

Ponce De Leon Elementary School



2014-15 School Improvement Plan

Ponce De Leon Elementary School

1301 PONCE DE LEON BLVD, Clearwater, FL 33756

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

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
57%

Alternative/ESE Center
No

Charter School
No

Minority
65%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or 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

To provide a safe and challenging learning environment designed to ensure that each student achieves his/her highest personal potential.

Provide the school's vision statement

Our vision includes making Ponce de Leon a model school environment in exemplary education and appropriate school behavior.

School Environment

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

The school provides professional development focused on creating culturally responsive classrooms through the use of student protocols and morning meetings. Student surveys are used to gather information and build rapport between teachers and students. Students are given a voice in the creation of classroom guidelines and procedures through the use of classroom learning systems and quality tools. Parent nights encourage families to partner with the school and allow for additional opportunities to build relationships. The use of bilingual assistants in conferences, parent nights and other school events encourage positive relationships between teachers, parents and students.

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

The school has a school wide discipline plan which includes positive reinforcement for both the individual student and classes of students. A safe campus is maintained through the use of staff and safety patrols. The staff is provided professional development focused on developing culturally responsive classrooms through the use of student protocols and morning meetings. The school provides small group guidance and behavior strategy groups, as well as individual counseling, for those students in need of additional support. Adult mentors are provided for identified at-risk students.

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

The school has established guidelines for success and clear behavioral expectations. All students participate in a behavior/expectation orientation during the first week of school. Professional development focused on the school wide behavior system, behavior rubrics, and behavior tracking forms is conducted during pre-school for staff. Classrooms utilize a five level behavior matrix as a Tier 1 behavior management system. Behavior/expectation rubrics/lessons are used to define acceptable classroom and common area behavior. A behavior tracking form is used to record minor and major offenses and define those offenses which should result in administrative discipline. Individual behavior plans are provided for those students who require additional behavioral support. Ongoing professional development is conducted by the MTSS behavior coach for the staff, and side-by-side coaching is provided to those staff members requiring additional support. Behavioral data is collected school wide and reviewed on a regular basis.

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

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

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

We utilize the following early warning indicators:

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or mathematics
- 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	10	9	8	10	6	7	50
One or more suspensions	2	1	2	1	3	2	11
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	45	56	62	163

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	4	4	4	14

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

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

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?

No

PIP Link

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

Description

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

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

The school has developed a partnership with St Paul's United Methodist Church and the City of Largo. These organizations provide student supplies, volunteers, mentors and other necessary resources for improving student achievement.

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
Texel, Paula	Principal
Logan, Greg	Assistant Principal
Bostick, Sadra	Instructional Coach
Brown, Darlene	Instructional Coach
Hoffman, Marilee	Instructional Coach
Ku, Christen	Instructional Coach
Hite, Rebecca	Instructional Coach
Coleman, Dawn	Instructional Media

Duties

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

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

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

After completing the Comprehensive Needs Assessment and the 10 Components of Highly Effective Schools we developed the Title 1 budget to include the following:

- * 8 Title I hourly teachers
- * 1 MTSS Academic Coach
- * 1 MTSS Behavior Coach
- * .5 Math Coach
- * Parent Involvement Funds (agendas, training)
- * Community Involvement Liaison
- * Instructional materials
- * TDE's for professional development
- * printing costs for Ongoing Progress Monitoring

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

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

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

Coaches (reading, math, science, MTSS) hold regular professional development that aligns to student and teacher need. Coaches provide support during collaborative planning sessions, side-by-side coaching, observational support and feedback. Monthly curriculum meetings are held to provide staff with PCSB professional development.

Title I, Part A

Title I, Part A funds are utilized, in conjunction with district operating funds and other federal resources, to support teaching and learning, parental engagement, and professional development.

Title I services are coordinated and integrated with other resources through the Division of Teaching and Learning, Student Assignment, and Research and Accountability.

