Ponce De Leon Elementary School

2017-18 School Improvement Plan
## School Demographics

**School Type and Grades Served**  
(per MSID File)  
| Elementary School | PK-5 | 2016-17 Title I School | Yes | 2016-17 Economically Disadvantaged (FRL) Rate | 100% |

**Primary Service Type**  
(per MSID File)  
| Charter School | 2016-17 Minority Rate | (Reported as Non-white on Survey 2) | 69% |

**K-12 General Education**  
| No |

## School Grades History

<table>
<thead>
<tr>
<th>Year</th>
<th>2016-17</th>
<th>2015-16</th>
<th>2014-15</th>
<th>2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade</td>
<td>C</td>
<td>C</td>
<td>D*</td>
<td>F</td>
</tr>
</tbody>
</table>

*Informational Baseline School Grade*

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

## School Board Approval

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

## SIP Authority and Template

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

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

This document was prepared by school and district leadership using the Florida Department of Education’s school improvement planning web application located at [https://www.floridaCIMS.org](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
Florida's Differentiated Accountability (DA) system, established in section 1008.33, Florida Statutes, is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

**DA Regions**

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

**DA Categories**

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

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

**DA Turnaround and Monitoring Statuses**

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

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

**2017-18 DA Category and Statuses for Ponce De Leon Elementary School**

<table>
<thead>
<tr>
<th>DA Region and RED</th>
<th>DA Category and Turnaround Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Southwest - Julio Valle</td>
<td>Not In DA - N/A</td>
</tr>
</tbody>
</table>
I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision
   a. Provide the school’s mission statement
   Create a safe learning environment to prepare and motivate every child to be goal orientated and lifelong learners.
   
   b. Provide the school’s vision statement
   Our vision includes making Ponce de Leon a model school environment in exemplary education and appropriate school behavior.

2. School Environment
   a. Describe the process by which the school learns about students’ cultures and builds relationships between teachers and students
   The school provides professional development focused on creating culturally responsive classrooms through the use of student protocols and morning meetings. Student surveys are used to gather information and build rapport between teachers and students. Students are given a voice in the creation of classroom guidelines and procedures through the use of classroom learning systems and quality tools. Parent nights encourage families to partner with the school and allow for additional opportunities to build relationships. The use of bilingual assistants in conferences, parent nights and other school events encourage positive relationships between teachers, parents and students.
   
   b. Describe how the school creates an environment where students feel safe and respected before, during and after school
   The school has a school wide discipline plan which includes positive reinforcement for both the individual student and classes of students. A safe campus is maintained through the use of staff and safety patrols. The staff is provided professional development focused on developing culturally responsive classrooms through the use of student protocols and morning meetings. The school provides small group guidance and behavior strategy groups, as well as individual counseling, for those students in need of additional support. Adult mentors are provided for identified at-risk students. The school is also beginning to implement restorative practices.
   
   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 school has established guidelines for success and clear behavioral expectations. All students participate in a behavior/expectation orientation during the first week of school. Professional development focused on the school wide behavior system, behavior rubrics, and behavior tracking forms is conducted during pre-school for new staff and a refresher for returning staff. Classrooms utilize a five level behavior matrix as a Tier 1 behavior management system. Behavior/expectation rubrics/lessons are used to define acceptable classroom and common area behavior. Individual behavior plans are provided for those students who require additional behavioral support. Ongoing professional development is conducted by the MTSS behavior coach for the staff, and side-by-side coaching is provided to those staff members requiring additional support. Behavioral data is collected
school wide and reviewed on a regular basis. Morning meetings and restorative practices will be used to teach social skills.

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

The school's student services team includes a social worker, guidance counselor, psychologist and diagnostician. This team provides small group counseling and behavior management services. Guidance lessons are provided to all classrooms monthly. Adult mentors are provided for identified at-risk students. These mentors meet regularly with assigned students to discuss goals and progress. Classroom teachers are trained in the use of morning meetings as a culture building tool and are provided with grade level social skills curriculum from Safe and Civil Schools.

3. Early Warning Systems

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

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

We utilize the following early warning indicators:
- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or mathematics
- Below expectation on the statewide, standardized assessments in English Language Arts or mathematics

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:

<table>
<thead>
<tr>
<th>Indicator</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance below 90 percent</td>
<td>23</td>
<td>15</td>
<td>18</td>
<td>17</td>
<td>16</td>
<td>13</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>102</td>
</tr>
<tr>
<td>One or more suspensions</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Course failure in ELA or Math</td>
<td>0</td>
<td>17</td>
<td>22</td>
<td>9</td>
<td>16</td>
<td>30</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>94</td>
</tr>
<tr>
<td>Level 1 on statewide assessment</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>40</td>
<td>59</td>
<td>63</td>
<td>0</td>
<td>0</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>162</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Indicator</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students exhibiting two or more indicators</td>
<td>0</td>
<td>5</td>
<td>0</td>
<td>3</td>
<td>9</td>
<td>10</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>27</td>
</tr>
</tbody>
</table>

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

Home visits are conducted by the student services team. Mentors are identified and matched to the students exhibiting two or more early warning indicators. Academic interventions are identified, matched and delivered with fidelity. 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.

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

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

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

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

   2. **Description**
      The school has a Parent Involvement Plan that describes the school's efforts to include parents in their child's learning. The Parent Involvement Committee, SAC and PTA are responsible for its design and implementation. Some of the goals include: holding a face to face conference with each parent at least once during the year, using the student agendas for communication, maintaining an updated website, maintaining email distribution lists, holding a parent involvement activity monthly, and using the Focus parent log each time contact is made with parents. School Messenger is utilized when communicating with parents.

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

   The school has a partnership with St Paul's United Methodist Church and the City of Largo. These organizations provide student supplies, volunteers, mentors and other necessary resources for improving student achievement. Our Family and Community Liaison seeks out these partnerships and then working with administration these partnerships are sustained throughout the year. Regular and consistent meetings are held with members of these organizations to determine progress of the partnership as well as progress of our students' achievement based on these partnerships. Adjustments are made when needed and then reviewed to determine their effectiveness.

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.:
b. Duties

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

The school leadership team meets weekly with the Principal in order to monitor action steps in our school improvement plan. The team reviews school wide and district data, establishes coaching needs and plans for professional development.

The MTSS coach is responsible for reporting tier 1 data, the AP reports discipline data, the social worker reports attendance data and the psychologist reports trends. Each member shares the data relevant to the area of focus mentioned and then the team problem solves next steps in order to meet our school goals.

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

After completing the Comprehensive Needs Assessment and the 10 Components of Highly Effective Schools we developed the Title 1 budget to include the following:
* 5 Title I hourly teachers
* 1 MTSS Academic Coach
* 1 MTSS Behavior Coach
* Parent Involvement Funds (agendas, training)
* Community Involvement Liaison
* Instructional materials (LLI, Flying Start, Classroom Libraries, AVID notebooks/journals)
* TDE’s for data analysis

The budget was presented to staff, SAC and PTA for input and revision prior to being accepted by the county Title 1 office.

Students are assessed using county provided assessments and site based ongoing progress monitoring. The data gathered through these assessments is analyzed in order to plan for instruction and align the available resources. Additional support (Title I Hourly Teachers) is provided to students needing additional instruction. Data chats/planning sessions are held every 6-8 weeks to analyze data and plan for additional instruction.

The MTSS Academic and Behavior teams use the 8 step problem solving method to address gaps in instruction and student performance. These teams also coordinate and evaluate additional Tier 2 and Tier 3 interventions in academics and behavior. These teams meet weekly.

Coaches hold professional development that aligns to student and teacher need. Coaches provide support during collaborative planning sessions, side-by-side coaching, observational support and
feedback. Monthly curriculum meetings are held to provide staff with PCSB professional development. Additional training is provided in the areas of reading, math, science, MTSS, AVID, and Marzano.

