Pathways Elementary School

2016-17 Schoolwide Improvement Plan

Pathways Elementary School

2100 AIRPORT RD, Ormond Beach, FL 32174

http://myvolusiaschools.org/school/pathways/pages/default.aspx

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	No	47%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	25%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	B	A*	B	B

*Informational Baseline School Grade

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

School Board Approval

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

SIP Authority and Template

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

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

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2016-17 DA Category and Statuses for Pathways Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Together, we will develop the skills, knowledge, and values needed to address challenges effectively in a rapidly changing world.

b. Provide the school's vision statement.

Ensuring all students receive a superior 21st century education.

2. School Environment

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

Yearly school orientation assembly between teachers and students outlining school expectations, program, events as well as learning opportunities.
Students have an opportunity to participate in numerous after-school activities including ten clubs. i.e. news crew, student council, safety patrol, performing arts, girls on the run, gardening, running, chess, etc.
We feature a special area schedule that promotes equal access for all students and all special areas.
During open house and meet the teacher we provide opportunity for students to visit and learn about their classroom environments.

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

We have increased safety and security measures concerning parent drop off and pick up. We have changed our student waiting areas so that they are all indoors. We have implemented a number and ticket system for student dismissal.
Our school counselor has an anonymous box to report bullying and to also request time to talk to our school counselor.
We have a rotation schedule for administrative and counselor visibility within our school.
We have nine life skills that students practice to reinforce positive social skills with others.

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

We provide "Patriot Pride" tickets to reinforce positive behaviors school-wide. When classes reach a total of 25 tickets our administrative team acknowledges them on the morning news and the class receives a special reward.
We expect students to be respectful and courteous to fellow students and adults at all times. When students misbehave, teachers will involve parents.
Instructional time is protected by the principal which is evidenced by student misconduct being handled immediately and with minimum interruption to instruction.
All students K-5 know all the essential life skills that they should be using throughout the day.

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

The school offers the following non-violence and anti-drug programs.
D.A.R.E.
Student Mentoring Program
Peer Mediation Program
Crisis Training Program
Suicide Prevention Program
Bullying Program

All students are screened quarterly for behavioral and social-emotional issues through the electronic report card. Through the screening, the school is able to dis-aggregate data to determine if individual students, classroom, teachers, grade levels or the school would benefit from targeted interventions to address specific behavioral and social-emotional areas. Student services personnel (i.e., school psychologists, school counselors and school social workers) provide direct and indirect evidenced-based supports to students identified through the screening measure.

3. Early Warning Systems

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

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

N/A

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Student Rententions	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

The Early Warning System report is used to determine school-wide trends which impact the academic performance of students. As a result, indicators that are elevated (e.g., attendance below 90%, patterns of office discipline referrals and suspensions) become the focus of school-wide intervention efforts. These areas are addressed through school leadership meetings and during Professional

Learning Communities in which group data are considered and evidence-based interventions are developed to address the areas of concern.

For indicators sensitive to behavioral issues (e.g., office discipline referrals and suspensions), interventions are provided directly and indirectly by the Student Services team and are aligned with the tenets of Positive Behavioral Supports.

Regular review of the Early Warning System report enables the school team to determine if interventions are successful in addressing areas of concern (i.e., if numbers are not increasing). For students exhibiting difficulties beyond larger systemic issues being addressed by the school through the EWS, the student is referred to the school's Problem Solving Team (PST) and the parent is invited so that individual interventions can be developed and monitored.

B. Family and Community Engagement

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).

