

Centennial Elementary School



2014-15 School Improvement Plan

Centennial Elementary School

38501 CENTENNIAL RD, Dade City, FL 33525

www.pasco.k12.fl.us

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

76%

Alternative/ESE Center

No

Charter School

No

Minority

44%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	F	D	C	C

School Board Approval

This plan is pending approval by the Pasco 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 with a grade of F within the prior two years. 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>.

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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 resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

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

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

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Priority	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Every student reaches their highest potential.

Provide the school's vision statement

We will design an environment of support and engagement, founded on high expectations for all, that will produce a culture of achievement and collaboration that drives success.

School Environment

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

Centennial Elementary has numerous methods to learn about students. We have several activities planned throughout the year for example Meet the Teacher Day, Open House and Family Nights. The school will have a family event every month alternating between family fun and academic nights. Fun nights would be events like movie nights, game nights etc. Academic nights would have a focus on achievement like homework night, introduction to new standards etc. At Centennial we also take pride in building relationships via parent communication and making it a priority to be highly visible during arrival and dismissal times.

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

Centennial will create an positive atmosphere where students feel nurtured, respected and safe. This will be done by having school wide expectations that promote mutual respect and a positive student centered focus. Students will have opportunities to reach out to the guidance counselor, teachers or administrators with any concerns they have. Systems have been created to address these concerns promptly like the Buddy Box program. Teachers will also volunteer their time to before and after school to provide open access to the computer lab, art club and other engaging programs.

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

Centennial has 4 school wide expectations that are promoted throughout the school, in the classrooms and on the morning news show. These expectations are Be Respectful, Be Responsible, Be ____, and Be Engaged.

We also have a behavior flow chart that describes student behavior and the steps that will consistently be followed when responding to specific behaviors. We will implement Cyclone Currency that students can earn when caught being good. Cyclone Bucks will be given to students and then students can enter these in a weekly drawing. Students that win will get a good behavior charm to add to their Spirit Necklace. Also the school will focus on a particular character trait each month. Students will be selected as a Cyclone of the Month when their teacher sees them exhibit the character trait being focused on for the month. Staff development will be given in the area of PBS.

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

Centennial will ensure it meets the social-emotional needs of all students by providing guidance lessons monthly, small group counseling and a check in check out system for students as necessary. We will also meet students' needs by providing a safe positive learning environment. Students will have opportunities to reach out and seek help as needed.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

- 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
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	7	11	12	7	8	13	58
One or more suspensions	1	1	3	1	3	1	10
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	14	15	43	72

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

Indicator	Grade Level					Total
	K	1	3	4	5	
Students exhibiting two or more indicators	1	1	1	1	1	5

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

Centennial will ensure it meets needs of all students by providing guidance lessons monthly, small group counseling and a check in check out system for students as necessary. PLCs and the problem solving process are used to design supports for individual and small groups of students.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

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

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

The parent involvement target for our school is to increase parental attendance at academic activities, celebrations, and volunteering (See Parent Involvement Plan for details).

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

Centennial builds and sustains partnerships with the local community by securing meetings with local businesses and also sending out letters asking for resources and support. Centennial will also send a representative to the local Chamber of Commerce meetings.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Twardosz, Christina	Principal
Felice, Jessica	Assistant Principal
Nichols, Beth	Instructional Coach
Lovelle, Bridget	Instructional Coach

Duties

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

School Administrators- Oversee the MTSS process.

General Education Teachers- Provide quality core instruction in CCSS to students, conduct PLC's to build capacity within instructional staff, and participate in the problem solving process to design supports for individual and small groups of students.

Support Facilitation Teachers and Speech/Language Pathologists- Serve as grade-level liaisons to assist with problem solving with teachers and build capacity for teachers to differentiate instruction to a variety of learner needs.

Guidance Counselor- Provide Tier 1, 2, & 3 support for behavior/social-emotional concerns and interventions provided as needed by students.

School Psychologist- Facilitate SBIT meetings, consult on intervention development and progress monitoring methods, and participates in school-wide, classroom, and student-level data analysis for academic and behavior concerns.

School Social Worker- Monitor student attendance school wide and provide assistance as needed to improve student attendance. Participate in SBIT process to address student concerns stemming from outside the school environment and connect families with local resources.

Behavior Specialist- Consult with teachers to address behavioral needs across tiers and provide

training and support to teachers to build capacity to address behaviors in across settings and degrees of support.

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

Student, classroom, and grade-level needs are identified through review of school wide assessments, grade-level common assessments, and progress monitoring data collected on students. Based on identified needs, General Education Teachers, Support Facilitation Teachers, & Speech/Language Pathologists (along with other leadership team members as needed) assist with intervention development, implementation, progress monitoring, and evaluation. Problem solving occurs within TBIT, SBIT, and PLC structures to examine student progress and allocate resources as needs are identified.

Federal, state, and local funds, services, and programs will be coordinated and integrated to achieve our school mission: Helping students reach their highest potential. Our school's mission directly correlates to Pasco's Integrated System with a focus on fulfilling the promise of college, career, and life readiness for each and every student through professional learning communities, professional growth system and standards based instruction. This integrated framework supports our school's two school improvement goals:

1: All teachers will implement effective standards based instruction (LAFS and MAFS in grades K-5) and research based best practices to improve Tier I (MTSS).

2: Students will enter the grade level with the prerequisite knowledge and skills to be successful on grade level materials/standards.

All decisions regarding professional development as well as the allocation of resources and funds will be based on their support of our school's mission and two goals for school improvement.