Title I, Part A
Title I, Part A funds are utilized, in conjunction with district operating funds and other federal resources, to support teaching and learning, parental engagement, and professional development. Title I services are coordinated and integrated with other resources through the Division of Teaching and Learning, Student Assignment, and Research and Accountability.

Title I, Part C- Migrant
NA in Pinellas

Title I, Part D
The district receives Title I, Part D funds which provide transition services from alternative education programs to zoned schools. In addition, a portion of Title I, Part A funds is reserved for services to neglected and delinquent students. Funds are targeted to support continuous education services to students in neglected and delinquent facilities through tutoring, instructional materials and resources, and technology.

Title II
The district receives funds to increase student achievement through professional development for teachers and administrators. Title II funds provide math and science coaches, as required by Differentiated Accountability, in some of the district's lowest performing schools. A portion of Title I, Part A funds is used to provide additional reading and math coaches in targeted schools based on FCAT results.

Title III
Title III funds provide educational materials, bilingual translators, summer programs, and other support services to improve the education of immigrant and English Language Learners. Bilingual translators provide assistance with parent workshops and dissemination of information in various languages for Title I schools.

Title X- Homeless
The district receives funds to provide resources for students for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. A portion of Title I, Part A funds is also reserved to provide services to homeless students (social workers, a resource teacher, tutoring, and technology).

Supplemental Academic Instruction (SAI)
SAI funds are coordinated with Title I, Part A funds to provide extended learning opportunities for students before/during/after school and during the summer.

Violence Prevention Programs
NA

Nutrition Programs
Title I coordinates with district food services to provide breakfast and lunch to students in Title I summer extended learning camps.

Housing Programs
NA

Head Start
Title I, Part A funds are used to provide Pre-Kindergarten to Kindergarten transition services. Title I schools coordinate with staff from public and private preschool programs, including Head Start, to prepare students for a successful start to school. A portion of Title I, Part A funds are used to provide classes for 3 year olds at targeted elementary schools to support early literacy.

Adult Education
NA

Career and Technical Education
NA

Job Training
2. School Advisory Council (SAC)

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Stakeholder Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dawn Coleman</td>
<td>Teacher</td>
</tr>
<tr>
<td>Ignacio Cajigas</td>
<td>Parent</td>
</tr>
<tr>
<td>Gary Hargrett</td>
<td>Education Support Employee</td>
</tr>
<tr>
<td>Brandon Mai</td>
<td>Business/Community</td>
</tr>
<tr>
<td>Krystle Swift</td>
<td>Teacher</td>
</tr>
<tr>
<td>Stephanie Blackman</td>
<td>Principal</td>
</tr>
<tr>
<td>Adam Pinfer-Nelson</td>
<td>Parent</td>
</tr>
</tbody>
</table>

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
At the last meeting of the school year, SAC reviewed and evaluated last year’s SIP. This involved discussing successful completion of the various action steps.

b. Development of this school improvement plan
The SAC provided input as goals and action plans were developed. SAC offered input regarding barriers.

c. Preparation of the school’s annual budget and plan
When we receive information regarding SIP funds and how much we are being allocated, the SAC will convene to determine a plan for using these funds. Any funds being spent will be based on the goals and action steps listed in our SIP.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project
All SIP funds were used to schedule additional duty days for the AP to work on the SIP.

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:

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blackman, Stephanie</td>
<td>Principal</td>
</tr>
<tr>
<td>Logan, Greg</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Kamensky, Regina</td>
<td>Teacher, K-12</td>
</tr>
<tr>
<td>Krauss, Kelsey</td>
<td>Teacher, K-12</td>
</tr>
<tr>
<td>Coleman, Dawn</td>
<td>Instructional Media</td>
</tr>
</tbody>
</table>

b. Duties

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

The members of the LLT provide information and guidance in the decision making process with regards to literacy instruction. They provide expertise in matching interventions to student needs and play an important role in monitoring Tier 1 instruction. Walk-throughs are completed with specific purposes in mind and feedback given. Coaching sessions and staff professional development are planned based on needs observed.

The school assures that all teachers have appropriate professional development, including training in the Florida Standards, Guided Reading, WICOR strategies, and various interventions. Students are progress monitored and regularly scheduled data meetings are held to analyze data and group students according to academic need.

The LLT oversees all activities related to literacy.

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

Teachers plan collaboratively for instruction. Teachers participate in weekly professional learning communities. The new teacher mentor meets with new teachers monthly to help them understand district and school policies and processes. Coaches work with teachers to implement research based strategies and plan for instruction and improve behavior management and student engagement/motivation. School administration provides walk-through feedback to reinforce research based practices and support coaching. Coaches offer guidance and support to teams during weekly collaborative planning sessions.

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

Recruit - As a turn around/L300 school, administration recruits highly qualified teachers, hourly teaching partners, and associates. This is achieved through a strict interview process where candidates are asked to give examples of how they instruct students of poverty. Administrators review each candidate's previous evaluation documents to be sure their past performance has been successful. Administrators routinely look for teachers at other locations who they feel would best serve the students of Ponce de Leon.

Develop - Teachers are supported through site based professional development including data reviews,
book studies and side by side coaching with MTSS coaches. All teachers are supported by our coaches, not simply the struggling teachers. It is important that even our best teachers are receiving consistent coaching in order for them to be even more successful with their students. Hourly teachers and associates are included in site based professional development opportunities.

Retain - The way we are able to retain highly qualified, certified-in-field, effective teachers is to give each and every staff member the opportunity to improve upon his or her craft in a way that they feel they are part of the solution, as opposed to part of the problem. Building a culture of togetherness and collegiality is the key to retaining those effective teachers who work best with our students. Consistent communication, well thought out trainings and meetings, and positive collaborative planning are some examples that have been shared from teachers as to why they choose to remain at Ponce de Leon.

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

Grade level team leaders are chosen based on level of experience and knowledge of the curriculum. Team leaders act as a grade level support for new teachers through collaborative planning sessions. The new teacher mentor conducts monthly meetings with teachers new to the school site and teaching and offers side by side coaching to individuals. New teacher meeting content focuses on behavior management, school and district processes and educational pedagogy.

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

   Ponce uses the curriculum and instructional materials recommended and provided by Pinellas County Schools. These materials have been adopted by the county and aligned to the state standards. Teachers are provided professional development and coaching focused on the implementation of the adopted curriculum and additional resources. Administrators monitor the use of instructional programs by conducting walkthroughs, including analyzing trends across the school and then providing feedback for growth. We monitor lesson plans to ensure fidelity of the core programs.

   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

   Small group instruction is provided based on data (MAP Assessments, Running Record, spelling inventories, OPM). Students receive daily guided reading instruction as part of the curriculum. Students identified as needing additional intervention through county assessments receive daily intervention aligned to their area of need. Individual student growth and performance is reviewed regularly and instruction is modified based on the results. Instructional personnel is assigned to students/interventions based on experience and qualifications. An additional block of intervention time is provided to all students as part of the L300 plan.

   Teachers will become proficient in the utilization of Marzano goals and scales in order for teacher and students to understand the standards. Teachers will be supported through site based coaching, additional site based training and effective feedback.
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:

<table>
<thead>
<tr>
<th>Strategy: Extended School Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minutes added to school year: 5,400</td>
</tr>
</tbody>
</table>

Students will receive an additional 60 minutes of reading intervention.

**Strategy Rationale**
Additional instructional time allows for students to master concepts.

**Strategy Purpose(s)**
- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**
Blackman, Stephanie, blackmans@pcsb.org

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**
Year end MAP assessment scores are used to determine effectiveness.

<table>
<thead>
<tr>
<th>Strategy: After School Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minutes added to school year: 30,000</td>
</tr>
</tbody>
</table>

Extended learning program for after school tutoring provided through Title 1 ELP funds. 30,000 minutes per year of tutoring is added to each identified student's schedule.

