Gulf Trace Elementary School

2014-15 School Improvement Plan

Gulf Trace Elementary School

3303 GULF TRACE BLVD, Holiday, FL 34691

www.pasco.k12.fl.us

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	81%

Alternative/ESE Center	Charter School	Minority
No	No	28%

School Grades History

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

School Board Approval

This plan was approved by the Pasco County School Board on 10/7/2014.

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.

Table of Contents

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
Focus	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

We will inspire one another to achieve personal goals by creating a respectful, responsible, safe and cooperative environment which will guarantee lifelong successes.

Provide the school's vision statement

By focusing on data, engagement and ownership, the students, staff and parents of Gulf Trace Elementary will be positively impacted.

School Environment

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

Various opportunities are established throughout the year so that relationships can be developed between teachers and students. Some of these opportunities include Meet the Teacher Day, parent conferences, classroom meetings, parent involvement events, etc. As teachers greet their students each day the relationship becomes stronger so that true progress can be made. Open communication occurs via emails and the agenda book so that relationships with the parents can also be maintained.

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

School rules, norms and expectations are developed, taught and retaught throughout the year so that students feel safe and respected before, during and after school. These rules and expectations are communicated via the agenda book and in monthly newsletters to parents, as well as in the student handbook for parents to reference throughout the year.

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-wide behavior system was established prior to the start of the new school year. By analyzing discipline data and teacher/staff input, the current system was revised. In order to implement the revised system, teachers were trained during planning week and weekly discipline data and feedback are provided. Surveys are provided periodically to allow for teacher/staff input, questions, and where necessary, coaching support provided.
The system includes specific praise, engagement strategies, a discipline hierarchy, and mystery motivators for both class and individual contingencies.

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

Gulf Trace Elementary provides various opportunities to ensure the social-emotional needs of all students are being met. A full time guidance counselor provides services that are specific to each child's individual need. In addition, a Graduation Enhancement Teacher provides mentoring and coaching services to students who are identified as needing these services. Also, a social worker provides the connection with school-home-agency supports that help students in need. By

considering the early warning systems that are in place, when a student is identified as having specific risk factors, supports are implemented.

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

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

Parents and business partners are invited to attend and be members of our School Advisory Committee and Parent Teacher Organization. By doing so, all stakeholders' voices are heard and input considered in order to fully support the needs of our school.

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
Schooler, Hope	Principal
Iarussi, Trisha	Assistant Principal
Henniger, Ronna	Guidance Counselor
Addington, April	Other
Alford, Erin	Teacher, K-12
Walker, Sara	Teacher, ESE
Grantham, Amy	Teacher, K-12
McLeod, Kim	Teacher, K-12

Duties

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

The teachers and staff participating in the Leadership Team have been trained in the MTSS process and help to collect and analyze team and school-wide data. The members of the team also help to

coach/mentor others to utilize data to drive instruction and decision making in order to build the capacity of others.

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

School Advisory Council (SAC)

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

Name	Stakeholder Group
	Student

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

SAC info will be uploaded after the election process on 9/11/14.

Development of this school improvement plan

Preparation of the school's annual budget and plan

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

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
No

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
Alford, Erin	Teacher, K-12
Addington, April	Other
Grantham, Amy	Teacher, K-12
Henniger, Ronna	Guidance Counselor
Iarussi, Trisha	Assistant Principal
McLeod, Kim	Teacher, K-12
Schooler, Hope	Principal
Walker, Sara	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

At Gulf Trace the Leadership Team consists of 2 representatives from each grade level, including our interventionists, Guidance Counselor, Graduation Enhancement Teacher and ICT Coach. The team comes together to discuss data, planning effective strategies, and most importantly how to build the capacity within their team. During grade level Professional Learning Communities, the 2 representatives collaborate with Administration and prepare to then facilitate the PLC. Being sure to encompass the 5 guiding questions of MTSS and Marzano so that best practices are effectively planned for and monitored.

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

Our teachers are provided with a set time daily to commonly plan as well as a set time each week to plan as a Professional Learning Community. Support from Administration is pushed into the PLCs to ensure capacity is building and effective practices are addressed within the areas of curriculum, data, engagement, ownership and instructional strategies. Norms and expectations are established and reviewed throughout the PLCs to help sustain positive working and collaborative relationships.

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

Coaching and mentoring is available for new members to the school.

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

Teachers are matched with a teacher within their grade level or area of teaching. Ongoing mentoring opportunities are available and since teachers are generally paired with a like grade level teacher, planning and collaborating is allowed and modeled during the PLCs as well.