Our Headstart program and plan for the transition to kindergarten directly correlate to our second goal regarding prerequisite knowledge and skills. Highly effective PLCs and data reviews will be instrumental in the achievement of both of these goals. State and local funds as well as our Title I budget plan provide additional resources, support, and time for Step 0, our foundational work, as well as ongoing planning and professional development around standards based instruction and best practices. MTSS will support our school's progress towards our district and school mission with a focus on improving our core (Tier I) instruction and common assessment data. In addition, we will use these funds to provide research based programs and materials for early intervention for students in Tiers II and III, our lowest 25% of students and all subgroups. Parent involvement including increased knowledge of standards based instruction and MTSS are essential components of our Title I budget and school improvement plan.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Christina Twardosz	Principal
Lora Darby	Teacher
Amber Welty	Parent
Evelyn Jordan	Parent
Donna Jackson	Education Support Employee
Elizabeth Nichols	Education Support Employee
Robert Thomas	Parent
Pamela Johnson	Parent
Myra Harris	Parent
Shelley Cook	Parent
Zelaya Iveysse	Parent
Alicia Granados	Parent
Griselle Pizarro	Parent
Gidget Irizzarry	Parent
Michaela Rodriguez	Parent
Norma Alvarado	Parent

Duties

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

Evaluation of last year's school improvement plan

The SAC was given an opportunity to review the 2013 -2014, School Improvement Plan. It was noted that the goals set for improvement in academic areas were not met in reading, writing or math.

Development of this school improvement plan

The SAC provided input to the 2014-2015 SIP at the end of the 2013-2014 school year. These notes were used when developing strategies for school improvement as well as determining an accompanying budget. The draft of the SIP will be presented to the SAC for revision and approval.

Preparation of the school's annual budget and plan

The SAC provided input to the 2014-2015 school budget.

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

- 905.65 for increased parent understanding of MTSS, family night
- 2,706.21 MTSS conference day
- 665.27 Kinder Camp
- 2210.99 Before/After school program
- 341.80 Attendance and behavior intervention plan

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Felice, Jessica	Assistant Principal
Twardosz, Christina	Principal
Nichols, Beth	Instructional Coach
Cooper, Angela	Instructional Coach
Durden, Tami	Teacher, K-12
Kraus, Megan	Teacher, K-12
Silvey, Kellie	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Backwards planning of the LAFS in ELA during PLCs, integration of content areas in reading/writing blocks, text complexity and close reading, use of and development of scales, use of the eIRLA in K-2, use of Discovery Education in 2-5, use of data to plan for and respond to instruction/learning.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Centennial Elementary has developed meeting structures that will allow for Collaborative Planning (PLC's) and also specific meetings among various groups such as Leadership Team, Humanities Focus Group, STEM Focus Group, Student Engagement Group, Staff Engagement Group, Family and Community Engagement Group, Vertical Teams and Faculty Meetings. Opportunities for collaborative planning will also be provided during professional development and faculty meetings. We will also have quarterly data chats in which student progress will be discussed and team planning will be given to respond to the data and learning that has taken place.

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

The district advertises and recruits regionally and nationally when necessary. The Office of Human Resources and Educator Quality carefully screens all applicants. Beginning teachers are assigned to highly qualified teachers, who are trained as mentors to provide support, resources, and advice throughout the first year. In addition, all teachers are provided staff development and coaching opportunities to meet their individual professional needs. Administration will hold bi-monthly meetings with all new staff members and their mentors (for new teachers). The purpose of these meetings will be to address any upcoming school events, answer questions, address concerns, and foster supportive, collaborative relationships within the group. Prior to offering positions to highly qualified applicants, administration will verify that applicants will be in-field for the positions for which they have interviewed.

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

Each new teacher is paired with a veteran teacher on his or her team. These mentors are partners in guiding the new teacher as they navigate the school, curriculum, district/state assessments, grading practices, professional growth systems, etc. The mentor serves as a trusted resource of important information as well as coach of best instructional practices and school/district/state policies and procedures.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

CENES is providing the instructional staff with staff development on the Florida Standards. The Leadership Team is also providing guidance and coaching in unpacking the standards which will give the teacher's a deeper knowledge base to continue to build on. The Leadership Team will support the instructional staff during their Professional Learning Communities as they create and prepare their lesson plans to ensure that instruction is aligned to the Florida standards. These completed lesson plans will be reviewed by the administration and collected for evidence that standards are being met. Students will be given common assessments based on the standards to assess transference and mastery of the Florida Standards. Data will be collected and reviewed to determine the next steps of instruction. The Leadership Team will also review all instructional programs that are utilized to ensure that they are aligned to Florida Standards.

Instructional Strategies

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

CENES will be utilizing research based programs such as Discovery Education and iReady to assess students and gain diagnostic data that instructional staff can use to differentiate instruction based on the students' academic needs. This will be done several times a year. Based on the results of the students' data, students will then be placed in intervention groups that are differentiated to provide support in their areas of deficiency. These groups will meet during a school wide intervention block which is called A.L.L. time and stands for All Learners Lifted. This intervention block is scheduled daily during the first thirty minutes of school. Students will be progress monitored every twenty days. CENES will also have Data Chats that will be run by administrators and instructional coaches. During that time all students' progress will be monitored and decisions will be made on how instruction will be differentiated to meet the needs of the learners.

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

Strategy: Extended School Day

Minutes added to school year: 3,600

Students in Grades 4 and 5 will participate in Extended Day. Students will be identified based on their 2012-2013 FCAT 2.0 Mathematics Levels. Teachers will focus on best practices for engagement in mathematics CCSS (including Mathematics Practices) and NGSSS. These standards will be identified through data analysis of common assessments (AP1-3). Teachers will engage students in number talks to increase students' number sense, problem solving and error analysis skills.

Strategy Rationale

Additional differentiated instruction focused on Florida Standards will increase academic achievement.

Strategy Purpose(s)

- Instruction in core academic subjects

Person(s) responsible for monitoring implementation of the strategy

Twardosz, Christina, ctwardos@pasco.k12.fl.us

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

Discovery Education assessments

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Family involvement opportunities for families of students during pre-planning week.

Kinder Camp offered by kindergarten teachers the week prior to pre-planning.

Buddy reading opportunities between PreK and Kindergarten students in the spring as well as other classroom visits and collaborations between grade levels.

Vertical planning between PreK and Kindergarten teachers throughout the school year.

PreK students begin eating lunch in the cafeteria during the last quarter of the school year.

SBIT teams and ESE facilitators communicate students' progress and end of PreK status to kindergarten teachers during pre-planning.

FLKRS (Echos) information is used to problem solve Tiers of support early in the kindergarten school year.

College and Career Readiness

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

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

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

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

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 we increase the implementation of school-wide tiered systems of support for behavior, then students will increase their on-task behavior and remain in class which will improve all student achievement outcomes.
- G2.** Student achievement will increase in all academic areas, if we establish school-wide expectations for data driven, differentiated, standards-based instruction for all students and plan intentionally for engagement of all stakeholders.