**Strategy Rationale**

**Strategy Purpose(s)**
- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**
Blackman, Stephanie, blackmans@pcsb.org

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**
I-ready diagnostic reading and math online assessment baseline and outcome data.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

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

Since Ponce de Leon also has two pre-school classrooms, our pre-K teachers are on the same team as the Kindergarten teachers so they can articulate regarding standards.

Our 5th grade teachers will participate in an articulation session with feeder schools. At these articulation sessions teachers will communicate the progress of our students as well as understand the expectations of middle school curriculum. Our teachers will then take this information and implement specific strategies to ensure their successful transition. At the end of the school year, our students in fifth grade will participate in site based middle school orientations.

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

Focus on grade level standards and self improvement through progress monitoring to prepare for next grade and forward. Ponce implements school wide AVID to promote a college and career awareness amongst students.

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

Students are provided opportunities for hands on science and real world math. Non fiction text is analyzed to make comparisons between sources. Connections to real life are made frequently.

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

Focus on grade level standards and self improvement through progress monitoring to prepare for next grade and forward. AVID strategies are implemented k-5.

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. If all teachers collaboratively plan for and deliver high quality targeted intervention, then Ponce de Leon subgroups of students that are SWD and ELL will be equal to or exceed the school's levels in all subject areas as measured by FSA.

G2. By developing and sustaining a healthy, respectful, caring and safe learning environment for students and staff and community members we will engage in wellness efforts through the Alliance for a healthier Generation's Healthy Schools Program working toward Bronze Level Recognition becoming eligible in 6 out of 6 Assessment Modules.

G3. If all teachers collaboratively plan for and deliver high quality core instruction, then Ponce de Leon ES students achievement will be equal to or exceed the district proficiency levels in all subject areas as measured by FSA & SSA.

G4. If all staff create and monitor effective Early Warning Signs systems, then Ponce de Leon ES will increase our daily attendance rate from 94.6% to 96%.

G5. If we provide for culturally relevant pedagogy, then the achievement of our black students will be equal to or exceed the state proficiency levels.

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.
If all teachers collaboratively plan for and deliver high quality targeted intervention, then Ponce de Leon subgroups of students that are SWD and ELL will be equal to or exceed the school's levels in all subject areas as measured by FSA.

### Targets Supported

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Annual Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSA ELA Achievement - SWD</td>
<td>57.0</td>
</tr>
<tr>
<td>FSA ELA Achievement - ELL</td>
<td>57.0</td>
</tr>
<tr>
<td>FSA Math Achievement - ELL</td>
<td>57.0</td>
</tr>
<tr>
<td>FSA Math Achievement - SWD</td>
<td>57.0</td>
</tr>
</tbody>
</table>

### Targeted Barriers to Achieving the Goal
- ELL students lack structure to support deeper levels of understanding
- ESE students have gaps in learning preventing them from understanding new content

### Resources Available to Help Reduce or Eliminate the Barriers
- Thinking Maps
- ELL Teachers
- Thinking Maps Site Team
- VE Resource
- IRLA

### Plan to Monitor Progress Toward G1.

Student academic data will be tracked to determine the effectiveness of the maps and student understanding.

**Person Responsible**
Kelsey Krauss

**Schedule**
Monthly, from 9/25/2017 to 5/25/2018

**Evidence of Completion**
Tier 1 data, observation data
G2. By developing and sustaining a healthy, respectful, caring and safe learning environment for students and staff and community members we will engage in wellness efforts through the Alliance for a healthier Generation's Healthy Schools Program working toward Bronze Level Recognition becoming eligible in 6 out of 6 Assessment Modules.

Targets Supported

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Annual Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Grade - Percentage of Points Earned</td>
<td>83.0</td>
</tr>
</tbody>
</table>

Targeted Barriers to Achieving the Goal

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

Resources Available to Help Reduce or Eliminate the Barriers

- Healthy School Team: Administrator, Café Manager, Physical Education Teacher/ Health Teacher/ Classroom Teacher, Employee Wellness Champion, District, PCS Wellness Consultant

Plan to Monitor Progress Toward G2.

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.

Person Responsible

Courtney Klingman

Schedule

Every 6 Weeks, from 8/10/2016 to 6/1/2017

Evidence of Completion

Apply for Bronze Recognitions and complete action plans for the Alliance for a Healthier Generation Healthy School Program.
G3. If all teachers collaboratively plan for and deliver high quality core instruction, then Ponce de Leon ES students achievement will be equal to or exceed the district proficiency levels in all subject areas as measured by FSA & SSA.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Annual Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSA ELA Achievement</td>
<td>57.0</td>
</tr>
<tr>
<td>ELA/Reading Gains</td>
<td>50.0</td>
</tr>
<tr>
<td>ELA/Reading Lowest 25% Gains</td>
<td>100.0</td>
</tr>
<tr>
<td>FSA Mathematics Achievement</td>
<td>57.0</td>
</tr>
<tr>
<td>Math Gains</td>
<td>100.0</td>
</tr>
<tr>
<td>Math Lowest 25% Gains</td>
<td>50.0</td>
</tr>
<tr>
<td>Statewide Science Assessment Achievement</td>
<td>46.0</td>
</tr>
</tbody>
</table>

Targeted Barriers to Achieving the Goal
- Lack of student motivation and engagement
- Lack of understanding of delivering of core instruction

Resources Available to Help Reduce or Eliminate the Barriers
- MTSS Coaches (2)
- Hourly Teachers
- Student assessment results: common assessments, FSA, running records
- Guided Reading materials
- Collaborative planning schedule
- ST Math school wide license
- Master Schedule
- ST Math Schedule
- Science lab schedule
- Science lab curriculum
- School wide data notebooks
- ELP/Promise Time
- Ipads, computers, technology
- Student agendas
Plan to Monitor Progress Toward G3.

Student achievement results increase
Students are able to self-monitor progress through data notebooks
Teachers provide feedback to students to improve achievement
Small group data shows increased achievement for students
Teachers have used data to plan and drive instruction
MTSS (Academic) coach has collected data and had data meetings with teams

Person Responsible
Stephanie Blackman

Schedule
Monthly, from 8/1/2017 to 5/25/2018

Evidence of Completion
Student achievement results Data notebooks Feedback on use of scales Collected data Lesson Plans
G4. If all staff create and monitor effective Early Warning Signs systems, then Ponce de Leon ES will increase our daily attendance rate from 94.6% to 96%.  

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Annual Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students exhibiting two or more EWS indicators (Total)</td>
<td>3.0</td>
</tr>
<tr>
<td>Attendance rate</td>
<td>95.0</td>
</tr>
<tr>
<td>Attendance Below 90%</td>
<td>10.0</td>
</tr>
</tbody>
</table>

**Targeted Barriers to Achieving the Goal**
- Lack of cultural proficiency
- Lack of consistent student attendance

**Resources Available to Help Reduce or Eliminate the Barriers**
- Community and family liaison
- Social worker
- Guest speakers
- MTSS (Behavior) Coach
- Various rewards
- Discipline referrals
- Panther Paw tickets
- Food for parent events
- Books for parent events
- Agendas
- Bilingual assistants

**Plan to Monitor Progress Toward G4.**
- Teacher self report of change in practice
- Business partnerships established
- Volunteer hours increased
- Attendance at family events increased

**Person Responsible**
Greg Logan

**Schedule**
Monthly, from 8/1/2017 to 5/25/2018

**Evidence of Completion**
Completion of teacher self-assessment survey Attendance at events Number of partnerships Number of volunteer hours Attendance improves
If we provide for culturally relevant pedagogy, then the achievement of our black students will be equal to or exceed the state proficiency levels.