Title I, Part C- Migrant

NA in Pinellas

Title I, Part D

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

Title II

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

FCAT results.

Title III

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

Title X- Homeless

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

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

NA

Nutrition Programs

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

Housing Programs

NA

Head Start

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

Adult Education

NA

Career and Technical Education

NA

Job Training

NA

Other

NA

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Dawn Coleman	Teacher
Paula Texel	Principal
Josh Parker	Parent
Angela Smallwood	Parent
Ignacio Cajigas	Parent
	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

At our first meeting of the 2014-15 school year, SAC reviewed and evaluated last year's SIP. This involved discussing successful completion of the various action steps.

Development of this school improvement plan

The SAC provided input as goals and action plans were developed. SAC offered input regarding barriers.

Preparation of the school's annual budget and plan

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

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

\$3000 was allocated for SIP funds last year. These funds were used to purchase a Data Board where all information could be collected on each student and decisions could be made on future interventions.

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
Texel, Paula	Principal
Logan, Greg	Assistant Principal
Bostick, Sadra	Instructional Coach
Hoffman, Marilee	Instructional Coach
Kamensky, Regina	Teacher, K-12
Quillen, Amy	Teacher, K-12
McFarland, Lisa	Teacher, K-12
Mannino, Justin	Teacher, K-12
Stone, Hillary	Teacher, K-12
Santoro, Kathy	Teacher, K-12
Swift, Krystle	Teacher, ESE
Anderson, Anita	Other

Duties

Describe how the LLT promotes literacy within the school

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

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

The LLT oversees all activities related to literacy.

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

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

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

As a turn around/L300 school, administration recruits highly qualified teachers, hourly teaching partners, and associates. Teachers are supported through site based professional development including data review, book studies and side by side coaching with full time site based coaches. Hourly teachers and associates are included in site based professional development opportunities.

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

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

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

Ponce uses the curriculum and instructional materials recommended and provided by Pinellas County Schools. These materials have been adopted by the county and aligned to the state standards. Teachers are provided professional development focusing on the implementation of the adopted curriculum and additional resources.

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

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

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: 5,400

Students will receive an additional 60 minutes of reading intervention.

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Texel, Paula, texelpa@pcsb.org

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

Year end district assessment scores are used to determine effectiveness.

Strategy: After School Program

Minutes added to school year: 30,000

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

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

Texel, Paula, texelpa@pcsb.org

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

I-ready diagnostic reading and math online assessment baseline and outcome data.

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

Kindergarten Teachers will hold an orientation for incoming students and their parents prior to the beginning of the school year. Readiness skills will be emphasized and good choices for academic and social characteristics will be presented. Materials will be available, as well as pamphlets covering a variety of helpful parenting subjects ranging from parenting skills, helping with homework, students with disabilities and what to expect at a parent teacher conference. Since Ponce de Leon also has two pre-school classrooms, our pre-K teachers are on the same team as the Kindergarten teachers so they can articulate regarding standards. Students in fifth grade participate in site based middle school orientations.

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

Focus on grade level standards and self improvement through progress monitoring to prepare for next grade and forward.

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

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

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

Focus on grade level standards and self improvement through progress monitoring to prepare for next grade and forward.

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 teachers collaboratively plan for and deliver high quality core instruction, then Ponce de Leon ES will increase the percentage of students scoring in the proficient range by 20% in all subject areas as measured by 2015 FSA (FCAT 2.0-Science).
- G2.** If all staff create and monitor effective Early Warning Signs systems, then Ponce de Leon ES will increase our daily attendance rate from 94.88% to 95.50%.
- G3.** If we provide meaningful relationships for our Black students then the achievement gap will close between Black and non-black students to reach our AMO 2015 targets.