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

The instructional programs and materials (Pearson ReadyGen, Fusion, GoMath, TCI) that are implemented at Gulf Trace are adopted countywide. Teachers follow pacing guides that are developed by district planning/curriculum committees that work to align the standards with available resources. Teachers are trained to support the standards with resources/materials that not only align with the standards but enhance the standards for optimal student achievement. Data is collected and analyzed to determine where the needs of the core.

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

Staff and teachers analyze data to compare progress with peers, district and state proficiency rates in the areas of reading, writing and math. Teachers collaboratively plan within their PLCs for differentiation within instruction during the core and interventions. Students not meeting state assessment proficiency rates will be invited to attend both Extended Day and Extended School Year. Students that meet this criteria will be provided differentiated instruction aligned with the standards to close learning gaps.

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

Additional instruction with grade level standards

Strategy Rationale

Students who need additional time to master grade level standards will be provided the time necessary to do so, within a smaller class setting.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Iarussi, Trisha, tiarussi@pasco.k12.fl.us

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

Ongoing assessment data
IRLA

Strategy: Extended School Year
Minutes added to school year: 5,040

Extended school year

Strategy Rationale

Students not meeting grade level standards will be invited to attend summer school where instruction is differentiated to meet the needs of the learners.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Iarussi, Trisha, tiarussi@pasco.k12.fl.us

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

IRLA

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

Feeder pattern meetings are held to help ease the transition for students. 6th grade math placement tests are provided to assist with proper math placement along with data for ELA for proper reading placements. In addition, students are allowed to visit the middle school campus with the guidance counselor and/or graduation enhancement teacher.

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 all staff members proactively implement a problem solving approach, the culture at Gulf Trace Elementary School will allow all to shine with success.

G2.   If all teachers implement a guaranteed and viable curriculum, then Gulf Trace Elementary students will demonstrate growth in all curriculum areas.

G3.   If all teachers participate in a collaborative approach to problem solving and planning, focusing on data, engagement and ownership, student growth will occur across curriculum.

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 all staff members proactively implement a problem solving approach, the culture at Gulf Trace Elementary School will allow all to shine with success. `1a`

🔑 G051028

Targets Supported `1b`

Indicator	Annual Target
Discipline incidents	296.0

Resources Available to Support the Goal `2`

- BEP
- Social Worker
- Guidance Counselor
- Acknowledgements
- Behavior celebrations
- behavior binders
- Second Step
- Classroom meetings
- Social skill groups
- attendance rewards
- attendance letters
- PTO
- Teacher Appreciation Week
- Team builder
-

Targeted Barriers to Achieving the Goal `3`

- increase capacity by having a proactive approach to core behavior

Plan to Monitor Progress Toward G1. `8`

Person Responsible

Schedule

Evidence of Completion

G2. If all teachers implement a guaranteed and viable curriculum, then Gulf Trace Elementary students will demonstrate growth in all curriculum areas. `1a`

🔑 G051029

Targets Supported `1b`

Indicator	Annual Target

Resources Available to Support the Goal `2`

- Lucy Caulkins

- Writers' Workshop

- District support personnel

- Pearson's ReadyGen

- IRLA

- CCSS

- Canvas

- GTES Intranet with links and resources

- Marzano's framework

- Peers/peer coaching

- Discovery Education

- Go Math

- Manipulatives

- MMH

- RAZ

- Fontas and Pinnell

- iRead

- Fusion

- TCI

-

Targeted Barriers to Achieving the Goal `3`

- Build capacity with knowledge of curriculum

Plan to Monitor Progress Toward G2. `8`

Writing data from unit assessments, student samples and teacher conversations will be used to determine progress towards our goal.

> **Person Responsible**
>
> **Schedule**
>
> *Evidence of Completion*
> Writing assessment scores, teacher collaboration and student samples will be discussed during PLCs.

G3. If all teachers participate in a collaborative approach to problem solving and planning, focusing on data, engagement and ownership, student growth will occur across curriculum. `1a`

🔍 G051030

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	54.0

Resources Available to Support the Goal `2`

- District Support Personnel
- Administraton
- Coaches- ICT, Graduation Enhancement
- District professional development

Targeted Barriers to Achieving the Goal `3`

- Capacity building of MTSS process

Plan to Monitor Progress Toward G3. `8`

Student data will be collected and analyzed throughout the year such as IRLA, DE, Unit Assessments-Pearson, Fusion assessments, ODRs, and attendance data.

