Pizzo K 8 School

2016-17 Schoolwide Improvement Plan

Pizzo K 8 School

11701 USF BULL RUN ST, Tampa, FL 33617

www.pizzo.mysdhc.org

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)
Combination School PK-8	Yes	91%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	91%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	D	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 is pending approval by the Hillsborough 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:

- <u>Former F</u> - 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.
- <u>Planning</u> - 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.
- <u>Implementing</u> - 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 Pizzo K 8 School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	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.

Best Teaching Practices
USF Partnerships
Learning Communities
Leads to
Student Achievement

b. Provide the school's vision statement.

Learning for All ... All for Learning!

2. School Environment

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

The school promotes various activities that give students, parents, and teachers the opportunity to interact such as: Pizzo Parents Breakfast Club, ELL parent nights, Open House/Curriculum Night, Wednesday Folders, daily agendas, Conference Nights, Science Night, Math Night, STEM/MOSI Family Night, and Reading Night, and our Family Dinner Nights. In addition, classroom teachers build community with their students daily through morning meetings, content conferences, and student-created BULLS Expectation.

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

Pizzo has created schoolwide expecations for behavior, safety, learning, called, BULLS Expectation. Each classroom receives the BULLS Expectations posters where students and teacher define the specific expectations for the classroom. This ensure an overarching expectation while still including individual classroom expectations. In addition, Pizzo enforces a Zero Tolerance for Bullying by ensuring that faculty and staff are always monitoring students and receive professional develop from the Guidance team. Positive behavior is promoted through PBS, bus reward system, Top Bull celebrations, guidance lessons and various class rewards. Furthermore, teachers receive professional development throughout the year on issues such as: training students with Poverty in Mind, school safety, Steps to Respect, Supervisor-Para Educator Training, and Enlopement plan.

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 school-wide behavioral system in place at Pizzo Elementary is Positive Behavior Intervention Support (PBIS). This system includes three tiers of support for students as consistent with the Multi-Tiered Systems of Support – Response to Intervention (MTSS-RtI) process. PBIS methods are research-based and proven to significantly reduce the occurrence of problem behaviors in schools; which can result in a more positive school climate with increased academic performance. PBS is consistent with the Individuals with Disabilities Education Act, which advocates the use of positive behavior interventions and school-based disciplinary strategies that reduce or eliminate the need to

use suspension and expulsion as disciplinary options.

Within the PBIS framework, Pizzo positively reinforces student behavior using the BULLS Expectations (B- be responsible, U- use kindness every day, L- listen well, L- learn, learn, learn, and S- safety first). The goals for school-wide implementation of PBS are as follows: to design an effective environment that will improve the fit between research-based practices and the settings in which teaching and learning occur; to create and sustain a learning environment that will enhance the personal, health, social, and academic outcomes for all students; and to make problem behavior less effective, efficient, and relevant, while making desired behavior more functional.

An established protocol for disciplinary incidents was developed by the PBIS team in conjunction with the Problem Solving Leadership Team and includes a discipline response flowchart. Once a behavior is observed, the classroom teacher determines whether the exhibited behavior should be classified as minor or major. Following the Pizzo Discipline Flowchart, teachers will maintain the appropriate continuum of strategies to respond to the inappropriate behaviors. Classroom managed (Minor Behaviors) include the following: Out of seat, Talking out, Minor teasing/ taunting, Lying/cheating, Inappropriate language (low intensity), Misuse of property, Disrespect (not honoring someone's space, feelings, belongings), Disruption (low intensity), Non-compliance (brief, low intensity), Physical contact (inappropriate, non-serious), Dress code violation, and Minor conflicts with peer. Office managed (Major Behaviors) include the following: Abusive/inappropriate language, Alcohol/tobacco/ drugs, Arson, Disrespect, Disruption, Fighting/physical aggression, Forgery/theft, Harassment/ teasing/taunting, Lying/cheating, Non-compliance/defiance, Property damage/vandalism, Sexual/ pornographic materials, and Tardiness/truancy. Crisis level incidences are also included as Major Behaviors and include weapons, bomb threats, false alarms, and suspected illegal activity.

The PSLT and PBIS committee review school-wide discipline data monthly. Office referrals and incident reports will be used to review discipline data throughout the year. The PBIS committee will use a problem-solving process to identify areas for continuous improvement. In order to ensure that PBS expectations are fairly and consistently enforced, trainings for school personnel took place during the pre-planning portion of the school year. Classroom PBIS education included lesson plans on the BULLS expectations that were created by the PBIS committee. The lesson plans included primary and intermediate support, and provided teachers with a resource for teaching and reviewing school-wide expectations and classroom rules.

Students have the responsibility to be in class on time. Students must attend class, and be on time, in order to receive the maximum benefit from instruction. Tardies will be considered an incident only after four or more have accrued within a grading period. HCPS policies dictate that consequences for tardies include only non-suspension consequences.

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.

• Given that one of the main tasks of the Instructional Leadership Team(ILT) is to monitor student data related to instruction and interventions, the ILT monitors the effectiveness of instruction and intervention by reviewing student data as well as data related to implementation fidelity (teacher walk-through data).
• The ILT communicates with and supports the PLCs in implementing the proposed strategies by distributing ILT members across the PLCs to facilitate planning and implementation. Once strategies are put in place, the ILT members who are part of the PLCs regularly report on their efforts and student outcomes to the larger Instructional Leadership Team.
• The ILT and PLCs both use the problem solving process (Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to:

o Use the problem-solving model when analyzing data:
1. What is the problem? (Problem Identification)
2. Why is it occurring? (Problem Analysis and Barrier Identification)
3. What are we going to do about it? (Action Plan Design and Implementation)
4. Is it working? (Monitor Progress and Evaluate Action Plan Effectiveness)
o Identify the problem (based on an analysis of the data disaggregated via data sorts) in multiple areas – curriculum content, behavior, and attendance
o Develop and test hypotheses about why student/school problems are occurring (changeable barriers).
o Develop and target interventions based on confirmed hypotheses. Interventions may include academic interventions as well as counseling, mentoring, and other pupil services.
o Identify appropriate progress monitoring assessments/data collection tools to be administered at regular intervals matched to the intensity of the level of instructional/behavioral/intervention support provided.
o Develop grading period or units of instruction//intervention goals that are ambitious, time-bound, and measureable (e.g., SMART goals).
o Review progress monitoring data at regular intervals to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, behavior, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify intervention and/or enrichment support).
o Each PLC develops PLC action plan for SIP strategy implementation and monitoring.
o Assess the implementation of the strategies on the SIP using the following questions:
1. Does the data show implementation of strategies are resulting in positive student growth?
2. To what extent are we making progress toward the school's SIP goals?
3. If we are making progress, what can we do to sustain what is working?
4. What barriers to implementation are we facing and how will we address them?
5. What should we do next? What should be our plan of action?