**Targets Supported**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Annual Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSA ELA Achievement - Black/African American</td>
<td>43.0</td>
</tr>
<tr>
<td>FSA Math Achievement - Black/African American</td>
<td>57.0</td>
</tr>
</tbody>
</table>

**Targeted Barriers to Achieving the Goal**

- Lack of student participation in school opportunities
- Lack of knowledge of what culturally relevant pedagogy is

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

- MTSS Coaches (2)
- Hourly Teachers
- Student assessment results: common assessments, FSA, running records
- Student agendas
- City of Largo
- Articles and research about culturally relevant pedagogy

**Plan to Monitor Progress Toward G5.**

Evidence showing culturally relevant pedagogy from ISM and walkthroughs

**Person Responsible**

Stephanie Blackman

**Schedule**

Every 6 Weeks, from 9/5/2017 to 5/25/2018

**Evidence of Completion**

Academic data Walkthrough data
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. If all teachers collaboratively plan for and deliver high quality targeted intervention, then Ponce de Leon subgroups of students that are SWD and ELL will be equal to or exceed the school’s levels in all subject areas as measured by FSA.

G1.B2 ELL students lack structure to support deeper levels of understanding

Strategy Rationale

Thinking Maps give teachers an understanding of how to visually represent, or “Map,” the critical thinking embedded in the Florida Standards. The Maps provide students with both the scaffolds and structures to support a deeper level of understanding, which will empower them to become college and career ready.

Action Step 1

Thinking Maps Site team will be trained

Person Responsible
Kelsey Krauss

Schedule
On 8/1/2017

Evidence of Completion
Sign in sheets

Action Step 2

Instructional staff trained during pre school

Person Responsible
Kelsey Krauss

Schedule
On 8/4/2017

Evidence of Completion
Action Step 3

Teachers will implement 1 map per week for 8 weeks

Person Responsible
Kelsey Krauss

Schedule
On 10/20/2017

Evidence of Completion
Evidence of student maps being utilized in the classroom

Action Step 4

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B2.S1

Administration will monitor the implementation of maps by conducting walkthroughs

Person Responsible
Stephanie Blackman

Schedule
On 5/24/2018

Evidence of Completion
Observation of student maps demonstrating use of the strategies. Trends will be collected.
Plan to Monitor Effectiveness of Implementation of G1.B2.S1

Observations of the maps will be conducted. Trends will be shared with the site team and MTSS to determine next steps for implementation and professional development.

**Person Responsible**

Kelsey Krauss

**Schedule**

Weekly, from 8/28/2017 to 5/25/2018

**Evidence of Completion**

Meeting notes, observation feedback

G1.B3 ESE students have gaps in learning preventing them from understanding new content

G1.B3.S1 IRLA reading program will be utilized to fill in gaps of learning for ESE students

**Strategy Rationale**

By using formative assessments to identify gaps, VE resource teachers can provide remediation in those gaps to catch students up in their learning.

**Action Step 1**

VE Resource teachers will implement IRLA with students in ESE

**Person Responsible**

Krystle Swift

**Schedule**

Daily, from 8/28/2017 to 5/25/2018

**Evidence of Completion**

Assessment results
Plan to Monitor Fidelity of Implementation of G1.B3.S1

The VE Resource team will meet with district staff to monitor the progress of the students

Person Responsible
Kelsey Krauss

Schedule
Monthly, from 8/28/2017 to 5/25/2018

Evidence of Completion
Meeting notes, coaching log

Plan to Monitor Fidelity of Implementation of G1.B3.S1

Tier 1 data will be reported to show how the ESE students are meeting standards as compared to non ESE students

Person Responsible
Kelsey Krauss

Schedule
Monthly, from 9/29/2017 to 5/25/2018

Evidence of Completion
Tier 1 data tracking sheets

Plan to Monitor Effectiveness of Implementation of G1.B3.S1

The district coach will support the VE Resource team in implementation, monitoring, and professional development.

Person Responsible
Kelsey Krauss

Schedule
On 5/25/2018

Evidence of Completion
Meeting notes, coach logs, professional development
If all teachers collaboratively plan for and deliver high quality core instruction, then Ponce de Leon ES students’ achievement will be equal to or exceed the district proficiency levels in all subject areas as measured by FSA & SSA.

### G3.B1 Lack of student motivation and engagement

Teachers will involve students in their educational plan/path to increase motivation and engagement and include the 6Ms of culturally responsive instruction.

#### Strategy Rationale

Students will know their strengths and weaknesses and be able to focus on those areas.

#### Action Step 1

AVID notebooks used by students to identify goals, action steps and monitor progress

- **Person Responsible**
  Stephanie Blackman

- **Schedule**
  Quarterly, from 8/1/2017 to 5/25/2018

- **Evidence of Completion**
  updated AVID notebook increased achievement

#### Action Step 2

Provide extended learning opportunities for students to master concepts

- **Person Responsible**
  Kelsey Krauss

- **Schedule**
  Semiannually, from 8/1/2017 to 5/25/2018

- **Evidence of Completion**
  student led conferences held
**Action Step 3**

Provide TDEs for classroom teachers to analyze data

**Person Responsible**
Kelsey Krauss

**Schedule**
Semiannually, from 8/1/2017 to 5/25/2018

**Evidence of Completion**
TDEs are scheduled and held

---

**Action Step 4**

MTSS coach collects and analyzes schoolwide data to lead data meetings with teachers and SBLT

**Person Responsible**
Kelsey Krauss

**Schedule**
Every 6 Weeks, from 8/1/2017 to 5/25/2018

**Evidence of Completion**
Data collected and organized for SBLT and meetings with teachers

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**Action Step 5**

Increase teacher-student feedback through use of scales

**Person Responsible**
Stephanie Blackman

**Schedule**
Weekly, from 8/1/2017 to 5/25/2018

**Evidence of Completion**
Rubrics
Action Step 6

Provide differentiated instruction in reading/ L300 (hourly teachers and classroom teachers)

**Person Responsible**
Kelsey Krauss

**Schedule**
Daily, from 8/1/2017 to 5/25/2018

**Evidence of Completion**
Lesson plans, master schedule, progress monitoring data


Update data folders
TDEs held to analyze data
MTSS (Academic) coach collects and analyzes data/leads data meetings
Feedback evident in scales used
Small groups are serviced as scheduled

**Person Responsible**
Kelsey Krauss

**Schedule**
Weekly, from 8/1/2017 to 5/25/2018

**Evidence of Completion**
Updated notebooks TDEs held as planned Data is collected by MTSS (Academic) coach Feedback from scales used in class Small groups are held Students OPMs show progress

Students are able to describe their progress and goals in their data notebooks
Teachers are using data analyzed to drive instruction
MTSS (Academic) coach is leading data meetings with teachers
Scales are used
Student data shows growth in achievement

Person Responsible
Kelsey Krauss

Schedule
Weekly, from 8/1/2017 to 5/25/2018

Evidence of Completion
Completed student led conferences Increased student achievement Evidence of scales used in classrooms Data collected from all groups
**G3.B2** Lack of understanding of delivering of core instruction

---

**G3.B2.S2** Professional development to learn content of core curriculum and Florida Standards.

---

**Strategy Rationale**

**Action Step 1**

Teachers participate in coaching model in reading, math, and science. Including the 10-70-20 routine.

**Person Responsible**

Stephanie Blackman

**Schedule**

Weekly, from 8/1/2017 to 5/25/2018

**Evidence of Completion**

Completion of coaching cycles

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**Action Step 2**

Scheduled collaborative planning time each week for all grade level teams

**Person Responsible**

Kelsey Krauss

**Schedule**

Weekly, from 8/1/2017 to 5/25/2018

**Evidence of Completion**

Teams meet at scheduled time Lesson plans reflect collaboration
Instructional staff will participate in training after school (beyond the contractual day)

Person Responsible
Greg Logan

Schedule
On 10/2/2017

Evidence of Completion
Sign in sheets agendas contracted services payment forms


Coaching calendars will be created
Observations of lessons by coaches reflect collaborative planning is occurring

Person Responsible
Stephanie Blackman

Schedule
Weekly, from 8/1/2017 to 5/25/2018

Evidence of Completion
Coaches calendars Feedback from coaches (written or verbal) Sign in sheets


Teachers' understanding of the core curriculum
Lessons reflect the collaborative work done in grade level teams

Person Responsible
Stephanie Blackman

Schedule
Monthly, from 8/1/2017 to 5/25/2018

Evidence of Completion
Walk throughs Lesson Plans
If all staff create and monitor effective Early Warning Signs systems, then Ponce de Leon ES will increase our daily attendance rate from 94.6% to 96%.

