



School Improvement Plan 2017-18

Pinellas Central Elementary

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools



School Profile

Principal: Dr. Cara Walsh	SAC Chair: Jamie Carpenter
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School Vision	Professional community of educators promoting 100% student success.
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School Mission	The mission of Pinellas Central Elementary is to create a safe and positive learning environment where adults and students feel valued and challenged to reach their highest potential.
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Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
617	12.8%	14.1%	22.7%	5.7%	44.4%	

School Grade	2017: C	2016: C	2015: B	Title 1 School? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %
Proficiency All	50%	52%	66%	57%	54%	60%						
Learning Gains All	46%	60%	66%	49%								
Learning Gains L25%	37%	42%	48%	32%								

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Cara	Walsh	FT	4-10 years
Assistant Principal	Stacey	Raspitzi	FT	4-10 years
Literacy Coach	Emily	Shelley	FT	4-10 years
Team Leader	Courtney	Harmon	FT	4-10 years
Team Leader	Veda	Nault	FT	1-3 years
Team Leader	Kathleen	Bohrnsen	FT	1-3 years
Team Leader	Laura	Ristoff	FT	1-3 years
Team Leader	Terri	Hevia	FT	1-3 years
Team Leader	Mandy	Harmon	FT	11-20 years
Team Leader	Patrice	Redington	FT	4-10 years
Team Leader	Tami	Ehmig	FT	4-10 years
Team Leader	Blair	Fidler	FT	4-10 years
Team Leader	Anne	Coletti	FT	1-3 years
Total Instructional Staff:	50		Total Support Staff:	40



School Culture for Learning

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

School-wide Behavior Plan

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

Pinellas Central works under Positive Behavior Support (PBS) system for school wide processes of which all staff receive PBS training. In turn, all students are trained by teachers on our school wide processes that ensure physical, social and emotional safety throughout the school day. Every student is greeted daily by adults and by name when entering and exiting the classroom and campus. Pinellas Central has established Guidelines for Success that are referred to daily in regard to student and staff expected behaviors. Our Guidelines for Success are displayed in every classroom and school –wide area. The four guidelines are 1) be responsible for yourself and your actions, 2) Be respectful to everyone, 3) Be motivated to do your best work, and 4) Be honest with yourself and others. Our daily morning news show incorporates character development and social skills into the school day. We ensure a sense of safety for students in the classroom by starting each day with a Morning Meeting designed to welcome students and provide positive/open classroom culture. School staff supervision is present throughout the school starting at 8:05am as well as after school. The guidance counselor and student services are available daily per student emotional needs. Guidance classes are integrated into classroom lessons as well as small groups guidance lessons are utilized as determined by student data and student referrals. Educators create positive classroom environments that support student learning. Environments that increase learning are guided by a core curriculum and implemented with consistency and fidelity. Walkthrough and observation data monitors the school-wide expectations are a part of every classroom. Our Student Services Team and SBLT team function includes BPIS.

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

Student achievements and behavior [mental health] can be influenced (for the better or worse) by the overall characteristics of the school so we focus on positive student contact and require staff to use a 5 to 1 positive to negative ratio. Teachers are provided PBS pre-school training and a universal behavior management tool that aligns with PBS guidelines as well as the School Wide Behavior Plan (SWBP). School wide expectation are taught at the beginning of each school year and throughout the year as needed. Data chats for Behavior are conducted quarterly with all grade level teams. Staff will begin long term training in the area of implementation of Restorative Practices during pre-school training, will continue through the year with restorative practices being implemented within their daily work. When needed, action plans will be created to address any areas of concern. Administrative walkthroughs are conducted on a daily basis to monitor school wide expectations. SBLT members also monitor common areas as needed.

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

PCE utilizes a multi-tiered system of support which provides 3 tiers of instruction according to each student's needs .Tier 1 (classroom guidance lessons) is the student's core instruction, Tier 2 (small group character skills education) is a supplemental intervention provided to those students in need of a narrower focus on particular skills. Tier 3 (individual specific behavior plan & 1:1 character skills education) is an

intensive intervention provided to help student's overcome significant barriers to school success. All of our students receive instruction within the tiered system. All tiers are progress monitored and results are graphed and shared with SBLT. Changes and intensification to any curricula is done through data driven discussions that lead to formal action plans as prescribed. The MTSS team allocates school resources, including personnel to implement student action plans. Behavior plans, PBIPs & FBAs are driven by data and team decision making. MTSS school data and individual student data are shared at grade level PLC's. When needed, the problem solving process is recycled in an effort to achieve each goal. As part of our implementation of Restorative Practices, each classroom will implement circles daily in an effort to create and sustain a positive and equitable classroom environment. Our SBLT monitors and evaluates the effectiveness of MTSS at Pinellas Central.

