous core instruction aligned to the standards, monitored via bi-weekly assessments. Students will score level 3 or above as measured by the FSA for ELA and Math, and the Florida Standards Science Assessment. Eliminate the achievement gap for Black and special education students by increasing achievement to 50%. **1**

G089117

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

B237246

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

S249913

Strategy Rationale

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

Action Step 1 **5**

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

Person Responsible

Kristy Moody

Schedule

Weekly, from 8/1/2017 to 5/24/2018

Evidence of Completion

PLC feedback form, student work analyzed during PLCs with feedback provided, bi-weekly assessment data analysis forms, weekly coaches log, lesson plans, scale and rubrics, Grow & Glow observations and feedback.

Action Step 2 5

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

Person Responsible

Kristy Moody

Schedule

Biweekly, from 8/1/2017 to 5/24/2018

Evidence of Completion

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

Action Step 3 5

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

Person Responsible

Kristy Moody

Schedule

Weekly, from 8/1/2017 to 5/24/2018

Evidence of Completion

Observation and feedback, student growth data

Action Step 4 5

The instructional model will focus on gradual release of learning to students and frequent checks for understanding in relation to grade level standards. Monitoring for learning with feedback throughout core instruction in conjunction with a student centered learning environment with rigor. The Achievement Network partnership will provide planning support with regard to planning using complex text, planning protocols for problem solving in mathematics, and vetted items for daily exit tickets to monitor learning.

Person Responsible

Kristy Moody

Schedule

Daily, from 8/1/2017 to 5/24/2018

Evidence of Completion

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

Action Step 5 5

Teachers will use bi-weekly assessments to monitor their students' progress in in ELA, Math and Science and analyze the data to modify instruction as needed. 4 interim assessments will be utilized through our partnership with Achievement Network, aligned to the major works of the grade and FL Standards in ELA and Math. ANet coaches will support teachers in the assessment analysis and planning process to address needs and accelerate achievement.

Person Responsible

Kristy Moody

Schedule

Biweekly, from 8/1/2017 to 5/24/2018

Evidence of Completion

Bi-weekly assessment data and MAP assessment data

Action Step 6 5

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

Person Responsible

Kristy Moody

Schedule

Daily, from 8/1/2017 to 5/24/2018

Evidence of Completion

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

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

Daily instructional rounds will monitor implementation in instructional practices and utilization of school-wide structures to support student and teacher growth around a student centered learning environment with rigor and monitoring for learning with feedback.

Person Responsible

Kristy Moody

Schedule

Daily, from 8/1/2017 to 5/24/2018

Evidence of Completion

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

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

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

Person Responsible

Kristy Moody

Schedule

Monthly, from 8/1/2017 to 5/24/2018

Evidence of Completion

G2. Develop and sustain a healthy, respectful, caring, safe, learning environment for students, faculty, staff, and families resulting in individual educator learning, student learning, and overall school improvement as measured by a 50% reduction in office referrals and out of school suspension rates from the 17-18 data. 1

G089118

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

B237249

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

S249916

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Kristy Moody

Schedule

Daily, from 8/1/2017 to 5/24/2018

Evidence of Completion

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

Action Step 2 5

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

Person Responsible

Kristy Moody

Schedule

Daily, from 8/1/2017 to 5/24/2018

Evidence of Completion

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

Action Step 4 5

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

Person Responsible

Kristy Moody

Schedule

Quarterly, from 9/16/2016 to 5/24/2018

Evidence of Completion

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

Action Step 5 5

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

Person Responsible

Antonio Smith

Schedule

Daily, from 8/1/2017 to 5/24/2018

Evidence of Completion

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

Action Step 6 5

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

Person Responsible

Kristy Moody

Schedule

Daily, from 8/1/2017 to 5/24/2018

Evidence of Completion

Daily walkthroughs and feedback, lesson plans

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

SBLT will review the status of implementation weekly.