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 teachers collaboratively plan for and deliver high quality core instruction, then Ponce de Leon ES will increase the percentage of students scoring in the proficient range by 20% in all subject areas as measured by 2015 FSA (FCAT 2.0-Science). 1a

G037480

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	67.0
ELA/Reading Gains	100.0
ELA/Reading Lowest 25% Gains	100.0
AMO Math - All Students	63.0
Math Gains	100.0
Math Lowest 25% Gains	100.0
FCAT 2.0 Science Proficiency	52.0

Resources Available to Support the Goal 2

- MTSS Coaches (2)
- Hourly Teachers
- Student assessment results: FAIR, common assessments, FSA, running records
- Literacy Coach and Coaching Logs
- Guided Reading materials
- Math Coach and Coaching Logs
- Collaborative planning schedule
- ST Math school wide license
- Master Schedule
- ST Math Schedule
- Science lab schedule
- Science lab curriculum
- School wide data notebooks
- ELP/Promise Time
- Title I hourly teachers
- Florida Ready
- Ipads, computers, technology
- Technology human resource support
- Robotics club materials
- Student agents
-

Targeted Barriers to Achieving the Goal 3

- Lack of student motivation and engagement

- Lack of understanding of delivering of core instruction

Plan to Monitor Progress Toward G1. 8

Student achievement results increase

Students are able to self-monitor progress through data notebooks

Teachers provide feedback to students to improve achievement

Small group data shows increased achievement for students

Teachers have used data to plan and drive instruction

MTSS (Academic) coach has collected data and had data meetings with teams

Person Responsible

Paula Texel

Schedule

Monthly, from 9/15/2014 to 6/2/2015

Evidence of Completion

Student achievement results Data notebooks Feedback on use of rubrics Collected data Lesson Plans

G2. If all staff create and monitor effective Early Warning Signs systems, then Ponce de Leon ES will increase our daily attendance rate from 94.88% to 95.50%. 1a

G037481

Targets Supported 1b

Indicator	Annual Target
Students exhibiting two or more EWS indicators (Total)	
Attendance rate	
Level 1 - All Grades	
Attendance Below 90%	

Resources Available to Support the Goal 2

- Attendance clerk
- Social worker
- Guest speakers
- MTSS (Behavior) Coach
- Various rewards
- Discipline referrals
- Panther Paw tickets
- Food for parent events
- Books for parent events
- Agendas
- Community and family liaison
- Bilingual assistants

Targeted Barriers to Achieving the Goal 3

- Lack of cultural proficiency
- Lack of consistent student attendance

Plan to Monitor Progress Toward G2. 8

Teacher self report of change in practice
 Business partnerships established
 Volunteer hours increased
 Attendance at family events increased

Person Responsible

Greg Logan

Schedule

Monthly, from 8/4/2014 to 6/2/2015

Evidence of Completion

Completion of teacher self-assessment survey Attendance at events Number of partnerships
 Number of volunteer hours Attendance improves

G3. If we provide meaningful relationships for our Black students then the achievement gap will close between Black and non-black students to reach our AMO 2015 targets. **1a**

G044857

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - African American	49.0
AMO Math - African American	44.0

Resources Available to Support the Goal **2**

- MTSS Coaches (2)
- Hourly Teachers
- Student assessment results: FAIR, common assessments, FSA, running records
- Literacy Coach and Coaching Logs
- Math Coach and Coaching Logs
- Florida Ready
- Mentors and volunteers
- Instructional and support staff
- Student agendas
- City of Largo

Targeted Barriers to Achieving the Goal **3**

- Lack of relationships (between students, teachers, families) built at the school level

Plan to Monitor Progress Toward G3. **8**

Academic results for students targeted for program
 Survey results

Person Responsible

Greg Logan

Schedule

Every 6 Weeks, from 10/31/2014 to 5/29/2015

Evidence of Completion

Positive survey results Attendance at mentoring sessions Number of mentor partnerships and hours served with students Positive academic progress

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 teachers collaboratively plan for and deliver high quality core instruction, then Ponce de Leon ES will increase the percentage of students scoring in the proficient range by 20% in all subject areas as measured by 2015 FSA (FCAT 2.0-Science). **1**