Data-Based Problem Solving

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

School-wide rules and expectations are tracked through Level 1 calls and student referrals. Also during behavior data chats, teacher bring baseline data collected that indicates a student may need more support. When core supports are not effective supplemental and intense supports are put into place. The first stage is Tier 2, in which the Guidance Counselor or the classroom teacher provide an additional layer of support while tracking with ongoing progress monitoring data. All stakeholders (teacher, guidance counselor, parent, etc.) are involved in routinely reviewing the data to determine if current level of supports are effective. If not, an additional layer, Tier 3 (PBIP/FBA) is developed and supported through student services with the support of all stakeholders. When needed, school resources work with outside agencies to help meet student needs by counseling referrals, assigning mentors and assisting families by connecting them with the appropriate agencies (Ex: HEAT Team). PBS encourages the teaching and reinforcement of pro-social expectations and behavior across all school settings. SBLT meets twice a month for data based problem solving. This is accomplished through the review of data collected and shared that indicated any progress toward goals.

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

Data sources at the core level include school dashboard, focus attendance data, individual student behavior data gathered by the classroom teacher, Tier 2 and Tier 3 progress monitoring behavior data. Twice monthly Child Study Team (CST) meetings take place to monitor and address student attendance issues. Weekly grade level PLCs are held with teachers to discuss student progress using data. Data sources for supplemental instruction are gathered as determined on individual student plans and collected by the student services personnel assigned to the student. Information is shared out at bi-monthly SBLT meetings and data-based problem solving is utilized when needed to determine how to proceed and the effectiveness of our current plans. The same process is used for intensive instruction but progress monitoring occurs on a weekly basis.

High Expectations for All

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

Pinellas Central leadership ensures that all staff members hold students to our guideline for success of being motivated to do quality work. Our 2017-2018 school theme embodies this concept, “Educating Today’s Scholars”. Teachers collaboratively plan each week facilitated by a site based coach or teacher leaders. Planning facilitation includes incorporating rigorous activities aligned to standards, on-going assessment and differentiated strategies for all students as well as our ESE and ELL students. Teachers are facilitating learning in the classroom, ensuring student know what the new learning is each day and supporting

students as they gain knowledge or develop skills. Students work in cooperative groups and produce products that demonstrate progress toward mastery of grade level standards. School administration team monitors this through checking lesson plans weekly, daily classroom walkthroughs, grade level data discussions (PLC) and school improvement committee meetings.

School Culture, Climate / SWBP / Key Goals and Strategies

Goal 1: What is your primary goal and strategy to improve the overall culture and climate at your school?	
To increase the teacher to student connection as measured on the AdvancedED survey from students reporting that 52% felt other teachers in the school knew me (Standard 3.9) to 75% of students reporting other teachers in the school know them as measured by AdvancEd survey 2018.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Provide each 4 th and 5 th grade student the opportunity to serve in a leadership role as Safety Patrol, News Crew, Classroom Assistant, Tech Media or Office Assistants etc. All K-2 students will participate in monthly guidance lessons focused on social skills. Routine K-5 th grade student recognition on the PCE News show highlighting academic and behavior goals being met. Pinellas Central grade level teams will establish cross grade level partnerships in which students meet to celebrate academic accomplishments and share student work. The implementation and progress of reaching this goal is monitored monthly at SIP Committee meetings.	Principal, Assistant Principal, Student Services, Instructional & Support Staff Members
Goal 2: What is your primary goal and strategy for reducing the discipline and learning gaps between Black and Non-Black students in your school? You may also address other related subgroups if needed.	
To decrease the black and non-black disparity in FSA Level 1 scores in ELA by 15% as measured by FSA 2018. 32% of black students scored a Level 1 while 15% of non-black students scored a Level 1. (17%)	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Provide professional development on providing students with a culturally responsive classroom. We will also provide mentorship, guidance counseling, and support/ self-esteem groups proactively established at the beginning of the school year. Progress toward this goal will be monitored through data chats looking at MAP assessments as well as formative assessments during Weekly PLCs.	Principal, Assistant Principal, Student Services, Instructional & Support Staff Members
Optional Goal: Describe any other goal you may have related to school culture or climate. Use only if needed.	
Implement restorative practices including daily circles, decreasing exclusionary practices.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Professional development for staff beginning at pre-school and ongoing throughout the school year on monthly School-wide PLC. Administrators and Restorative Practice Team members modeling and coaching teachers on the implementation of best practices in restorative practices. Progress toward this goal will be monitored at quarterly Behavior data meetings using office referrals and level 1 office calls.	Administration & Restorative Practices Team

