Pride Elementary School

2016-17 Schoolwide Improvement Plan

Pride Elementary School

1100 LEARNING LN, Deltona, FL 32738

http://myvolusiaschools.org/school/pride/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	Yes	77%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	55%

School Grades History

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

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 Pride 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.

At Pride we will strive to build meaningful relationships with our students, parents, community, faculty, and staff in order for them to grow academically, socially, and emotionally.

b. Provide the school's vision statement.

Through the individual commitment of all, our students will graduate with the knowledge, skills and values necessary to be successful contributors to our democratic society.

2. School Environment

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

Teachers conduct ice-breaking activities designed to learn about their students and establish a rapport in their classrooms. Many of the students at Pride come from diversified backgrounds. The students are encouraged to embrace and share their cultural differences with classmates and teachers throughout the year to build positive relationships.

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

The school-based Behavior Leadership Team develops processes and procedures intended for all students and staff in all settings and across campus which promote positive behavior and build a school community based upon safety and responsibility.

The school counselor conducts student groups on topics determined by data analysis including incidences requiring immediate intervention. The school counselor also involves district student services personnel to assist with student groups.

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.

The processes and procedures of the school-based Behavior Leadership Team are based upon school behavioral data and are implicitly taught and reinforced throughout the year. The membership of the Behavioral Leadership Team is inclusive of all areas (i.e., core instruction, school-way cafe, special area, administration) and is supported by Student Services personnel who help design targeted supports when need is indicated by school data.
Instructional time is a priority and protected by the administration, which is evidenced by the school infrastructure regarding student and parent accountability for absences and tardies, no non-essential announcements, and student misconduct being handled immediately and with minimal interruption to instruction.

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:
* 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 electronic report card. Through screening, the school is able to disaggregate data to determine if individual students, classrooms, 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 psychologist, school counselor and school social worker) 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.

Our Early Warning System will be used to determine and identify school-wide trends which impact students academic performance. As a result of this we will then use these areas as areas to address school-wide. We will have discussions in Leadership Meetings, at Principal Planning Meetings, PLC's, and Faculty Meetings where we are discussing group data that is discussed and research based interventions are developed to address the Early Warning System areas of concern.

In the area of Behavioral concerns we will use the Early Warning System and interventions through the use of the Guidance Counselor, Assistant Principal and other Behavior Leadership Team Members to make sure these are aligned with positive behavioral supports.

We will regularly review our students in the Early Warning System to help re-mediate and discuss if the supports in place are successful. When these supports are not successful students will then be referred to our Problem Solving Team Process.

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	

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?
Yes

1. PIP Link
The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/316705.

2. Description
A PIP has been uploaded for this school or district - see the link above.

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.

The school builds and sustains partnerships with the local community by holding such events as: Parent Literacy Night, Family Math Night, BYOT, PTO, Parent to Kids workshops, McTeacher Night, Skate Night ,and Young Author's Celebration.

C. 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).

1. School Leadership Team

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

Name	Title
Frazee, Leslie	Principal
Madison, Tracy	Teacher, ESE
Miller, Joanne	Teacher, K-12
Swindle, Amber	Instructional Coach
Roberts, Melanie	Instructional Coach
Robinson, Jamie	Assistant Principal

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.

Under Title I Part A our school works with outside agencies that provide specific services to targeted children and their families. These organizations team with our school to provide specific services to students, parents, and staff, including all special needs groups. It is the expectation of those involved in these partnerships that the activities and services will benefit the students by providing the children served with the support, tools, and materials they need to be ready to learn as they move down the appropriate path to graduation.
Programs supported by Title I at Pride Elementary include:
• Academic Coach for the purpose of comprehensive staff development
• Family Center Para-professional who facilitates our extensive parent involvement program
• Reading Intervention Teachers to provide interventions for students in need via a push-in model
• Supplemental Tutoring before or after school

• Supplemental materials and supplies needed to close the achievement gap
• Supplemental funds for ongoing staff development as determined by the results of FCAT data
• Parent To Kids workshops to teach literacy skills to parents so they can help their children to become better readers