> **Person Responsible**
> Trisha Iarussi
>
> **Schedule**
> Weekly, from 9/2/2014 to 6/2/2015
>
> *Evidence of Completion*
> PLC minutes

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 all staff members proactively implement a problem solving approach, the culture at Gulf Trace Elementary School will allow all to shine with success. `1`

🔍 G051028

G1.B5 increase capacity by having a proactive approach to core behavior `2`

🔍 B128197

G1.B5.S1 Staff members will implement the school-wide behavior system with fidelity. `4`

🔍 S140314

Strategy Rationale

Action Step 1 `5`

All staff members will understand the compelling why behind the newly revised school-wide behavior system.

Person Responsible

Schedule

Evidence of Completion

Decrease in ODRs, behavior intervention reports, and an increase in student and staff attendance, as well as school climate.

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Discipline data will be monitored and shared with staff.

Person Responsible

Schedule

Evidence of Completion

Decrease in ODRs and intervention reports

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

By implementing the school-wide behavior system with fidelity and consistency, support personnel will be more readily available to help work proactively with behaviors rather than reactively.

Person Responsible

Schedule

Evidence of Completion

walk-throughs, discipline and attendance data

G1.B5.S2 Staff and student attendance will increase. 4

S140315

Strategy Rationale

Action Step 1 5

Staff and students will be compelled to attend Gulf Trace Elementary on a daily basis.

Person Responsible

Schedule

Evidence of Completion

attendance

Plan to Monitor Fidelity of Implementation of G1.B5.S2 `6`

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G1.B5.S2 `7`

Person Responsible

Schedule

Evidence of Completion

G2. If all teachers implement a guaranteed and viable curriculum, then Gulf Trace Elementary students will demonstrate growth in all curriculum areas. [1]

🔑 G051029

G2.B1 Build capacity with knowledge of curriculum [2]

🔑 B128206

G2.B1.S1 All teachers will implement 45 minutes of daily, explicit instruction in writing during the Humanities block, as well as daily writing in response to learning across the curriculum. [4]

🔑 S140316

Strategy Rationale

Action Step 1 [5]

Teaching and engaging in the writing process for a minimum of 45 minutes daily AND writing in response to learning daily.

Person Responsible

Schedule

Evidence of Completion

walk-throughs, posted schedules, student evidence, increase in student scores on grade level unit writing assessments

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

walk-throughs, student evidence

Person Responsible

Schedule

Evidence of Completion

Student evidence of learning and teacher collaboration

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

We will increase capacity within the writing curriculum by implementing an agreed upon progression of standards by backwards planning with rubrics.

Person Responsible

Schedule

Evidence of Completion

Facilitator feedback, growth on rubrics, student evidence

G2.B1.S2 Teachers will provide daily reading instruction with use of the IRLA, content specific selections and strategies, and conferencing. [4]

🔍 S140317

Strategy Rationale

Action Step 1 [5]

We will build capacity with IRLA and content specific reading instruction.

Person Responsible

Schedule

Evidence of Completion

IRLA reports, teacher collaboration

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

IRLA reports will be monitored for fidelity so that push-in support can be provided.

Person Responsible

Schedule

Evidence of Completion

IRLA reports, MTSS response

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

By providing effective daily reading instruction and engaging in meaningful conversations around the use of IRLA and content specific selections teachers will build the capacity of the reading and content standards.

Person Responsible

Schedule

Evidence of Completion

teacher collaboration, student growth via IRLA reports

G3. If all teachers participate in a collaborative approach to problem solving and planning, focusing on data, engagement and ownership, student growth will occur across curriculum. `1`

🔑 G051030

G3.B3 Capacity building of MTSS process `2`

🔑 B128225

G3.B3.S1 Building the capacity for all staff members to fully understand the MTSS process continues to occur. `4`

🔑 S140320

Strategy Rationale

New teachers to the county and school, as well as teachers who have not yet been trained in the process have a varying level of beliefs and understanding of how the MTSS process works and why.

Action Step 1 `5`

Teachers will work in a functioning PLC that allows for data to drive instructional strategies and practices, as well as reflective conversations.

Person Responsible

Trisha Iarussi

Schedule

Weekly, from 8/26/2014 to 6/2/2015

Evidence of Completion

Student data will demonstrate if professional growth occurred.

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Monthly meetings with the PLC Facilitators and questions regarding the data wall will occur to ensure reflective conversations are taking place to better instructional practices.

Person Responsible

Trisha Iarussi

Schedule

On 6/2/2015

Evidence of Completion

DE Data, IRLA, ReadyGen, FCAT 2.0 Science, ODR, Attendance

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Facilitators will lead PLCs in the problem solving process independently.

Person Responsible

Trisha Iarussi

Schedule

Weekly, from 11/4/2014 to 6/2/2015

Evidence of Completion

Informal conversations will occur of how PLC are functioning.

