Suncoast Elementary School

2015-16 School Improvement Plan

Suncoast Elementary School

11135 QUALITY DR, Spring Hill, FL 34609

www.edline.net/pages/hcsb_ses

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	66%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	34%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	C	B	B

Preliminary Informational Baseline School Grade

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

School Board Approval

This plan was approved by the Hernando County School Board on 11/17/2015.

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	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 develop students who are positive, respectful, and productive. We will do this by providing a safe, secure environment and utilizing technology to its fullest potential. We will create lifelong learners and celebrate the diversity within our school family.

Provide the school's vision statement

Brighten the future with the light of knowledge!

School Environment

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

Teachers send home getting to know you surveys at the beginning of the year. Many also have "student of the week". Students and teachers communicate about themselves through conversation as well as through journals.

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

The school uses background checks on all volunteers and chaperones. All visitors must present ID for access. Guidance counselors provide training on bullying for all students. Teachers establish and maintain an environment of respect in the classroom through modeling.

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

Our school has a PBS program in place. Students are expected to follow SMART expectations. (Show respect, Make good choices, Always ready to learn, Responsible for your actions, Trustworthy at all times.) Rewards are given intermittently as determined by each grade level. A PBS Leadership team meets monthly to review and revise systems in place for PBS and subsequently further disseminate the information to grade level teams.

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 Guidance Department is on the specials rotation, so all students participate in guidance lessons. Counselors are available to talk to individual students if there is a concern or a need. The school counselors also facilitate ongoing special peer groups to develop social/emotional needs of students.

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

N/A

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
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

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

As the new school year begins, we invite parents to an open house so that they may meet the new teacher(s), as well as become familiar with arrival and dismissal procedures, food services, YMCA support, and SAC.
Throughout the year, teachers hold parent teacher conferences and communicate with families by phone, through newsletters, student agendas and Edline. Grade level Parent Nights are held during the first semester to provide parents an opportunity to learn about the standards and resources used in their child's classroom. Information is also shared about the importance of using Edline to access grade reports and additional links to use for remediation or enrichment of skills.

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

Our school has established a partnership with a local 55+ community that provide us with teacher/ student supplies. We also are involved with a backpack program that provides food for needy families. A fundraiser takes place monthly at the local skating rink supporting our PBS program. The United Way

sponsors Stuff the Bus which our teachers participate annually to receive classroom supplies. The local Kiwanis sponsors a Kids Club that interacts with the community to provide service learning experiences.

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:

Name	Title
Braithwaite, Lisa	Principal
Baker, Kelly	Guidance Counselor
Mentasti, Chris	Teacher, K-12
Kling, Marguerite	Teacher, K-12
Williams, Allison	Teacher, K-12
Troyer, Cecilia	Teacher, K-12
Scheidle, Elizabeth	Teacher, K-12
Bordonaba, Diana	Teacher, K-12
Rivera, Susan	Teacher, ESE
Fielder, Melanie	Teacher, K-12
Livingston, Darlene	Teacher, K-12
Connell, Ann	Teacher, K-12
Piesik, Scott	Assistant Principal
Mendoza, Laura	Teacher, K-12
O'Quinn, Kathy	Teacher, K-12

Duties

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

Lisa Braithwaite (Principal) and Scott Piesik (Assistant Principal) facilitate and encourage the team in analyzing overall school data, acquiring the resources to deliver standards-based instruction while engaging in purposeful action steps that are committed to increasing student achievement in the school.
Chris Mentasti serves as the ELA Tier III support for students and teacher in grades K-5. She is a member of the Literacy Leadership team.
Cecilia Troyer is the assessment teacher. She collaborates with teachers during PLC's regarding data and instructional decison making.
Grade Level Teachers (Kathy O'Quinn, Ann Connell, Laura Mendoza, Darlene Livingston, Melanie Fielder, Elizabeth Scheidle, Cecilia Troyer, and Susan Rivera) serve on the School Based Leadership Team for their grade level or department. They are responsible for examining multiple data sources, reflecting upon best practices for instructional delivery, and aligning resources with the Florida Standards to increase student achievement.
Marguerite Kling, Allison Williams, Scott Piesik and Lisa Braithwaite are team members trained on the Florida Standards and are responsible for the Florida Standards implementation action plan.
Kelly Baker is the Certified School Counselors and serves as the PBS Coaches and MTSS Facilitator.

Diana Bordonaba is the school math representative and is the liason between the district and the school. She serves on the district math task force.