 G037480

G1.B1 Lack of student motivation and engagement **2**

 B090066

G1.B1.S1 Teachers will involve students in their educational plan/path to increase motivation and engagement. **4**

 S100811

Strategy Rationale

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

Action Step 1 **5**

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

Person Responsible

Paula Texel

Schedule

Quarterly, from 9/15/2014 to 6/2/2015

Evidence of Completion

updated data notebook increased achievement

Action Step 2 5

Student led conferences

Person Responsible

Sadra Bostick

Schedule

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

Evidence of Completion

student led conferences held

Action Step 3 5

Provide TDEs for classroom teachers to analyze data

Person Responsible

Sadra Bostick

Schedule

Every 6 Weeks, from 9/1/2014 to 6/2/2015

Evidence of Completion

TDEs are scheduled and held

Action Step 4 5

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

Person Responsible

Sadra Bostick

Schedule

Every 6 Weeks, from 8/18/2014 to 6/2/2015

Evidence of Completion

Data collected and organized for SBLT and meetings with teachers

Action Step 5 5

Increase teacher-student feedback through use of rubrics

Person Responsible

Marilee Hoffman

Schedule

Weekly, from 9/12/2014 to 6/2/2015

Evidence of Completion

Rubrics

Action Step 6 5

Provide small group instruction in reading and mathematics including L300 (hourly teachers and classroom teachers)

Person Responsible

Sadra Bostick

Schedule

Daily, from 9/8/2014 to 6/2/2015

Evidence of Completion

Lesson plans, master schedule, progress monitoring data

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

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

Person Responsible

Sadra Bostick

Schedule

Weekly, from 8/18/2014 to 6/2/2015

Evidence of Completion

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

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

Students are able to lead a conference using their data notebooks
Teachers are using data analyzed to drive instruction
MTSS (Academic) coach is leading data meetings with teachers
Rubrics are used
Student data shows growth in achievement

Person Responsible

Sadra Bostick

Schedule

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

Evidence of Completion

Completed student led conferences Increased student achievement Evidence of rubrics used in classrooms Data collected from all groups

G1.B2 Lack of understanding of delivering of core instruction 2

 B090067

G1.B2.S2 Professional development to learn content of core curriculum and Florida Standards. 4

 S100815

Strategy Rationale

Action Step 1 5

Teachers participate in coaching model in reading, math and science

Person Responsible

Darlene Brown

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Completion of coaching cycles

Action Step 2 5

Scheduled collaborative planning time each week for all grade level teams

Person Responsible

Sadra Bostick

Schedule

Weekly, from 9/8/2014 to 5/22/2015

Evidence of Completion

Teams meet at scheduled time Lesson plans reflect collaboration

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Coaching calendars will be created

Observations of lessons by coaches reflect collaborative planning is occurring

Person Responsible

Darlene Brown

Schedule

Weekly, from 9/22/2014 to 5/29/2015

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Teachers' understanding of the core curriculum

Lessons reflect the collaborative work done in grade level teams

Person Responsible

Paula Texel

Schedule

Monthly, from 9/29/2014 to 5/29/2015

Evidence of Completion

Walk throughs Lesson Plans

G2. If all staff create and monitor effective Early Warning Signs systems, then Ponce de Leon ES will increase our daily attendance rate from 94.88% to 95.50%. 1

G037481

G2.B1 Lack of cultural proficiency 2

B090068

G2.B1.S1 Provide a culturally responsive environment. 4

S100817

Strategy Rationale

Action Step 1 5

Provide training on cultural proficiency to staff.

Person Responsible

Greg Logan

Schedule

On 10/31/2014

Evidence of Completion

Completion of workshop

Action Step 2 5

Guidelines for success established and communicated to all stakeholders (students).