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

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

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

Bring Your Own Technology (BYOT) Parent Information & Tech Support Meetings
Assessment & Common Core Parent Information Meeting
Curriculum Cadre Nights
Math Night at Publix
Maintain high level of volunteers within our school
Monthly Pathways "Night Out" for dinner at one of our business sponsors
Monthly PTA Meetings
Monthly SAC Meetings
PTA Sponsored Events (Soc Hop, Fall Festival, 80's Night, Field Days, etc...)
After School Clubs
Donuts with Dads
Oasis Church

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

We have partnered with the City of Ormond Beach and their outreach department within the city's police department. The city provides the D.A.R.E. (Drug, Abuse, Resistance, Education) to schools within the city limits. Students learn about the DARE decision making model (making wise choices) with any decision they make.
Pathways is a Five Star school with a very active PTA and community business partners.
Pathways has partnered with a variety of local business to support our school through banner advertisements, monetary donations and peer mentoring opportunities.
Partner with Hershey's Ice Cream- teachers and staff have a night that part of proceeds go to school

C. Effective Leadership

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

1. School Leadership Team

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

Name	Title
Watson, Jason	Principal
Moore, Michelle	School Counselor
Flannery, Heidi	Teacher, K-12
Kent, Heather	Teacher, K-12
Dennis, Michele	Teacher, K-12
Pascoe, Carolyn	Teacher, K-12
Glaenzer, Stephanie	Teacher, K-12
Sampson, Stacy	Teacher, K-12
Zuniga, Nettie	Teacher, K-12
Richards, Nicole	Teacher, K-12
Fuller, Christine	Teacher, K-12

b. Duties

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

The school-based MTSS leadership team identifies school-based resources (both materials and personnel) to determine the continuum of academic and behavioral supports available to students at the individual school site. Academic and behavioral data are considered in order to determine priorities and functions of other existing teams (e.g., Problem Solving Teams, Behavior Leadership Teams, and Professional Learning Communities). The Problem Solving process (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) is used as the way of work of all teams and not just for individual student concerns. Adherence to the Problem Solving process ensures that individual, class-wide, and school-wide issues are addressed systematically with data; that interventions (supports) are tiered to the targeted problems; and that a plan is in place to monitor progress.

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

The school improvement plan is data driven and focuses on areas of school-based need for both specific content areas as well as specific student populations. Similarly, MTSS is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The MTSS framework follows the district's four-step problem solving process, with RtI as an integral component of the process. As a result, the school improvement plan is based on a strategic analysis of data, and identified resources (as identified by the MTSS school based leadership team) are matched to the needs of the students/schools. Building the SIP within the

context of MTSS results in the school determining the areas of most significant need and, as importantly, enables the school to develop a plan that can be addressed based on existing resources.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Jason Watson	Principal
Mary Dorn	Business/Community
Kim Nilsen	Parent
Heidi Gabriel	Teacher
Mary Beth Nichols	Parent
Sharon Barnes	Parent
Jessica Pavese	Parent
Carolyn Pascoe	Teacher
Heather Kent	Teacher
Johanna Todd	Parent
Lisa Gilbert	Teacher
Stephanie Glaenzer	Teacher
Tara Floyd	Parent
Amy Graham	Parent
Tom Haritos	Parent
Cheryl Wasylean	Education Support Employee

b. Duties

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

a. Evaluation of last year's school improvement plan

Administration and the school advisory council met to evaluate the effectiveness of last year's school improvement plan. The SAC discussed the 2015 school assessment data. In addition, our school's faculty received the results and met to engage in step zero.

b. Development of this school improvement plan

The primary purpose of a SAC is to assist in the preparation of the school improvement plan to improve student performance. The plan shall be based on an analysis of student achievement and other school performance data. The SAC shall be responsible for the final decision making at the school relating to the school improvement process and plan.

c. Preparation of the school's annual budget and plan

The schools annual budget and plan are shared for input and discussion at the October SAC meeting. Updates on the schools budget, spending, and progress indicators are shared are monthly SAC meetings.

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

There is no allocation for the 2016-2017 school year.
There is a roll over from 2016 of 587.73

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Watson, Jason	Principal
Moore, Michelle	School Counselor
Flannery, Heidi	Teacher, K-12
Kent, Heather	Teacher, K-12
Carlock, Jennifer	Teacher, ESE
Glaenzer, Stephanie	Teacher, K-12
Pascoe, Carolyn	Teacher, K-12
Sampson, Stacy	Teacher, K-12
Coleman, Matt	Teacher, K-12
Zuniga, Nettie	Teacher, K-12

b. Duties

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

To ensure teachers at their grade level or in their department are meeting regularly in Professional Learning Communities to address the essential questions:
• What do we want students to learn?
• How will we know that students have learned what we want them to learn?
• How will we give time and support to students who don't learn what we want them to learn?
• How will we give time and support to students who already know or learn quickly what we want them to learn?