Strategic Goals Detail

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

G1. If we increase the implementation of school-wide tiered systems of support for behavior, then students will increase their on-task behavior and remain in class which will improve all student achievement outcomes. **1a**

 G039608

Targets Supported **1b**

Indicator	Annual Target
Discipline incidents	100.0
AMO Math - All Students	65.0
AMO Reading - All Students	69.0
FCAT 2.0 Science Proficiency	55.0

Resources Available to Support the Goal **2**

- PBS (Positive Behavior Support)
- Whole Brain Teaching Strategies
- Tough Kids Toolbox by William Jenson
- Behavior Specialist
- Guidance Counselor
- Social Worker

Targeted Barriers to Achieving the Goal **3**

- Lack of school-wide positive supports
- Lack of tiers of support for behavior interventions
- Lack of use of systems to monitor data

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

Behavior Focus Group will engage in problem solving around walkthrough data, behavioral data, and attendance data as well as Early Warning System (EWS) data and common assessment data.

Person Responsible

Jessica Felice

Schedule

Monthly, from 11/21/2014 to 5/27/2015

Evidence of Completion

Meeting agendas, data analysis, and problem solving notes, implementation of tiers of support for behavior. Decrease in referrals and office reflection sheets, increase in attendance rate, increase in student engagement, increase in academic gains for students identified through EWS data.

G2. Student achievement will increase in all academic areas, if we establish school-wide expectations for data driven, differentiated, standards-based instruction for all students and plan intentionally for engagement of all stakeholders. **1a**

G039607

Targets Supported **1b**

Indicator	Annual Target
AMO Math - All Students	65.0
AMO Reading - All Students	69.0
FCAT 2.0 Science Proficiency	55.0

Resources Available to Support the Goal **2**

- ReadyGen, State Standards, IRLA, Marzano Framework, PD on Marzano’s Highly Engaged Classroom, Books: Students Taking Charge By Mary Sulla, Engaging Students with Poverty in Mind by Eric Jensen, Use of technology (i-Ready), DA (District and State supports), iObservation resources, walk through and survey data, PLC facilitators (training) Canvas-Elementary Learning Network
- Two ICT Literacy Coaches, Math Coach, Literacy Coach, STEM Coach, Administration
- Professional Development in: Interventions, Engagement, Data Analysis and Planning for learning, Rtl progress monitoring and data analysis.
- Humanities Focus Team (Lead Literacy), School wide expectations for writing
- Barton Reading and Spelling, Quick Reads, Reading Mastery, Reading A-Z, Me Ville to We Ville, Wright Group Phonics, CARS & STARS, Read Naturally, Stevenson
- Florida Standards, PLC Unit planning and unpacking standards, curriculum resources, Professional Development
- PBS Tiers of Support, Student Engagement Focus Team, Staff Engagement Focus Team (Student Affairs and Staff Affairs)
- Google Docs, Walk-Through Data, Data Chats, Rtl/MTSS data/progress monitoring.
- CPALMS, Professional Development in FSA
- Intervention Programs (Barton, CARS & STARS, Quick Reads, Reading Mastery, Read Naturally, Stevenson, Wright Group, ReadyGen, Technology, Coaches)

Targeted Barriers to Achieving the Goal **3**

- Lack of staff engagement
- Lack of student engagement
- Lack of understanding of how to utilize formative assessments to differentiate instruction and plan interventions
- Depth of knowledge in New Standards (ELA, Math, Science) and new assessments

Plan to Monitor Progress Toward G2. 8

Common Assessment Data

Person Responsible

Christina Twardosz

Schedule

Weekly, from 9/15/2014 to 5/27/2015

Evidence of Completion

Common assessment data will be entered in Google Docs and monitored regularly by admin, coaches, and PLCs to drive planning and teaching for learning.

Action Plan for Improvement

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

Problem Solving Key


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

1 = Problem Solving Step  S123456 = Quick Key


G1. If we increase the implementation of school-wide tiered systems of support for behavior, then students will increase their on-task behavior and remain in class which will improve all student achievement outcomes. **1**

 G039608

G1.B1 Lack of school-wide positive supports **2**

 B095779

G1.B1.S1 Positive Behavior Supports (PBS) Training **4**

 S106985

Strategy Rationale

Students will increase their positive behaviors after teachers participate in professional development and implement school-wide incentive program.

Action Step 1 **5**

Positive Behavior Supports (PBS) training

Person Responsible

Jessica Felice

Schedule

Monthly, from 9/22/2014 to 4/21/2015

Evidence of Completion

Sign-in sheets, agenda, presentation notes

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

Classroom observations

Person Responsible

Jessica Felice

Schedule

Every 6 Weeks, from 10/8/2014 to 5/27/2015

Evidence of Completion

Observation data

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

Feedback to classroom teachers

Person Responsible

Jessica Felice


Schedule

Every 6 Weeks, from 10/8/2014 to 5/27/2015

Evidence of Completion

Feedback notes

G1.B1.S2 Development and implement school-wide incentive plan 4

 S106986

Strategy Rationale

Students will increase their positive behaviors after teachers participate in professional development and implement school-wide incentive program.

Action Step 1 5

Behavior Focus Group will develop a survey to collect data from the staff regarding incentive plans

Person Responsible

Jessica Felice

Schedule

On 9/19/2014

Evidence of Completion

Survey and data, meeting notes

Action Step 2 5

Behavior Focus group will analyze data and develop a school-wide incentive plan

Person Responsible

Jessica Felice

Schedule

On 9/24/2014

Evidence of Completion

Meeting notes and presentation to train the staff in implementation of school-wide incentive plan

Action Step 3 5

Presentation of school-wide incentive plan

Person Responsible

Christina Twardosz

Schedule

On 9/26/2014

Evidence of Completion

Sign-in sheet, agenda, presentation slides, feedback notes from staff

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Scheduling of meetings and development of agendas, communication regarding expectations

Person Responsible

Jessica Felice

Schedule

On 9/5/2014

Evidence of Completion

Calendar, meeting agendas and notes

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Collection of walkthrough data and feedback to staff regarding effective implementation of school-wide incentive plan

Person Responsible

Jessica Felice


Schedule

Monthly, from 10/1/2014 to 10/1/2014


Evidence of Completion

Walkthrough data, communication of expectations and data regarding participation in plan.