Lack of cultural proficiency

Provide a culturally responsive environment.

**Strategy Rationale**

**Action Step 1**

Provide training on cultural proficiency to staff.

**Person Responsible**

Greg Logan

**Schedule**

On 5/25/2018

**Evidence of Completion**

Completion of workshop

**Action Step 2**

Guidelines for success established and communicated to all stakeholders (students). Restorative practices utilized in classrooms.

**Person Responsible**

Greg Logan

**Schedule**

Monthly, from 8/1/2017 to 5/25/2018

**Evidence of Completion**

Completion of lists and all communicated to stakeholders
Family and Community liaison/Parent Involvement Committee coordinates academically focused events and communicates with families and businesses.

**Person Responsible**

Greg Logan

**Schedule**

Daily, from 8/1/2017 to 5/25/2018

**Evidence of Completion**

Needs assessments conducted by family involvement/administrative team Parents events planned around areas of academic need Parent events held Agendas reflecting academic focus Increased volunteer hours Business partnerships developed

**Action Step 4**

Teachers implement culturally responsive practices. i.e. morning meetings, restorative practices, posted order of the day, student choice

**Person Responsible**

Greg Logan

**Schedule**

Daily, from 8/1/2017 to 5/25/2018

**Evidence of Completion**

Lesson plans reflect morning meetings

Completion of workshop and participation by staff  
Conduct staff activities to create guidelines for success  
Cross grade level planning sessions for curriculum focused parent events  
Assure that the guidelines for success are communicated to all stakeholders  
Hold parent events to build community with families  
Coordinate placement of volunteers  
Business partnerships developed  
Lesson plans  

Person Responsible  
Greg Logan  

Schedule  
Weekly, from 8/1/2017 to 5/25/2018  

Evidence of Completion  
Sign in log Activities conducted GFS established and communicated Sign in sheets and agendas for curriculum focused parent nights Business Partnerships established Parent events held Volunteer hours increased Lesson plans monitored


Follow up activity with staff to determine implementation of strategies from training  
Develop exit surveys for parent events  
School Messenger / newsletter messages are sent including information about Guidelines for Success (GFS)  
GFS are shared and emphasized with students and staff  
Parent involvement with events and schools processes is facilitated  
Business partner with school through human resource and financial support  
Positive culture evident based on observations  

Person Responsible  
Greg Logan  

Schedule  
Monthly, from 8/1/2017 to 5/25/2018  

Evidence of Completion  
Completion of follow up activity Exit surveys Messages/newsletter sent Business partnerships Attendance at parent events Volunteer hours increased Decrease referrals Increased attendance and parental involvement
G4.B2.1 Lack of consistent student attendance


Strategy Rationale

Action Step 1

Conduct Child Study Team Meetings twice per month to study students' absences and tardies.

**Person Responsible**
Stephanie Blackman

**Schedule**
Biweekly, from 8/1/2017 to 5/25/2018

**Evidence of Completion**
Completion of meeting, minutes

Action Step 2

Monitor daily attendance and recognize perfect attendance

**Person Responsible**
Stephanie Blackman

**Schedule**
Biweekly, from 8/1/2017 to 5/25/2018

**Evidence of Completion**
documentation of letters sent, parent contact
Action Step 3

Frequent parent communication

**Person Responsible**
Greg Logan

**Schedule**
Weekly, from 8/1/2017 to 5/25/2018

**Evidence of Completion**
Parent conference forms, contacts logged in Focus


Child Study Team meets twice per month
Social worker and attendance clerk monitor daily attendance
Frequent parent contact
Monthly recognition of perfect attendance at character assemblies

**Person Responsible**
Stephanie Blackman

**Schedule**
Monthly, from 8/1/2017 to 5/25/2018

**Evidence of Completion**
CST Meeting minutes Letters, conferences, documented contact with parents; improved attendance Conference forms, PMPs signed, contacts logged into Focus List of student earning recognition for perfect attendance

Increased student attendance rates  
Social worker and attendance clerk monitor daily attendance  
Frequent parent contact

**Person Responsible**

Stephanie Blackman

**Schedule**

Biweekly, from 8/1/2017 to 5/25/2018

**Evidence of Completion**

Student attendance rate  
Effective contact with parents logged in Focus Letters sent home  
Home visits  
Minutes of CST Meetings  
PMPs signed  
Conference forms signed
G5. If we provide for culturally relevant pedagogy, then the achievement of our black students will be equal to or exceed the state proficiency levels.

G5.B2 Lack of student participation in school opportunities

G5.B2.S1 Provide a comprehensive support program for identified students.

Strategy Rationale

Action Step 1

Identified black students will be assigned an adult mentor.

Person Responsible
Greg Logan

Schedule
Weekly, from 10/2/2017 to 5/25/2018

Evidence of Completion
Attendance sheets, conference logs

Action Step 2

Provide enrichment opportunities for identified black students through the additional gifted and talented resources.

Person Responsible
Greg Logan

Schedule
Monthly, from 8/1/2017 to 5/25/2018

Evidence of Completion
Lesson plans, master schedule, attendance documentation, student work samples, progress monitoring data
**Action Step 3**

Identify black students to participate in our STEM after school programs. Survey black families to gather participation/non participation information.

**Person Responsible**

Summer Garner

**Schedule**

Weekly, from 9/5/2017 to 5/25/2018

**Evidence of Completion**

Lesson plans, STEM after school schedule, attendance documentation, pre and post tests, parent surveys

**Action Step 4**

Teachers will differentiate learning styles based on individual african american student's need

**Person Responsible**

Stephanie Blackman

**Schedule**

Weekly, from 8/10/2017 to 5/25/2018

**Evidence of Completion**

Ongoing progress monitoring, goal setting, minutes from meetings with teachers, anecdotals of students

**Action Step 5**

Restorative practice techniques will be used to build relationships with students

**Person Responsible**

Stephanie Blackman

**Schedule**

On 5/25/2018

**Evidence of Completion**

classroom meetings, circles
Plan to Monitor Fidelity of Implementation of G5.B2.S1

Review of attendance sheets and conference logs

**Person Responsible**
Greg Logan

**Schedule**
Monthly, from 8/1/2017 to 5/25/2018

**Evidence of Completion**
Completed attendance sheets Completed conference logs

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

Review of grade level progress (admin team)

**Person Responsible**
Stephanie Blackman

**Schedule**
Weekly, from 8/1/2017 to 5/25/2018

**Evidence of Completion**
Notes/minutes from weekly administrative team meeting Goal sheets for specific students

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

Walkthroughs of STEM after school lessons and Gifted and Talented enrichment groups

**Person Responsible**
Stephanie Blackman

**Schedule**
Monthly, from 10/3/2017 to 5/25/2018

**Evidence of Completion**
Walkthrough data (observation forms) Feedback sessions
Plan to Monitor Effectiveness of Implementation of G5.B2.S1

Mentors are able to conduct an effective mentoring session with students
Students are able to participate in an effective mentoring session with an adult mentor
Monitor data that relates to specific student goal (academic, attendance, behavioral) and program they are participating in.

**Person Responsible**
Greg Logan

**Schedule**
Monthly, from 8/1/2017 to 5/25/2018

**Evidence of Completion**
Completed mentor meetings between students and mentor
Increased student engagement
Attendance sheets
Data (specific to child)
G5.B3 Lack of knowledge of what culturally relevant pedagogy is

G5.B3.S1 Increase staff members knowledge and use of culturally relevant pedagogy.