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

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

Common planning and intervention times.
Scheduled weekly PLC (professional learning communities)
Leadership team meetings, SIP Committee, Grant Writing Committee, Professional Development

Committee, Learning Walks. These are all critical practices to help build positive, collaborative relationships on our campus among teachers.

Common planning allows teachers to participate in weekly PLC's to regularly review formative assessment data, plan for and adjust their instruction accordingly. When necessary, PLC's make recommendation for students to be reviewed and assisted by the school's Problem Solving Team (PST). Through the PLC structure, teachers are encouraged and supported to work together on common goals with language and understanding of instructional practices. Action plans created and PLC meetings are submitted to administration for monitoring purposes. The common planning and regular PLC infrastructure also ensure the teachers have the structure and time to provide feedback on their lesson study experiences.

Professional development plays a significant part in designing instruction to meet student needs and teachers collaborate with each other. Instructional reviews, combined with administrative walk-through's provide leadership with data to identify areas in which additional follow up instruction is needed. The leadership team meets monthly to discuss the trends that are happening in the classroom.

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

Leadership opportunities: Team Leader, Committee Chair, SAC Representative
Professional Development
Professional Learning Communities
Celebrations/Teacher Recognition (Teacher of the Quarter, Teacher of the Year)
Student showcase/acknowledgement through awards assemblies
Full implementation for the Volusia's System for Empowering Teachers, based on Charlotte Danielson's Framework for Effective Teachers

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

E3 is a two year program for the novice teacher, a one year program for the experienced teacher new to Volusia County Schools, and a one year program for teachers returning to Volusia County Schools with two or more years break in service. All E3 Y1 teachers will have a "Teacher Partner" assigned to them by a school administrator. The implementation of the academic coach will often act as the "Teacher Partner". The novice teacher will receive a Peer Assistance and Review (PAR) teacher mentor.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Our school utilizes the district generated curriculum maps and modules that have been aligned to meet all of the requirements of Florida's standards. Any additional resources purchased are aligned with the Florida state standards.
Additionally teacher teams create diagnostic, formative and summative assessments to monitor student achievement.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented

to assist students having difficulty attaining the proficient or advanced level on state assessments.

We consistently meet in PLC's and share classroom/district data within our teams to identify students that are not meeting mastery. Collaboratively PLC teams create plans to meet the needs of these students and reassess the data through ongoing progress monitoring.

Ex: After students are identified as needing intervention, we provide supplemented material for our intermediate grade levels within the school day and provide additional instruction for the standards that have not been mastered.

Ex: Within grade levels our PLC's identify students that need additional guidance and direction with their academic progress. Students participate in SIPPS program and they receive remedial instruction. Intervention is offered school-wide on a daily basis at Pathways Elementary within the instructional day. All instructional staff is a part of this intervention.

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

Strategy: After School Program

Minutes added to school year: 3,000

Pathways offers 10 after school club opportunities, after school tutoring for science, ELA and math as well as professional development committee meetings.

Strategy Rationale

Tutoring can help struggling students to make achievement gains when they are able to receive remediation on identified core concepts. After school clubs enrich the overall learning experience as students are able to choose the club that interests them. Professional development is based on survey of teacher needs with student learning as the focus.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Watson, Jason, jdwatson@volusia.k12.fl.us

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

Classroom diagnostic, formative, summative and district assessments are used to identify students who could benefit from remedial or enrichment activities. In some cases skills are retaught and retested. Results of diagnostic, formative summative and district assessments are monitored.

Strategy: Summer Program

Minutes added to school year: 7,200

Summer Reading Camp and Extended School Year for ESE students.