Title I, Part C- Migrant
The District Migrant Education Program Coordinator, Migrant Advocates and Migrant Recruiters work together to provide services and support to the migrant students and their parents. The MEP Coordinator works with Title I and other programs to ensure student needs are met. The Migrant Education Program provides the following:
• Academic Assistance through credit accrual/recovery, tutoring, and summer school
• Translation Services for parent/teacher conferences
• Parental support through parent/kid activity nights and workshops on school success
• Migrant Parent Advisory Council (MPAC)
• Medical Assistance through referrals to outside community agencies
• Food Assistance through referrals to food assistance programs

Title I, Part D
The district receives funds to support the N & D programs to accelerate the rate of student achievement and close the achievement gaps for students in these programs. Services are coordinated with district DJJ and Neglected programs. Students are transitioned from DJJ centers back into the district schools with a transition plan to ensure academic and social success.

Title II
The district receives federal funds to provide access to Professional Development activities for public and private school teachers and principals in the core subject areas to ensure quality instruction and student success.

Title III
The District ESOL Coordinator and staff provide ongoing support and Professional Development to teachers to ensure instructional best practices are utilized. Teachers consistently monitor the progress of ELL students to identify specific needs, as well as target interventions and enrichments that ensure the appropriate pathway toward graduation.

Title X- Homeless
The school works closely with Pam Woods, Title X Coordinator, to ensure that homeless students have the materials and resources they need to be successful.
Supplemental Academic Instruction (SAI)
The district provides remedial and supplemental instructional resources to students who fail to meet performance levels.

Violence Prevention Programs
The school offers the following non-violence and anti-drug programs:
• Student Mentoring Program
• Peer Mediation Program
• Crisis Training Program
• Suicide Prevention Program
• Bullying Program

Nutrition Programs
Pride Elementary offers a variety of nutrition programs including:
• Free and Reduced Meal Plan
• Wellness Policy School Plan

• Personal Fitness classes

Housing Programs
N/A

Head Start
The District, in conjunction with the Head Start agency serving the community, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:
• Providing the opportunity for ongoing channels of communication with Head Start to facilitate coordination of programs and for shared expectations for children's learning and development as the children transition to elementary school.
• Assisting in the development of a systematic procedure for transferring, with parental consent, Head Start program records, for each participating child to the school in which such child will enroll.
• Collaborating and participating in joint Professional Development, including transition-related training for school staff and Head Start staff when feasible.
• Coordinating the services being provided by Head Start with services in elementary schools.
• Providing to the Head Start agency local public school policies, kindergarten registration and other relevant information to ease the transition of children and families from Head Start.

Adult Education
N/A

Career and Technical Education
N/A

Job Training
Pride Elementary offers students' career awareness opportunities through Jr. Achievement programs, job shadowing opportunities, guest speakers from business and industry, and field trips to business and industry locations.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Leslie Frazee	Principal
Teresa Lemmon	Education Support Employee
Jorge Del Hierro	Parent
Carol Del Hierro	Parent
Rose Garcia	Parent
Lori Connelly	Parent
Michelle Kerns	Parent
Christy Savatico	Education Support Employee
Tracy Madison	Teacher
Monique Sanchez	Parent
Sara Dunn	Business/Community
Andrea Parrish	Teacher

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

In order to begin evaluating the effectiveness of last year's school improvement plan, our school leadership team met to engage in Step Zero. The results were then shared with the faculty, as well as the School Advisory Council, to receive input.

b. Development of this school improvement plan

The SAC Team met in August to discuss the focus for this year's plan. SAC members identified barriers and resources for the staff and students at Pride. SAC members brainstormed strategies that would be effective. The SAC Team reviews and assists with monitoring school-wide data and provides input on priorities, goals, and strategies.

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

The school's annual budget and plan are shared for input and discussion at the first meeting of the SAC Team at the beginning of the school year. Updates on the school's budget, spending, and progress indicators are shared monthly at the SAC meetings.

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

We had a remaining balance from last year of $6.48. This year's allocation has not been received. The team discussed, decided on and voted that any funds received will be used to purchase a site license for Brain Pop ($2,000.00).