Person Responsible

Greg Logan

Schedule

Monthly, from 8/4/2014 to 9/26/2014

Evidence of Completion

Completion of lists and all communicated to stakeholders

Action Step 3 5

Family and Community liaison coordinates events and communicates with families and businesses.

Person Responsible

Greg Logan

Schedule

Daily, from 8/11/2014 to 6/2/2015

Evidence of Completion

Business partnerships developed Parent events held Increased volunteer hours

Action Step 4 5

Teachers implements culturally responsive practices.
i.e. morning meetings, posted order of the day, behave as a warm demander

Person Responsible

Greg Logan

Schedule

Daily, from 8/4/2014 to 6/2/2015

Evidence of Completion

Lesson plans reflect morning meetings

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

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

Person Responsible

Greg Logan

Schedule

Weekly, from 8/4/2014 to 6/2/2015

Evidence of Completion

Sign in log Activities conducted GFS established and communicated Business Partnerships established Parent events held Volunteer hours increased Lesson plans monitored

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

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

Person Responsible

Greg Logan

Schedule

Monthly, from 10/31/2014 to 6/2/2015

Evidence of Completion

Completion of followup activity Messages/newsletter sent Business partnerships Attendance at parent events Volunteer hours increased Decrease referrals Increased attendance and parental involvement

G2.B2 Lack of consistent student attendance **2**

 B090069

G2.B2.S1 Provide a systematic process for increasing student attendance. **4**

 S100820

Strategy Rationale

Action Step 1 **5**

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

Person Responsible

Paula Texel

Schedule

Biweekly, from 9/3/2014 to 5/27/2015

Evidence of Completion

Completion of meeting, minutes

Action Step 2 **5**

Monitor daily attendance

Person Responsible

Paula Texel

Schedule

Biweekly, from 9/3/2014 to 5/27/2015

Evidence of Completion

documentation of letters sent, parent contact

Action Step 3 **5**

Frequent parent communication

Person Responsible

Greg Logan

Schedule

Weekly, from 8/11/2014 to 6/2/2015

Evidence of Completion

Parent conference forms, contacts logged in Focus

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

Child Study Team meets twice per month
Social worker and attendance clerk monitor daily attendance
Frequent parent contact

Person Responsible

Paula Texel

Schedule

Monthly, from 9/3/2014 to 5/27/2015

Evidence of Completion

CST Meeting minutes Letters, conferences, documented contact with parents; improved attendance Conference forms, PMPs signed, contacts logged into Focus

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

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

Person Responsible

Paula Texel

Schedule

Biweekly, from 9/17/2014 to 5/27/2015

Evidence of Completion

Student attendance rate Effective contact with parents logged in Focus Letters sent home
Home visits Minutes of CST Meetings PMPs signed Conference forms signed

G3. If we provide meaningful relationships for our Black students then the achievement gap will close between Black and non-black students to reach our AMO 2015 targets. 1

G044857

G3.B2 Lack of relationships (between students, teachers, families) built at the school level 2

B110543

G3.B2.S1 Provide a mentoring program for identified students to build relationships between our students and their teachers and families 4

S122011

Strategy Rationale

Action Step 1 5

Black students in the lowest 35% in Rdg and Math (4th/5th grades) will be assigned an adult mentor.

Person Responsible

Greg Logan

Schedule

Weekly, from 10/1/2014 to 5/29/2015

Evidence of Completion

Attendance sheets, conference logs

Action Step 2 5

Increase in family involvement events focusing on relationship building

Person Responsible

Greg Logan

Schedule

Monthly, from 8/18/2014 to 6/2/2015

Evidence of Completion

Agendas, monthly master calendar, programs

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Review of attendance sheets and conference logs

Person Responsible

Greg Logan

Schedule

Monthly, from 10/1/2014 to 5/29/2015

Evidence of Completion

Completed attendance sheets Completed conference logs

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Mentors are able to conduct an effective mentoring session with students
 Students are able to participate in an effective mentoring session with adult mentor
 Parents feel the events they participated in are beneficial

Person Responsible

Greg Logan

Schedule

Monthly, from 10/10/2014 to 5/29/2015

Evidence of Completion

Completed mentor meetings between students and mentor Increased student engagement
 Positive results from surveys given to student and mentor Survey results from parents.