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

All teachers voluntary participate in weekly collaborative planning sessions focused on aligning instructional standards and increased rigor techniques. The ELA Site based coach supports collaborative planning, district just in time coaches and administration support Math/Science collaborative planning. The site based ELA Coach facilitates after school professional development open to all instructional staff members focused on instructional practices to raise academic rigor and in turn increase student engagement. Walkthrough feedback, teacher lesson plans and student data are used to measure our success.

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

Upon review of our common assessment data & teacher formative assessment data it has been found that questions that are at a higher level of rigor our students performed below expectations. Our key area for improvement is increasing the understanding of what instructional rigor is in order to develop lesson plans that culminate in rigorous learning tasks.

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

Weekly data meetings are held within grade level PLCs. A variety of student data is utilized that include: Pre/Post test data, item analysis to inform and plan instruction, formative assessments within modules and units developed during collaborative planning sessions and results are discussed at collaborative planning and PLC meetings. Individual student data folders for Kindergarten-5th Grade students are maintained and student led conferences are held two times per year.

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

Cross grade level PLC discussions will be held to ensure that students and teachers are aware of the next grade level standards and expectations. Our MTSS system supports all students in reaching grade level proficiency with support. Monthly SIP committee meeting are used to monitor SIP goals and actions. The bi-monthly SBLT meetings also monitor the progress of all students in Core, tier 2 and Tier 3. Quarterly Data chats are also used to monitor the progress of all students toward meeting grade level expectations and the supports they receive. All students are offered extended learning opportunities through afterschool learning and summer bridge opportunities to ensure grade level proficiency. 5th grade students participate in middle school articulation in the spring and parents are provided necessary district information for middle school placement.

Standards-Based Instruction / Key Goals and Strategies

Goal 1: What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
Data driven instruction, lesson plans will align with current student data and performance tasks assigned to match the rigor of standards taught.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible

Lesson plans are turned in weekly and monitored by administration team, collaborative planning notes and content area coaching logs are discussed with content coaches weekly to plan for coaching needs. Walkthrough feedback is collected with specific focus on student engagement and DQ 3 & 4. iObservation data reports are utilized to determine walkthrough needs and focuses.	Teachers, Principal, Assistant Principal & Content Area Coaches
Goal 2: What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
Provide differentiated instruction through the use of formative assessment data.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Formative Assessments and rubrics will be evaluated bi-monthly at PLCs and collaborative planning times. Lesson plans will be reviewed weekly by administration with a focus on specific lesson plans for differentiated instruction. (Jan Richardson Guided Reading plans, Number Talks, Math Differentiated Lesson Plans, IEP Goals utilized & ESOL strategies used for differentiation). Administration walkthroughs during intervention times to monitor quality of differentiated instruction provided. Content area coaching logs will be reviewed weekly.	Teachers, Principal, Assistant Principal & Content Area Coaches
Optional Goal: Describe any other goal / strategy you may have related to teaching and learning. Use only if needed.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible



Collaboration for Professional Growth

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

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

An area for improvement as indicated on the AdvanceED climate survey indicates that 90% of staff receive supervisory feedback to improve student learning. As a result the administration team will utilize iObservation reports to ensure that all staff receive an equitable amount of feedback from both administrators in various content areas. Administration team will meet weekly to set the observation schedule based upon iObservation data reviewed.

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

Within our school master schedule time is allotted for the following: weekly common planning for all instructional staff with site based ELA Coach and just in time coaching support for Math and Science planning. Weekly PLCs are held during block times. On a monthly rotation school-wide PLCs, staff meetings, curriculum meetings and school improvement committee meetings are held to support all instructional

staff. Outside of school hours additional professional development is offered focused on our core instructional school improvement strategies.

