

Hernando County School District

Suncoast Elementary School



2016-17 Schoolwide Improvement Plan

Suncoast Elementary School

11135 QUALITY DR, Spring Hill, FL 34609

<https://www.hernandoschools.org/shes>

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	71%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	37%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	C*	C	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 was approved by the Hernando County School Board on 10/18/2016.

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>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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 Suncoast Elementary School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	Targeted Support & Improvement - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

To develop students who are positive, respectful, and productive. We will do this by providing a safe, secure environment and utilizing technology to its fullest potential. We will create lifelong learners and celebrate the diversity within our school family.

b. Provide the school's vision statement.

Brighten the future with the light of knowledge!

2. School Environment

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

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

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

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

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.

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

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 counselor facilitates ongoing special peer groups to develop social/emotional needs of students and provides individual counseling as needed.

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	0
One or more suspensions	0	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	0
Level 1 on statewide assessment	0	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	0

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

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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. Â§ 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

As the new school year begins, we invite parents to an open house so that they may meet the new teacher(s), as well as become familiar with arrival and dismissal procedures, food services, YMCA support, and SAC.

Throughout the year, teachers hold parent teacher conferences and communicate with families by phone, through newsletters, student agendas and Edline. Through parent conferences parents are also an opportunity to learn about the standards and resources used in their child's classroom. Information is also shared about the importance of using Edline to access grade reports and additional links to use for remediation or enrichment of skills.

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.

Our school has established a partnership with a local 55+ community and a local church that provides us with teacher/student supplies and assist with the beautification of the school campus. We also are

involved with a backpack program that provides food for needy families. A fundraiser takes place monthly at the local skating rink supporting our PBS program. The United Way sponsors Stuff the Bus which our teachers participate annually to receive classroom supplies. The local Kiwanis sponsors a Kids Club that interacts with the community to provide service learning experiences.

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
Piesik, Scott	Principal
Baker, Kelly	School Counselor
Mentasti, Chris	Teacher, K-12
Williams, Allison	Teacher, K-12
Troyer, Cecilia	Teacher, K-12
Bordonaba, Diana	Teacher, K-12
Rivera, Susan	Teacher, ESE
Fielder, Melanie	Teacher, K-12
Connell, Ann	Teacher, K-12
Mendoza, Laura	Teacher, K-12
O'Quinn, Kathy	Teacher, K-12
Leon, Amanda	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.

Scott Piesik (Principal) and Dacey Mahoney (Assistant Principal) facilitate and encourage the team in analyzing overall school data, acquiring the resources to deliver standards-based instruction while engaging in purposeful action steps that are committed to increasing student achievement in the school.

Chris Mentasti serves as the ELA Reading Resource support for students and teacher in grades K-5. She is a member of the Literacy Leadership team.

Cecilia Troyer is the assessment teacher. She collaborates with teachers during PLC's regarding data and instructional decision making.

Grade Level Teachers (Kathy O'Quinn, Ann Connell, Laura Mendoza, Skyler President, Melanie Fielder, Diane Bordonaba, Cecilia Troyer, and Susan Rivera) serve on the School Based Leadership Team for their grade level or department. They are responsible for examining multiple data sources, reflecting upon best practices for instructional delivery, and aligning resources with the Florida Standards to increase student achievement.

Kelly Baker is the Certified School Counselors and serves as the PBS Coach and MTSS Facilitator. Diana Bordonaba and Suzanne Wilkerson are the school math representatives is the liasons between the district and the school. They serves on the district math task force.

Amanda Leon, Jennifer Johnson, Melissa Staton, Allison Williams, Kristen Cameron, and Alyssa Ball represent the school and serve on the ELA curriculum map task force for their respective grade

levels.

Jennine Romanello, Stephanie D'Anne, Laura Kortman, Heather Zielinski, Mike DeMoss, and Renee Koulouris serve as PLC/SWAP Facilitators for their grade levels.

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.