G1.B4 Lack of tiers of support for behavior interventions **2**

 B095782

G1.B4.S1 Implementation of Behavior Flow Chart to support Tier I (school-wide expectations and routines for responding to inappropriate behavior) **4**

 S106993

Strategy Rationale

Increase consistency of response to behaviors as well as common language

Action Step 1 **5**

Professional Development around precision talk and positive to negative feedback ratios.

Person Responsible

Jessica Felice

Schedule

Semiannually, from 10/17/2014 to 10/17/2014

Evidence of Completion

Presentation slides, sign-in sheets

Action Step 2 **5**

Coaching around the use of the Behavior Flow Chart

Person Responsible

Jessica Felice

Schedule

Monthly, from 9/22/2014 to 9/22/2014

Evidence of Completion

Communication with staff members who are struggling to implement the Behavior Flow Chart

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Conduct observations and collect data regarding the use of the Flow Chart

Person Responsible

Jessica Felice

Schedule

Quarterly, from 9/22/2014 to 5/12/2015

Evidence of Completion

Observation data and feedback notes

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Monitor data systems to demonstrate implementation of Behavior Flow Chart.

Person Responsible

Jessica Felice


Schedule

Quarterly, from 10/17/2014 to 10/17/2014

Evidence of Completion

Data collection and analysis by Behavior Focus group as well as feedback to staff and coaching logs.

G1.B4.S2 Development of Tier II system of support for students to check-in/out daily 4

 S106994

Strategy Rationale

Some students require coaching/mentoring and daily individualized feedback regarding their behavior

Action Step 1 5

Identify students in need of Tier II supports for behavior based on referral and/or office reflection sheets. Develop/refine a staff referral sheet and criteria for consideration of participation.

Person Responsible

Jessica Felice

Schedule

Monthly, from 9/18/2014 to 9/30/2014

Evidence of Completion

Tier II participation log and behavioral data analysis notes

Action Step 2 5

Behavior Focus Group develops Tier II check-in/out sheet as well as incentive plan

Person Responsible

Jessica Felice

Schedule

On 10/10/2014

Evidence of Completion

Meeting notes and documents for Tier II system

Action Step 3 5

Behavior Focus Group determines graduation criteria

Person Responsible

Jessica Felice

Schedule

On 11/14/2014

Evidence of Completion

Meeting notes and documents to share with staff and families.

Action Step 4 5

Train the staff in Tier II system for behavioral supports

Person Responsible

Jessica Felice

Schedule

Quarterly, from 10/7/2014 to 3/10/2015

Evidence of Completion

Presentation slides, sign-in sheets, staff feedback

Plan to Monitor Fidelity of Implementation of G1.B4.S2 6

Behavior Focus Group Meetings

Person Responsible

Jessica Felice

Schedule

Monthly, from 9/19/2014 to 5/15/2015

Evidence of Completion

Calendar of meetings, agendas, notes, presentations, observational data regarding Tiers of Support

Plan to Monitor Effectiveness of Implementation of G1.B4.S2 7

Tier II data analysis

Person Responsible

Jessica Felice


Schedule

Monthly, from 11/28/2014 to 5/29/2015

Evidence of Completion

Meeting agendas, data analysis notes, and problem solving notes, implementation of check-in/out. Decrease in referrals and office reflection sheets, increase in attendance rate, increase in student engagement, increase in academic gains for students in Tier II.

G1.B4.S3 Revision of school-wide expectations and rules matrix 4

 S106995

Strategy Rationale

Previous work was implemented inconsistently due to complexity and lack of buy-in of staff.

Action Step 1 5

Behavior Focus group revises current expectations and rules matrix.

Person Responsible

Jessica Felice

Schedule

On 9/19/2014

Evidence of Completion

New documents to support school side plan, meeting notes, sign-in sheets

Action Step 2 5

Behavior Focus Group trains staff in use of new documents

Person Responsible

Jessica Felice

Schedule

On 9/23/2014

Evidence of Completion

Presentation notes, sign-in sheets

Action Step 3 5

Administration shares new documents with student body.

Person Responsible

Jessica Felice

Schedule

On 9/24/2014

Evidence of Completion

Calendar of grade level meetings, presentation notes

Plan to Monitor Fidelity of Implementation of G1.B4.S3 6

Observations

Person Responsible

Jessica Felice

Schedule

Monthly, from 9/30/2014 to 11/14/2014

Evidence of Completion

Observational data and notes

Plan to Monitor Effectiveness of Implementation of G1.B4.S3 7

Feedback to staff members

Person Responsible

Jessica Felice


Schedule

Monthly, from 9/30/2014 to 11/14/2014


Evidence of Completion

Feedback notes and communication with staff members, coaching opportunities scheduled.

G1.B10 Lack of use of systems to monitor data 2

 B095825

G1.B10.S1 Provide professional development to build capacity for Behavioral Focus Group to monitor data and support the implementation of school wide systems of support. 4

 S106991

Strategy Rationale

Increase accountability for staff to implement school wide systems

Action Step 1 5

Determine key staff members to collect Early Warning System (EWS) data from PascoStar.

Person Responsible

Jessica Felice

Schedule

On 9/8/2014

Evidence of Completion

Communication with staff members regarding focus group opportunity.

Action Step 2 5

Train teachers in the use of PascoStar to target EWS.

Person Responsible

Jessica Felice

Schedule

On 9/29/2014

Evidence of Completion

Presentation notes, sign-in sheets

Action Step 3 5

Include the use of EWS data in Data Chats to consider when reflecting on academic gains.