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
G1.B5.S1.A1	All staff members will understand the compelling why behind the newly revised school-wide behavior system.		Decrease in ODRs, behavior intervention reports, and an increase in student and staff attendance, as well as school climate.	once	
G1.B5.S2.A1	Staff and students will be compelled to attend Gulf Trace Elementary on a daily basis.		attendance	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1	Teaching and engaging in the writing process for a minimum of 45 minutes daily AND writing in response to learning daily.		walk-throughs, posted schedules, student evidence, increase in student scores on grade level unit writing assessments	once	
G2.B1.S2.A1	We will build capacity with IRLA and content specific reading instruction.		IRLA reports, teacher collaboration	once	
G3.B3.S1.A1	Teachers will work in a functioning PLC that allows for data to drive instructional strategies and practices, as well as reflective conversations.	Iarussi, Trisha	8/26/2014	Student data will demonstrate if professional growth occurred.	6/2/2015 weekly
G1.MA1	[no content entered]			once	
G1.B5.S1.MA1	By implementing the school-wide behavior system with fidelity and consistency, support personnel will be more readily available to help work proactively with behaviors rather than reactively.		walk-throughs, discipline and attendance data	once	
G1.B5.S1.MA1	Discipline data will be monitored and shared with staff.		Decrease in ODRs and intervention reports	once	
G1.B5.S2.MA1	[no content entered]			once	
G1.B5.S2.MA1	[no content entered]			once	
G2.MA1	Writing data from unit assessments, student samples and teacher conversations will be used to determine progress towards our goal.		Writing assessment scores, teacher collaboration and student samples will be discussed during PLCs.	once	
G2.B1.S1.MA1	We will increase capacity within the writing curriculum by implementing an agreed upon progression of standards by backwards planning with rubrics.		Facilitator feedback, growth on rubrics, student evidence	once	
G2.B1.S1.MA1	walk-throughs, student evidence		Student evidence of learning and teacher collaboration	once	
G2.B1.S2.MA1	By providing effective daily reading instruction and engaging in meaningful conversations around the use of IRLA and content specific selections teachers will build the capacity of the reading and content standards.		teacher collaboration, student growth via IRLA reports	once	
G2.B1.S2.MA1	IRLA reports will be monitored for fidelity so that push-in support can be provided.		IRLA reports, MTSS response	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.MA1	Student data will be collected and analyzed throughout the year such as IRLA, DE, Unit Assessments-Pearson, Fusion assessments, ODRs, and attendance data.	Iarussi, Trisha	9/2/2014	PLC minutes	6/2/2015 weekly
G3.B3.S1.MA1	Facilitators will lead PLCs in the problem solving process independently.	Iarussi, Trisha	11/4/2014	Informal conversations will occur of how PLC are functioning.	6/2/2015 weekly
G3.B3.S1.MA1	Monthly meetings with the PLC Facilitators and questions regarding the data wall will occur to ensure reflective conversations are taking place to better instructional practices.	Iarussi, Trisha	9/2/2014	DE Data, IRLA, ReadyGen, FCAT 2.0 Science, ODR, Attendance	6/2/2015 one-time

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 Opportuntities

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

G1. If all staff members proactively implement a problem solving approach, the culture at Gulf Trace Elementary School will allow all to shine with success.

G1.B5 increase capacity by having a proactive approach to core behavior

G1.B5.S1 Staff members will implement the school-wide behavior system with fidelity.

PD Opportunity 1

All staff members will understand the compelling why behind the newly revised school-wide behavior system.

Facilitator

Admin, Graduation Enhancement, MTSS Facilitators, Guidance, Social Worker

Participants

Teachers

Schedule

G2. If all teachers implement a guaranteed and viable curriculum, then Gulf Trace Elementary students will demonstrate growth in all curriculum areas.

G2.B1 Build capacity with knowledge of curriculum

G2.B1.S1 All teachers will implement 45 minutes of daily, explicit instruction in writing during the Humanities block, as well as daily writing in response to learning across the curriculum.

PD Opportunity 1

Teaching and engaging in the writing process for a minimum of 45 minutes daily AND writing in response to learning daily.

Facilitator

Admin

Participants

Teachers

Schedule

G3. If all teachers participate in a collaborative approach to problem solving and planning, focusing on data, engagement and ownership, student growth will occur across curriculum.

G3.B3 Capacity building of MTSS process

G3.B3.S1 Building the capacity for all staff members to fully understand the MTSS process continues to occur.

PD Opportunity 1

Teachers will work in a functioning PLC that allows for data to drive instructional strategies and practices, as well as reflective conversations.

Facilitator

Trish Iarussi/Hope Schooler

Participants

Teachers

Schedule

Weekly, from 8/26/2014 to 6/2/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	**Total**
Grand Total	**0**