Strategy Rationale

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

Summer Reading Camp is provided to general education and ESE third graders who do not pass the FCAT-Reading. Reading portfolio data is collected as well as results of the alternative assessment students take at the end of Summer Reading Camp. ESE students who meet the criteria for Extended School Year services are identified from their IEPs.

2. Student Transition and Readiness

a. 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).

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

The District, in conjunction with the local Head Start agency, Early Learning Coalition, VPK Sites and other local pre-school facilities, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:
• Providing the opportunity for ongoing communication between agencies to facilitate coordination of programs and shared expectations for children's learning and development as the children transition to elementary school.
• Collaborating and participating in joint professional development, including transition-related training for school staff and pre-school staff when feasible.
• Utilizing pre-school assessments to monitor readiness skills for students transitioning from pre-school to kindergarten.
• Providing to the pre-school agencies local public school policies, kindergarten registration, kindergarten orientation and other relevant information to ease the transition of children and families.

b. College and Career Readiness

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

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

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

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1. If Pathways Elementary implements standards-aligned instruction based on the instructional shifts, then student achievement will increase.

Strategic Goals Detail

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

G1. If Pathways Elementary implements standards-aligned instruction based on the instructional shifts, then student achievement will increase. 1a

🔍 G083412

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	61.0
FSA Mathematics Achievement	70.0
FCAT 2.0 Science Proficiency	61.0

Targeted Barriers to Achieving the Goal 3

- Lack of knowledge of shifts.
- Lack of resources to implement shifts.

Resources Available to Help Reduce or Eliminate the Barriers 2

- PD Development, academic coach, PLC's, shift team, shift team, curriculum maps/ modules

Plan to Monitor Progress Toward G1. 8

SIP progress monitoring meeting

Person Responsible
Jason Watson

Schedule
On 10/31/2016

Evidence of Completion
SIP progress monitoring meeting, minutes and sign-om sheet- student assessment data will be used to track effectiveness

Plan to Monitor Progress Toward G1. 8

SIP Midyear review

Person Responsible
Jason Watson

Schedule
On 2/14/2017

Evidence of Completion
Midyear review and CIMS- student assessment data will be used to track effectiveness

Plan to Monitor Progress Toward G1. `8`

State Assessment Results

Person Responsible
Jason Watson

Schedule
Annually, from 5/25/2017 to 7/11/2017

Evidence of Completion
Step zero for 2017-18 SIP; student assessment data

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 Pathways Elementary implements standards-aligned instruction based on the instructional shifts, then student achievement will increase. `1`

🔑 G083412

G1.B1 Lack of knowledge of shifts. `2`

🔑 B221158

G1.B1.S1 Develop knowledge and skills of the instructional shifts in ELA and improve implementation of core actions `4`

🔑 S233433

Strategy Rationale

To increase % of teachers effectively implementing the instructional shifts in ELA, expand teacher best practice toolbox, data analysis and planning of instruction to meet needs of all students, ensure student interests and learning modalities of students are met.

Action Step 1 `5`

Provide professional learning on ELA covering the foundation of instructional shifts

Person Responsible

Jason Watson

Schedule

Monthly, from 8/9/2016 to 5/26/2017

Evidence of Completion

Observation of teachers participating in faculty meetings and PD's, sign in sheets

Action Step 2 `5`

Implement the knowledge and skills learned during each professional learning session.

Person Responsible

Jason Watson

Schedule

Daily, from 8/23/2016 to 5/26/2017

Evidence of Completion

Lesson plans and walk through data

Action Step 3 `5`

Monitor and provide feedback and coaching as needed for each professional learning

Person Responsible

Jason Watson

Schedule

Biweekly, from 8/24/2016 to 5/26/2017

Evidence of Completion

data collection results

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

Coach provides follow up support to ensure implementation of the instructional shifts

Person Responsible

Stephanie Glaenzer

Schedule

Daily, from 8/23/2016 to 5/26/2017

Evidence of Completion

Coaching plans and notes will use student assessment data to monitor

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

Administrators conduct data walks

Person Responsible

Jason Watson

Schedule

Daily, from 8/23/2016 to 5/26/2017

Evidence of Completion

Walk-thru data- progress will be monitored by using student assessment data

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

Determine status towards completing action steps 1-6 during monthly SLT meetings

Person Responsible

Jason Watson

Schedule

On 5/26/2017

Evidence of Completion

SLT meeting minutes- student progress will be monitored by using student assessment data

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

Discuss the effectiveness of creating and implementing the professional learning and analyze collected data at monthly SLT meetings.