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
Frazee, Leslie	Principal
Lynn, Terri	Instructional Coach
Mara, Michelle	Teacher, K-12
Scott, Gwendolyn	Teacher, K-12
Miller, Joanne	Teacher, K-12
Swindle, Amber	Instructional Coach
Taylor, Jared	Teacher, K-12
Madison, Tracy	Teacher, ESE
Roberts, Melanie	Instructional Coach
Alexander, Holly	Teacher, K-12
Robinson, Jamie	Assistant Principal

b. Duties

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

The Literacy Leadership Team's major initiative for 2015-2016 will be to increase student achievement in ELA , math, and science to address strengths and weaknesses of all student populations, and to provide material and technical support to address student literacy needs.

D. 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).

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

Pride Elementary provides input from teachers through faculty meetings, PLCs, and Team Leader meetings in regards to the school based decision making process. Teachers are provided with a fifty-minute Professional Learning Community time once a week to work collaboratively as a grade level and also with district personnel to focus on student data.

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

*New Teacher Programs (Individualized PD, mentors, peer classroom visits, other site visits); Jamie Robinson
*Professional Development with concentration on reading, math, writing, and science; Administrators, Academic Coach
*PLC Activities; Administrators, Academic Coach, Team Leaders
*Celebrations/Teacher Recognitions; Administrators, Academic Coach
*Network with Community and Business Partners; Administrators, Guidance Counselor, VIPS, Mentors and Business Coordinator
*Academic Coach supports teachers in regards to curriculum, instruction, assessment, and behavior; Administrators and Academic Coach
*School wide student showcase events for writing, science and social studies; Administrators, Academic Coach, Teachers
*Promotion of School; Administration

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

New teachers are supported by many personnel at Pride. The Principal and Assistant Principal meet with the new teachers on a regular basis to address any issues that may arise. Pride has one Academic Coach who provides modeling, coaching, and feedback to teachers. New teachers also have a Peer Assistance Review Teacher assigned by the district that works with them on a weekly basis.

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.

The district provides teachers with curriculum maps and resources for all grade levels and content areas aligned to the Florida Standards. Teacher teams create formative and summative assessments to monitor student achievement in all content areas. School leaders and teachers are given significant professional development on the implementation of the curriculum maps, resources, and assessments.
Professional Learning Communities (PLCs) and coaching help ensure that instruction is aligned to Florida Standards, well-paced, engaging, and rigorous.

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.

Common planning allows teachers to participate in bi-monthly PLCs to regularly review formative and summative assessment data and continuously adjust their instruction accordingly. Assessment data is used to identify groups of students to receive targeted instruction during the intervention period. Teachers, alongside academic coach, create targeted instruction lessons during PLCs. When necessary, PLCs make recommendations for students to be reviewed and assisted by the school Problem-Solving Team (PST). Additionally, grade levels meet and review student data and address specific academic and behavioral concerns across the content areas. In doing so, teachers are better able to meet the needs of all students in a process that promotes a sense of shared responsibility.

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: Extended School Day
Minutes added to school year: 1,279

After school tutoring program.

Strategy Rationale

Pride is below the district average in ELA and Math FSA.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Frazee, Leslie, llfrazee@volusia.k12.fl.us

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

We use FAIR data, VXT data, as well as FSA data to determine the effectiveness of this strategy.

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

🔍 G083557

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	51.0
ELA/Reading Gains	40.0
FSA Mathematics Achievement	59.0
Math Gains	56.0
FCAT 2.0 Science Proficiency	51.0

Targeted Barriers to Achieving the Goal `3`

- Lack of knowledge on the instructional shifts

- Time for PLCs

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Curriculum/District Specialists

- Curriculum Maps

- Cadre Member

- Professional Learning(Admin, Institute, Coaches' trainings, etc.)

- Intervention Teachers

- Digital Learning Teacher Leaders

- Instructional Coach

Plan to Monitor Progress Toward G1. `8`

Bi-monthly PLC meetings

Person Responsible
Leslie Frazee

Schedule
Monthly, from 8/22/2016 to 5/26/2017

Evidence of Completion
PLC agenda, minutes and sign-in sheets

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 Pride Elementary implements standards-aligned instruction based on the instructional shifts, then student achievement will increase. [1]

🔑 G083557

G1.B1 Lack of knowledge on the instructional shifts [2]

🔑 B221709

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

🔑 S233933

Strategy Rationale

100% of our teachers need training on instructional shifts.