Person Responsible

Jessica Felice

Schedule

Quarterly, from 10/7/2014 to 5/11/2015

Evidence of Completion

Data Chat notes, sign-in sheets, agendas, problem solving notes

Plan to Monitor Fidelity of Implementation of G1.B10.S1 6

Scheduling of events and development of presentations

Person Responsible

Jessica Felice

Schedule

On 10/17/2014

Evidence of Completion

Calendars and sign-in sheets for professional development and data chats

Plan to Monitor Effectiveness of Implementation of G1.B10.S1 7

Use of systems to monitor behavioral data by classroom teachers and support staff

Person Responsible

Jessica Felice

Schedule

On 9/15/2014


Evidence of Completion

PLC and SBIT notes, problem solving notes, Student Engagement focus group notes

G2. Student achievement will increase in all academic areas, if we establish school-wide expectations for data driven, differentiated, standards-based instruction for all students and plan intentionally for engagement of all stakeholders. 1

 G039607

G2.B1 Lack of staff engagement 2

 B095720

G2.B1.S2 Develop teacher leaders 4

 S106950

Strategy Rationale

Staff engagement will increase if led by teacher leaders.

Action Step 1 5

Leadership Team Meetings will be held to plan for PLC Facilitator Meetings

Person Responsible

Christina Twardosz

Schedule

Biweekly, from 9/1/2014 to 5/25/2015

Evidence of Completion

Meeting agendas and notes

Action Step 2 5

PLC facilitator meetings will be held to develop teacher leaders in understanding how to plan intentionally for engagement and use data to drive instruction.

Person Responsible

Christina Twardosz

Schedule

Biweekly, from 9/8/2014 to 5/26/2015

Evidence of Completion

Meeting agendas and notes

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Scheduled regularly

Person Responsible

Christina Twardosz

Schedule

Biweekly, from 9/1/2014 to 5/26/2015

Evidence of Completion

Calendar

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Survey of staff engagement

Person Responsible

Christina Twardosz


Schedule

Quarterly, from 10/27/2014 to 5/26/2015


Evidence of Completion

Survey data will be shared, analyzed, and used for problem solving

G2.B2 Lack of student engagement **2**

 B095721

G2.B2.S1 Utilize Marzano's Instructional Framework to plan intentionally for student engagement **4**

 S106996

Strategy Rationale

Students will be engaged within instruction if they are actively involved in their learning.

Action Step 1 **5**

Book Study (Marzano's Highly Engaged Classroom)

Person Responsible

Christina Twardosz

Schedule

Biweekly, from 9/2/2014 to 12/16/2014

Evidence of Completion

Meeting notes, agendas from PLC's and PD, Self Assessment Scales, Walk-throughs (PD to Practice), lesson plans

Action Step 2 **5**

Professional Development in engagement strategies

Person Responsible

Christina Twardosz

Schedule

Weekly, from 8/26/2014 to 5/26/2015

Evidence of Completion

Interactive PD Notebook, PLC notes, Agendas from PLC's and PD, Self Assessment Scales, Walk-throughs (PD to Practice), lesson plans

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

Walkthroughs-Focus on Student Engagement

Person Responsible

Christina Twardosz

Schedule

Monthly, from 8/27/2014 to 5/27/2015

Evidence of Completion

Walkthrough data will be collected, shared and analyzed for grade level trends, data will be used to problem solve and make revisions to school plan

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

Data Chats

Person Responsible

Christina Twardosz


Schedule

Quarterly, from 10/27/2014 to 5/26/2015


Evidence of Completion

Problem solving notes based on walkthrogth data and common assessment data, data chat agendas and presentations, sign-in sheets

G2.B4 Lack of understanding of how to utilize formative assessments to differentiate instruction and plan interventions **2**

 B095723

G2.B4.S3 Use formative assessments to differentiate instruction and plan interventions **4**

 S106953

Strategy Rationale

Increase student engagement and learning through standards.

Action Step 1 **5**

Provide professional development in the use of formative assessments in reading, math and writing to pull flexible groups and hold individual conferences with students in order to differentiate instruction

Person Responsible

Christina Twardosz

Schedule

Weekly, from 9/2/2014 to 5/26/2015

Evidence of Completion

Interactive PD Notebook, PLC notes, Agendas from PLCs and PD, Self Assessment Scales, Walk-throughs (PD to Practice), lesson plans

Action Step 2 **5**

Implementation of Intervention Block (ALL- "All Learners Lifted" time)

Person Responsible

Christina Twardosz

Schedule

Daily, from 9/1/2014 to 6/2/2015

Evidence of Completion

Progress Monitoring Data, Google Docs for data collection, lesson plans

Action Step 3 5

Professional Development and implementation of systems to support iReady (technology based, supplementary reading resources)

Person Responsible

Beth Nichols

Schedule

Weekly, from 8/25/2014 to 6/2/2015

Evidence of Completion

iReady reports, PD/PLC agendas, PD/PLC notes

Plan to Monitor Fidelity of Implementation of G2.B4.S3 6

Instructional walkthroughs

Person Responsible

Christina Twardosz

Schedule

Weekly, from 9/2/2014 to 5/26/2015

Evidence of Completion

Walkthrough data will be compiled, shared and analyzed for grade level trends

Plan to Monitor Fidelity of Implementation of G2.B4.S3 6

Intentional Planning in PLCS-anticipating how students will respond

Person Responsible

Christina Twardosz

Schedule

Weekly, from 9/2/2014 to 5/25/2015

Evidence of Completion

PLCs notes, lesson plans

Plan to Monitor Effectiveness of Implementation of G2.B4.S3 7

Data Chats

Person Responsible

Christina Twardosz


Schedule

Quarterly, from 10/21/2014 to 5/26/2015

Evidence of Completion


Problem solving notes based on walk-through data and common assessment data, data chat agendas and presentations, sign-in sheets

G2.B8 Depth of knowledge in New Standards (ELA, Math, Science) and new assessments 2

 B095727

G2.B8.S1 Professional development in deepening knowledge of LAFS/MAFS/NGSSS/FAA standards

4

 S106910

Strategy Rationale

Engaging students in standards based instruction

Action Step 1 5

Provide professional development in understanding the standards (LAFS/MAFS/FAA) and state assessments

Person Responsible

Christina Twardosz

Schedule

Weekly, from 8/26/2014 to 5/28/2015

Evidence of Completion

Interactive PD Notebook, PLC notes, Agendas from PLC's and PD, Self Assessment Scales, Walk-throughs (PD to Practice), lesson plans

Action Step 2 5

Focus group to determine scope and sequence in writing standards, common expectations and language, rubrics, anchor papers, and professional development with vertical planning.