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.B1.S1.A1	Data notebooks used by students to identify goals, action steps and monitor progress	Texel, Paula	9/15/2014	updated data notebook increased achievement	6/2/2015 quarterly
G1.B2.S2.A1	Teachers participate in coaching model in reading, math and science	Brown, Darlene	8/25/2014	Completion of coaching cycles	5/29/2015 weekly
G2.B1.S1.A1	Provide training on cultural proficiency to staff.	Logan, Greg	8/4/2014	Completion of workshop	10/31/2014 one-time
G2.B2.S1.A1	Conduct Child Study Team Meetings twice per month to study students' absences and tardies.	Texel, Paula	9/3/2014	Completion of meeting, minutes	5/27/2015 biweekly
G3.B2.S1.A1	Black students in the lowest 35% in Rdg and Math (4th/5th grades) will be assigned an adult mentor.	Logan, Greg	10/1/2014	Attendance sheets, conference logs	5/29/2015 weekly

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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.A2	Student led conferences	Bostick, Sadra	9/1/2014	student led conferences held	6/2/2015 semiannually
G1.B2.S2.A2	Scheduled collaborative planning time each week for all grade level teams	Bostick, Sadra	9/8/2014	Teams meet at scheduled time Lesson plans reflect collaboration	5/22/2015 weekly
G3.B2.S1.A2	Increase in family involvement events focusing on relationship building	Logan, Greg	8/18/2014	Agendas, monthly master calendar, programs	6/2/2015 monthly
G2.B1.S1.A2	Guidelines for success established and communicated to all stakeholders (students).	Logan, Greg	8/4/2014	Completion of lists and all communicated to stakeholders	9/26/2014 monthly
G2.B2.S1.A2	Monitor daily attendance	Texel, Paula	9/3/2014	documentation of letters sent, parent contact	5/27/2015 biweekly
G1.B1.S1.A3	Provide TDEs for classroom teachers to analyze data	Bostick, Sadra	9/1/2014	TDEs are scheduled and held	6/2/2015 every-6-weeks
G2.B1.S1.A3	Family and Community liaison coordinates events and communicates with families and businesses.	Logan, Greg	8/11/2014	Business partnerships developed Parent events held Increased volunteer hours	6/2/2015 daily
G2.B2.S1.A3	Frequent parent communication	Logan, Greg	8/11/2014	Parent conference forms, contacts logged in Focus	6/2/2015 weekly
G1.B1.S1.A4	MTSS coach collects and analyzes schoolwide data to lead data meetings with teachers and SBLT	Bostick, Sadra	8/18/2014	Data collected and organized for SBLT and meetings with teachers	6/2/2015 every-6-weeks
G2.B1.S1.A4	Teachers implements culturally responsive practices. i.e. morning meetings, posted order of the day, behave as a warm demander	Logan, Greg	8/4/2014	Lesson plans reflect morning meetings	6/2/2015 daily
G1.B1.S1.A5	Increase teacher-student feedback through use of rubrics	Hoffman, Marilee	9/12/2014	Rubrics	6/2/2015 weekly
G1.B1.S1.A6	Provide small group instruction in reading and mathematics including L300 (hourly teachers and classroom teachers)	Bostick, Sadra	9/8/2014	Lesson plans, master schedule, progress monitoring data	6/2/2015 daily
G1.MA1	Student achievement results increase Students are able to self-monitor progress through data notebooks Teachers provide feedback to students to improve achievement Small group data shows increased achievement for students Teachers have used data to plan and drive instruction MTSS (Academic) coach has collected data and had data meetings with teams	Texel, Paula	9/15/2014	Student achievement results Data notebooks Feedback on use of rubrics Collected data Lesson Plans	6/2/2015 monthly
G1.B1.S1.MA1	Students are able to lead a conference using their data notebooks Teachers are using data analyzed to drive instruction MTSS (Academic) coach is leading data meetings with teachers Rubrics are used Student data shows growth in achievement	Bostick, Sadra	8/25/2014	Completed student led conferences Increased student achievement Evidence of rubrics used in classrooms Data collected from all groups	6/2/2015 weekly