Action Step 1 [5]

Create a Needs Assessment Survey using resources from Achieve the Core to assess knowledge and skills of instructional shifts in ELA and Math, and analyze the data to develop a Professional Learning Plan

Person Responsible

Leslie Frazee

Schedule

On 8/12/2016

Evidence of Completion

Complete Needs Assessment Survey during pre-planning and develop Professional Learning Plan

Action Step 2 [5]

Provide professional learning on ELA (Instructional Shifts), based on the Needs Assessment Survey Results, part one

Person Responsible

Joanne Miller

Schedule

On 8/31/2016

Evidence of Completion

ERPL #1 Sign In Sheet, exit slips

Action Step 3 `5`

Provide professional learning on ELA (Instructional Shifts), based on the Needs Assessment Survey Results, part two

Person Responsible

Joanne Miller

Schedule

On 10/12/2016

Evidence of Completion

ERPL #2 Sign In Sheet, exit slips

Action Step 4 `5`

Provide professional learning on Math (Instructional Shifts), based on the Needs Assessment Survey Results, part one

Person Responsible

Joanne Miller

Schedule

On 11/19/2016

Evidence of Completion

ERPL #3 Sign In Sheet, exit slips

Action Step 5 `5`

Provide professional learning on Math (Instructional Shifts), based on the Needs Assessment Survey Results, part two

Person Responsible

Joanne Miller

Schedule

On 12/7/2016

Evidence of Completion

ERPL #4 sign in sheet, exit slips

Action Step 6 5

Monitor and provide feedback and coaching as needed from Professional Learning

Person Responsible

Tracy Madison

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Walk-throughs, coaching cycle, coach's instructional practice guide and observations

Action Step 7 5

Monitor the implementation of instructional shifts in classrooms

Person Responsible

Leslie Frazee

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Walk-throughs, observations, lesson plans and data from district assessments

Action Step 8 5

Purchase additional devices to support technology integration in implementing the instructional shifts

Person Responsible

Leslie Frazee

Schedule

On 1/16/2017

Evidence of Completion

Walk-throughs and the technology integration matrix

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

Analyze needs survey report to determine teacher knowledge on instructional shifts.

Person Responsible

Leslie Frazee

Schedule

On 8/12/2016

Evidence of Completion

Survey Report

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

Monthly review with professional learning facilitators to determine status of the professional learning plans

Person Responsible

Leslie Frazee

Schedule

Monthly, from 8/29/2016 to 5/26/2017

Evidence of Completion

Outlook Calendar and meeting notes

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

Coach provides follow up to ensure implementation of the Instructional Shifts

Person Responsible

Tracy Madison

Schedule

Weekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Coach's Instructional Practice Guide and coaching cycle

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

Administrators conduct Data Walks

Person Responsible

Leslie Frazee

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Data walk collection tools and data grids

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

Discuss the effectiveness of the Professional Learning Plan implementation and analyze collected data at monthly SLT meetings.

Person Responsible

Leslie Frazee

Schedule

Monthly, from 8/29/2016 to 5/26/2017

Evidence of Completion

Monthly Data Walks, Observational Notes, Lesson Plans, VXT Data, SLT Minutes

G1.B2 Time for PLCs 2

🔑 B221710

G1.B2.S1 More effective PLC's 4

🔑 S233937

Strategy Rationale

Data analysis and planning of instruction to meet needs of all students

Action Step 1 5

Provide professional learning on effective PLC's

Person Responsible

Joanne Miller

Schedule

On 8/31/2016

Evidence of Completion

Sign in sheets, minutes and MyPGS

Action Step 2 5

Create grade level data binders to be utilized during PLC's

Person Responsible

Joanne Miller

Schedule

On 8/31/2016

Evidence of Completion

Data binders and lesson plan template

Action Step 3 `5`

Provide opportunities to analyze data during PLC's

Person Responsible

Leslie Frazee

Schedule

Monthly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Data binders and PLC minutes