Person Responsible

Kristy Moody

Schedule

Weekly, from 7/31/2017 to 5/24/2018

Evidence of Completion

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

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

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

Person Responsible

Benigna Pollauf

Schedule

Weekly, from 8/1/2017 to 5/24/2018


Evidence of Completion

SBLT Minutes, walk through data and feedback, EWS monthly data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1 M351769	Student work samples with standards aligned rubrics, bi-weekly assessment data, 4 interim...	Moody, Kristy	8/10/2017	Increased student mastery and performance on rigorous tasks.	5/24/2018 biweekly
G2.MA1 M341253	Students will model self-discipline and problem solving behaviors, teachers will provide supportive...	Moody, Kristy	8/1/2017	Data Reviews; Classroom observation data, student achievement data, Insight Survey Data	5/24/2018 weekly
G1.B1.S1.MA1 M341245	Support and monitoring will be provided via the LSI Partnership to focus on standards-based...	Moody, Kristy	8/1/2017		5/24/2018 monthly
G1.B1.S1.MA1 M341246	Daily instructional rounds will monitor implementation in instructional practices and utilization...	Moody, Kristy	8/1/2017	Student learning results, plus observation and feedback data will document fidelity of implementation and impact.	5/24/2018 daily
G1.B1.S1.A1 A326160	The school will meet weekly as a whole group Professional Learning Community to analyze data,...	Moody, Kristy	8/1/2017	PLC feedback form, student work analyzed during PLCs with feedback provided, bi-weekly assessment data analysis forms, weekly coaches log, lesson plans, scale and rubrics, Grow & Glow observations and feedback.	5/24/2018 weekly
G1.B1.S1.A2 A326161	Teachers will attend trainings identified through Deliberate Practice Plan, and provided by the...	Moody, Kristy	8/1/2017	LMS transcripts, PD signature sheets, student data growth and observation with feedback in relation to goals	5/24/2018 biweekly
G1.B1.S1.A3 A326162	Tiered coaching model that calls for master teachers who coach, mentor and support teachers in...	Moody, Kristy	8/1/2017	Observation and feedback, student growth data	5/24/2018 weekly
G1.B1.S1.A4 A326163	The instructional model will focus on gradual release of learning to students and frequent checks...	Moody, Kristy	8/1/2017	Walkthroughs using "Quick Glance", observation and feedback, scales, lesson plans, AVID strategy implementation, student data	5/24/2018 daily
G1.B1.S1.A5 A326164	Teachers will use bi-weekly assessments to monitor their students' progress in in ELA, Math and...	Moody, Kristy	8/1/2017	Bi-weekly assessment data and MAP assessment data	5/24/2018 biweekly
G1.B1.S1.A6 A326165	Implement culturally relevant and affirming pedagogy to combat stereotype threat for Black...	Moody, Kristy	8/1/2017	Curriculum materials and lesson plans will explicitly state culturally relevant components, student achievement data will document effectiveness of the implementation.	5/24/2018 daily
G2.B2.S1.MA1 M341251	Increased consistency of implementing school-wide processes, skill levels, and procedures with...	Pollauf, Benigna	8/1/2017	SBLT Minutes, walk through data and feedback, EWS monthly data	5/24/2018 weekly
G2.B2.S1.MA1 M341252	SBLT will review the status of implementation weekly.	Moody, Kristy	7/31/2017	SBLT Minutes; Sign-In Sheets/ Agendas, MTSS meeting minutes, LMS transcripts	5/24/2018 weekly
G2.B2.S1.A1 A326167	A school-wide PBIS plan will be established and shared with all stakeholders to clarify...	Moody, Kristy	8/1/2017	Daily observations of instruction and the learning environment, behavior call data and student achievement data	5/24/2018 daily
G2.B2.S1.A2 A326168	Provide a site-based Suncoast Mental Health Therapist, Attendance Navigator and full time School...	Moody, Kristy	8/1/2017	Release of Information forms, Contact Log, Student Progress Monitoring Notes	5/24/2018 daily
G2.B2.S1.A4 A326170	Academic Parent Teacher Team Meetings & Learning Expos to showcase student work	Moody, Kristy	9/16/2016	Sign In Sheets, Power Points and or Handouts, Agendas, Parent Feedback	5/24/2018 quarterly
G2.B2.S1.A5 A326171	Work toward Bronze Level recognition with the Alliance for a Healthier Generation	Smith, Antonio	8/1/2017	Bronze level achieved in 2 out of 6 of the HSP assessment modules or 33% of HSP assessment modules	5/24/2018 daily

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S1.A6  A326172	Continue the use of Morning Meetings and Restorative Circles to make academics engaging, manage...	Moody, Kristy	8/1/2017	Daily walkthroughs and feedback, lesson plans	5/24/2018 daily

V. Professional Development Opportunities

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

G1. 50% of students will achieve mastery for each of the grade level standards in ELA, math and science through rigorous core instruction aligned to the standards, monitored via bi-weekly assessments. Students will score level 3 or above as measured by the FSA for ELA and Math, and the Florida Standards Science Assessment. Eliminate the achievement gap for Black and special education students by increasing achievement to 50%.