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.

Early warning system data can come from the following sources: **Core Curriculum (Tier 1) - Information format: DATA SOURCE: Database Management Systems: Person Responsible/Group Responsible.
FCAT RELEASED TESTS: School generated excel database; Reading Coach/Math Coach/AP.
BASELINE & YEAR DISTRICT ASSESSMENTS: Scantron Achievement Series; Instructional Leadership Team/ PLCs/Individual teachers.
DISTRICT GENERATED ASSESSMENTS FROM THE OFFICE OF ASSESSMENT AND ACCOUNTABILITY (NAME THE ASSESSMENTS): Scantron Achievement Series; Data Wall, Dashboard; Instructional Leadership Team/PLCs/Individual teachers.
SUBJECT-SPECIFIC ASSESSMENTS GENERATED BY DISTRICT-LEVEL SUBJECT SUPERVISORS IN READING, LANGUAGE ARTS, MATH, WRITING, & SCIENCE (NAME THE ASSESSMENTS): Scantron Achievement Series, Data Wall, PLC Logs; Leadership Team/PLCs/ Individual teachers.
FAIR: Progress Monitoring and Reporting Network (PMRN), IPT, Data Wall; Reading Coach/Reading Resource Teacher/Reading PLC Facilitator.
CELLA: Sagebrush (IPT); ELL/PSLT Representative.
TEACHERS' COMMON ASSESSMENTS ON UNITS OF INSTRUCTION/BIG IDEAS: PLC Database, PLC Logs; Individual teachers/Team Leaders/PLC Facilitators/Leadership Team Member. DRA-2: School generated excel database; Individual teacher. **Supplemental/Intensive Instruction (Tiers 2

and 3) - Information format: DATA SOURCE: Database: Person Responsible/Group Responsible. ASSESSMENTS DATA COLLECTED FROM EXTENDED LEARNING PROGRAMS: School generated excel database; Leadership Team/ELP Facilitator. FAIR OPM: School generated excel database; Leadership Team/Reading Coach.
ONGOING ASSESSMENTS WITHIN INTENSIVE COURSES (Middle/High): Database provided by course materials (for courses that have one, e.g., Read 180), School generated excel database; Coaches. CURRICULUM BASED MEASUREMENTS: easyCBM Reports; Leadership Team/PLCs, Individual Teachers, Reading Coaches.
RESEARCH-BASED COMPUTER-ASSISTED INSTRUCTIONAL PROGRAMS (e.g., iStation): Assessments included in computer-based programs; PLCs/Individual teachers/Reading coaches.
**Engagement - Information format: DATA SOURCE: Database: Person Responsible/Group Responsible.
ATTENDANCE DATA (Absenteeism, Chronic Absenteeism, Truancy): District Databases: Reports on Demand, IPT, EASI; Attendance Clerk/Attendance Committee/PSLT/PLCs. DISCIPLINE DATA (Out-of-school suspensions, in-school suspensions, ATOSS, Discipline Referrals): District Databases: Reports on Demand, IPT, EASI; PSLT/PLCs/Behavior Intervention Committee/ PBS Team.
DROPOUT PREVENTION DATA (Withdrawal codes, academic outcomes, attendance, discipline data): District databases: Reports on Demand, IPT, EASI, Dashboard, Site generated early warning systems; PSLT/Dropout Prevention Specialist/PLCs/Guidance Counselors/Dropout Prevention Committee.

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	17	36	27	20	13	13	0	0	0	0	0	0	0	126
One or more suspensions	2	1	4	4	0	9	0	0	0	0	0	0	0	20
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	15	46	43	0	0	0	0	0	0	0	104

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	1	1	1	6	6	14	0	0	0	0	0	0	0	29

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

The purpose of the core Instructional Leadership Team is to:
1. Review school-wide assessment data on an ongoing basis in order to identify instructional needs at all grade levels.
2. Support the implementation of high quality instructional practices at the core and intervention/ enrichment (Tiers 2/3) levels.
3. Review ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains.
4. Communicate school-wide data to PLCs pzand facilitate problem solving within the content/grade level teams.
The Leadership team meets regularly (e.g., bi-weekly/monthly). Specific responsibilities include:

*Oversee the multi-layered model of instructional delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive)
• Create, manage and update the school resource map
• Ensure the master schedule incorporates allocated time for intervention support at all grade levels.
• Determine scheduling needs, and assist teacher teams in identifying research-based instructional materials and intervention resources at Tiers2/3
• Facilitate the implementation of specific programs (e.g., Extended Learning Programs during and after school; Saturday Academies) that provide intervention support to students identified through data sorts/chats conducted by the PLCs.
* An Extended Reading Time (ERT) school - which allows all students an additional 30 minutes each day of Reading instruction.
• Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals
• Organize and support systematic data collection (e.g., district and state assessments; during-the-grading period school assessments/checks for understanding; in-school surveys)
• Assist and monitor teacher use of SMART goals per unit of instruction. (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)
• Strengthen the Tier 1 (core curriculum) instruction through the:
o Implementation and support of PLCs o Review of teacher/PLC core curriculum assessments/ chapters tests/checks for understanding (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)
o Use of Common Core Assessments by teachers teaching the same grade/subject area/course (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)
o Implementation of research-based scientifically validated instructional strategies and/or interventions. (as outlined in our SIP)
o Communication with major stakeholders (e.g., parents, business partners, etc.) regarding student outcomes through data summaries and conferences.
• On a monthly basis, assist in the evaluation of teacher fidelity data and student achievement data collected during the month.
• Support the planning, implementing, and evaluating the outcomes of supplemental and intensive interventions in conjunction with PLCs and Specialty PSLT.
• Work collaboratively with the PLCs in the implementation of the C-CIM (Core Continuous Improvement Model) on core curriculum material.
• Coordinate/collaborate/integrate with other working committees, such as the Literacy Leadership Team (which is charged with developing a plan for embedding/integrating reading and writing strategies across all other content areas).

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 available at the school site.

2. Description

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.