Person Responsible

Beth Nichols

Schedule

Monthly, from 9/9/2014 to 12/9/2014

Evidence of Completion

Agendas and notes, products (anchor passages and rubrics)

Action Step 3 5

Professional development in writing across the curriculum to demonstrate mastery of the standards

Person Responsible

Beth Nichols

Schedule

Monthly, from 9/23/2014 to 9/23/2014

Evidence of Completion

Agendas and notes, lesson plans and common assessments

Plan to Monitor Fidelity of Implementation of G2.B8.S1 6

Instructional Walkthroughs

Person Responsible

Christina Twardosz

Schedule

Weekly, from 9/15/2014 to 5/26/2015

Evidence of Completion

Walkthrough data will be collected, shared, and analyzed for grade level trends.

Plan to Monitor Effectiveness of Implementation of G2.B8.S1 7

Data Chats

Person Responsible

Christina Twardosz

Schedule

Quarterly, from 10/20/2014 to 5/27/2015

Evidence of Completion

Problem solving notes based on walkthrough and common assessment data.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B8.S1.A1	Provide professional development in understanding the standards (LAFS/MAFS/FAA) and state assessments	Twardosz, Christina	8/26/2014	Interactive PD Notebook, PLC notes, Agendas from PLC's and PD, Self Assessment Scales, Walk-throughs (PD to Practice), lesson plans	5/28/2015 weekly
G2.B4.S3.A1	Provide professional development in the use of formative assessments in reading, math and writing to pull flexible groups and hold individual conferences with students in order to differentiate instruction	Twardosz, Christina	9/2/2014	Interactive PD Notebook, PLC notes, Agendas from PLCs and PD, Self Assessment Scales, Walk-throughs (PD to Practice), lesson plans	5/26/2015 weekly
G2.B1.S2.A1	Leadership Team Meetings will be held to plan for PLC Facilitator Meetings	Twardosz, Christina	9/1/2014	Meeting agendas and notes	5/25/2015 biweekly
G1.B1.S1.A1	Positive Behavior Supports (PBS) training	Felice, Jessica	9/22/2014	Sign-in sheets, agenda, presentation notes	4/21/2015 monthly
G2.B2.S1.A1	Book Study (Marzano's Highly Engaged Classroom)	Twardosz, Christina	9/2/2014	Meeting notes, agendas from PLC's and PD, Self Assessment Scales, Walk-throughs (PD to Practice), lesson plans	12/16/2014 biweekly
G1.B1.S2.A1	Behavior Focus Group will develop a survey to collect data from the staff regarding incentive plans	Felice, Jessica	9/19/2014	Survey and data, meeting notes	9/19/2014 one-time
G1.B4.S1.A1	Professional Development around precision talk and positive to negative feedback ratios.	Felice, Jessica	10/17/2014	Presentation slides, sign-in sheets	10/17/2014 semiannually
G1.B4.S2.A1	Identify students in need of Tier II supports for behavior based on referral and/or office reflection sheets. Develop/refine a staff referral sheet and criteria for consideration of participation.	Felice, Jessica	9/18/2014	Tier II participation log and behavioral data analysis notes	9/30/2014 monthly
G1.B4.S3.A1	Behavior Focus group revises current expectations and rules matrix.	Felice, Jessica	9/19/2014	New documents to support school side plan, meeting notes, sign-in sheets	9/19/2014 one-time
G1.B10.S1.A1	Determine key staff members to collect Early Warning System (EWS) data from PascoStar.	Felice, Jessica	9/8/2014	Communication with staff members regarding focus group opportunity.	9/8/2014 one-time

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B8.S1.A2	Focus group to determine scope and sequence in writing standards, common expectations and language, rubrics, anchor papers, and professional development with vertical planning.	Nichols, Beth	9/9/2014	Agendas and notes, products (anchor passages and rubrics)	12/9/2014 monthly
G2.B4.S3.A2	Implementation of Intervention Block (ALL- "All Learners Lifted" time)	Twardosz, Christina	9/1/2014	Progress Monitoring Data, Google Docs for data collection, lesson plans	6/2/2015 daily
G2.B1.S2.A2	PLC facilitator meetings will be held to develop teacher leaders in understanding how to plan intentionally for engagement and use data to drive instruction.	Twardosz, Christina	9/8/2014	Meeting agendas and notes	5/26/2015 biweekly
G2.B2.S1.A2	Professional Development in engagement strategies	Twardosz, Christina	8/26/2014	Interactive PD Notebook, PLC notes, Agendas from PLC's and PD, Self Assessment Scales, Walk-throughs (PD to Practice), lesson plans	5/26/2015 weekly
G1.B1.S2.A2	Behavior Focus group will analyze data and develop a school-wide incentive plan	Felice, Jessica	9/24/2014	Meeting notes and presentation to train the staff in implementation of school-wide incentive plan	9/24/2014 one-time
G1.B4.S1.A2	Coaching around the use of the Behavior Flow Chart	Felice, Jessica	9/22/2014	Communication with staff members who are struggling to implement the Behavior Flow Chart	9/22/2014 monthly
G1.B4.S2.A2	Behavior Focus Group develops Tier II check-in/out sheet as well as incentive plan	Felice, Jessica	10/10/2014	Meeting notes and documents for Tier II system	10/10/2014 one-time
G1.B4.S3.A2	Behavior Focus Group trains staff in use of new documents	Felice, Jessica	9/23/2014	Presentation notes, sign-in sheets	9/23/2014 one-time
G1.B10.S1.A2	Train teachers in the use of PascoStar to target EWS.	Felice, Jessica	9/29/2014	Presentation notes, sign-in sheets	9/29/2014 one-time
G2.B8.S1.A3	Professional development in writing across the curriculum to demonstrate mastery of the standards	Nichols, Beth	9/23/2014	Agendas and notes, lesson plans and common assessments	9/23/2014 monthly
G2.B4.S3.A3	Professional Development and implementation of systems to support iReady (technology based, supplementary reading resources)	Nichols, Beth	8/25/2014	iReady reports, PD/PLC agendas, PD/ PLC notes	6/2/2015 weekly
G1.B1.S2.A3	Presentation of school-wide incentive plan	Twardosz, Christina	9/26/2014	Sign-in sheet, agenda, presentation slides, feedback notes from staff	9/26/2014 one-time
G1.B4.S2.A3	Behavior Focus Group determines graduation criteria	Felice, Jessica	11/14/2014	Meeting notes and documents to share with staff and families.	11/14/2014 one-time
G1.B4.S3.A3	Administration shares new documents with student body.	Felice, Jessica	9/24/2014	Calendar of grade level meetings, presentation notes	9/24/2014 one-time
G1.B10.S1.A3	Include the use of EWS data in Data Chats to consider when reflecting on academic gains.	Felice, Jessica	10/7/2014	Data Chat notes, sign-in sheets, agendas, problem solving notes	5/11/2015 quarterly
G1.B4.S2.A4	Train the staff in Tier II system for behavioral supports	Felice, Jessica	10/7/2014	Presentation slides, sign-in sheets, staff feedback	3/10/2015 quarterly
G1.MA1	Behavior Focus Group will engage in problem solving around walkthrough data, behavioral data, and attendance data as well as Early Warning System (EWS) data and common assessment data.	Felice, Jessica	11/21/2014	Meeting agendas, data analysis, and problem solving notes, implementation of tiers of support for behavior. Decrease in referrals and office reflection sheets, increase in attendance rate, increase in student engagement, increase in academic gains for students identified through EWS data.	5/27/2015 monthly
G1.B1.S1.MA1	Feedback to classroom teachers	Felice, Jessica	10/8/2014	Feedback notes	5/27/2015 every-6-weeks