Person Responsible

Jason Watson

Schedule

Monthly, from 8/23/2016 to 5/26/2017

Evidence of Completion

Monthly data walks, observational notes, lesson plans, VXT data and SLT minutes; This will be monitored by using student assessment data that will be tracked.

G1.B1.S2 Develop knowledge and skills of the instructional shifts in math and improve implementation of core actions 4

🔑 S233434

Strategy Rationale

Action Step 1 5

Provide professional learning on math covering the foundation of instructional shift.

Person Responsible

Jason Watson

Schedule

Monthly, from 8/9/2016 to 5/26/2017

Evidence of Completion

Faculty meeting sign in sheets

Action Step 2 5

Person Responsible

Schedule

Evidence of Completion

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

Track scheduling weekly PLC meetings and learning walks

Person Responsible

Jason Watson

Schedule

Weekly, from 8/23/2016 to 5/26/2017

Evidence of Completion

School calendar

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

Monitor PLC

Person Responsible

Jason Watson

Schedule

Weekly, from 9/23/2016 to 5/26/2017

Evidence of Completion

PLC minutes

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

Discuss the effectiveness of PLC's and analyze collected data from learning walks.

Person Responsible

Jason Watson

Schedule

Monthly, from 8/23/2016 to 5/26/2017

Evidence of Completion

PLC minutes and learning walks- student assessment data will be used to track progress

G1.B1.S3 Continue to develop highly effective PLC's to improve knowledge and implementation of the instructional shifts 4

🔧 S233435

Strategy Rationale

Action Step 1 5

Continue weekly collaboration meetings

Person Responsible

Jason Watson

Schedule

Weekly, from 8/23/2016 to 5/23/2017

Evidence of Completion

PLC minutes

Action Step 2 5

Use PLC's to provide follow up for professional learning (visible learning, CHAMPS, and others)

Person Responsible

Jason Watson

Schedule

Weekly, from 8/23/2016 to 5/23/2017

Evidence of Completion

PLC minutes

Action Step 3 5

Provide opportunities for faculty to observe fellow teachers implementing the instructional shifts by conducting mini-learning walks. PLC's will then provide feedback and discuss.

Person Responsible

Jason Watson

Schedule

Monthly, from 8/23/2016 to 5/23/2017

Evidence of Completion

Learning walk data and PLC minutes

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

Track scheduling of weekly PLC meetings and learning walks

Person Responsible

Jason Watson

Schedule

Weekly, from 8/23/2016 to 5/26/2017

Evidence of Completion

School calendar

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

Monitor PLC minutes

Person Responsible

Jason Watson

Schedule

Weekly, from 8/23/2016 to 5/26/2017

Evidence of Completion

PLC minutes

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

Discuss the effectiveness of PLC's and analyze collected data from learning walks

Person Responsible

Stephanie Glaenzer

Schedule

Monthly, from 8/23/2016 to 5/26/2017

Evidence of Completion

PLC minutes and learning walks data

G1.B2 Lack of resources to implement shifts. `2`

`B221159`

G1.B2.S1 Grant has been written and approved. The total amount approved was $31,000. This money will provide resources for teachers such as intervention program, STEM, and technology infused in classrooms `4`

`S233436`

Strategy Rationale

This will allow teachers implement shifts if they have the resources to do so.