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

Administration designs a school master schedule that allows for uninterrupted blocks of time for core instruction, daily physical education, and fine arts classes. Opportunities for Tier 2 intervention are embedded into the daily schedule for targeted remedial and enrichment instruction based on student needs. Teachers collaborate monthly during PLCs in an effort to share resources and strategies to address academic or behavioral concerns. MTSS meetings are available to teachers to work through the data -driven problem solving process when strategies and resources are not being successful during the Tier 2 support time. During MTSS meetings, the team examines all progress monitoring data collected, addresses the fidelity of the interventions delivered, and makes recommendations as to the next level of support. These meetings are scheduled weekly with teachers to develop a plan for targeted students. In addition, Teresa Jones and Kelly Baker (Certified School Counselors) coordinate monthly PBS and MTSS leadership meetings with school grade level representatives and district support staff to continue to support the needs of the school.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Jennifer Anselmo	Parent
Keri Pascale	Business/Community
Elizabeth Croft	Parent
Patrick Foley	Teacher
Skyler President	Parent
Lisa Braithwaite	Principal
Cecilia Troyer	Teacher
Lisa Mazzuco	Teacher
Danna Peterson	Teacher
Tracey Bonnett	Parent
Paula George	Teacher
Karen Saverino	Teacher
Kim Radatz-Hagemann	Parent
Michael DeMoss	Teacher
Danielle Nazario	Parent
Leslie Helleis	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

School performance data and review of school-wide goals were presented and reviewed with SAC members at the first meeting. SAC members were asked to review and evaluate what goals and strategies should continue as we develop this years school improvement plan.

Development of this school improvement plan

SAC members were provided with an overview of the state template that will continued to be used for this school year. Input from SAC members was requested in the development of the SIP plan as we seek to focus, support and monitor the goals we plan to achieve. A review and evaluation of our 2014-2015 school-wide goals and strategies helped to guide us in the development of our current SIP plan.

Preparation of the school's annual budget and plan

The school's annual budget and plan will support school-wide strategies aligned to the SIP plan. SAC will discuss the projected use of funds to target student improvement and the needs of the school with attention focused on specific sub-groups that are showing the greatest need. The need for funding of the CAPE, ICT model will be a continued budget focus as we begin implementation for the 2014-2015 school year. Additional funding may be requested in support of identifying student gaps in learning through diagnostic assessments, and targeted extended day that seeks to close student instructional gaps.

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

School improvement funds allocated last year included supporting school initiatives such as PBS. SAC funds were carried over to the 2015-2016 school year.

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:

Name	Title
Mentasti, Chris	Other
Kling, Marguerite	Teacher, K-12
Romanello, Jennine	Teacher, K-12
Hray, Karen	
Cameron, Kristen	Teacher, K-12
Zielinski, Heather	Teacher, K-12
Hensley, Karen	Instructional Media

Duties

Describe how the LLT promotes literacy within the school

The school based LLT will meet to define and support literacy goals through professional development activities for the school staff. The team will review and share current research and best practices that promotes successful ELA skills in all students. The LLT team will promote the use of the Professional Library to increase each teacher's knowledge base.
Literacy initiatives will include:
-participating in the Global Read Aloud.
-promoting independent reading through conferencing with individual students so each discovers a book/genre of interest
-exposing students to Tumblebooks website, Scholastic Science magazines, Accelerated Reader program, Storybird, Word Hippo
-celebrating Literacy Week and the Most Improved Readers in each grade level
-improving text and visual literacy skills through cross-curricular connections
-providing parents with strategies to assist their children in reading
-hosting school book fairs
-training and creating teams of student mentors
-students hosting events to share reading strategies, projects, demonstrations and performances to share with other teachers and their students

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

Positive working relationships are encouraged through grade level team relationships as well as vertical teaming. Teachers work collaboratively to learn and plan together at grade level meetings, professional learning communities, and professional development opportunities. Vertical teams foster a shared understanding of the Florida Standards and curriculum alignment across grade levels.
A Solution Seekers team was created in response to the district's Interest Based Problem Solving commitment.
This site-based team identifies and takes action to streamline communication. Faculty and staff communicate within and across grade levels through the use of the SES calendar. PLC meeting dates and topics, as well as working strategies are shared.