• reviewing data such as the SPAR
• SAC meetings
• Ensuring a common vision among all partners (The entire community and all
involved partners should agree on the same goals and expectations.)
• Establishing structured opportunities to engage stakeholders
• Encouraging open dialogue about challenges and solutions
• Engaging stakeholders in the use of data
• leveraging resources such as grants, etc
• create a needs assessment to determine next steps and areas to focus on

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
Wilkins, Pamela	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 Leadership Team includes:
• Principal
• Assistant Principal/ELP Coordinator
• Guidance Counselor
• School Psychologist
• School Social Worker /Attendance Committee Representative
• Academic Coaches (Reading, Math, etc. and other specialists on an ad hoc basis)
• ESE Specialist
• PLC Liaisons for each grade level, K-5
• SAC Chair
• ELL Representative
• Behavior team Representative/Behavior Specialist/Coach
* Team Leaders

(Note that not all members attend every meeting, but are invited based on the goals and purpose of the meeting)

The examples below demonstrate the shared roles and responsibilities for members of the ILT:

ILT Coordinator—Principal/Assistant Principal: Coordinate and oversee the decision making process to ensure integrity and consistency of the PS/RtI implementation at the building level. The principal should attend ILT meetings at the Tier 1 level, provide specific procedures for resource allocation, and monitor the fidelity of instruction/intervention at the school-wide and classroom levels (Tier 1) PSLT Meeting Facilitator— e.g., School Psychologist, Reading Coach, School Social Worker,

Guidance Counselor, ESE Specialist, and/or Intervention Specialist: The facilitator opens the meeting with a brief description of what the team expects to accomplish during the meeting. The facilitator is to establish and maintain a supportive atmosphere throughout the meeting by encouraging participation from team members, clarifying and summarizing information communicated during the meeting, design specific procedures for ongoing communication between school staff and PSLT, and assist with monitoring the fidelity of intervention implementation across each tier.

PSLT Content Specialist— e.g., Administrator, Reading Coach, Math Coach, Writing Coach, ESE Specialist, and/or Behavior Specialist: Ensures that when new content curricular materials are obtained, implementers are adequately trained to use the materials, check fidelity of use of curricular materials and strategies, determine what elements need to be included in an effective core instructional program and assist the team in identifying which instructional strategies are most effective to address areas of concerns. The Content Specialist may also assist with monitoring the fidelity of instruction and intervention implementation across each tier.

PSLT Data Consultant— e.g., Assistant Principal, Reading Coach, Math Coach, Science Coach, Academic Intervention Specialist, Behavior Specialist, Technology Support Personnel, School Psychologist, School Social Worker, ESE Specialist, and/ or Guidance Counselor: Prior to the meeting, the Data Consultant assists team members with collecting, organizing, analyzing, graphing and interpreting data. The data should be presented in easily understandable visual displays to guide the decision making process.

PSLT Timekeeper—Ensures that meeting times are respected and helps the team stay focused on the respective agenda. Because many decisions need to be made during the meeting, the timekeeper should redirect the team's discussion when necessary. The timekeeper should know who are working on specific projects and set timelines for completion/implementation as well as monitor the fidelity across each tier.

PSLT Recorder—Records the plans of the team, including meeting minutes/notes. This person will capture all important information, especially related to instruction/ intervention specifics, progress monitoring, data analysis, and future meeting dates. The recorder may need to ask for clarification several times during the meeting to ensure that enough detail is recorded so that a person who did not attend the meeting would be able to clearly understand the nature and implementation of the instructional/intervention plan

The Instructional Leadership Team/PSLT communicates with and supports the PLCs in implementing strategies by distributing ILT members across the PLCs to facilitate planning and implementation. Once strategies are put in place, the Leadership Team members who are part of the PLCs regularly report on their efforts and student outcomes to the larger Instructional Leadership Team/PSLT.

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.

In an effort to engage in a systematic date-based problem solving process, the school's Leadership Team/PSLT and PLCs use the problem solving process: Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation, to engage in data-driven decision making for core instruction. The process is outlined below:
*Analyze student outcomes and make data-driven decisions:
1. What is the problem? (Problem Identification)
2. Why is it occurring? (Problem Analysis and Barrier Identification)
3. What are we going to do about it? (Action Plan Design and Implementation)
4. Is it working? (Monitor Progress and Evaluate Action Plan Effectiveness)
*Identify the problem (based on an analysis of the data disaggregated via data sorts) in multiple areas – curriculum content, behavior, and attendance

*Develop and test hypotheses about why student/school problems are occurring (identify root causes and barriers to success).
*Develop and target interventions based on confirmed hypotheses.
*Identify appropriate progress monitoring assessments to be administered at regular intervals matched to the intensity of the level of instructional/intervention support provided.
*Develop grading period or units of instruction//intervention goals that are ambitious, time-bound, and measureable (e.g., SMART goals).
*Review progress monitoring data at regular intervals to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify intervention, remediation and/or enrichment support).
*Each PLC develops PLC action plan for SIP strategy implementation and monitoring.
*Assess the implementation of the strategies on the SIP using the following questions:
1. Does the data show implementation of strategies are resulting in positive student growth?
2. To what extent are we making progress toward the school's SIP goals?
3. If we are making progress, what can we do to sustain what is working?
4. What barriers to implementation are we facing and how will we address them?
5. What should we do next? What should be our plan of action?

At the end and beginning of each year, schools take an inventory of resource materials, staff and allocation of funds for their building to determine the necessary resource materials and personnel available to meet the needs of their students. The leadership team/PSLT develops a resource map to identify gaps in resources and to ensure resources are available and allocated across the building for use by all grade levels and teachers.

*To ensure teacher support systems and small group and individual needs are met, the Problem Solving Leadership Team (PSLT):
1. Review school-wide assessment data on an ongoing basis in order to identify instructional needs across the school and all grade levels.
2. Support the implementation of high quality instructional practices during core and intervention blocks.
3. Review progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains.
4. Communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams.

The PSLT meets regularly (e.g., weekly/monthly) The PSLT meeting calendar is structured around the district's assessment calendar to ensure there are opportunities to review assessment outcome data and engage in the problem solving process for appropriate data-driven decisions. The members on the team include administrator(s), guidance counselor(s), school psychologist, ESE specialist, content area coaches/specialists, PLC liaisons, and other school personnel as needed.

To build capacity multi-tiered system of instructional delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive), the PSLT:
1. Supports school teams with creating, managing and updating the school's resource maps for academic and non-academic areas.
2. Ensures the master schedule incorporates allocated time for intervention support at all grade levels and assist teacher teams in identifying evidence-based strategies and materials for intervention delivery.
3. Coordinates data sorts at the beginning of each year to identify students in need of enrichment, remediation and intervention support at each tier.
4. Facilitates the implementation of specific programs (e.g., Extended Learning Programs during and after school) that provide support to students in need of remediation of core skills.