Action Step 1 `5`

Use technology and interventions to embed the shifts more thoroughly

Person Responsible

Jason Watson

Schedule

Daily, from 8/26/2016 to 5/26/2017

Evidence of Completion

student assessments, FSA data, observations

Plan to Monitor Fidelity of Implementation of G1.B2.S1 `6`

Administrators conduct data walks, Track intervention data

Person Responsible

Schedule

Weekly, from 10/10/2016 to 5/26/2017

Evidence of Completion

Monthly data walks, observational notes, student assessment data, FSA results, baseline assessments- and subsequent assessments for interventions

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

Discuss at PLC meetings how student intervention is going and effectiveness of STEM, and technology

Person Responsible

Jason Watson

Schedule

On 5/26/2017

Evidence of Completion

Student assessment data, FSA results

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S2.A2 A299237	[no content entered]		No Start Date		No End Date once
G1.MA1 M303560	SIP progress monitoring meeting	Watson, Jason	10/31/2016	SIP progress monitoring meeting, minutes and sign-om sheet- student assessment data will be used to track effectiveness	10/31/2016 one-time
G1.MA2 M303561	SIP Midyear review	Watson, Jason	2/14/2017	Midyear review and CIMS- student assessment data will be used to track effectiveness	2/14/2017 one-time
G1.B1.S3.A1 A299238	Continue weekly collaboration meetings	Watson, Jason	8/23/2016	PLC minutes	5/23/2017 weekly
G1.B1.S3.A2 A299239	Use PLC's to provide follow up for professional learning (visible learning, CHAMPS, and others)	Watson, Jason	8/23/2016	PLC minutes	5/23/2017 weekly
G1.B1.S3.A3 A299240	Provide opportunities for faculty to observe fellow teachers implementing the instructional shifts...	Watson, Jason	8/23/2016	Learning walk data and PLC minutes	5/23/2017 monthly
G1.B1.S1.MA1 M303547	Discuss the effectiveness of creating and implementing the professional learning and analyze...	Watson, Jason	8/23/2016	Monthly data walks, observational notes, lesson plans, VXT data and SLT minutes; This will be monitored by using student assessment data that will be tracked.	5/26/2017 monthly
G1.B1.S1.MA1 M303548	Coach provides follow up support to ensure implementation of the instructional shifts	Glaenzer, Stephanie	8/23/2016	Coaching plans and notes will use student assessment data to monitor	5/26/2017 daily
G1.B1.S1.MA3 M303549	Administrators conduct data walks	Watson, Jason	8/23/2016	Walk-thru data- progress will be monitored by using student assessment data	5/26/2017 daily
G1.B1.S1.MA4 M303550	Determine status towards completing action steps 1-6 during monthly SLT meetings	Watson, Jason	8/23/2016	SLT meeting minutes- student progress will be monitored by using student assessment data	5/26/2017 one-time
G1.B1.S1.A1 A299233	Provide professional learning on ELA covering the foundation of instructional shifts	Watson, Jason	8/9/2016	Observation of teachers participating in faculty meetings and PD's, sign in sheets	5/26/2017 monthly
G1.B1.S1.A2 A299234	Implement the knowledge and skills learned during each professional learning session.	Watson, Jason	8/23/2016	Lesson plans and walk through data	5/26/2017 daily
G1.B1.S1.A3 A299235	Monitor and provide feedback and coaching as needed for each professional learning	Watson, Jason	8/24/2016	data collection results	5/26/2017 biweekly
G1.B2.S1.MA1 M303557	Discuss at PLC meetings how student intervention is going and effectiveness of STEM, and technology	Watson, Jason	10/25/2016	Student assessment data, FSA results	5/26/2017 one-time
G1.B2.S1.MA1 M303558	Discuss at PLC meetings how student intervention is going and effectiveness of STEM, and technology	Watson, Jason	10/25/2016	Student assessment data, FSA results	5/26/2017 one-time
G1.B2.S1.MA1 M303559	Administrators conduct data walks, Track intervention data		10/10/2016	Monthly data walks, observational notes, student assessment data, FSA results, baseline assessments- and subsequent assessments for interventions	5/26/2017 weekly
G1.B2.S1.A1 A299241	Use technology and interventions to embed the shifts more thoroughly	Watson, Jason	8/26/2016	student assessments, FSA data, observations	5/26/2017 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.MA1 🔍 M303551	Discuss the effectiveness of PLC's and analyze collected data from learning walks.	Watson, Jason	8/23/2016	PLC minutes and learning walks- student assessment data will be used to track progress	5/26/2017 monthly
G1.B1.S2.MA1 🔍 M303552	Track scheduling weekly PLC meetings and learning walks	Watson, Jason	8/23/2016	School calendar	5/26/2017 weekly
G1.B1.S2.MA2 🔍 M303553	Monitor PLC	Watson, Jason	9/23/2016	PLC minutes	5/26/2017 weekly
G1.B1.S2.A1 🔍 A299236	Provide professional learning on math covering the foundation of instructional shift.	Watson, Jason	8/9/2016	Faculty meeting sign in sheets	5/26/2017 monthly
G1.B1.S3.MA1 🔍 M303554	Discuss the effectiveness of PLC's and analyze collected data from learning walks	Glaenzer, Stephanie	8/23/2016	PLC minutes and learning walks data	5/26/2017 monthly
G1.B1.S3.MA1 🔍 M303555	Track scheduling of weekly PLC meetings and learning walks	Watson, Jason	8/23/2016	School calendar	5/26/2017 weekly
G1.B1.S3.MA2 🔍 M303556	Monitor PLC minutes	Watson, Jason	8/23/2016	PLC minutes	5/26/2017 weekly
G1.MA3 🔍 M303562	State Assessment Results	Watson, Jason	5/25/2017	Step zero for 2017-18 SIP; student assessment data	7/11/2017 annually