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

Administration works diligently to ensure highly qualified staff is recruited, developed and retained through professional growth opportunities, staff development opportunities, a collegial atmosphere, team support of one another, and acknowledgements of success.
The interview process is established to seek out individuals that demonstrate an understanding of effective instructional strategies and practices that are based on the implementation of the Florida Standards. Grade level teams meet regularly to collaborate and align effective teaching practices that increase student performance. New teachers are assigned mentors that help to support daily planning, delivery of instruction and assessment.

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

Teachers with Clinical Educator certification will mentor all teachers new to Hernando County schools, per the HCSD mentoring program guidelines. Administration and district support specialists work with the school's lead mentor to pair mentors and mentees for the school year. Mentors support the teachers with daily planning, delivery of instruction and assessment. Planned mentoring activities include classroom

observations and an understanding of the Charolette Danielson rubric. Informal classroom walkthroughs help ensure that the mentees are receiving guided support to enhance their instructional delivery.

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

Teachers are provided district curriculum maps aligned to the Florida standards. I CAN statements are posted in classrooms related to the standards and learning targets of the current lessons. Teachers with knowledge of unwrapping the standards continue to inspire and engage the faculty to incorporate the standards in authentic discussions, authentic reading, and authentic writing. The Florida Standards Site-based Implementation Action Plan will include exposing teachers to CPALMS website and further observe students' knowledge of the standards and how this will drive instruction.. District Reading and Math Coaches will support the school with continued opportunities for staff to engage in workshops regarding the newly created district curriculum maps and model classroom best practices.

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

The school uses data to determine the intensity level of support. The data comes from core curriculum and ELL assessments, FAIR, iReady, teacher observations and/or anecdotal records, student conferences, other informal assessments, student journals, and/or work samples. District curriculum maps also provide suggested summative and formative assessments, as well as performance task ideas for assessment.
Additional research-based resources and programs (Readworks, Time for Kids, SRA Basic Skills Series, Great Leaps, Easy CBM, LMB programs, FCRR, Destination Reading, Sidewalks, Notice and Note as you Read) are used to supplement the core instruction for students that are not meeting proficiency. These resources are used during Tier II or Tier III time to help scaffold instruction.
Progress is monitored and reviewed during Grade Level meetings, MTSS meetings and/or parent conferences.
Student-Teacher data chats are encouraged to review progress and set goals for individual improvement. Teachers will consider the Model Classroom Best Practices as an integral element of their discussions with students, other teachers, and administrators.
Administration coordinates data chats with teachers to empower and provide feedback related to their student proficiency data, student gains data, and bottom quintile student gains data.

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:

N/A

Strategy Rationale

N/A

Strategy Purpose(s)
""

Person(s) responsible for monitoring implementation of the strategy

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

N/A

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

During the last six weeks of PreK, the students who will be moving up in the fall begin to transition to kindergarten activities such as lunch, PE, and Specials. They also spend a designated amount of time in select kindergarten classrooms during ELA time.
For incoming Kindergarten students, Kindergarten registration is held in late spring for parents to acquire the necessary documentation to enter the school system. Kindergarten Kick Off night is held prior to the new school year which includes a presentation by the principal welcoming the families and introducing them to the systems of our school. Parents and students also spend time getting to know their Kindergarten teachers with curriculum information and general schedules/routines.
We are fortunate to have options for our students moving on to Middle School. Middle School representatives across the district meet with fifth grade near the end of the year to share information about the programs their schools have to offer. Information is also shared to familiarize them with procedures and schedules, as well as extra curricular activities.

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

N/A

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

N/A

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

N/A

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

N/A

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.   Suncoast Elementary School staff will engage students through the use of collaborative and purposeful instructional strategies that will ensure achievement as measured by growth indicators.

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. Suncoast Elementary School staff will engage students through the use of collaborative and purposeful instructional strategies that will ensure achievement as measured by growth indicators. 1a

🔍 G072965

Targets Supported 1b

Indicator	Annual Target
FSA - Mathematics - Achievement	70.0
FSA - English Language Arts - Achievement	70.0

Resources Available to Support the Goal 2

- Professional Learning Communities, C-Palms, Kagan Structures, Staff Professional Development with Florida Standards, CPalms/CMap, EQUIP Rubric, CC PD 360, Lesson Study, Common Core Companion Reference, High Impact Instruction Resource

Targeted Barriers to Achieving the Goal 3

- A limited knowledge and support for effective planning to implement rigorous standards based instruction.

Plan to Monitor Progress Toward G1. 8

Classroom walkthroughs will provide evidence that teachers are focused on standards and delivery of instructional strategies are delivered using the Gradual Release of Responsibility Model.