**Strategy Rationale**

**Action Step 1**

Conduct book study type sessions focusing on literature relevant to cultural relevant pedagogy.

**Person Responsible**

Stephanie Blackman

**Schedule**

Biweekly, from 8/1/2017 to 5/25/2018

**Evidence of Completion**

Meeting agendas and minutes summarizing what was shared/learned.

**Action Step 2**

Participate in coaching sessions specific to culturally relevant pedagogy.

**Person Responsible**

Stephanie Blackman

**Schedule**

Monthly, from 8/1/2017 to 5/25/2018

**Evidence of Completion**

Feedback from coaching cycle (pre meeting, observations, modeling, debrief sessions and follow up visits)
Plan to Monitor Fidelity of Implementation of G5.B3.S1

Review of agendas and minutes
Follow up conversations with coach working with staff members
Feedback from staff

**Person Responsible**
Greg Logan

**Schedule**
Monthly, from 10/30/2017 to 5/27/2018

**Evidence of Completion**
Minutes from review of all documents used to monitor the fidelity

Plan to Monitor Effectiveness of Implementation of G5.B3.S1

Gather feedback from our black students to determine the effectiveness of these action steps. Review of data for our black students to determine if growth is being made.

**Person Responsible**
Stephanie Blackman

**Schedule**
Monthly, from 8/1/2017 to 5/25/2018

**Evidence of Completion**
Feedback from students Data from students
## IV. Implementation Timeline

<table>
<thead>
<tr>
<th>Source</th>
<th>Task, Action Step or Monitoring Activity</th>
<th>Who</th>
<th>Start Date (where applicable)</th>
<th>Deliverable or Evidence of Completion</th>
<th>Due Date/End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>G1.B2.S1.A1</td>
<td>Thinking Maps Site team will be trained</td>
<td>Krauss, Kelsey</td>
<td>7/24/2017</td>
<td>Sign in sheets</td>
<td>8/1/2017</td>
</tr>
<tr>
<td>G3.B2.S2.A3</td>
<td>Instructional staff will participate in training after school (beyond the contractual day)</td>
<td>Logan, Greg</td>
<td>8/1/2017</td>
<td>Sign in sheets agendas contracted services payment forms</td>
<td>10/2/2017</td>
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<tr>
<td>G1.B2.S1.A3</td>
<td>Teachers will implement 1 map per week for 8 weeks</td>
<td>Krauss, Kelsey</td>
<td>8/28/2017</td>
<td>Evidence of student maps being utilized in the classroom</td>
<td>10/20/2017</td>
</tr>
<tr>
<td>G1.B2.S1.A4</td>
<td>Administration will monitor the implementation of maps by conducting walkthroughs</td>
<td>Blackman, Stephanie</td>
<td>8/28/2017</td>
<td>Observation of student maps demonstrating use of the strategies. Trends will be collected.</td>
<td>5/24/2018</td>
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<tr>
<td>G5.B2.S1.MA3</td>
<td>Review of grade level progress (admin team)</td>
<td>Blackman, Stephanie</td>
<td>8/1/2017</td>
<td>Notes/minutes from weekly administrative team meeting Goal sheets for specific students</td>
<td>5/25/2018</td>
</tr>
<tr>
<td>G4.B1.S1.MA1</td>
<td>Follow up activity with staff to determine implementation of strategies from training Develop exit...</td>
<td>Logan, Greg</td>
<td>8/1/2017</td>
<td>Completion of follow up activity Exit surveys Messages/newsletter sent Business partnerships Attendance at parent events Volunteer hours increased Decrease referrals Increased attendance and parental involvement</td>
<td>5/25/2018 monthly</td>
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<tr>
<td>G4.B1.S1.MA2</td>
<td>Completion of workshop and participation by staff Conduct staff activities to create guidelines...</td>
<td>Logan, Greg</td>
<td>8/1/2017</td>
<td>Sign in log Activities conducted GFS established and communicated Sign in sheets and agendas for curriculum focused parent nights Business Partnerships established Parent events held Volunteer hours increased Lesson plans monitored</td>
<td>5/25/2018 weekly</td>
</tr>
<tr>
<td>G4.B1.S1.A3</td>
<td>Family and Community liaison/Parent Involvement Committee coordinates academically focused events...</td>
<td>Logan, Greg</td>
<td>8/1/2017</td>
<td>Needs assessments conducted by family involvement/administrative team Parents events planned around areas of academic need Parent events held Agendas reflecting academic focus</td>
<td>5/25/2018 daily</td>
</tr>
<tr>
<td>Source</td>
<td>Task, Action Step or Monitoring Activity</td>
<td>Who</td>
<td>Start Date (where applicable)</td>
<td>Deliverable or Evidence of Completion</td>
<td>Due Date/End Date</td>
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<tr>
<td>G4.B2.S1.A1</td>
<td>Increased student attendance rates Social worker and attendance clerk monitor daily attendance...</td>
<td>Blackman, Stephanie</td>
<td>8/1/2017</td>
<td>Student attendance rate Effective contact with parents logged in Focus Letters sent home Home visits Minutes of CST Meetings PMPs signed Conference forms signed</td>
<td>5/25/2018 biweekly</td>
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<tr>
<td>G4.B2.S1.A2</td>
<td>Child Study Team meets twice per month Social worker and attendance clerk monitor daily...</td>
<td>Blackman, Stephanie</td>
<td>8/1/2017</td>
<td>CST Meeting minutes Letters, conferences, documented contact with parents; improved attendance Conference forms, PMPs signed, contacts logged into Focus List of student earning recognition for perfect attendance</td>
<td>5/25/2018 monthly</td>
</tr>
<tr>
<td>G5.B2.S1.A1</td>
<td>Mentors are able to conduct an effective mentoring session with students Students are able to...</td>
<td>Logan, Greg</td>
<td>8/1/2017</td>
<td>Completed mentor meetings between students and mentor Increased student engagement Attendance sheets Data (specific to child)</td>
<td>5/25/2018 monthly</td>
</tr>
<tr>
<td>G5.B2.S1.A5</td>
<td>Provide enrichment opportunities for identified black students through the additional gifted and...</td>
<td>Logan, Greg</td>
<td>8/1/2017</td>
<td>Lesson plans, master schedule, attendance documentation, student work samples, progress monitoring data</td>
<td>5/25/2018 monthly</td>
</tr>
<tr>
<td>G5.B2.S1.A6</td>
<td>Teachers will differentiate learning styles based on individual african american student's need</td>
<td>Blackman, Stephanie</td>
<td>8/10/2017</td>
<td>Ongoing progress monitoring, goal setting, minutes from meetings with teachers, anecdotes of students</td>
<td>5/25/2018 weekly</td>
</tr>
<tr>
<td>G5.B2.S1.A7</td>
<td>Restorative practice techniques will be used to build relationships with students</td>
<td>Blackman, Stephanie</td>
<td>8/10/2017</td>
<td>classroom meetings, circles</td>
<td>5/25/2018 one-time</td>
</tr>
<tr>
<td>G5.B3.S1.A1</td>
<td>Gather feedback from our black students to determine the effectiveness of these action steps....</td>
<td>Blackman, Stephanie</td>
<td>8/1/2017</td>
<td>Feedback from students Data from students</td>
<td>5/25/2018 monthly</td>
</tr>
<tr>
<td>G1.MA1</td>
<td>Student academic data will be tracked to determine the effectiveness of the maps and student...</td>
<td>Krauss, Kelsey</td>
<td>9/25/2017</td>
<td>Tier 1 data, observation data</td>
<td>5/25/2018 monthly</td>
</tr>
<tr>
<td>Source</td>
<td>Task, Action Step or Monitoring Activity</td>
<td>Who</td>
<td>Start Date (where applicable)</td>
<td>Deliverable or Evidence of Completion</td>
<td>Due Date/End Date</td>
</tr>
<tr>
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<tr>
<td>G5.B3.S1.A1</td>
<td>Conduct book study type sessions focusing on literature relevant to cultural relevant pedagogy.</td>
<td>Blackman, Stephanie</td>
<td>8/1/2017</td>
<td>Meeting agendas and minutes summarizing what was shared/learned.</td>
<td>5/25/2018 biweekly</td>
</tr>
<tr>
<td>G5.B3.S1.A2</td>
<td>Participate in coaching sessions specific to culturally relevant pedagogy.</td>
<td>Blackman, Stephanie</td>
<td>8/1/2017</td>
<td>Feedback from coaching cycle (pre meeting, observations, modeling, debrief sessions and follow up visits)</td>
<td>5/25/2018 monthly</td>
</tr>
<tr>
<td>G1.B2.S1.MA1</td>
<td>Observations of the maps will be conducted. Trends will be shared with the site team and MTSS to...</td>
<td>Krauss, Kelsey</td>
<td>8/28/2017</td>
<td>Meeting notes, observation feedback</td>
<td>5/25/2018 weekly</td>
</tr>
<tr>
<td>G3.B1.S1.MA1</td>
<td>Update data folders TDEs held to analyze data MTSS (Academic) coach collects and analyzes...</td>
<td>Krauss, Kelsey</td>
<td>8/1/2017</td>
<td>Updated notebooks TDEs held as planned Data is collected by MTSS (Academic) coach Feedback from scales used in class Small groups are held Students OPMs show progress</td>
<td>5/25/2018 weekly</td>
</tr>
<tr>
<td>G3.B1.S1.MA1</td>
<td>Students are able to describe their progress and goals in their data notebooks Teachers are using...</td>
<td>Krauss, Kelsey</td>
<td>8/1/2017</td>
<td>Completed student led conferences Increased student achievement Evidence of scales used in classrooms Data collected from all groups</td>
<td>5/25/2018 weekly</td>
</tr>
<tr>
<td>G5.MA1</td>
<td>Evidence showing culturally relevant pedagogy from ISM and walkthroughs</td>
<td>Blackman, Stephanie</td>
<td>9/5/2017</td>
<td>Academic data Walkthrough data</td>
<td>5/25/2018 every-6-weeks</td>
</tr>
<tr>
<td>G4.MA1</td>
<td>Teacher self report of change in practice Business partnerships established Volunteer hours...</td>
<td>Logan, Greg</td>
<td>8/1/2017</td>
<td>Completion of teacher self-assessment survey Attendance at events Number of partnerships Number of volunteer hours Attendance improves</td>
<td>5/25/2018 monthly</td>
</tr>
<tr>
<td>G3.MA1</td>
<td>Student achievement results increase Students are able to self-monitor progress through data...</td>
<td>Blackman, Stephanie</td>
<td>8/1/2017</td>
<td>Student achievement results Data notebooks Feedback on use of scales Collected data Lesson Plans</td>
<td>5/25/2018 monthly</td>
</tr>
<tr>
<td>G1.B3.S1.MA1</td>
<td>The district coach will support the VE Resource team in implementation, monitoring, and...</td>
<td>Krauss, Kelsey</td>
<td>9/29/2017</td>
<td>meeting notes, coach logs, professional development</td>
<td>5/25/2018 one-time</td>
</tr>
<tr>
<td>G1.B3.S1.MA1</td>
<td>The VE Resource team will meet with district staff to monitor the progress of the students</td>
<td>Krauss, Kelsey</td>
<td>8/28/2017</td>
<td>Meeting notes, coaching log</td>
<td>5/25/2018 monthly</td>
</tr>
<tr>
<td>G1.B3.S1.MA2</td>
<td>Tier 1 data will be reported to show how the ESE students are meetings standards as compared to non...</td>
<td>Krauss, Kelsey</td>
<td>9/29/2017</td>
<td>Tier 1 data tracking sheets</td>
<td>5/25/2018 monthly</td>
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<tr>
<td>G3.B2.S2.MA1</td>
<td>Teachers’ understanding of the core curriculum Lessons reflect the collaborative work done in...</td>
<td>Blackman, Stephanie</td>
<td>8/1/2017</td>
<td>Walk throughs Lesson Plans</td>
<td>5/25/2018 monthly</td>
</tr>
<tr>
<td>G3.B2.S2.MA1</td>
<td>Coaching calendars will be created Observations of lessons by coaches reflect collaborative...</td>
<td>Blackman, Stephanie</td>
<td>8/1/2017</td>
<td>Coaches calendars Feedback from coaches (written or verbal) Sign in sheets</td>
<td>5/25/2018 weekly</td>
</tr>
<tr>
<td>G5.B2.S1.A3</td>
<td>Identify black students to participate in our STEM after school programs. Survey black families to...</td>
<td>Garner, Summer</td>
<td>9/5/2017</td>
<td>Lesson plans, STEM after school schedule, attendance documentation, pre and post tests, parent surveys</td>
<td>5/25/2018 weekly</td>
</tr>
<tr>
<td>G5.B3.S1.MA1</td>
<td>Review of agendas and minutes Follow up conversations with coach working with staff members...</td>
<td>Logan, Greg</td>
<td>10/30/2017</td>
<td>Minutes from review of all documents used to monitor the fidelity</td>
<td>5/27/2018 monthly</td>
</tr>
</tbody>
</table>
V. Professional Development Opportunities