Professional Development

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

Professional development over the past year included understanding the Marzano Framework, instructional strategies and providing effective feedback to students. Evidence of this training is seen in classroom walkthroughs, learning scales displayed and referenced, journal feedback being monitored, PLC meeting minutes, collaborative planning sessions, afterschool professional development agendas and teachers understanding of their instructional appraisal.

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

Targeted Trainings / Teacher and Staff Growth Areas

Key trainings planned for summer/fall related to teacher, staff growth needs.	When? Summer, Pre-School?	Participants? Targeted Group?	Expected Outcomes?
AVID Summer Conference	Summer	Intermediate Teachers New to PCE	Implementation of AVID strategies in the classroom & development of Site Based AVID Plan
Poynter Institute	Summer	ELA school-based coach & Grade Level Representatives	Increase knowledge and instructional practice in writing to support ELA.
Restorative Practices	Summer, Pre-School & Ongoing	Administrators and Instructional Staff	Implementation of restorative practices schoolwide.
Classroom Library Training	Summer	ELA Instructional Staff	Improve ELA achievement by increasing teacher use of effective literacy materials.
Leadership Conference	Summer	Administration	Increase effectiveness in providing leadership to staff, students and community.
Number Talks	Pre-School & Ongoing	Math Instructional Staff	Improve Math achievement by increasing teacher knowledge and delivery techniques for Number Talks.
Reading Units of Study	Pre-School & Ongoing	ELA Instructional Staff	Improve ELA achievement by increasing teacher knowledge and

			delivery techniques for Reading Units of Study.
A yearlong professional development plan has been established based on our School Improvement Instructional Strategies.		Instructional Staff	School-wide instructional practices will positively impact student growth and data.



Family and Community Engagement

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

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

For more information, please reference our Title I Parent and Family Engagement Plan.

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

For more information, please reference our Title I Parent Involvement Plan.

Family Engagement / Planning Inventory

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

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

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

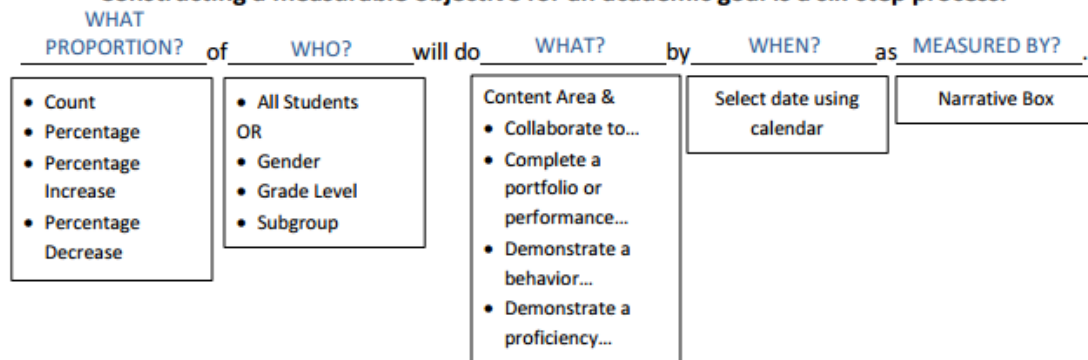
Family Engagement / Key Goals and Strategies

Goal 1: What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
See Title I Parent Involvement Plan	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
	Jamie Carpenter-Family & Community Liaison
Goal 2: What is your primary goal and strategy to increase your school’s involvement in the community by visiting family homes, neighborhood centers, taking part in community events or connecting to community resources?	
See Title I Parent Involvement Plan	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
	Jamie Carpenter-Family & Community Liaison
Optional Goal: Describe any other goal you may have related to family / community engagement. Use if needed.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