G1.B1.S1.MA1	Update data folders TDEs held to analyze data MTSS (Academic) coach collects and analyzes data/leads data meetings Feedback evident in rubrics used Small groups are serviced as scheduled	Bostick, Sadra	8/18/2014	Updated notebooks TDEs held as planned Data is collected by MTSS (Academic) coach Feedback from rubrics used in class Small groups are held Students OPMs show progress	6/2/2015 weekly
G1.B2.S2.MA1	Teachers' understanding of the core curriculum Lessons reflect the collaborative work done in grade level teams	Texel, Paula	9/29/2014	Walk throughs Lesson Plans	5/29/2015 monthly
G1.B2.S2.MA1	Coaching calendars will be created Observations of lessons by coaches	Brown, Darlene	9/22/2014	Coaches calendars Feedback from coaches (written or verbal) Sign in sheets	5/29/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	reflect collaborative planning is occurring				
G2.MA1	Teacher self report of change in practice Business partnerships established Volunteer hours increased Attendance at family events increased	Logan, Greg	8/4/2014	Completion of teacher self-assessment survey Attendance at events Number of partnerships Number of volunteer hours Attendance improves	6/2/2015 monthly
G2.B1.S1.MA1	Follow up activity with staff to determine implementation of strategies from training School Messenger / newsletter messages are sent including information about Guidelines for Success (GFS) GFS are shared and emphasized with students and staff Parent involvement with events and schools processes is facilitated Business partner with school through human resource and financial support Positive culture evident based on observations	Logan, Greg	10/31/2014	Completion of followup activity Messages/newsletter sent Business partnerships Attendance at parent events Volunteer hours increased Decrease referrals Increased attendance and parental involvement	6/2/2015 monthly
G2.B1.S1.MA1	Completion of workshop and participation by staff Conduct staff activities to create guidelines for success Assure that the guidelines for success are communicated to all stakeholders Hold parent events to build community with families Coordinate placement of volunteers Business partnerships developed Lesson plans	Logan, Greg	8/4/2014	Sign in log Activities conducted GFS established and communicated Business Partnerships established Parent events held Volunteer hours increased Lesson plans monitored	6/2/2015 weekly
G2.B2.S1.MA1	Increased student attendance rates Social worker and attendance clerk monitor daily attendance Frequent parent contact	Texel, Paula	9/17/2014	Student attendance rate Effective contact with parents logged in Focus Letters sent home Home visits Minutes of CST Meetings PMPs signed Conference forms signed	5/27/2015 biweekly
G2.B2.S1.MA1	Child Study Team meets twice per month Social worker and attendance clerk monitor daily attendance Frequent parent contact	Texel, Paula	9/3/2014	CST Meeting minutes Letters, conferences, documented contact with parents; improved attendance Conference forms, PMPs signed, contacts logged into Focus	5/27/2015 monthly
G3.MA1	Academic results for students targeted for program Survey results	Logan, Greg	10/31/2014	Positive survey results Attendance at mentoring sessions Number of mentor partnerships and hours served with students Positive academic progress	5/29/2015 every-6-weeks
G3.B2.S1.MA1	Mentors are able to conduct an effective mentoring session with students Students are able to participate in an effective mentoring session with adult mentor Parents feel the events they participated in are beneficial	Logan, Greg	10/10/2014	Completed mentor meetings between students and mentor Increased student engagement Positive results from surveys given to student and mentor Survey results from parents.	5/29/2015 monthly
G3.B2.S1.MA1	Review of attendance sheets and conference logs	Logan, Greg	10/1/2014	Completed attendance sheets Completed conference logs	5/29/2015 monthly

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 all teachers collaboratively plan for and deliver high quality core instruction, then Ponce de Leon ES will increase the percentage of students scoring in the proficient range by 20% in all subject areas as measured by 2015 FSA (FCAT 2.0-Science).