Administration designs a school master schedule that allows for uninterrupted blocks of time for core instruction and daily specials (physical education, art, and media). Opportunities for Tier 2 and Tier 3 interventions are embedded into the daily schedule for targeted remedial and enrichment instruction based on student needs. Teachers collaborate weekly during PLCs and common planning in an effort to share resources and strategies to address academic or behavioral concerns. MTSS meetings are available to teachers to work through the data-driven problem solving process when strategies and resources are not being successful during the Tier 2 support time. During MTSS meetings, the team examines all progress monitoring data collected, addresses the fidelity of the interventions delivered, and makes recommendations as to the next level of support. These meetings are scheduled weekly with teachers to develop a plan for targeted students. In addition, Kelly Baker (Certified School Counselor) coordinate monthly PBS and MTSS leadership meetings with school grade level representatives and district support staff to continue to support the needs of the school.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Skyler President	Teacher
Scott Piesik	Principal
Tracey Bonnett	Parent
Karen Saverino	Teacher
Leslie Helleis	Parent
Annette Rees	Parent
Michelle Miller	Parent
Kathy O'Quinn	Teacher
Mona Cruz	Business/Community
Charles Simmons	Business/Community
John Schaaf	Business/Community
Jennifer Anselmo	Parent

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

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

b. Development of this school improvement plan

Input from SAC members was requested in the development of the SIP plan as we seek to focus, support and monitor the goals we plan to achieve. A review and evaluation of our 2016-2017 school-wide goals and strategies helped to guide us in the development of our current SIP plan.

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

The school's annual budget and plan will support school-wide strategies aligned to the SIP plan. SAC will discuss the projected use of funds to target student improvement and the needs of the school with attention focused on specific sub-groups that are showing the greatest need. The need for funding of the CAPE, ICT model will be a continued budget focus as we continue implementation for the 2016-2017 school year. Additional funding may be requested in support of identifying student gaps in learning through diagnostic assessments, and targeted extended day that seeks to close student instructional gaps.

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

School improvement funds allocated last year included supporting school initiatives such as extended day learning staff, CAPE digital program staff, and resources to support learning in the classroom

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

b. Duties

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

The school based LLT will meet to define and support literacy goals through professional development activities for the school staff. The team will review and share current research and best

practices that promotes successful ELA skills in all students. The LLT team will promote the use of the Professional Library to increase each teacher's knowledge base.

Literacy initiatives will include:

- participating in the Global Read Aloud.
- promoting independent reading through conferencing with individual students so each discovers a book/genre of interest
- exposing students to Tumblebooks website, Scholastic Science magazines, Accelerated Reader program, Storybird, Word Hippo
- celebrating Literacy Week and the Most Improved Readers in each grade level
- improving text and visual literacy skills through cross-curricular connections
- providing parents with strategies to assist their children in reading
- hosting school book fairs
- training and creating teams of student mentors
- students hosting events to share reading strategies, projects, demonstrations and performances to share with other teachers and their students

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.

Positive working relationships are encouraged through grade level team relationships as well as vertical teaming. Teachers work collaboratively to learn and plan together at grade level meetings, professional learning communities, and professional development opportunities. Vertical teams foster a shared understanding of the Florida Standards and curriculum alignment across grade levels. Faculty and staff communicate within and across grade levels through the use of the SES calendar. PLC meeting dates and topics, as well as working strategies are shared.

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

Administration works diligently to ensure highly qualified staff is recruited, developed and retained through professional growth opportunities, staff development opportunities, a collegial atmosphere, team support of one another, and acknowledgements of success.

The interview process is established to seek out individuals that demonstrate an understanding of effective instructional strategies and practices that are based on the implementation of the Florida Standards. Grade level teams are provided daily common planning time to collaborate and align effective teaching practices that increase student performance. New teachers are assigned mentors that help to support daily planning, delivery of instruction and assessment.

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

The HCSD has implemented a new teacher induction/mentoring program this year called RISE Hernando: Refining, Inspiring, and Supporting our Educators. There will be a district level cadre to mentor all teachers and they will be going through the observations/coaching cycle once per month. Each school site will have a RISE representative who will go through the training with the district cadre and be the lead mentor for year two teachers starting the 2017-2018 school year. We also provide grade level support to new teachers at our school site. The support is provided by team leaders and peer teachers.

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.

Teachers are provided district curriculum maps aligned to the Florida Standards. The curriculum maps contain various resources aligned to the Florida Standards. I CAN statements are posted in classrooms related to the standards and learning targets of the current lessons.

District ELA, Science and Math Coaches will support the school with continued opportunities for staff to engage in workshops regarding the district curriculum maps and model classroom best practices.