5. Determines the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals.
6. Organizes and support systematic data collection (e.g., universal screenings, formative, ongoing progress monitoring and summative data).
7. Assists and monitor teacher use of SMART goals for core instruction and intervention groups. (data will be collected and analyzed by PLCs and reported to the PSLT)
* Strengthen Tier 1 core instruction by:
1. Implementing evidence-based instructional strategies and/or interventions. (as outlined in the SIP)
2. Supporting PLCs with planning and delivering rigorous core instruction.
3. Ensuring opportunities for common assessments are provided across each grade level.
4. Reviewing common assessment data to monitor students Response to Core Instruction.
5. Monitoring the fidelity of instructional practices.
6. Weekly data chat meetings with the leadership team.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Pamela Wilkins	Principal
Rachel Schwitters	Teacher
Ronee Wilson	Parent
Ashley Rivera	Teacher
Tonina Rodriguez	Business/Community
Kemel Campbell	Business/Community
Veronica Carrioon-Montalvo	Education Support Employee
Al-Tarik Everett	Parent
Maria Cisneros	Parent
Alana Cato	Teacher
Sivan Kapach	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

At the first SAC meeting for this year, we will review the results from data for the 2015-2016 school year. We will discuss areas of improvements and our areas of concerns. At this point, we use this analysis to guide us as we develop our plan for this year. We will share the action plans for all academic areas that teachers worked on during pre-planning for this year.

b. Development of this school improvement plan

In partnership with the School Instructional Leadership Team, the SAC will analyze and assess all pertinent school data that affects student achievement, develop the school improvement plan, vote on the school improvement plan, monitor the school improvement plan, review the school improvement plan as needed, plan and carry out activities that support the school improvement plan, develop a SAC budget to support the school improvement plan goals, monitor the spending of the SAC budget, and make adjustments to the budget as needed.

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

SAC submits a budget within the SIP to support strategy implementation and/or professional development.

In the event that the state does not allocate SAC funds to schools, the district may elect to allocate district dollars to schools to support SIP goals. If and when they become available, schools will be notified of the allocation by the Business Division. An initial allocation of 90% is based on the average un-weighted FTE from the prior year. The second allocation is based on the current year's average un-weighted FTE minus the amount initially allocated. The second allocation usually falls in the month of March. Schools are notified by the Business Division when the first and second allocations have been completed.

The law encourages each local SAC to design their own budget (without infringement at the district level) in order to carry out the school improvement process in their school. Subject to the following restrictions, the law does not set any limitations on how the money can be spent. The principal may not override the recommendation of the SAC. Funds may not be used for capital improvement. Funds may not be used for any project or program that has a duration of more than one year. However, a program or project formerly funded may receive funds in a subsequent year. The SAC is responsible for determining how funds will be appropriated. The SAC must vote on each item in the budget.

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

All of the SAC Budget went towards the cost for school-wide access for Brainpop so that students can use both this program at school and home. Great resource that engages students through the use of technology in order to support our Curriculum across all subjects area and every grade level. The actual budget would only pay 3/4 of the cost so Title 1 funding was also used for this purpose.

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
Wilkins, Pamela	Principal

b. Duties

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

The LLT is a subset of the Problem Solving Leadership Team. The team provides leadership for the implementation of the goals, strategies, and actions steps related reading and writing on the SIP.
Members include: Principal
Assistant Principal
Reading Coach/Resource Teacher
ESE Teacher

ELL Representative
Grade Level Representatives
The principal is the LLT chairperson. The reading coach is a member of the team and provides extensive expertise in data analysis and reading/writing instruction in all content areas. The LLT is grounded in a shared or distributive leadership model where content teachers, the reading coach, instructional support staff, and the principal all participate equally in the decision-making process based on the team's review of data and its application to the specific SIP reading and writing goals focus.

The LLT members monitors reading/writing data, identifies school-wide and individual teachers' reading/writing-focused instructional strengths and weaknesses, and creates a professional development plan to support identified instructional needs in conjunction with the Problem Solving Leadership team's support plan. Additionally the principal ensures that time is provided for the LLT to collaborate and share information with all site stakeholders including other administrators, teachers, staff members, parents and 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.

Schools Build a Collaborative Culture Through Regularly Scheduled PLC Meetings Core Beliefs:
• No school can help all students achieve at high levels if teachers work in isolation.
• Schools improve when teachers are given the time and support to work together to clarify essential student learning, develop common assessments for learning, analyze evidence of student learning, and use that evidence to learn from one another.
• PLCs measure their effectiveness on the basis of results rather than intentions.
• All programs, policies, and practices are continually assessed on the basis of their impact on student learning.
• All staff members receive relevant and timely information on their effectiveness in achieving intended results.
• PLC meetings will be regularly scheduled. Essential Characteristics of a PLC
• Shared mission, vision, values, goals
• Educators in a PLC benefit from clarity regarding their shared purpose, a common understanding of the school they are trying to create, collective communities to help move the school in the desired direction, and specific, measurable, attainable, results-oriented, and time-bound (SMART) goals to mark their progress.
• Collaborative teams focused on learning
• In a PLC, educators work together interdependently in collaborative teams to achieve common goals for which they are mutually accountable. The structure of the school is aligned to ensure teams are provided the time and support essential to adult learning.
• Collective inquiry
• Teams in a PLC relentlessly question the status quo, seek new methods of teaching and learning, test the methods, and then reflect on the results. Building shared knowledge of both current reality and best practice is an essential part of each team's decision-making process.
• Action orientation and experimentation
• Members of a PLC constantly turn their learning and insights into action. They recognize the importance of engagement and experience in learning and in testing new ideas. They learn by doing.
• Commitment to Continuous improvement
• Not content with the status quo, members of a PLC constantly seek better ways to achieve mutual goals and accomplish their fundamental purpose of learning for all. All teams engage in an ongoing cycle of:
* Gathering evidence of current levels of student learning

* Developing strategies and ideas to build on strengths and address weaknesses in that learning
* Implementing the strategies and ideas
* Analyzing the impact of the changes to discover what was effective and what was not
* Applying the new knowledge in the next cycle of continuous improvement
• Results orientation
• Educators in a PLC assess their efforts on the basis of tangible results.

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

Teacher Interview Day and Recruitment Fairs occur in June under the oversight of Human Resources. All applicants must be pre-approved by the District to attend these events. SDHC is implementing the Empowering Effective Teachers (EET) initiative, which awards salary increases to all teachers based on sustained performance. Performance levels are tied to a 3-year average of value added measures. The teacher evaluation is based on that value added and principal/administration evaluation data. PLCs and the District's Mentoring program for new teachers are essential for teacher retention.