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

G1. If all teachers collaboratively plan for and deliver high quality targeted intervention, then Ponce de Leon subgroups of students that are SWD and ELL will be equal to or exceed the school's levels in all subject areas as measured by FSA.

G1.B2 ELL students lack structure to support deeper levels of understanding

G1.B2.S1 Staff will be trained in the use of Thinking Maps. Thinking Maps will be rolled out beginning in August with one Map per week until all maps are taught and used consistently in instruction.

PD Opportunity 1

Thinking Maps Site team will be trained

Facilitator
James Dean

Participants
Site Team

Schedule
On 8/1/2017

PD Opportunity 2

Instructional staff trained during pre school

Facilitator
Thinking Maps Trainer

Participants
All instructional staff prek-5, ESOL, VE Resource

Schedule
On 8/4/2017
G3. If all teachers collaboratively plan for and deliver high quality core instruction, then Ponce de Leon ES students achievement will be equal to or exceed the district proficiency levels in all subject areas as measured by FSA & SSA.

G3.B1 Lack of student motivation and engagement

G3.B1.S1 Teachers will involve students in their educational plan/path to increase motivation and engagement and include the 6Ms of culturally responsive instruction.

PD Opportunity 1

AVID notebooks used by students to identify goals, action steps and monitor progress

Facilitator
Classroom teachers

Participants
Students Classroom Teachers

Schedule
Quarterly, from 8/1/2017 to 5/25/2018

PD Opportunity 2

Provide TDEs for classroom teachers to analyze data

Facilitator
MTSS Academic Coach

Participants
Teachers (all)

Schedule
Semiannually, from 8/1/2017 to 5/25/2018
PD Opportunity 3
Increase teacher-student feedback through use of scales

Facilitator
Principal

Participants
Instructional staff

Schedule
Weekly, from 8/1/2017 to 5/25/2018

PD Opportunity 4
Provide differentiated instruction in reading/ L300 (hourly teachers and classroom teachers)

Facilitator
Site based MTSS coaches and district coaches

Participants
Classroom teachers

Schedule
Daily, from 8/1/2017 to 5/25/2018

G3.B2 Lack of understanding of delivering of core instruction


PD Opportunity 1
Teachers participate in coaching model in reading, math, and science. Including the 10-70-20 routine.