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.

The school uses data to determine the intensity level of support. The data comes from core curriculum and ELL assessments, iReady, SAM Math, SAM Science, teacher observations and/or anecdotal records, student conferences, student journals, and/or work samples. District curriculum maps also provide suggested summative and formative assessments, as well as performance task ideas for assessment.

Additional research-based resources and programs (Readworks, Time for Kids, SRA Basic Skills Series, Great Leaps, Easy CBM, LMB programs, DAR, IXL, FCRR, Destination Reading, Sidewalks, Notice and Note as you Read) are used to supplement the core instruction for students that are not meeting proficiency. These resources are used during Tier II or Tier III time to help scaffold instruction. MTSS time is built into the master schedule. Progress is monitored and reviewed during Grade Level meetings, MTSS meetings and/or parent conferences.

Student-Teacher data chats are encouraged to review progress and set goals for individual improvement. Teachers will consider the Model Classroom Best Practices as an integral element of their discussions with students, other teachers, and administrators.

Administration coordinates data chats with teachers to empower and provide feedback related to their student proficiency data, student gains data, and bottom quartile student gains data.

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:

N/A

Strategy Rationale

N/A

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

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

N/A

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.

During the last nine weeks of PreK, the students who will be moving up in the fall begin to transition to kindergarten activities such as lunch, PE, and Specials.

For incoming Kindergarten students, Kindergarten registration is held in late spring for parents to acquire the necessary documentation to enter the school system. Kindergarten Kick Off night is held prior to the new school year which includes a presentation by the principal welcoming the families and introducing them to the systems of our school. Parents and students also spend time getting to know the Kindergarten teachers with curriculum information and general schedules/routines.

We are fortunate to have options for our students moving on to Middle School. Middle School representatives across the district meet with fifth grade near the end of the year to share information about the programs their schools have to offer. Information is also shared to familiarize them with procedures and schedules, as well as extra curricular activities.

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.

N/A

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

N/A

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

N/A

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.

N/A

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 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" 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.** Suncoast Elementary School staff will engage students through the use of collaborative and purposeful standards based instructional strategies that will increase student achievement as measured by growth indicators.

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

G084338

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	60.0
FSA ELA Achievement	60.0
ELA/Reading Lowest 25% Gains	50.0
FCAT 2.0 Science Proficiency	50.0

Targeted Barriers to Achieving the Goal 3

- A limited knowledge and support for effective planning to implement rigorous standards based instruction.
- Lack of time to common plan with grade level team.
- Lack of appropriate professional development specifically aligned to Florida Standards and Florida State Assessment in ELA and Math

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional Learning Communities
- C Palms
- District Curriculum Maps
- Staff Professional Development with District Coaches
- EQUIP Rubric
- Edivate
- Student Work Analysis Protocol
- High Impact Instructional Strategies

Plan to Monitor Progress Toward G1. 8

Classroom walkthroughs will provide evidence that teachers are providing instruction that is standards based and are using collaborative and purposeful instructional strategies.

Person Responsible

Scott Piesik

Schedule

Weekly, from 8/10/2016 to 5/30/2017

Evidence of Completion

Edivate walkthrough data for Domain 3 will be collected by administration as well as the HCSD Trend Data Collection Tool used by administration and district staff.

Plan to Monitor Progress Toward G1. 8

Students will be progress monitored throughout the year using i-Ready, SAM Math, SAM Science, and District Writing Assessments. Administration will review the data after each assessment period and lead grade level teams in data chats.

Person Responsible

Scott Piesik

Schedule

Triannually, from 8/10/2016 to 5/30/2017

Evidence of Completion

Progress monitoring data reports and sign in sheets from data chats/SBLT meetings

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. Suncoast Elementary School staff will engage students through the use of collaborative and purposeful standards based instructional strategies that will increase student achievement as measured by growth indicators. 1

G084338

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

B224087

G1.B1.S1 Utilize data from formal and informal assessments to drive instruction and improve individual student performance 4

S236474

Strategy Rationale

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

Action Step 1 5

The assessment teacher and administration will collaborate with grade level teachers targeting data analysis of multiple data points so teachers can provide data driven instruction.