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.MA1	Classroom observations	Felice, Jessica	10/8/2014	Observation data	5/27/2015 every-6-weeks
G1.B10.S1.MA1	Use of systems to monitor behavioral data by classroom teachers and support staff	Felice, Jessica	9/15/2014	PLC and SBIT notes, problem solving notes, Student Engagement focus group notes	9/15/2014 one-time
G1.B10.S1.MA1	Scheduling of events and development of presentations	Felice, Jessica	10/7/2014	Calendars and sign-in sheets for professional development and data chats	10/17/2014 one-time
G1.B4.S1.MA1	Monitor data systems to demonstrate implementation of Behavior Flow Chart.	Felice, Jessica	10/17/2014	Data collection and analysis by Behavior Focus group as well as feedback to staff and coaching logs.	10/17/2014 quarterly
G1.B4.S1.MA1	Conduct observations and collect data regarding the use of the Flow Chart	Felice, Jessica	9/22/2014	Observation data and feedback notes	5/12/2015 quarterly
G1.B1.S2.MA1	Collection of walkthrough data and feedback to staff regarding effective implementation of school-wide incentive plan	Felice, Jessica	10/1/2014	Walkthrough data, communication of expectations and data regarding participation in plan.	10/1/2014 monthly
G1.B1.S2.MA1	Scheduling of meetings and development of agendas, communication regarding expectations	Felice, Jessica	9/5/2014	Calendar, meeting agendas and notes	9/5/2014 one-time
G1.B4.S2.MA1	Tier II data analysis	Felice, Jessica	11/28/2014	Meeting agendas, data analysis notes, and problem solving notes, implementation of check-in/out. Decrease in referrals and office reflection sheets, increase in attendance rate, increase in student engagement, increase in academic gains for students in Tier II.	5/29/2015 monthly
G1.B4.S2.MA1	Behavior Focus Group Meetings	Felice, Jessica	9/19/2014	Calendar of meetings, agendas, notes, presentations, observational data regarding Tiers of Support	5/15/2015 monthly
G1.B4.S3.MA1	Feedback to staff members	Felice, Jessica	9/30/2014	Feedback notes and communication with staff members, coaching opportunities scheduled.	11/14/2014 monthly
G1.B4.S3.MA1	Observations	Felice, Jessica	9/30/2014	Observational data and notes	11/14/2014 monthly
G2.MA1	Common Assessment Data	Twardosz, Christina	9/15/2014	Common assessment data will be entered in Google Docs and monitored regularly by admin, coaches, and PLCs to drive planning and teaching for learning.	5/27/2015 weekly
G2.B8.S1.MA1	Data Chats	Twardosz, Christina	10/20/2014	Problem solving notes based on walkthrough and common assessment data.	5/27/2015 quarterly
G2.B8.S1.MA1	Instructional Walkthroughs	Twardosz, Christina	9/15/2014	Walkthrough data will be collected, shared, and analyzed for grade level trends.	5/26/2015 weekly
G2.B2.S1.MA1	Data Chats	Twardosz, Christina	10/27/2014	Problem solving notes based on walkthrough data and common assessment data, data chat agendas and presentations, sign-in sheets	5/26/2015 quarterly
G2.B2.S1.MA1	Walkthroughs-Focus on Student Engagement	Twardosz, Christina	8/27/2014	Walkthrough data will be collected, shared and analyzed for grade level trends, data will be used to problem solve and make revisions to school plan	5/27/2015 monthly
G2.B1.S2.MA1	Survey of staff engagement	Twardosz, Christina	10/27/2014	Survey data will be shared, analyzed, and used for problem solving	5/26/2015 quarterly
G2.B1.S2.MA1	Scheduled regularly	Twardosz, Christina	9/1/2014	Calendar	5/26/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B4.S3.MA1	Data Chats	Twardosz, Christina	10/21/2014	Problem solving notes based on walk-through data and common assessment data, data chat agendas and presentations, sign-in sheets	5/26/2015 quarterly
G2.B4.S3.MA1	Instructional walkthroughs	Twardosz, Christina	9/2/2014	Walkthrough data will be compiled, shared and analyzed for grade level trends	5/26/2015 weekly
G2.B4.S3.MA3	Intentional Planning in PLCS- anticipating how students will respond	Twardosz, Christina	9/2/2014	PLCs notes, lesson plans	5/25/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. If we increase the implementation of school-wide tiered systems of support for behavior, then students will increase their on-task behavior and remain in class which will improve all student achievement outcomes.