G1.B1 Lack of student motivation and engagement

G1.B1.S1 Teachers will involve students in their educational plan/path to increase motivation and engagement.

PD Opportunity 1

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

Facilitator

Classroom teachers

Participants

Students Classroom Teachers

Schedule

Quarterly, from 9/15/2014 to 6/2/2015

PD Opportunity 2

Provide TDEs for classroom teachers to analyze data

Facilitator

MTSS Academic Coach

Participants

Teachers (all)

Schedule

Every 6 Weeks, from 9/1/2014 to 6/2/2015

PD Opportunity 3

Increase teacher-student feedback through use of rubrics

Facilitator

Site based coaches

Participants

Instructional staff

Schedule

Weekly, from 9/12/2014 to 6/2/2015

PD Opportunity 4

Provide small group instruction in reading and mathematics including L300 (hourly teachers and classroom teachers)

Facilitator

Site based coaches and district coaches

Participants

Classroom teachers

Schedule

Daily, from 9/8/2014 to 6/2/2015

G1.B2 Lack of understanding of delivering of core instruction

G1.B2.S2 Professional development to learn content of core curriculum and Florida Standards.

PD Opportunity 1

Teachers participate in coaching model in reading, math and science

Facilitator

Coaches

Participants

All classroom teachers Administrators

Schedule

Weekly, from 8/25/2014 to 5/29/2015

PD Opportunity 2

Scheduled collaborative planning time each week for all grade level teams

Facilitator

Team leaders

Participants

All grade level teachers Coaches

Schedule

Weekly, from 9/8/2014 to 5/22/2015

G2. If all staff create and monitor effective Early Warning Signs systems, then Ponce de Leon ES will increase our daily attendance rate from 94.88% to 95.50%.

G2.B1 Lack of cultural proficiency

G2.B1.S1 Provide a culturally responsive environment.

PD Opportunity 1

Provide training on cultural proficiency to staff.

Facilitator

Administrators

Participants

All staff

Schedule

On 10/31/2014

G3. If we provide meaningful relationships for our Black students then the achievement gap will close between Black and non-black students to reach our AMO 2015 targets.

G3.B2 Lack of relationships (between students, teachers, families) built at the school level

G3.B2.S1 Provide a mentoring program for identified students to build relationships between our students and their teachers and families

PD Opportunity 1

Black students in the lowest 35% in Rdg and Math (4th/5th grades) will be assigned an adult mentor.

Facilitator

Community Involvement Assistant

Participants

Mentors Classroom teachers Support staff

Schedule

Weekly, from 10/1/2014 to 5/29/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: If all teachers collaboratively plan for and deliver high quality core instruction, then Ponce de Leon ES will increase the percentage of students scoring in the proficient range by 20% in all subject areas as measured by 2015 FSA (FCAT 2.0-Science).	164,642
Grand Total	164,642

Goal 1: If all teachers collaboratively plan for and deliver high quality core instruction, then Ponce de Leon ES will increase the percentage of students scoring in the proficient range by 20% in all subject areas as measured by 2015 FSA (FCAT 2.0-Science).

Description	Source	Total
B1.S1.A1 - Purchase of data notebooks and tabs for the binders	School Improvement Funds	2,750
B2.S2.A1 - Coaches (MTSS and Math)	Title I Part A	159,392
B2.S2.A1 - TDEs for teacher professional development	School Improvement Funds	2,500
Total Goal 1		164,642