Action Step 4 `5`

Provide opportunities to respond to data analysis to drive instruction

Person Responsible

Leslie Frazee

Schedule

Monthly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Minutes, agendas and data walks

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

Determine status towards completing actions steps1-4 during monthly SLT meetings

Person Responsible

Leslie Frazee

Schedule

Monthly, from 8/29/2016 to 5/26/2017

Evidence of Completion

SLT Meeting Minutes and district PLC rubric

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

Discuss the effectiveness of PLC's and analyze collected data

Person Responsible

Leslie Frazee

Schedule

Monthly, from 8/29/2016 to 5/26/2017

Evidence of Completion

PLC rubric data and SLT Minutes

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.S1.MA1 M304928	Analyze needs survey report to determine teacher knowledge on instructional shifts.	Frazee, Leslie	8/9/2016	Survey Report	8/12/2016 one-time
G1.B1.S1.A1 A300464	Create a Needs Assessment Survey using resources from Achieve the Core to assess knowledge and...	Frazee, Leslie	8/9/2016	Complete Needs Assessment Survey during pre-planning and develop Professional Learning Plan	8/12/2016 one-time
G1.B1.S1.A2 A300465	Provide professional learning on ELA (Instructional Shifts), based on the Needs Assessment Survey...	Miller, Joanne	8/31/2016	ERPL #1 Sign In Sheet, exit slips	8/31/2016 one-time
G1.B2.S1.A1 A300473	Provide professional learning on effective PLC's	Miller, Joanne	8/31/2016	Sign in sheets, minutes and MyPGS	8/31/2016 one-time
G1.B2.S1.A2 A300474	Create grade level data binders to be utilized during PLC's	Miller, Joanne	8/31/2016	Data binders and lesson plan template	8/31/2016 one-time
G1.B1.S1.A3 A300466	Provide professional learning on ELA (Instructional Shifts), based on the Needs Assessment Survey...	Miller, Joanne	10/12/2016	ERPL #2 Sign In Sheet, exit slips	10/12/2016 one-time
G1.B1.S1.A4 A300467	Provide professional learning on Math (Instructional Shifts), based on the Needs Assessment Survey...	Miller, Joanne	11/19/2016	ERPL #3 Sign In Sheet, exit slips	11/19/2016 one-time
G1.B1.S1.A5 A300468	Provide professional learning on Math (Instructional Shifts), based on the Needs Assessment Survey...	Miller, Joanne	12/7/2016	ERPL #4 sign in sheet, exit slips	12/7/2016 one-time
G1.B1.S1.A8 A300471	Purchase additional devices to support technology integration in implementing the instructional...	Frazee, Leslie	8/15/2016	Walk-throughs and the technology integration matrix	1/16/2017 one-time
G1.MA1 M304943	Bi-monthly PLC meetings	Frazee, Leslie	8/22/2016	PLC agenda, minutes and sign-in sheets	5/26/2017 monthly
G1.B1.S1.MA1 M304927	Discuss the effectiveness of the Professional Learning Plan implementation and analyze collected...	Frazee, Leslie	8/29/2016	Monthly Data Walks, Observational Notes, Lesson Plans, VXT Data, SLT Minutes	5/26/2017 monthly
G1.B1.S1.MA2 M304929	Monthly review with professional learning facilitators to determine status of the professional...	Frazee, Leslie	8/29/2016	Outlook Calendar and meeting notes	5/26/2017 monthly
G1.B1.S1.MA3 M304930	Coach provides follow up to ensure implementation of the Instructional Shifts	Madison, Tracy	8/15/2016	Coach's Instructional Practice Guide and coaching cycle	5/26/2017 weekly
G1.B1.S1.MA4 M304931	Administrators conduct Data Walks	Frazee, Leslie	8/15/2016	Data walk collection tools and data grids	5/26/2017 monthly
G1.B1.S1.A6 A300469	Monitor and provide feedback and coaching as needed from Professional Learning	Madison, Tracy	8/15/2016	Walk-throughs, coaching cycle, coach's instructional practice guide and observations	5/26/2017 monthly
G1.B1.S1.A7 A300470	Monitor the implementation of instructional shifts in classrooms	Frazee, Leslie	8/15/2016	Walk-throughs, observations, lesson plans and data from district assessments	5/26/2017 monthly
G1.B2.S1.MA1 M304938	Discuss the effectiveness of PLC's and analyze collected data	Frazee, Leslie	8/29/2016	PLC rubric data and SLT Minutes	5/26/2017 monthly
G1.B2.S1.MA1 M304939	Determine status towards completing actions steps1-4 during monthly SLT meetings	Frazee, Leslie	8/29/2016	SLT Meeting Minutes and district PLC rubric	5/26/2017 monthly
G1.B2.S1.A3 A300475	Provide opportunities to analyze data during PLC's	Frazee, Leslie	8/22/2016	Data binders and PLC minutes	5/26/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A4 🔍 A300476	Provide opportunities to respond to data analysis to drive instruction	Frazee, Leslie	8/22/2016	Minutes, agendas and data walks	5/26/2017 monthly