Section 2 – Targeted School Goals / Action Steps

Academic Goal

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



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

ELA / Reading Goal	Goal Manager: Emily Shelley (Literacy Coach)	
Increase student proficiency in grade 3-5 on FSA from 50% to 57% as measured by 2018 FSA results. Increase student learning gains in grades 3-5 from 46% to 60% as measured by 2018 FSA results. Increase the learning gains of the lowest 25% to 50% as measured by 2018 FSA results.		
Actions / Activities in Support of ELA Goal	Evidence to Measure Success	
Increase instructional rigor in ELA through collaborative planning with Literacy coach. During collaborative planning sessions teachers will plan lessons and develop formative assessments that match the rigor of the standards covered. (AVID) Utilizing learning goals to assess and inform instruction. Data will be collected and analyzed monthly in PLC Lessons planned will include Writing, Inquiry, collaboration, organization and reading (WICOR) that practices. (AVID) RUS of study will be implemented K-5 with fidelity in all K-5 ELA classrooms. Jan Richardson Guided Reading will be implemented in Grades K-3 to provide differentiated reading instruction.	-Collaborative planning notes and lesson plans. -Formative Assessments & Data Collection -iObservation reports focused on DQ3 & DQ4. -Jan Richardson Guided Reading fidelity checks in K-3. -Running Record Data -PLC minutes	
Teachers will provide students with meaningful feedback on student’s work that promotes growth mindset, moving students toward mastery of standards. (AVID)	-Student Journals will be analyzed at grade level PLC meetings. PLC meeting minutes can be analyzed. -iObservation feedback on student’s work	

Mathematics Goal	Goal Manager: Dawn Avolt	
Increase student learning gains in grades 3-5 from 66% to 70% as measured by 2018 FSA results. Increase the learning gains of the lowest 25% to 50% as measured by 2018 FSA results.		
Actions / Activities in Support of Math Goal	Evidence to Measure Success	
Increase instructional rigor in Math through collaborative planning. During collaborative planning sessions teachers will plan lessons and develop formative assessments using the district provided unit planning documents and process, teachers will plan instruction to ensure that tasks match the rigor of the standards covered. (AVID)	-Collaborative planning notes and lesson plans. -Formative Assessments & Data Collection -iObservation reports focused on DQ3 & DQ4. -ST Math data reports	

<p>Instruction will be adjusted based on formative assessments collected throughout the unit and data collected will be analyzed monthly in PLC.</p> <p>ST Math will be implemented with fidelity, all students will meet minimum weekly minute requirements.</p> <p>Number Talks will be implemented daily in all K-5 classrooms</p>	<p>-PLC Minutes</p> <p>-Number Talks fidelity checks in K-5.</p>
<p>Teachers will provide students with meaningful feedback on student’s work that promotes growth mindset, moving students toward mastery of standards. (AVID)</p>	<p>-Student Journals will be analyzed at grade level PLC meetings. PLC meeting minutes can be analyzed.</p> <p>-iObservation feedback on student’s work</p>

Science Goal	Goal Manager: Laura Hallenbeck
<p>Increase science student proficiency in grade 5 from 54% to 64% as measured by the 2018 FSA results.</p>	
Actions / Activities in Support of Science Goal	Evidence to Measure Success
<p>Increase instructional rigor in Science through collaborative planning. During collaborative planning sessions teachers will plan lessons and develop formative assessments that match the rigor of the standards covered. (AVID)</p> <p>Implementation of the 10/70/20 routine daily in all classrooms.</p> <p>Use “What’s the Evidence” booklets to review 3rd and 4th gr. Standards in all 5th grade classes. Analyze data and formulate plans to remediate.</p> <p>The Science Lab will be utilized with fidelity for 2nd-5th grade.</p>	<p>-Collaborative planning notes and lesson plans.</p> <p>-Formative Assessments & Data Collection</p> <p>-iObservation reports focused on DQ3 & DQ4.</p> <p>-Science Lab fidelity checks.</p> <p>-Review of Science Journals with Success criteria</p> <p>-Beginning and midyear diagnostic test for 5th grade.</p> <p>-Science lab pre and post data</p>
<p>Teachers will provide students with meaningful feedback on student’s work that promotes growth mindset, moving students toward mastery of standards. (AVID)</p>	<p>-Student Journals will be analyzed at grade level PLC meetings. PLC meeting minutes can be analyzed.</p>

Other School Goals* / Use Only as Needed

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

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

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy Schools, etc.)	
Goal Name: Healthy Schools Goal	Goal Manager: Billy Brindley
<p>Healthy School Goal - Work toward Bronze Level recognition with the Alliance for a Healthier Generation.</p>	