Person Responsible
Scott Piesik

Schedule
Weekly, from 10/1/2015 to 5/27/2016

Evidence of Completion
Observation 360 walkthrough data for Domain 3 will be collected by administration as well as designated district staff.

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. Suncoast Elementary School staff will engage students through the use of collaborative and purposeful instructional strategies that will ensure achievement as measured by growth indicators. 1

🔍 G072965

G1.B1 A limited knowledge and support for effective planning to implement rigorous standards based instruction. 2

🔍 B190510

G1.B1.S1 Utilize results of formal and informal assessments to improve individual student performance and instructional delivery at all levels. 4

🔍 S201938

Strategy Rationale

School data indicates that staff needs to examine how to improve the effectiveness of the core instruction.

Action Step 1   5

The assessment teacher and administration will collaborate with grade level teachers targeting data analysis of multiple data points in order to refine and improve instructional delivery.

Person Responsible

Cecilia Troyer

Schedule

Monthly, from 10/9/2015 to 6/3/2016

Evidence of Completion

Usage report from Performance Matters, Sign In sheet

Action Step 2 `5`

Professional Learning Communities (PLC) will be restructured to develop a protocol where teachers examine and analyze student work and formative assessments.

Person Responsible

Lisa Braithwaite

Schedule

Monthly, from 10/16/2015 to 6/3/2016

Evidence of Completion

PLC Agendas and notes; Data Analysis Protocol Documentation

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

Grade Level teams will attend PLCs to review informal and formal assessment data collected as well as access Performance Matters historical data (item analysis of progress monitoring data, sub-group performance) to identify instructional focus areas.

Person Responsible

Cecilia Troyer

Schedule

Monthly, from 9/14/2015 to 6/3/2016

Evidence of Completion

Grade Level meeting notes, Sign-in Sheet with Assessment Teacher, Performance Matters Utilization report

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

Teachers will work together to understand the data sources being reviewed and analyze common assessment data to monitor student progress.

Person Responsible

Cecilia Troyer

Schedule

Quarterly, from 10/5/2015 to 5/27/2016

Evidence of Completion

Grade Level PLC Minutes; Progress monitoring data; Observation of data chats between student and teacher

G1.B1.S2 Instructional teams will define, research and implement lessons that encourage accountable talk and meaningful collaboration. 4

Strategy Rationale

S201939

Delivery practices and expectations are inconsistent in regard to collaborative activities and accountable talk.

Action Step 1 5

Teachers will use online professional development sites (Edivate, Teachers Channel, etc), education journal articles, books, and the internet to further develop and define a common language/picture of accountable talk and collaborative classrooms to exemplify high student engagement.

Person Responsible

Lisa Braithwaite

Schedule

Monthly, from 10/16/2015 to 6/3/2016

Evidence of Completion

Conversations with teachers during teacher observations focusing on accountable talk and collaborative structures.

Action Step 2 5

Teachers will develop lessons that maintain increased opportunities for students to demonstrate interactions in collaborative groups promoting academic talk that demonstrates student dialogue centered around reasoning and questioning concepts/skills learned.

Person Responsible

Lisa Braithwaite

Schedule

Biweekly, from 9/28/2015 to 6/3/2016

Evidence of Completion

Lesson Plans reviewed by Administration; Observation of students engaged in collaborative structures; Class Walkthroughs by administration or district staff observing students demonstrating academic talk.

Action Step 3　5

Trained teachers will provide instruction and assessment with digital curriculum in a stand-alone model as we begin implementation of ICT (Information and Communication Technology. This will be targeted for 4th and 5th graders in an extended day format.

Person Responsible

Scott Piesik

Schedule

Weekly, from 10/12/2015 to 5/27/2016

Evidence of Completion

Attendance Rosters: Course Completion of Word Processing, Multimedia, and/or Gaming

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

SBLT members will gather information from their teams and share evidence of teachers promoting opportunities for accountable talk and meaningful collaboration at SBLT meetings.

Person Responsible

Lisa Braithwaite

Schedule

Monthly, from 10/20/2015 to 5/17/2016

Evidence of Completion

SBLT agenda and minutes

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

Administration will complete walkthroughs to observe lessons that foster accountable talk and meaningful collaboration.

Person Responsible

Scott Piesik

Schedule

Weekly, from 10/1/2015 to 5/27/2016

Evidence of Completion

Classroom walkthrough data and feedback to teachers related to what was actually observed.