Person Responsible

Cecilia Troyer

Schedule

Monthly, from 8/10/2016 to 5/30/2017

Evidence of Completion

Usage report from Performance Matters, Sign In sheet

Action Step 2 5

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

Person Responsible

Scott Piesik

Schedule

Monthly, from 8/10/2016 to 5/30/2017

Evidence of Completion

PLC/SWAP Agendas and Minutes, Student Work Analysis Protocol Documentation, Sign in sheets

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

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

Person Responsible

Cecilia Troyer

Schedule

Monthly, from 8/10/2016 to 5/30/2017

Evidence of Completion

PLC/SWAP Agenda and Minutes, Sign-in Sheet, Performance Matters Utilization report, SWAP documentation

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

Teachers and administration will use progress monitoring data (i.e. i-Ready and SAM) to monitor student performance/achievement.

Person Responsible

Cecilia Troyer


Schedule

Quarterly, from 8/10/2016 to 5/30/2017

Evidence of Completion

Progress Monitoring Data and sign in sheets

G1.B1.S2 Provide professional development regarding the implementation of the District Curriculum Maps and Model Classroom Best Practices set forth by district. 4

 S236475

Strategy Rationale

Instructional teams need constructive feedback to continue to create meaningful cross curricular lessons that align to the district created curriculum maps.

Action Step 1 5

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

Person Responsible

Scott Piesik

Schedule

Monthly, from 8/10/2016 to 5/30/2017

Evidence of Completion

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

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

Review of Classroom Walkthrough Data reports between administration

Person Responsible

Scott Piesik

Schedule

Monthly, from 8/10/2016 to 5/30/2017

Evidence of Completion

Reports generated from Walkthrough Data: SBLT agenda item

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

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

Person Responsible

Scott Piesik

Schedule

Monthly, from 8/10/2016 to 5/30/2017

Evidence of Completion

SBLT agenda; Trends of walkthrough data

G1.B2 Lack of time to common plan with grade level team. 2

 B224088

G1.B2.S1 Daily common planning time will be built into the master schedule for each grade level. 4

 S236476

Strategy Rationale

Grade level consistency in regards to creating Florida Standards aligned lessons and assessments.

Action Step 1 5

Administration will develop the master schedule that allows for each grade level team to have a daily common planning time.

Person Responsible

Scott Piesik

Schedule

On 8/10/2016

Evidence of Completion

Master Schedule

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

Administration will conduct meetings and walkthroughs to ensure that planning time is being used effectively.

Person Responsible

Scott Piesik

Schedule

Weekly, from 8/10/2016 to 5/30/2017

Evidence of Completion

Sign in sheets and walkthrough data

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

Each grade level has a SWAP/PLC Facilitator to guide teams through the process of common planning, reviewing student work, and reflecting on teaching practices.

Person Responsible

Scott Piesik


Schedule

Biweekly, from 8/10/2016 to 5/30/2017


Evidence of Completion

PLC/SWAP Sign in sheets, SWAP documentation, and progress monitoring data

G1.B3 Lack of appropriate professional development specifically aligned to Florida Standards and Florida State Assessment in ELA and Math **2**

 B224089

G1.B3.S1 Provide professional development regarding the implementation of the District Curriculum Maps and their alignment to the Florida Standards. **4**

 S236477

Strategy Rationale

It is required that all lessons and assessments are aligned to the Florida Standards for their specific grade level.

Action Step 1 **5**

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

Person Responsible

Scott Piesik

Schedule

Monthly, from 8/10/2016 to 5/30/2017

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G1.B3.S1 **6**

Review of Classroom Walkthrough Data reports between administration

Person Responsible

Scott Piesik

Schedule

Monthly, from 8/10/2016 to 5/30/2017

Evidence of Completion

Reports generated from Walkthrough Data: SBLT agenda item

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

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

Person Responsible

Scott Piesik

Schedule

Biweekly, from 8/10/2016 to 5/30/2017

Evidence of Completion

SBLT agenda; Trends of walkthrough data

G1.B3.S2 Provide professional development regarding the breakdown of the FSA Assessments (i.e. percent of questions for each big idea and the difficulty levels) 4

 S236478

Strategy Rationale

Teachers must understand how their students will be assessed (content and rigor) in order to align instruction and assessments.

Action Step 1 5

Professional Development with district coaches and ongoing data chats with administration on student data and the breakdown of FSA questions.