The Salary Differential program for identified high needs Title I schools helps to recruit and retain high quality teachers. All new hires must be approved by the District. This program requires teachers to be rated in the "good to excellent" range, be highly qualified for their position, and to have completed, signed and implemented an Individualized Professional Development Plan (IPDP).

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

District based mentors are provided to teachers new to teaching through the EET initiative. Weekly visits by mentors can include planning, modeling, data analysis, coaching, conference, and problem solving. Mentors work individually with new teachers, developing unique plans to support professional growth. The district-based mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.

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.

Hillsborough County Public Schools use state-adopted standards as the foundation for content area instruction. Florida adopted Common Core State Standards in mathematics, language arts, and literacy in history/social studies, science, and technical subjects in July 2010, which were fully implemented in 2013-14. The Common Core (CC) standards may be accessed at: http://www.cpalms.org/Standards/Common_Core_Standards.aspx. These standards describe the level of student achievement for which the state will hold schools accountable for students' learning. The domains, strands, standards, and benchmarks which comprise the Florida Standards are authorized by Section 1003.41, F.S., and are adopted by the State Board of Education (SBE). Rule 6A-1.09401, FAC, requires public schools to provide appropriate instruction to assist students in the achievement of these standards. Section 1008.25, F.S., requires each district school board to incorporate the Florida Standards into the district student progression plan.
The benchmarks are in the subject areas of mathematics beyond college and career ready (calculus, discrete mathematics, and financial literacy), science, social studies, the arts (dance, music, theatre, and visual arts), health education, physical education, world languages, gifted education and special

education skills.

HCPS has, as required by state statute, adopted a comprehensive plan for student progression, which includes standards for evaluating each student's performance, including mastery of the Florida Standards. The plan also provides specific levels of performance in reading, writing, science, and mathematics at each grade level that includes the levels of performance on statewide assessments (as established by the Commissioner) at which a student must receive remediation or be retained. The HCPS pupil progression plan can be viewed at: http://www.sdhc.k12.fl.us/instruction/ StudentProgressionPlan/index.asp.

Pursuant to State law, HCPS Board policies require purchasing current instructional materials so that each student has a textbook or other instructional materials as a major tool of instruction in core courses of the appropriate subject areas of mathematics, language arts, science, social studies, reading, and literature for grades K-12. The primary objective of such instructional materials shall be to enrich, support, and implement the educational program of the school. These purchases shall be for instructional materials included on the State-adopted list, except as otherwise provided in State law, and shall be made within the first two years of the adoption cycle. The primary objective of such instructional materials shall be to enrich, support, and implement the educational program of the school.

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.

HCPS utilizes Problem-Solving and Response to Instruction/Intervention/Multi-tiered Systems of Support Framework as defined by Florida.

PS-RtI/MTSS is the practice of providing high-quality instruction and intervention matched to student needs using learning rate over time and level of performance to make important instructional decisions. PS-Rt/MTSS involves the systematic use of assessment data to most efficiently allocate resources in order to improve learning for all students. To ensure efficient use of resources, schools begin with the identification of trends and patterns using school-wide and grade-level data. Students who need instructional intervention beyond what is provided universally for positive behavior or academic content areas are provided with targeted, supplemental interventions delivered individually or in small groups at increasing levels of intensity.

The RtI/MTSS framework is characterized by a continuum of academic and behavior supports reflecting the need for students to have fluid access to instruction of varying intensity levels. Three tiers describe the level and intensity of the instruction/interventions provided across the continuum. The three tiers are not, conversely, used to describe categories of students or specific instructional programs. The three tiers are characterized as follows:

Tier 1: Core Universal Instruction and Supports – General academic and behavior instruction and support designed and differentiated for all students in all settings

Tier 2: Targeted Supplemental Interventions and Supports – More focused, targeted instruction/ intervention and supplemental support in addition to and aligned with the core academic and behavior curriculum and instruction

Tier 3: Intensive Individualized Interventions and Supports – The most intense (increased time, narrowed focus, reduced group size) instruction and intervention based upon individual student need provided in addition to and aligned with core and supplemental academic and behavior, curriculum, instruction, and supports

The problem-solving process is critical to making the instructional adjustments needed for continual improvement in both student level of performance and rate of progress and is critical for assessing (through students' response) the effectiveness of the instruction/interventions provided. Throughout the continuum of instruction and intervention, problem solving is used to match instructional resources to educational need. Teams continue to engage in problem solving to ensure that student

success is achieved and maintained. The four critical parts of the on-going problem-solving cycle as a consistent way of work for teams are as follows:

I. Define the problem by determining the difference between what is expected and what is occurring. Ask, "What specifically do we want students to know and be able to do when compared to what they do know and are able to do?" When engaged in problem solving at the individual student level, the team should strive for accuracy by asking, "What exactly is the problem?"

II. Analyze the problem using data to determine why the issue is occurring. Generate hypotheses (reasons why students are not meeting performance goals) founded in evidence-based content area knowledge, alterable variables, and instructionally relevant domains. Gather assessment data to determine valid/non-valid hypotheses. Link validated hypotheses to instruction/intervention so that hypotheses will lead to evidence-based instructional decisions. Ask, "Why is/are the desired goal(s) not occurring? What are the barriers to the student(s) doing and knowing what is expected?" Design or select instruction to directly address those barriers.

III. Develop and implement a plan driven by the results of the team's problem analysis by establishing a performance goal for the group of students or the individual student and developing an intervention plan to achieve the goal. Then delineate how the student's or group of students' progress will be monitored and implementation integrity will be supported. Ask, "What are we going to do?"

IV. Measure response to instruction/interventions by using data gathered from progress monitoring at agreed upon intervals to evaluate the effectiveness of the intervention plan based on the student's or group of students' response to the intervention. Progress-monitoring data should directly reflect the targeted skill(s). Ask, "Is it working? If not, how will the instruction/intervention plan be adjusted to better support the student's or group of students' progress?" Team discussion centers on how to maintain or better enable learning for the student(s).

HCPS offers a variety of programs designed to meet the diverse needs of students. In Elementary School these supplemental and enrichment programs include additional time in small teacher-guided groups, computer aided interventions (i.e.iReady, FASTT Math, Dimension U), Extended Learning Time, extended year programs, tutorial support, Math Bowl, Economics Bowl, Tivitz, Fine Arts Festival, Speech Contest, myOn Reader, Battle of the Books, Science Olympics, Magnet Programs, Hillsborough Robots Challenge, and Geography Bee. In Middle and High Schools, these supplemental and enrichment programs include SpringBoard reading support, computer aided interventions (myOn reader, Dimension U), Tutorial support, Robotics, Science Olympiad, AVID, Advanced Placement, IB, Dual Enrollment, Grade Enhancement Courses, Career Pathways, Program Completers, Industry Certfications, Magnet Programs, credit recovery, and extended year programs.