G1.B1.S3 Provide professional development regarding the implementation of the District Curriculum Maps and Model Classroom Best Practices set forth by district. 4

🔑 S201940

Strategy Rationale

Instructional teams need feedback to continue to create meaningful cross curricular lessons while adjusting to the newly created curriculum maps.
(i.e. clearly stated definition or parameters of a Performance task so that instructional teams can create an appropriate list)

Action Step 1 5

Use of the HCSD Elementary Trend-Data Collection Tool during classroom walkthroughs will inform and target professional development that supports the Model Classroom Best Practices.

Person Responsible

Lisa Braithwaite

Schedule

Monthly, from 10/1/2015 to 7/1/2016

Evidence of Completion

Classroom Walkthrough Data by both Administrator; HCSD Elementary Trend -Data by District Support Staff

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Review of Classroom Walkthrough Data reports between administration

Person Responsible

Lisa Braithwaite

Schedule

Monthly, from 10/5/2015 to 6/3/2016

Evidence of Completion

Reports generated from Walkthrough Data: SBLT agenda item

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Continued evidence of model classroom best practices will be supported through walkthrough goals

Person Responsible

Scott Piesik

Schedule

Monthly, from 10/5/2015 to 6/3/2016

Evidence of Completion

SBLT agenda; Trends of walkthrough data

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	The assessment teacher and administration will collaborate with grade level teachers targeting data analysis of multiple data points in order to refine and improve instructional delivery.	Troyer, Cecilia	10/9/2015	Usage report from Performance Matters, Sign In sheet	6/3/2016 monthly
G1.B1.S2.A1	Teachers will use online professional development sites (Edivate, Teachers Channel, etc), education journal articles, books, and the internet to further develop and define a common language/picture of accountable talk and collaborative classrooms to exemplify high student engagement.	Braithwaite, Lisa	10/16/2015	Conversations with teachers during teacher observations focusing on accountable talk and collaborative structures.	6/3/2016 monthly
G1.B1.S3.A1	Use of the HCSD Elementary Trend-Data Collection Tool during classroom walkthroughs will inform and target professional development that supports the Model Classroom Best Practices.	Braithwaite, Lisa	10/1/2015	Classroom Walkthrough Data by both Administrator; HCSD Elementary Trend -Data by District Support Staff	7/1/2016 monthly
G1.B1.S1.A2	Professional Learning Communities (PLC) will be restructured to develop a protocol where teachers examine and analyze student work and formative assessments.	Braithwaite, Lisa	10/16/2015	PLC Agendas and notes; Data Analysis Protocol Documentation	6/3/2016 monthly
G1.B1.S2.A2	Teachers will develop lessons that maintain increased opportunities for students to demonstrate interactions in collaborative groups promoting academic talk that demonstrates student dialogue centered around reasoning and questioning concepts/ skills learned.	Braithwaite, Lisa	9/28/2015	Lesson Plans reviewed by Administration; Observation of students engaged in collaborative structures; Class Walkthroughs by administration or district staff observing students demonstrating academic talk.	6/3/2016 biweekly
G1.B1.S2.A3	Trained teachers will provide instruction and assessment with digital curriculum in a stand-alone model as we begin implementation of ICT (Information and Communication Technology. This will	Piesik, Scott	10/12/2015	Attendance Rosters: Course Completion of Word Processing, Multimedia, and/or Gaming	5/27/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	be targeted for 4th and 5th graders in an extended day format.				
G1.MA1	Classroom walkthroughs will provide evidence that teachers are focused on standards and delivery of instructional strategies are delivered using the Gradual Release of Responsibility Model.	Piesik, Scott	10/1/2015	Observation 360 walkthrough data for Domain 3 will be collected by administration as well as designated district staff.	5/27/2016 weekly
G1.B1.S1.MA1	Teachers will work together to understand the data sources being reviewed and analyze common assessment data to monitor student progress.	Troyer, Cecilia	10/5/2015	Grade Level PLC Minutes; Progress monitoring data; Observation of data chats between student and teacher	5/27/2016 quarterly
G1.B1.S1.MA1	Grade Level teams will attend PLCs to review informal and formal assessment data collected as well as access Performance Matters historical data (item analysis of progress monitoring data, sub-group performance) to identify instructional focus areas.	Troyer, Cecilia	9/14/2015	Grade Level meeting notes, Sign-in Sheet with Assessment Teacher, Performance Matters Utilization report	6/3/2016 monthly
G1.B1.S2.MA1	Administration will complete walkthroughs to observe lessons that foster accountable talk and meaningful collaboration.	Piesik, Scott	10/1/2015	Classroom walkthrough data and feedback to teachers related to what was actually observed.	5/27/2016 weekly
G1.B1.S2.MA1	SBLT members will gather information from their teams and share evidence of teachers promoting opportunities for accountable talk and meaningful collaboration at SBLT meetings.	Braithwaite, Lisa	10/20/2015	SBLT agenda and minutes	5/17/2016 monthly
G1.B1.S3.MA1	Continued evidence of model classroom best practices will be supported through walkthrough goals	Piesik, Scott	10/5/2015	SBLT agenda; Trends of walkthrough data	6/3/2016 monthly
G1.B1.S3.MA1	Review of Classroom Walkthrough Data reports between administration	Braithwaite, Lisa	10/5/2015	Reports generated from Walkthrough Data: SBLT agenda item	6/3/2016 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. Suncoast Elementary School staff will engage students through the use of collaborative and purposeful instructional strategies that will ensure achievement as measured by growth indicators.