Actions / Activities in Support of Goal	Evidence to Measure Success
<p>In 2016-17, Pinellas Central was eligible for national recognition in <u>2 out of 6</u> Alliance for a Healthier Generation’s Healthy Schools Program Assessment modules.</p> <p>For 2017-18, the Healthy School Team will review all assessment items to determine the most feasible item(s) to improve in one module to achieve recognition level, and then develop an action plan for that item(s) by November 2017.</p> <p>Target for 2017-18, is to become eligible for national recognition in <u>3 out of 6</u> Alliance for a Healthier Generation’s Healthy School Program Assessment Modules.</p>	<p>By April 1, 2018, the Healthy School Team will edit the school’s Healthy Schools Program Assessment in the action plan item(s) to document improvement/achievement of one module that is now eligible for national recognition</p>

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: STEM Goal	Goal Manager: Laura Hallenbeck
<p>Increase the number of STEM-related experiences available to students. Increase number of students participating in STEM groups from 40 student to 50+students. Increase number of students using science lab from 3rd-5th Grade students to 2nd Grade Students.</p>	
Actions / Activities in Support of Goal	Evidence to Measure Success
<p>Increase the number of STEM-related experiences available to students. Increase number of students participating in STEM groups from 40 student to 50+students.</p>	<p>Enrollment data for participation in STEM groups.</p>
<p>Participate in Pinellas County STEM Expo. STEM teachers recruit students to participate in STEM Expo.</p> <p>100% student participation in school based Science Fair held in March.</p>	<p>Participation in STEM Expo.</p> <p>Participation data for school Science Fair.</p>

Academic Achievement Gap / Required Goals

Subgroup Goal (Black)	Goal Manager: Dawn Avolt (Math SIP Goal Leader)
<p>In 2016-2017 43% of black students were proficient in the area of math as measured by FSA. 65% of non-black students were proficient in Math at PCE. In 2017-2018 we will increase the percentage of black proficiency rates in math by 22% to meet our non-black population. We will also increase the percentage of black students in ELA to match that of the non-black students.</p>	
Actions / Activities in Support of Black Goal	Evidence to Measure Success
<p>Initiate a Check and Connect Mentoring Program for black students currently performing at a Level 1 & Level 2 in Math. Mentors will work with students to set academic goals for</p>	<p>MAP Data</p> <p>Student Homework Completion Data</p>

Math Common Assessments and check in with students on homework completion.	
Black Students performing at a Level 1 or Level 2 in Math will be targeted participate in our extended learning program before/after school.	MAP Data Student Attendance within extended learning program

Subgroup Goal (ELL)	Goal Manager: Anne Coletti & Rebecca Herdman (ESOL Teachers)
In 2016-2017 13% of ELL students were proficient in the area of ELA as measured by FSA. 53% of non-ELL students were proficient in ELA at PCE. In 2017-2018 we will increase the percentage of ELL proficiency rates in ELA by 40% to meet our non-black population.	

Actions / Activities in Support of ELL Goal	Evidence to Measure Success
Establish an extended learning program to provide intervention and enrichment in the area of language and vocabulary development with ELL students. Research based strategies will be utilized with students.	MAP Data Running Record Data WIDA Scores
Utilize Jan Richardson Guided Reading with targeted ELL students with Level 1 and Level 2 proficiency levels with fidelity and all identified MTSS Tier 3 students.	MAP Data Running Record Data WIDA Scores JRGR Fidelity Check Data
Increase the use of ESOL teachers serving as classroom Co-teachers/instructional coaches to content area teachers. With ESOL teacher support and training, classroom teachers will utilize proficiency level scores to plan appropriate ELL scaffolds within daily lessons. ESOL staff will plan and work with each teacher for 1 week at a time, ending with a review of strategies used and plans for growth.	Teacher Lesson Plans ESOL Teacher Coaching Log

Subgroup Goal (ESE)	Goal Manager: Tami Ehmg
In 2016-2017 11% of ESE students were proficient in the area of ELA as measured by FSA. 50% of non-ESE students were proficient in ELA at PCE. In 2017-2018 we will increase the percentage of ESE proficiency rates in ELA by 39% to meet our non-ESE population.	