V. Professional Development Opportunities

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

G1. If Pathways Elementary implements standards-aligned instruction based on the instructional shifts, then student achievement will increase.

G1.B1 Lack of knowledge of shifts.

G1.B1.S1 Develop knowledge and skills of the instructional shifts in ELA and improve implementation of core actions

PD Opportunity 1

Provide professional learning on ELA covering the foundation of instructional shifts

Facilitator

Jason Watson, Tranesha Jefferson, Stephanie Glaenzer, SLT members

Participants

Faculty

Schedule

Monthly, from 8/9/2016 to 5/26/2017

PD Opportunity 2

Implement the knowledge and skills learned during each professional learning session.

Facilitator

Jason Watson and Tranesha Jefferson

Participants

Students and faculty

Schedule

Daily, from 8/23/2016 to 5/26/2017

PD Opportunity 3

Monitor and provide feedback and coaching as needed for each professional learning

Facilitator

Jason Watson, Tranesha Jefferson

Participants

faculty

Schedule

Biweekly, from 8/24/2016 to 5/26/2017

G1.B1.S2 Develop knowledge and skills of the instructional shifts in math and improve implementation of core actions

PD Opportunity 1

Provide professional learning on math covering the foundation of instructional shift.

Facilitator

Jason Watson, Tranesha Jefferson, Stephanie Glaenzer, and SLT members

Participants

Faculty

Schedule

Monthly, from 8/9/2016 to 5/26/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Provide professional learning on ELA covering the foundation of instructional shifts				$587.73
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0761 - Pathways Elementary School	School Improvement Funds		$587.73
			Notes: 2014-2015 allocation- $3568.00 2013-2014 carry over- $3447.34 Total SIP budget- $587.73			
2	G1.B1.S1.A2	Implement the knowledge and skills learned during each professional learning session.				$0.00
3	G1.B1.S1.A3	Monitor and provide feedback and coaching as needed for each professional learning				$0.00
4	G1.B1.S2.A1	Provide professional learning on math covering the foundation of instructional shift.				$0.00
5	G1.B1.S2.A2					$0.00
6	G1.B1.S3.A1	Continue weekly collaboration meetings				$0.00
7	G1.B1.S3.A2	Use PLC's to provide follow up for professional learning (visible learning, CHAMPS, and others)				$0.00
8	G1.B1.S3.A3	Provide opportunities for faculty to observe fellow teachers implementing the instructional shifts by conducting mini-learning walks. PLC's will then provide feedback and discuss.				$0.00
9	G1.B2.S1.A1	Use technology and interventions to embed the shifts more thoroughly				$0.00
					Total:	$587.73