G1.B1 A limited knowledge and support for effective planning to implement rigorous standards based instruction.

G1.B1.S1 Utilize results of formal and informal assessments to improve individual student performance and instructional delivery at all levels.

PD Opportunity 1

The assessment teacher and administration will collaborate with grade level teachers targeting data analysis of multiple data points in order to refine and improve instructional delivery.

Facilitator

Cecilia Troyer

Participants

All instructional teams

Schedule

Monthly, from 10/9/2015 to 6/3/2016

G1.B1.S2 Instructional teams will define, research and implement lessons that encourage accountable talk and meaningful collaboration.

PD Opportunity 1

Teachers will use online professional development sites (Edivate, Teachers Channel, etc), education journal articles, books, and the internet to further develop and define a common language/picture of accountable talk and collaborative classrooms to exemplify high student engagement.

Facilitator

Classroom teachers, SBLT leaders

Participants

All instructional staff

Schedule

Monthly, from 10/16/2015 to 6/3/2016

Budget

Budget Data

1	G1.B1.S1.A1	The assessment teacher and administration will collaborate with grade level teachers targeting data analysis of multiple data points in order to refine and improve instructional delivery.				$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0321 - Suncoast Elementary School	School Improvement Funds		$1,500.00
			Notes: Support the collection of diagnostic data to close instructional gaps through use of iReady Diagnostic program. Purchase iReady for Grade 3.			
2	G1.B1.S1.A2	Professional Learning Communities (PLC) will be restructured to develop a protocol where teachers examine and analyze student work and formative assessments.				$3,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0321 - Suncoast Elementary School	Title II		$3,500.00
			Notes: Funding to provide substitute teachers which will allow teachers to review formative assessments (student work samples) across content areas.			
3	G1.B1.S2.A1	Teachers will use online professional development sites (Edivate, Teachers Channel, etc), education journal articles, books, and the internet to further develop and define a common language/picture of accountable talk and collaborative classrooms to exemplify high student engagement.				$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0321 - Suncoast Elementary School	Title II		$500.00
			Notes: Purchase educational journals or licenses that support the HCSD Model Classroom Best Practices			
4	G1.B1.S2.A2	Teachers will develop lessons that maintain increased opportunities for students to demonstrate interactions in collaborative groups promoting academic talk that demonstrates student dialogue centered around reasoning and questioning concepts/skills learned.				$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0321 - Suncoast Elementary School	School Improvement Funds		$1,000.00
			Notes: Funding to support teacher work sessions on lesson planning aligned to HCSD Model Classroom Best Practices specific to Florida Standards			
5	G1.B1.S2.A3	Trained teachers will provide instruction and assessment with digital curriculum in a stand-alone model as we begin implementation of ICT (Information and Communication Technology. This will be targeted for 4th and 5th graders in an extended day format.				$1,800.00

Budget Data

	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0321 - Suncoast Elementary School	School Improvement Funds		$1,800.00
			Notes: Funding to support the implementation of ICT for targeted students in 4th and 5th grade.			
6	G1.B1.S3.A1	**Use of the HCSD Elementary Trend-Data Collection Tool during classroom walkthroughs will inform and target professional development that supports the Model Classroom Best Practices.**				**$0.00**
					Total:	**$8,300.00**