Actions / Activities in Support of ESE Goal	Evidence to Measure Success
Plan Specially Designed Instruction based on individual student needs and diagnostic assessment data Utilize Jan Richardson Guided Reading or other curriculum materials with targeted ESE students with Level 1 and Level 2 proficiency levels with fidelity.	Lesson Plans Walkthrough data MAP Data Running Record Data iStation Data JRGR Fidelity Check Data
Administrative Team, ELA Coach and ESE Teachers will hold quarterly meetings to monitor ESE student academic progress utilizing multiple data sources, review teacher lesson plans	Monthly Meeting Notes/Agenda MAP Data Running Record Data

and if necessary utilize the problem solving process to adjust goals and actions steps.	iStation Data JRGR Fidelity Check Data
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Subgroup Goal (If Needed) Enter Goal Name	Goal Manager:
Place goal statement here (additional goal only if needed).	

Actions / Activities in Support of Goal	Evidence to Measure Success

 **Early Warning Systems (EWS) -- Data and Goals**

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

Early Warning Indicator (Number of students by grade level)	Grade 1st	Grade 2nd	Grade 3rd	Grade 4th	Grade 5th	Grade Select	Grade Select	School Totals	
								#	%*
Students scoring at FSA Level 1 (ELA or Math)			29	26	24			79	27%
Students with excessive absences / below 90 %	31	19	20	24	23			157	20%
Students with excessive behavior / discipline**	2	8	2	0	0			14	2%
Students with excessive course failures**	14	13	14	19	10			74	9%
Students exhibiting two or more Early Warning indicators	2	5	0	7	12			26	3%

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

EWS - Attendance

Attendance Goal	Please ensure that your goal is written as a SMART goal.
Increase the average percentage of daily attendance from 94.1% in the 206-2017 school year to 96% in the 2017-2018 school year as measured by Focus attendance data.	
Actions / Activities in Support of Attendance Goal	Evidence to Measure Success
Child Study Team meets every other Tuesday at 9:00am to review and monitor student attendance data. Problem solve to determine the most common barriers to 90% attendance. Develop and implement interventions that target identified barriers.	Child Study Team meeting minutes. Data on the % of students absent 10% or more.
Child Study Team and classroom teachers will maintain regular contact with families failing to meet attendance requirements.	Child Study Team meeting minutes. Social Worker maintains copies of documentation sent to families regarding attendance issues. Classroom teachers and staff update Focus Parent Contact Log with child attendance information gained through parent conversations.

EWS - Discipline

Discipline Goal		Please ensure that your goal is written as a SMART goal.
In 2016-2017, 20 students received behavior referrals. 15 or (75%) were male students. Our goal for 2017-2018 school year is to decrease the overall number of referrals to 10 referrals with males receiving 50% or less of the referrals.		
Actions / Activities in Support of Discipline Goal		Evidence to Measure Success
The Guidance Counselor and Student Services staff will implement classroom lessons and small group guidance lessons based upon student data and referrals to support students in character development and individual/group student emotional needs. SBLT will monitor progress of this goal in bi-monthly meetings and the problem solving process will be utilized to support meeting this goal.		Student Discipline Data -Discipline Referral Data -Daily Behavior Grade (E,V, S, N, U) -Observations & Fidelity Checks of lessons/groups
Working collaboratively with District Personnel we will provide professional development to staff and selected students to maintain a peer mediation program for students in grades 3-5 that began in 2016-2017.		Student Discipline Data -Discipline Referral Data -Daily Behavior Grade (E,V, S, N, U) -Observations & Fidelity Checks of peer mediation program

Discipline Goal – Other (as needed)		Please ensure that your goal is written as a SMART goal.
Specify		
N/A		
Actions / Activities in Support of Goal		Evidence to Measure Success

EWS – Academic Intervention

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

<p>Early Intervention Programs/MTSS Layers of Support</p> <p>PCE utilizes a multi-tiered system of support which provides 3 tiers of instruction according to each student's needs. Tier 1 is the student's core instruction, Tier 2 is a supplemental intervention provided to those students in need of a narrower focus on particular skills. Tier 3 is an intensive intervention provided to help student's overcome significant barriers to school success. All of our students receive instruction within the tiered system. All tiers are progress monitored and results are graphed and shared with all stakeholders. Changes and intensification to any curricula is done through data driven discussions that lead to formal action plans as prescribed. The MTSS team allocates school resources, including personnel to implement student action plans. Problem solving worksheets are driven by data and team decision making. MTSS school data and individual student data are shared at grade level PLC's. When needed, the problem solving process is recycled in an effort to achieve each goal.</p>
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Extended Learning Programs

PCE uses multiple data sources including: FSA, SAT 10, MAP, Running Record Data and informal formative assessments to target students for after school extended learning programs. Primarily students scoring a Level 1 or Level 2 on FSA are targeted for extended learning opportunities and students that have been previously retained or demonstrate multiple early warning indicators.