Person Responsible

Scott Piesik

Schedule

Quarterly, from 8/10/2016 to 5/30/2017

Evidence of Completion

Performance Matters usage reports, Sign in sheets, and ERO/PD documents

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Ongoing data collection using data binders by teachers

Person Responsible

Scott Piesik

Schedule

Semiannually, from 8/10/2016 to 5/30/2017

Evidence of Completion

Data Binders

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

After the initial training, administration will meet with teacher for a mid year review and final evaluation

Person Responsible

Scott Piesik

Schedule

Semiannually, from 8/10/2016 to 5/30/2017


Evidence of Completion

Teachers will be required to bring data binders to their mid year review and final evaluation. Data binders will include all district progress monitoring and classroom assessment data including benchmark and balanced assessments,

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.B2.S1.A1 A305035	Administration will develop the master schedule that allows for each grade level team to have a...	Piesik, Scott	8/10/2016	Master Schedule	8/10/2016 one-time
G1.MA1 M311024	Classroom walkthroughs will provide evidence that teachers are providing instruction that is...	Piesik, Scott	8/10/2016	Edivate walkthrough data for Domain 3 will be collected by administration as well as the HCSD Trend Data Collection Tool used by administration and district staff.	5/30/2017 weekly
G1.MA2 M311025	Students will be progress monitored throughout the year using i-Ready, SAM Math, SAM Science, and...	Piesik, Scott	8/10/2016	Progress monitoring data reports and sign in sheets from data chats/SBLT meetings	5/30/2017 triannually
G1.B1.S1.MA1 M311014	Teachers and administration will use progress monitoring data (i.e. i-Ready and SAM) to monitor...	Troyer, Cecilia	8/10/2016	Progress Monitoring Data and sign in sheets	5/30/2017 quarterly
G1.B1.S1.MA1 M311015	Grade Level teams will attend PLCs to review informal and formal assessment data collected as well...	Troyer, Cecilia	8/10/2016	PLC/SWAP Agenda and Minutes, Sign-in Sheet, Performance Matters Utilization report, SWAP documentation	5/30/2017 monthly
G1.B1.S1.A1 A305032	The assessment teacher and administration will collaborate with grade level teachers targeting data...	Troyer, Cecilia	8/10/2016	Usage report from Performance Matters, Sign In sheet	5/30/2017 monthly
G1.B1.S1.A2 A305033	Professional Learning Communities (PLC) will be restructured to develop a protocol where teachers...	Piesik, Scott	8/10/2016	PLC/SWAP Agendas and Minutes, Student Work Analysis Protocol Documentation, Sign in sheets	5/30/2017 monthly
G1.B2.S1.MA1 M311018	Each grade level has a SWAP/PLC Facilitator to guide teams through the process of common planning,...	Piesik, Scott	8/10/2016	PLC/SWAP Sign in sheets, SWAP documentation, and progress monitoring data	5/30/2017 biweekly
G1.B2.S1.MA1 M311019	Administration will conduct meetings and walkthroughs to ensure that planning time is being used...	Piesik, Scott	8/10/2016	Sign in sheets and walkthrough data	5/30/2017 weekly
G1.B3.S1.MA1 M311020	Continued evidence of model classroom best practices will be supported through walkthrough goals	Piesik, Scott	8/10/2016	SBLT agenda; Trends of walkthrough data	5/30/2017 biweekly
G1.B3.S1.MA1 M311021	Review of Classroom Walkthrough Data reports between administration	Piesik, Scott	8/10/2016	Reports generated from Walkthrough Data: SBLT agenda item	5/30/2017 monthly
G1.B3.S1.A1 A305036	Use of the HCSD Elementary Trend-Data Collection Tool during classroom walkthroughs will inform and...	Piesik, Scott	8/10/2016	Classroom Walkthrough Data by both Administrator; HCSD Elementary Trend-Data by District Support Staff	5/30/2017 monthly
G1.B1.S2.MA1 M311016	Continued evidence of model classroom best practices will be supported through walkthrough goals	Piesik, Scott	8/10/2016	SBLT agenda; Trends of walkthrough data	5/30/2017 monthly
G1.B1.S2.MA1 M311017	Review of Classroom Walkthrough Data reports between administration	Piesik, Scott	8/10/2016	Reports generated from Walkthrough Data: SBLT agenda item	5/30/2017 monthly
G1.B1.S2.A1 A305034	Use of the HCSD Elementary Trend-Data Collection Tool during classroom walkthroughs will inform and...	Piesik, Scott	8/10/2016	Classroom Walkthrough Data by both Administrator; HCSD Elementary Trend-Data by District Support Staff	5/30/2017 monthly
G1.B3.S2.MA1 M311022	After the intial training, administration will be meet with teacher for a mid year review and final...	Piesik, Scott	8/10/2016	Teachers will be required to bring data binders to their mid year review and final evaluation. Data binders will include all district progress monitoring and classroom assessment data including benchmark and balanced assessments,	5/30/2017 semiannually
G1.B3.S2.MA1 M311023	Ongoing data collection using data binders by teachers	Piesik, Scott	8/10/2016	Data Binders	5/30/2017 semiannually