V. Professional Development Opportunities

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

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

G1.B1 Lack of knowledge on the instructional shifts

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

PD Opportunity 1

Provide professional learning on ELA (Instructional Shifts), based on the Needs Assessment Survey Results, part one

Facilitator

Joanne Miller

Participants

Faculty

Schedule

On 8/31/2016

PD Opportunity 2

Provide professional learning on ELA (Instructional Shifts), based on the Needs Assessment Survey Results, part two

Facilitator

Joanne Miller

Participants

Faculty

Schedule

On 10/12/2016

PD Opportunity 3

Provide professional learning on Math (Instructional Shifts), based on the Needs Assessment Survey Results, part one

Facilitator

Joanne Miller

Participants

Faculty

Schedule

On 11/19/2016

PD Opportunity 4

Provide professional learning on Math (Instructional Shifts), based on the Needs Assessment Survey Results, part two

Facilitator

Joanne Miller

Participants

Faculty

Schedule

On 12/7/2016

G1.B2 Time for PLCs

G1.B2.S1 More effective PLC's

PD Opportunity 1

Provide professional learning on effective PLC's

Facilitator

Joanne Miller

Participants

Faculty

Schedule

On 8/31/2016

PD Opportunity 2

Create grade level data binders to be utilized during PLC's

Facilitator

Joanne Miller

Participants

Faculty

Schedule

On 8/31/2016

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	Create a Needs Assessment Survey using resources from Achieve the Core to assess knowledge and skills of instructional shifts in ELA and Math, and analyze the data to develop a Professional Learning Plan				$0.00
2	G1.B1.S1.A2	Provide professional learning on ELA (Instructional Shifts), based on the Needs Assessment Survey Results, part one				$0.00
3	G1.B1.S1.A3	Provide professional learning on ELA (Instructional Shifts), based on the Needs Assessment Survey Results, part two				$0.00
4	G1.B1.S1.A4	Provide professional learning on Math (Instructional Shifts), based on the Needs Assessment Survey Results, part one				$0.00
5	G1.B1.S1.A5	Provide professional learning on Math (Instructional Shifts), based on the Needs Assessment Survey Results, part two				$0.00
6	G1.B1.S1.A6	Monitor and provide feedback and coaching as needed from Professional Learning				$59,129.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			7931 - Pride Elementary School	Title I, Part A		$59,129.00
7	G1.B1.S1.A7	Monitor the implementation of instructional shifts in classrooms				$0.00
8	G1.B1.S1.A8	Purchase additional devices to support technology integration in implementing the instructional shifts				$12,230.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			7931 - Pride Elementary School	Title I, Part A		$12,230.00
9	G1.B2.S1.A1	Provide professional learning on effective PLC's				$0.00
10	G1.B2.S1.A2	Create grade level data binders to be utilized during PLC's				$0.00
11	G1.B2.S1.A3	Provide opportunities to analyze data during PLC's				$0.00
12	G1.B2.S1.A4	Provide opportunities to respond to data analysis to drive instruction				$130,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			7931 - Pride Elementary School	Title I, Part A		$130,000.00
					Total:	$201,359.00