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: 4,800

Provide additional instructional support to struggling students in the areas of Reading.
I-Ready Program

Also - YReads Program for Kg-3rd grade students that are struggling in the area of Reading

Strategy Rationale

Close the learning gap

YReads -Additional intensive support in the area of reading for targeted students 4hours a week tutoring in a 2-1 ratio for 33 students right now. (7,920minutes)

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Wilkins, Pamela, pamela.wilkins@hcps.net

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

We will evaluate students growth based off of I-Ready Data, RTI data, Easy CBM, Formative Assessments & FAIR.

Strategy: Extended School Day

Minutes added to school year: 7,560

30 additional minutes of Reading Instruction on a daily basis
Also, 1 hour of additional Reading Planning Time for the teachers each week

Strategy Rationale

Close the learning gap by providing additional Reading Instruction

Strategy Purpose(s)

- Core Academic Instruction
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Wilkins, Pamela, pamela.wilkins@hcps.net

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

We will evaluate students growth based off of I-Ready Data, RTI data, Easy CBM, Formative Assessments & FAIR.

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.

In Hillsborough County Public schools, all kindergarten children are assessed for Kindergarten Readiness using the FLKRS (Florida Kindergarten Readiness Screener.) This state-selected assessment contains a subset of the Early Childhood Observation System and the first two measures of the Florida Assessments in Reading (FAIR). The instruments used in the screening are based upon the Florida Voluntary Prekindergarten (VPK) Education Standards. Parents are provided with a letter from the Commissioner of Education, explaining the assessments. Teachers will meet with parents after the assessments have been completed to review student performance. Data from the FAIR will be used to assist teachers in creating homogeneous groupings for small group reading instruction. Children entering Kindergarten may have benefited from the Hillsborough County Public Schools' Voluntary Prekindergarten Program. This program is offered at elementary schools in the summer and during the school year in selected Head Start classrooms. Starting in the 2012-2013 school year, students in the VPK program were given the state-created VPK Assessment that looks at Print Knowledge, Phonological Awareness, Mathematics and Oral Language/Vocabulary. This assessment continues to be administered at the start and end of the VPK program. A copy of these assessments are mailed to the school in which the child is registered for kindergarten, enabling the child's teacher to have a better understanding of the child's abilities from the first day of school. Parent Involvement events for Transitioning Children into Kindergarten include Kindergarten Round-Up. This event provides parents with an opportunity to meet the teachers and hear about the academic program. Parents are encouraged to complete the school registration procedure at this time to ensure that the child is able to start school on time.

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. Stakeholders/Parents working together in order for students to be successful by increasing school-wide involvement.

G2. Increase student engagement during daily instruction which will increase student achievement.

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. Stakeholders/Parents working together in order for students to be successful by increasing school-wide involvement. 1a

🔍 G085820

Targets Supported 1b

Indicator	Annual Target
District Parent Survey	86.0

Targeted Barriers to Achieving the Goal 3

- Time to train how to mentor, scheduling these opportunities and getting teacher buy in

Resources Available to Help Reduce or Eliminate the Barriers 2

- Y-Reads

- SERVE presentations and trainings

- Guidance - BETA Club

- Business partners

- Family Dinner Nights

Plan to Monitor Progress Toward G1. 8

PBS data and mentoring data (PSLT Members)

Person Responsible

Schedule
Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion
follow up with families after orientation, have conversations with all stakeholders related to Pizzo.

G2. Increase student engagement during daily instruction which will increase student achievement. 1a

🔑 G085821

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	70.0
Math Gains District Assessment	70.0
Statewide Science Assessment Achievement	70.0

Targeted Barriers to Achieving the Goal 3

- Time available and independence of students

- Length of model lessons and actual one on one conferencing

- Lack of accountability

- Lack of time, training, comfort, and knowledge to implement

Resources Available to Help Reduce or Eliminate the Barriers 2

- Reading Coach/Reading Resource/AIS

- School and District Based Professional Development

- Guidance Team

- PLC Meetings / ILT / PSLT

- Math Coach

- Behavioral Specialists

- Curriculum Guides/ Rubrics / writing samples

Plan to Monitor Progress Toward G2. 8

walkthroughs - PLST Members and DRTs

Person Responsible
Pamela Wilkins

Schedule
Biweekly, from 8/10/2016 to 5/26/2017

Evidence of Completion
Observation data, student achievement data, student work samples, and lesson plans.

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. Stakeholders/Parents working together in order for students to be successful by increasing school-wide involvement. 1

🔑 G085820

G1.B1 Time to train how to mentor, scheduling these opportunities and getting teacher buy in 2

🔑 B228021

G1.B1.S1 Provide orientations to families during our Pizzo Parent Breakfast Club, have family dinner nights as a way to socialize, offer new student orientation weekly and provding Student Mentoring opportunities within the school. 4

🔑 S240575

Strategy Rationale

Increase parent involvement and provide the support needed for our students to be successful.

Action Step 1 5

New family orientations after the Parent Breakfast Club meeting or our Family Dinner Nights(Members of the PSLT)

Person Responsible

Pamela Wilkins

Schedule

Every 6 Weeks, from 8/10/2016 to 5/26/2017

Evidence of Completion

sign in sheets and presentations

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

parent input forms and surveys (PSLT Members)

Person Responsible

Schedule

Semiannually, from 8/10/2016 to 5/26/2017

Evidence of Completion

data from parents

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

get parent, student and teacher input (PSLT Members)

Person Responsible

Schedule

Semiannually, from 8/10/2016 to 5/26/2017

Evidence of Completion

Survey parents, conversations with students and parents

G2. Increase student engagement during daily instruction which will increase student achievement. `1`

🔑 G085821

G2.B1 Time available and independence of students `2`

🔑 B228022

G2.B1.S1 Scheduling non-negotiable time for guided reading and implementing with fidelity. `4`

🔑 S240576

Strategy Rationale

Increased performance in Reading Ability levels

Action Step 1 `5`

Modeling guided reading procedures and expectations

Person Responsible

Mary Garced

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

lesson plans, notes

Action Step 2 `5`

Set guided reading schedule, data binder, and guided reading plans

Person Responsible

Pamela Wilkins

Schedule

Daily, from 8/10/2016 to 5/26/2017

Evidence of Completion

teacher schedules, binders

Action Step 3 `5`

Walk-throughs

Person Responsible

Pamela Wilkins

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

checklists, notes, schedules

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

walkthrough data

Person Responsible

Pamela Wilkins

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

data from observations and support provided

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

The problem solving leadership team (PSLT) compares data note taking sheet to assessment data, i.e FAIR, Formatives (Reading, Math, Science), FCAT, DRA/Running Record, Monthly Math Assessments, etc. In addition, walkthrough observations will show evidence of increased students engaged. PSLT Members and DRTs

Person Responsible

Pamela Wilkins

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Student growth on: FAIR Reading Formatives Running Records/DRAs Easy CBM Data Collections Istation Student work samples Increased student engagement during observations based on the Rubric.