Hernando - 0321 - Suncoast Elementary School - 2016-17 SIP
Suncoast Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B3.S2.A1  A305037	Professional Development with district coaches and ongoing data chats with administration on...	Piesik, Scott	8/10/2016	Performance Matters usage reports, Sign in sheets, and ERO/PD documents	5/30/2017 quarterly

V. Professional Development Opportunities

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

G1. Suncoast Elementary School staff will engage students through the use of collaborative and purposeful standards based instructional strategies that will increase student achievement as measured by growth indicators.

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

G1.B1.S1 Utilize data from formal and informal assessments to drive instruction and improve individual student performance

PD Opportunity 1

The assessment teacher and administration will collaborate with grade level teachers targeting data analysis of multiple data points so teachers can provide data driven instruction.

Facilitator

Cecilia Troyer, Scott Piesik, and Dacey Mahoney

Participants

All instructional teams

Schedule

Monthly, from 8/10/2016 to 5/30/2017

PD Opportunity 2

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

Facilitator

Jennine Romanello, Stephanie D'Anna, Laura Kortman, Heather Zielinski, Mike DeMoss, and Renee Koulouris

Participants

All instructional teams

Schedule

Monthly, from 8/10/2016 to 5/30/2017

G1.B3 Lack of appropriate professional development specifically aligned to Florida Standards and Florida State Assessment in ELA and Math

G1.B3.S1 Provide professional development regarding the implementation of the District Curriculum Maps and their alignment to the Florida Standards.

PD Opportunity 1

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

Facilitator

Scott Piesik and district curriculum coaches

Participants

All instructional teams

Schedule

Monthly, from 8/10/2016 to 5/30/2017

G1.B3.S2 Provide professional development regarding the breakdown of the FSA Assessments (i.e. percent of questions for each big idea and the difficulty levels)

PD Opportunity 1

Professional Development with district coaches and ongoing data chats with administration on student data and the breakdown of FSA questions.

Facilitator

Scott Piesik, Dacey Mahoney, Cecilia Troyer and District Curriculum Coaches

Participants

All instructional teams

Schedule

Quarterly, from 8/10/2016 to 5/30/2017

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	The assessment teacher and administration will collaborate with grade level teachers targeting data analysis of multiple data points so teachers can provide data driven instruction.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0321 - Suncoast Elementary School	General Fund		\$500.00
			<i>Notes: To purchase paper to print data reports.</i>			
2	G1.B1.S1.A2	Professional Learning Communities (PLC) will be restructured to develop a protocol where teachers examine and analyze student work and formative assessments.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0321 - Suncoast Elementary School			\$0.00
3	G1.B1.S2.A1	Use of the HCSD Elementary Trend-Data Collection Tool during classroom walkthroughs will inform and target professional development that supports the Model Classroom Best Practices.				\$0.00
4	G1.B2.S1.A1	Administration will develop the master schedule that allows for each grade level team to have a daily common planning time.				\$0.00
5	G1.B3.S1.A1	Use of the HCSD Elementary Trend-Data Collection Tool during classroom walkthroughs will inform and target professional development that supports the Model Classroom Best Practices.				\$0.00
6	G1.B3.S2.A1	Professional Development with district coaches and ongoing data chats with administration on student data and the breakdown of FSA questions.				\$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0321 - Suncoast Elementary School	Title II		\$2,500.00
			<i>Notes: Provide substitutes so that teachers can attend professional development.</i>			
					Total:	\$3,000.00