G1.B1 Lack of school-wide positive supports

G1.B1.S1 Positive Behavior Supports (PBS) Training

PD Opportunity 1

Positive Behavior Supports (PBS) training

Facilitator

Jessica Felice

Participants

All staff

Schedule

Monthly, from 9/22/2014 to 4/21/2015

G1.B1.S2 Development and implement school-wide incentive plan

PD Opportunity 1

Presentation of school-wide incentive plan

Facilitator

Jessica Felice

Participants

All Staff

Schedule

On 9/26/2014

G1.B4 Lack of tiers of support for behavior interventions

G1.B4.S1 Implementation of Behavior Flow Chart to support Tier I (school-wide expectations and routines for responding to inappropriate behavior)

PD Opportunity 1

Professional Development around precision talk and positive to negative feedback ratios.

Facilitator

Jessica Felice

Participants

All Staff

Schedule

Semiannually, from 10/17/2014 to 10/17/2014

PD Opportunity 2

Coaching around the use of the Behavior Flow Chart

Facilitator

Jessica Felice

Participants

All Staff

Schedule

Monthly, from 9/22/2014 to 9/22/2014

G1.B4.S2 Development of Tier II system of support for students to check-in/out daily

PD Opportunity 1

Train the staff in Tier II system for behavioral supports

Facilitator

Behavior Focus Group

Participants

All Staff

Schedule

Quarterly, from 10/7/2014 to 3/10/2015

G1.B4.S3 Revision of school-wide expectations and rules matrix

PD Opportunity 1

Behavior Focus Group trains staff in use of new documents

Facilitator

Jessica Felice

Participants

All Staff

Schedule

On 9/23/2014

G1.B10 Lack of use of systems to monitor data

G1.B10.S1 Provide professional development to build capacity for Behavioral Focus Group to monitor data and support the implementation of school wide systems of support.

PD Opportunity 1

Train teachers in the use of PascoStar to target EWS.

Facilitator

Jessica Felice

Participants

Classroom teachers and support services

Schedule

On 9/29/2014

G2. Student achievement will increase in all academic areas, if we establish school-wide expectations for data driven, differentiated, standards-based instruction for all students and plan intentionally for engagement of all stakeholders.

G2.B1 Lack of staff engagement

G2.B1.S2 Develop teacher leaders

PD Opportunity 1

PLC facilitator meetings will be held to develop teacher leaders in understanding how to plan intentionally for engagement and use data to drive instruction.

Facilitator

Administration and Instructional Coaches

Participants

PLC Facilitators

Schedule

Biweekly, from 9/8/2014 to 5/26/2015

G2.B2 Lack of student engagement

G2.B2.S1 Utilize Marzano's Instructional Framework to plan intentionally for student engagement

PD Opportunity 1

Book Study (Marzano's Highly Engaged Classroom)

Facilitator

Administration, instructional coaches and leadership team

Participants

Instructional staff and IAs

Schedule

Biweekly, from 9/2/2014 to 12/16/2014

PD Opportunity 2

Professional Development in engagement strategies

Facilitator

Administration and Instructional Coaches

Participants

Instructional staff and IAs

Schedule

Weekly, from 8/26/2014 to 5/26/2015

G2.B4 Lack of understanding of how to utilize formative assessments to differentiate instruction and plan interventions

G2.B4.S3 Use formative assessments to differentiate instruction and plan interventions

PD Opportunity 1

Provide professional development in the use of formative assessments in reading, math and writing to pull flexible groups and hold individual conferences with students in order to differentiate instruction

Facilitator

Administration and Instructional Coaches

Participants

Instructional staff and IAs

Schedule

Weekly, from 9/2/2014 to 5/26/2015

PD Opportunity 2

Implementation of Intervention Block (ALL- "All Learners Lifted" time)

Facilitator

Administration and Instructional Coaches

Participants

Instructional staff and IAs

Schedule

Daily, from 9/1/2014 to 6/2/2015

PD Opportunity 3

Professional Development and implementation of systems to support iReady (technology based, supplementary reading resources)

Facilitator

Instructional Coaches

Participants

Instructional staff and IAs

Schedule

Weekly, from 8/25/2014 to 6/2/2015

G2.B8 Depth of knowledge in New Standards (ELA, Math, Science) and new assessments

G2.B8.S1 Professional development in deepening knowledge of LAFS/MAFS/NGSSS/FAA standards

PD Opportunity 1

Provide professional development in understanding the standards (LAFS/MAFS/FAA) and state assessments

Facilitator

Administration and instructional coaches

Participants

All instructional staff

Schedule

Weekly, from 8/26/2014 to 5/28/2015

PD Opportunity 2

Focus group to determine scope and sequence in writing standards, common expectations and language, rubrics, anchor papers, and professional development with vertical planning.

Facilitator

Instructional Staff (one per grade level), Admin. and Coaches

Participants

All instructional staff

Schedule

Monthly, from 9/9/2014 to 12/9/2014

PD Opportunity 3

Professional development in writing across the curriculum to demonstrate mastery of the standards

Facilitator

ICT Coaches and ITC Literacy Coach

Participants

Agendas and notes, lesson plans and common assessments

Schedule

Monthly, from 9/23/2014 to 9/23/2014

Technical Assistance Items

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

G2. Student achievement will increase in all academic areas, if we establish school-wide expectations for data driven, differentiated, standards-based instruction for all students and plan intentionally for engagement of all stakeholders.

G2.B1 Lack of staff engagement

G2.B1.S2 Develop teacher leaders

PD Opportunity 1

Leadership Team Meetings will be held to plan for PLC Facilitator Meetings

Facilitator

Administration

Participants

Instructional coaches, behavior specialist, guidance counselor

Schedule

Biweekly, from 9/1/2014 to 5/25/2015

Budget Rollup

Summary	
Description	Total
Goal 2: Student achievement will increase in all academic areas, if we establish school-wide expectations for data driven, differentiated, standards-based instruction for all students and plan intentionally for engagement of all stakeholders.	0
Grand Total	0

Goal 2: Student achievement will increase in all academic areas, if we establish school-wide expectations for data driven, differentiated, standards-based instruction for all students and plan intentionally for engagement of all stakeholders.		
Description	Source	Total
B8.S1.A1 - Composition Notebooks for staff	SIG 1003(a)	0
Total Goal 2		0