Facilitator
Administration MTSS Coaches

Participants
All classroom teachers Administrators

Schedule
Weekly, from 8/1/2017 to 5/25/2018
PD Opportunity 2
Scheduled collaborative planning time each week for all grade level teams

Facilitator
Team leaders

Participants
All grade level teachers Coaches

Schedule
Weekly, from 8/1/2017 to 5/25/2018

PD Opportunity 3
Instructional staff will participate in training after school (beyond the contractual day)

Facilitator
MTSS Coaches

Participants
Instructional Staff

Schedule
On 10/2/2017

G4. If all staff create and monitor effective Early Warning Signs systems, then Ponce de Leon ES will increase our daily attendance rate from 94.6% to 96%.

G4.B1 Lack of cultural proficiency


PD Opportunity 1
Provide training on cultural proficiency to staff.

Facilitator
Administrators

Participants
All staff

Schedule
On 5/25/2018
G5. If we provide for culturally relevant pedagogy, then the achievement of our black students will be equal to or exceed the state proficiency levels.

G5.B2 Lack of student participation in school opportunities

G5.B2.S1 Provide a comprehensive support program for identified students.

**PD Opportunity 1**

Identified black students will be assigned an adult mentor.

**Facilitator**

Community Involvement Assistant

**Participants**

Mentors Classroom teachers Support staff

**Schedule**

Weekly, from 10/2/2017 to 5/25/2018

G5.B3 Lack of knowledge of what culturally relevant pedagogy is

G5.B3.S1 Increase staff members knowledge and use of culturally relevant pedagogy.

**PD Opportunity 1**

Conduct book study type sessions focusing on literature relevant to cultural relevant pedagogy.

**Facilitator**

Stephanie Blackman

**Participants**

All staff

**Schedule**

Biweekly, from 8/1/2017 to 5/25/2018
PD Opportunity 2

Participate in coaching sessions specific to culturally relevant pedagogy.

Facilitator
Mary Conage

Participants
All staff

Schedule
Monthly, from 8/1/2017 to 5/25/2018
## VI. Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*

### VII. Budget

<table>
<thead>
<tr>
<th>1</th>
<th>G1.B2.S1.A1</th>
<th>Thinking Maps Site team will be trained</th>
<th>$0.00</th>
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<tbody>
<tr>
<td>2</td>
<td>G1.B2.S1.A2</td>
<td>Instructional staff trained during pre school</td>
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<tr>
<td>3</td>
<td>G1.B2.S1.A3</td>
<td>Teachers will implement 1 map per week for 8 weeks</td>
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<tr>
<td>4</td>
<td>G1.B2.S1.A4</td>
<td></td>
<td>$0.00</td>
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<tr>
<td>5</td>
<td>G1.B3.S1.A1</td>
<td>VE Resource teachers will implement IRLA with students in ESE</td>
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<tr>
<td>6</td>
<td>G3.B1.S1.A1</td>
<td>AVID notebooks used by students to identify goals, action steps and monitor progress</td>
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<td><strong>Function</strong></td>
<td><strong>Object</strong></td>
<td><strong>Budget Focus</strong></td>
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<td></td>
<td>3461 - Ponce De Leon Elementary School</td>
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<td><strong>Notes:</strong> Instructional Materials</td>
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<tr>
<td>7</td>
<td>G3.B1.S1.A2</td>
<td>Provide extended learning opportunities for students to master concepts</td>
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<td>9</td>
<td>G3.B1.S1.A4</td>
<td>MTSS coach collects and analyzes schoolwide data to lead data meetings with teachers and SBLT</td>
<td>$124,528.95</td>
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<tr>
<td>10</td>
<td>G3.B1.S1.A5</td>
<td>Increase teacher-student feedback through use of scales</td>
<td>$0.00</td>
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<tr>
<td></td>
<td><strong>Function</strong></td>
<td><strong>Object</strong></td>
<td><strong>Budget Focus</strong></td>
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<td>3461 - Ponce De Leon Elementary School</td>
<td>Title I, Part A</td>
<td>$7,035.56</td>
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<tr>
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<td><strong>Notes:</strong> Provide substitute teachers for data analysis</td>
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<td></td>
<td>3461 - Ponce De Leon Elementary School</td>
<td>Title I, Part A</td>
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<td><strong>Notes:</strong> MTSS Academic Coach</td>
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Last Modified: 8/29/2017
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<th>Function</th>
<th>Object</th>
<th>Budget Focus</th>
<th>Funding Source</th>
<th>FTE</th>
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<td>Notes:</td>
<td>Hourly Teachers</td>
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<td>12</td>
<td>G3.B2.S2.A1 Teachers participate in coaching model in reading, math, and science. Including the 10-70-20 routine.</td>
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<td>13</td>
<td>G3.B2.S2.A2 Scheduled collaborative planning time each week for all grade level teams</td>
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<td>14</td>
<td>G3.B2.S2.A3 Instructional staff will participate in training after school (beyond the contractual day)</td>
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<td>3461 - Ponce De Leon Elementary School</td>
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<tr>
<td>Notes:</td>
<td>Parent involvement planning and events</td>
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<tr>
<td>15</td>
<td>G4.B1.S1.A1 Provide training on cultural proficiency to staff.</td>
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<tr>
<td>16</td>
<td>G4.B1.S1.A2 Guidelines for success established and communicated to all stakeholders (students). Restorative practices utilized in classrooms.</td>
<td>$0.00</td>
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<td>17</td>
<td>G4.B1.S1.A3 Family and Community liaison/Parent Involvement Committee coordinates academically focused events and communicates with families and businesses.</td>
<td>$4,262.00</td>
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<td>3461 - Ponce De Leon Elementary School</td>
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<td>Notes:</td>
<td>Parent involvement planning and events</td>
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<td></td>
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<tr>
<td>18</td>
<td>G4.B1.S1.A4 Teachers implement culturally responsive practices. i.e. morning meetings, restorative practices, posted order of the day, student choice</td>
<td>$1,000.00</td>
<td></td>
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<td></td>
<td>3461 - Ponce De Leon Elementary School</td>
<td>Title I, Part A</td>
<td></td>
<td>$1,000.00</td>
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<td>Notes:</td>
<td>Social skills curriculum</td>
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<tr>
<td>19</td>
<td>G4.B2.S1.A1 Conduct Child Study Team Meetings twice per month to study students' absences and tardies.</td>
<td>$0.00</td>
<td></td>
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<tr>
<td>20</td>
<td>G4.B2.S1.A2 Monitor daily attendance and recognize perfect attendance</td>
<td>$0.00</td>
<td></td>
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<tr>
<td>21</td>
<td>G4.B2.S1.A3 Frequent parent communication</td>
<td>$0.00</td>
<td></td>
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<tr>
<td>22</td>
<td>G5.B2.S1.A1 Identified black students will be assigned an adult mentor.</td>
<td>$0.00</td>
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<td>23</td>
<td>G5.B2.S1.A2 Provide enrichment opportunities for identified black students through the additional gifted and talented resources.</td>
<td>$0.00</td>
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<td>24</td>
<td>G5.B2.S1.A3 Identify black students to participate in our STEM after school programs. Survey black families to gather participation/non participation information.</td>
<td>$0.00</td>
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<td>25</td>
<td>G5.B2.S1.A4</td>
<td>Teachers will differentiate learning styles based on individual African American student's need</td>
<td>$0.00</td>
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<tr>
<td>26</td>
<td>G5.B2.S1.A5</td>
<td>Restorative practice techniques will be used to build relationships with students</td>
<td>$0.00</td>
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<td>27</td>
<td>G5.B3.S1.A1</td>
<td>Conduct book study type sessions focusing on literature relevant to cultural relevant pedagogy.</td>
<td>$0.00</td>
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<td>28</td>
<td>G5.B3.S1.A2</td>
<td>Participate in coaching sessions specific to culturally relevant pedagogy.</td>
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<td>Total:</td>
<td>$305,841.11</td>
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