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

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

PD Opportunity 1

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

Facilitator

Teacher Leaders & School Leadership

Participants

Instructional Staff, Paraprofessionals, Administrators, Support Staff

Schedule

Weekly, from 8/1/2017 to 5/24/2018

PD Opportunity 2

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

Facilitator

School Leaders, Transformation Zone Coaches, various trainers

Participants

Instructional staff, paraprofessionals, administration, support staff

Schedule

Biweekly, from 8/1/2017 to 5/24/2018

G2. Develop and sustain a healthy, respectful, caring, safe, learning environment for students, faculty, staff, and families resulting in individual educator learning, student learning, and overall school improvement as measured by a 50% reduction in office referrals and out of school suspension rates from the 17-18 data.

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

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

PD Opportunity 1

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

Facilitator

School Leadership & The Transformation Zone Team

Participants

All stakeholders

Schedule

Daily, from 8/1/2017 to 5/24/2018

PD Opportunity 2

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

Facilitator

Various Presenters

Participants

Fairmount Park parents and families, Instructional Staff, Administrators

Schedule

Quarterly, from 9/16/2016 to 5/24/2018

PD Opportunity 3

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

Facilitator

School Leadership

Participants

Classroom Teachers & students

Schedule

Daily, from 8/1/2017 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	The school will meet weekly as a whole group Professional Learning Community to analyze data, participate in learning and to collaboratively plan instruction that is aligned to the standards with specific assessment data to show growth towards mastery. Grade level teams will also meet weekly to continue the same work.	\$0.00
2	G1.B1.S1.A2	Teachers will attend trainings identified through Deliberate Practice Plan, and provided by the Transformation Zone Team during monthly content collaborative sessions	\$0.00
3	G1.B1.S1.A3	Tiered coaching model that calls for master teachers who coach, mentor and support teachers in certain areas as outlined by the school administrator.	\$0.00
4	G1.B1.S1.A4	The instructional model will focus on gradual release of learning to students and frequent checks for understanding in relation to grade level standards. Monitoring for learning with feedback throughout core instruction in conjunction with a student centered learning environment with rigor. The Achievement Network partnership will provide planning support with regard to planning using complex text, planning protocols for problem solving in mathematics, and vetted items for daily exit tickets to monitor learning.	\$0.00
5	G1.B1.S1.A5	Teachers will use bi-weekly assessments to monitor their students' progress in in ELA, Math and Science and analyze the data to modify instruction as needed. 4 interim assessments will be utilized through our partnership with Achievement Network, aligned to the major works of the grade and FL Standards in ELA and Math. ANet coaches will support teachers in the assessment analysis and planning process to address needs and accelerate achievement.	\$0.00
6	G1.B1.S1.A6	Implement culturally relevant and affirming pedagogy to combat stereotype threat for Black children, resulting in increased engagement and academic success for all.	\$0.00
7	G2.B2.S1.A1	A school-wide PBIS plan will be established and shared with all stakeholders to clarify expectations and opportunities for providing feedback, recognition and re-teaching. A restorative approach to discipline will engage students and connect them to the learning community.	\$0.00
8	G2.B2.S1.A2	Provide a site-based Suncoast Mental Health Therapist, Attendance Navigator and full time School Social Worker to support identified students and families in crisis.	\$0.00
9	G2.B2.S1.A4	Academic Parent Teacher Team Meetings & Learning Expos to showcase student work	\$0.00
10	G2.B2.S1.A5	Work toward Bronze Level recognition with the Alliance for a Healthier Generation	\$0.00
11	G2.B2.S1.A6	Continue the use of Morning Meetings and Restorative Circles to make academics engaging, manage classrooms effectively and create a positive climate in which students feel safe to take the risks necessary for learning.	\$0.00
Total:			\$0.00