G2.B2 Length of model lessons and actual one on one conferencing 2

🔑 B228023

G2.B2.S1 Implementation of daily one on one student writing conferences. 4

🔑 S240578

Strategy Rationale

Increased performance in Writing

Action Step 1 5

Carefully planning times for model lessons and one on one conferences

Person Responsible

Anna VanNostrand

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

schedules and lesson plans

Action Step 2 5

Setting up conferencing schedule, note taking (feedback) procedures

Person Responsible

Anna VanNostrand

Schedule

On 5/26/2017

Evidence of Completion

rosters, schedules, data binders

Action Step 3 5

Writer's Workshop expectations and norms

Person Responsible

Anna VanNostrand

Schedule

On 9/2/2016

Evidence of Completion

chart paper with norms posted

Action Step 4 5

Professional Development on one on one conferencing

Person Responsible

Anna VanNostrand

Schedule

On 10/31/2016

Evidence of Completion

in-service points

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

classroom walkthroughs looking for best practices in student writing. PSLT members & DRTs

Person Responsible

Schedule

Biweekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

student work samples and scores on the rubric

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

classroom walkthroughs - PSLT members & DRTs

Person Responsible

Schedule

Every 3 Weeks, from 8/10/2016 to 5/26/2017

Evidence of Completion

Student growth on: Reading Formatives Student work samples Increased student engagement during observations based on the Rubric.

G2.B3 Lack of accountability 2

🔑 B228024

G2.B3.S1 Increase support and accountability 4

🔑 S240579

Strategy Rationale

100% of teachers will use a daily routine for students by the beginning of the 2nd quarter to self-assess their problem solving skills towards their learning goals to guide instruction during data chats and PLCs

Action Step 1 5

During faculty meetings share goal with staff and brainstorm primary and intermediate examples of self-assessment

Person Responsible

Lesley Lynn

Schedule

On 8/19/2016

Evidence of Completion

Sign in for faculty meeting

Action Step 2 5

Each grade level will create visual reminder of goal to display around the school

Person Responsible

Lesley Lynn

Schedule

On 9/9/2016

Evidence of Completion

visuals are displayed

Action Step 3 `5`

Students will encourage self-assessment skills during the morning show

Person Responsible

Lesley Lynn

Schedule

Quarterly, from 8/10/2016 to 5/26/2017

Evidence of Completion

teachers and students viewing the morning show

Action Step 4 `5`

Math resource will conduct walk-throughs checking for fidelity of self-assessment routines used in classrooms

Person Responsible

Lesley Lynn

Schedule

Quarterly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B3.S1 `6`

Look for LTI experiments happening in the classroom during walkthroughs - lesson plans noting LTI - PSLT members, Science Champions, and DRT

Person Responsible

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

LTI data log

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 `7`

Science Champions meet to discuss progress

Person Responsible

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Student growth on: Science Assessments ILT Logs Student work samples Students engagement increased based of observation data and rubric

G2.B4 Lack of time, training, comfort, and knowledge to implement `2`

🔑 B228025

G2.B4.S1 Effective, purposeful use of science notebooks `4`

🔑 S240580

Strategy Rationale

100% of science teachers will implement science notebooks during the first grading period and continuously throughout the year

Action Step 1 `5`

Active Thinking training

Person Responsible

Benjamin Donatelli

Schedule

Quarterly, from 8/10/2016 to 10/28/2016

Evidence of Completion

science notebooks, sign in sheets, inservice points

Action Step 2 `5`

STEMScopes

Person Responsible

Benjamin Donatelli

Schedule

On 10/28/2016

Evidence of Completion

lesson plans, notebooks, sign-in sheets, inservice points

Action Step 3 `5`

All current teachers will use science notebooks

Person Responsible

Benjamin Donatelli

Schedule

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

Evidence of Completion

feedback in student notebooks

Plan to Monitor Fidelity of Implementation of G2.B4.S1 `6`

classroom walkthroughs and support provided by Math Coach

Person Responsible

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

walkthrough data and evidence best practices being implemented within lessons

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 `7`

administration will meet with Math Coach and DRT

Person Responsible

Schedule

Biweekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Student growth on Math Formatives/Unit Test Monthly Math Assessments Fasst Math Student work samples Students engagement increased based of observation data and rubric