Enrichment Learning Programs


PCE uses multiple data sources including: FSA, SAT 10, MAP, Running Record Data and informal formative assessments to target students for after school enrichment learning programs. In addition to academic data sources students are targeted for enrichment programs based upon personal interests and social/emotional needs as enrichment programs serve as an additional connection to school for students

Early Intervention / Extended Learning Goal

Please ensure that your goal is written as a SMART goal.

Goal: To increase the number of students participating in after school extended learning & enrichment activities from 80 students in the 2016-2017 school year to 110 students for the 2017-2018 school year.

Actions / Activities in Support of Goal	Evidence to Measure Success
<p>Establish an Extended Learning Coordinator & recruit/retain & training teachers to work extended learning/enrichment groups.</p> <p>Establish extended learning groups based upon student data.</p> <p>Advertise, recruit and retain students to participate in extended learning programs.</p> <p>Review student attendance monthly within the School Based Leadership Team to problem solve and review progress made on this goal.</p>	<p>Trained teaching personnel to work extended learning opportunities. By 8/28</p> <p>Student groups established by 8/28</p> <p>Student enrollment & daily attendance</p> <p>SBLT meeting agenda & minutes</p>
<p>Utilize a variety of research based resources to extend learning and provide intervention and enrichment to students. Intervention programs to include: Math- iReady, ST Math, Crazy 8's & Number Talks Reading- iReady, iStation, Language Club & JRGR Science-STEM Club Enrichment Groups- Girls On The Run, Cooking Club, Gardening Club</p>	<p>We will utilize multiple student data sources to determine student's growth from participation in these programs. Data Sources include: Built in Assessments with Programs Utilized (iReady, ST Math, iStation), FSA & SAT 10 Assessment Scores and Student Behavior Data.</p>

 **Section 3** – Required Items / Resources

 **Instructional Employees**

Current Instructional Staff Members		Complete and update only as data become available.	
# of Instructional Employees (total number)	50	% with advanced degrees	31.2%
% receiving effective rating or higher		% first-year teachers	2%
% highly qualified (HQT)*	100%	% with 1-5 years of experience	24%
% certified in-field**	100%	% with 6-14 years of experience	40%
% ESOL endorsed	56.2%	% with 15 or more years of experience	34%

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

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

Vacancies are posted internally and externally. Resumes and cover letters are screened and interview teams are assembled to interview candidates. Only teachers who are highly qualified are hired and these teachers are retained through the on-site professional development and recognition of staff for attendance, learning gains and students' meeting expectations. A strong relationship has been established with St. Pete College, a local college to support recruiting and hiring of black and Hispanic teachers to our school. Administrators attend district job fairs in search of highly qualified black and Hispanic teachers for open vacancies.

SAC Membership

SAC Member/First Name	SAC Member/Last Name	Race	Stakeholder Group
Cara	Walsh	White	Principal
Jaime	Carpenter	White	Support Employee
Yciedra	Jenkins	Black	Parent
Liem	Nguyen	Asian	Parent
Felipa	Gomez-Carreno	Hispanic	Parent
Walt	Blanchard	White	Business/Community
Araceliz	Velazquez	Hispanic	Support Employee
Lillie	Hannah	Black	Teacher
Jessica	Currier	White	Parent
Jaycee	Doak	Multi	Parent
		Select	
		Select	

SAC Compliance

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

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <i>(Describe the measures being taken to meet compliance below.)</i>

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

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Committee Approval Date: 8/1/2017
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SBLT / MTSS Leadership Team

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

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Chairperson: Dr. Cara Walsh
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Please state the days / intervals that your team meets below.
1 Time Monthly- 2 nd Monday of each Month from 3:05-4:05pm

Budget / SIP Funds

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

The SIP funds of \$5.00 per student will be utilized to support classroom curriculum materials including Reading/Writing Units of Study \$1600 and technology initiatives including headphones for lab settings. \$1600