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					
G2.B3.S1.A1 A311417	During faculty meetings share goal with staff and brainstorm primary and intermediate examples of...	Lynn, Lesley	8/10/2016	Sign in for faculty meeting	8/19/2016 one-time
G2.B2.S1.A3 A311415	Writer's Workshop expectations and norms	VanNostrand, Anna	8/10/2016	chart paper with norms posted	9/2/2016 one-time
G2.B3.S1.A2 A311418	Each grade level will create visual reminder of goal to display around the school	Lynn, Lesley	8/10/2016	visuals are displayed	9/9/2016 one-time
G2.B4.S1.A1 A311421	Active Thinking training	Donatelli, Benjamin	8/10/2016	science notebooks, sign in sheets, inservice points	10/28/2016 quarterly
G2.B4.S1.A2 A311422	STEMScopes	Donatelli, Benjamin	8/10/2016	lesson plans, notebooks, sign-in sheets, inservice points	10/28/2016 one-time
G2.B2.S1.A4 A311416	Professional Development on one on one conferencing	VanNostrand, Anna	10/3/2016	in-service points	10/31/2016 one-time
G1.MA1 M320048	PBS data and mentoring data (PSLT Members)		8/10/2016	follow up with families after orientation, have conversations with all stakeholders related to Pizzo.	5/26/2017 monthly
G2.MA1 M320059	walkthroughs - PLST Members and DRTs	Wilkins, Pamela	8/10/2016	Observation data, student achievement data, student work samples, and lesson plans.	5/26/2017 biweekly
G1.B1.S1.MA1 M320046	get parent, student and teacher input (PSLT Members)		8/10/2016	Survey parents, conversations with students and parents	5/26/2017 semiannually
G1.B1.S1.MA1 M320047	parent input forms and surveys (PSLT Members)		8/10/2016	data from parents	5/26/2017 semiannually
G1.B1.S1.A1 A311409	New family orientations after the Parent Breakfast Club meeting or our Family Dinner Nights(Members...	Wilkins, Pamela	8/10/2016	sign in sheets and presentations	5/26/2017 every-6-weeks
G2.B1.S1.MA1 M320049	The problem solving leadership team (PSLT) compares data note taking sheet to assessment data, i.e...	Wilkins, Pamela	8/10/2016	Student growth on: FAIR Reading Formatives Running Records/DRAs Easy CBM Data Collections Istation Student work samples Increased student engagement during observations based on the Rubric.	5/26/2017 monthly
G2.B1.S1.MA1 M320050	walkthrough data	Wilkins, Pamela	8/10/2016	data from observations and support provided	5/26/2017 weekly
G2.B1.S1.A1 A311410	Modeling guided reading procedures and expectations	Garced, Mary	8/10/2016	lesson plans, notes	5/26/2017 weekly
G2.B1.S1.A2 A311411	Set guided reading schedule, data binder, and guided reading plans	Wilkins, Pamela	8/10/2016	teacher schedules, binders	5/26/2017 daily
G2.B1.S1.A3 A311412	Walk-throughs	Wilkins, Pamela	8/10/2016	checklists, notes, schedules	5/26/2017 weekly
G2.B2.S1.MA1 M320053	classroom walkthroughs - PSLT members & DRTs		8/10/2016	Student growth on: Reading Formatives Student work samples Increased student engagement during observations based on the Rubric.	5/26/2017 every-3-weeks
G2.B2.S1.MA1 M320054	classroom walkthroughs looking for best practices in student writing. PSLT members & DRTs		8/10/2016	student work samples and scores on the rubric	5/26/2017 biweekly
G2.B2.S1.A1 A311413	Carefully planning times for model lessons and one on one conferences	VanNostrand, Anna	8/10/2016	schedules and lesson plans	5/26/2017 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B2.S1.A2 🔑 A311414	Setting up conferencing schedule, note taking (feedback) procedures	VanNostrand, Anna	9/1/2016	rosters, schedules, data binders	5/26/2017 one-time
G2.B3.S1.MA1 🔑 M320055	Science Champions meet to discuss progress		8/10/2016	Student growth on: Science Assessments ILT Logs Student work samples Students engagement increased based of observation data and rubric	5/26/2017 monthly
G2.B3.S1.MA1 🔑 M320056	Look for LTI experiments happening in the classroom during walkthroughs - lesson plans noting LTI -...		8/10/2016	LTI data log	5/26/2017 weekly
G2.B3.S1.A3 🔑 A311419	Students will encourage self-assessment skills during the morning show	Lynn, Lesley	8/10/2016	teachers and students viewing the morning show	5/26/2017 quarterly
G2.B3.S1.A4 🔑 A311420	Math resource will conduct walk-throughs checking for fidelity of self-assessment routines used in...	Lynn, Lesley	8/10/2016		5/26/2017 quarterly
G2.B4.S1.MA1 🔑 M320057	administration will meet with Math Coach and DRT		8/10/2016	Student growth on Math Formatives/ Unit Test Monthly Math Assessments Fasst Math Student work samples Students engagement increased based of observation data and rubric	5/26/2017 biweekly
G2.B4.S1.MA1 🔑 M320058	classroom walkthroughs and support provided by Math Coach		8/10/2016	walkthrough data and evidence best practices being implemented within lessons	5/26/2017 weekly
G2.B4.S1.A3 🔑 A311423	All current teachers will use science notebooks	Donatelli, Benjamin	8/24/2016	feedback in student notebooks	5/26/2017 biweekly

V. Professional Development Opportunities

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

G2. Increase student engagement during daily instruction which will increase student achievement.

G2.B1 Time available and independence of students

G2.B1.S1 Scheduling non-negotiable time for guided reading and implementing with fidelity.

PD Opportunity 1

Modeling guided reading procedures and expectations

Facilitator

Jennifer Edmunds

Participants

Teachers Kg- 5th grade

Schedule

Weekly, from 8/10/2016 to 5/26/2017

G2.B2 Length of model lessons and actual one on one conferencing

G2.B2.S1 Implementation of daily one on one student writing conferences.

PD Opportunity 1

Carefully planning times for model lessons and one on one conferences

Facilitator

Jennifer Edmunds

Participants

Teachers Kg- 5th grade throughout the year

Schedule

Weekly, from 8/10/2016 to 5/26/2017

G2.B4 Lack of time, training, comfort, and knowledge to implement

G2.B4.S1 Effective, purposeful use of science notebooks

PD Opportunity 1

Active Thinking training

Facilitator

Helen Berger

Participants

3rd - 5th grade teachers

Schedule

Quarterly, from 8/10/2016 to 10/28/2016

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	New family orientations after the Parent Breakfast Club meeting or our Family Dinner Nights(Members of the PSLT)	$0.00
2	G2.B1.S1.A1	Modeling guided reading procedures and expectations	$0.00
3	G2.B1.S1.A2	Set guided reading schedule, data binder, and guided reading plans	$0.00
4	G2.B1.S1.A3	Walk-throughs	$0.00
5	G2.B2.S1.A1	Carefully planning times for model lessons and one on one conferences	$0.00
6	G2.B2.S1.A2	Setting up conferencing schedule, note taking (feedback) procedures	$0.00
7	G2.B2.S1.A3	Writer's Workshop expectations and norms	$0.00
8	G2.B2.S1.A4	Professional Development on one on one conferencing	$0.00
9	G2.B3.S1.A1	During faculty meetings share goal with staff and brainstorm primary and intermediate examples of self-assessment	$0.00
10	G2.B3.S1.A2	Each grade level will create visual reminder of goal to display around the school	$0.00
11	G2.B3.S1.A3	Students will encourage self-assessment skills during the morning show	$0.00
12	G2.B3.S1.A4	Math resource will conduct walk-throughs checking for fidelity of self-assessment routines used in classrooms	$0.00
13	G2.B4.S1.A1	Active Thinking training	$0.00
14	G2.B4.S1.A2	STEMScopes	$0.00
15	G2.B4.S1.A3	All current teachers will use science notebooks	$0.00
		Total:	$0.00