



## Purcell Elementary School

305 1ST AVE NE, Mulberry, FL 33860

<http://www.polk-fl.net/purcell>

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2015-16 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-5	Yes	100%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	55%

### School Grades History

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

*\*Informational Baseline School Grade*

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

### School Board Approval

This plan is pending approval by the Polk 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>.

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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 Purcell Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	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.

The mission of Purcell Elementary School is to provide engaging, rigorous, curriculum using consistent school-wide strategies for all students. We have high expectations for academic and social achievement in order for students to become life-long learners and world scholars.

##### b. Provide the school's vision statement.

Purcell Elementary School is committed to educating world scholars through standards-driven instruction and high-yield strategies that will help them be successful in a globally diverse and expanding world.

#### 2. School Environment

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

Purcell monitors demographic data and community concerns to learn about needs and cultures from the students we serve. Many professional development meetings are focused around student teacher relationships and the ability to build trust and support.

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

Every morning students are gather in the gym for a sense of community and social skills training before they are dismissed to classrooms. They are provided time to share and read as well together each morning before school. Students are working all the time on being problem solvers, using tolerance, respect and responsibility as stated in our PBS slogan. We are a Gold rated PBS school and take pride in building relationships and fostering nurturing safe classrooms. After school programs such as Boys and Girls' club also build on the relationship with children through positive interactions and communications with parents.

##### 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.

Purcell is a Gold rated PBS school that takes great pride in having lesson plans, policies and procedures that minimize distractions in the classroom to help maintain student engagement. PBS is in constant review and monitoring of effectiveness. Staff are trained yearly in positive behavior strategies as well as bullying prevention and resolutions. C.H.A.M.P.S. is now being implemented along with PBS to fine tune procedures and student ownership of their behavior and choices.

##### 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.

Teachers and staff have been trained to monitor the potential social-emotional needs of all students. If needed, the proper agencies are involved and counseling is provided on a limited basis by our guidance counselor. Parents are involved in the problem solving conference to help find support and aid when 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.

Our EWS monitors students in the following areas on a regular basis:

- \* poor attendance each nine weeks-below 90%
- \* school discipline data of repeat offenders and suspensions
- \* students who have been previously retained
- \* poor grades in reading and/or math
- \* poor Statewide assessment results.

#### 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	14	11	8	6	21	13	0	0	0	0	0	0	0	73
One or more suspensions	1	2	8	3	4	10	0	0	0	0	0	0	0	28
Course failure in ELA or Math	0	0	1	3	0	1	0	0	0	0	0	0	0	5
Level 1 on statewide assessment	0	0	0	19	32	35	0	0	0	0	0	0	0	86
Previously Retained Students	2	7	13	18	21	23	0	0	0	0	0	0	0	84
	0	0	0	0	0	0	0	0	0	0	0	0	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	2	8	15	22	40	45	0	0	0	0	0	0	0	132

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

Students who are hitting two or more early warning indicators are reviewed with the MTSS/PBS team and administrative team on a regular basis to check on the improvement or decline of the data. Parents are brought in for a face to face conference and if needed we ask for the school psychologist and/or social worker to join in the meeting for additional help and support. Classroom teachers are also reviewing data and monitoring students in class based on the information so that they can work with them daily on incentives to improve or help resolve certain issues. In some cases we use the Tier 3 strategies for behavior when dealing with attendance, behavioral issues, academic issues with a check in check out program through our guidance office.

### 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?**

Yes

**1. PIP Link**

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/319625>.

**2. Description**

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

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

Purcell works with the Chamber of Commerce membership to actively seek resources and help provide materials as needed. We also work with local business groups to provide mentors and programs to support the school and student achievement. Through the Purcell Leadership Team and School Advisory Council relationships are grown throughout the community to establish school and business partnerships.

**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
NAVE, BETH	Principal
Williams, Sean	Assistant Principal
Fallin, Cindy	Teacher, K-12
Ferguson, Elizabeth	Teacher, K-12
Doucette, Christopher	Teacher, K-12
Waldron, Chelsea	Instructional Coach
McLachlan, Denise	Instructional Coach

**b. Duties**

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

The top three areas of focus for the leadership team is 1. planning 2. monitoring and 3. coaching

Everything the SBLT will focus on will impact one of the three areas listed above in order to connect directly to the School Improvement plan and process.



Additionally, the role of the school based leadership team is to review all school data including state assessment scores, attendance, behavior and progress monitoring data (FAIR, district assessments). The team plays an active role in discussing our school wide implementation of standards based instruction, high yield strategies and the differentiation of instruction K-5.

**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.**

School Leadership aligns all available resources so that all students are successful. Model classrooms are identified, PLC meetings support the needs provided by data and classroom observations. Teachers work in collaborative planning twice a week with the school based leadership team and /or coaches to identify standards, misconceptions, evidence of learning through student work samples and intent of standards. The school based leadership team coordinates all Professional Learning Community meetings and arrange all school leadership team meetings.

Tier 2 meetings are supported by guidance counselor and LEA Facilitator, School Psychologist and SBLT members. Teams meet to discuss on-going progress monitoring data and effective strategies.

Close monitoring of the Tier 1 instruction will be our primary focus and making certain that teachers are provided with the resources, technology, and varied strategies training to ensure success with each students.

Title I, Part A funds school-wide services to Purcell Elementary. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. This program supports after-school and summer instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents. The district coordinates with Title II and Title III to ensure that staff development needs are addressed accordingly.

Title I, Part C- Migrant Migrant students enrolled in Purcell Elementary will be assisted by the school and by the District Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates, assigned to schools with high percentages of migrant students, monitor the progress of these high need students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP. They provide support to both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.

Title I, Part D provides Transition Facilitators to assist students with transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school. The Transition Facilitators communicate with the Guidance Counselors at schools to facilitate the transfer of records and appropriate placement.

Title II

Professional development resources are available to all schools through Title II funds. In addition, School Technology Services provide technical support, technology training, and licenses for software programs and web-based access via Title II-D funds as made available. Funds available to Purcell Elementary are used to purchase materials from the Professional Development Department for Professional Learning Communities and Lesson Studies workshops.

### Title III

Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for school staff.

The Hearth program, funded through Title X, provides support for identified homeless students. Title I provides support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through Title I, Part C.

### Violence Prevention Programs

Purcell Elementary provides violence and drug prevention programs in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, gang awareness, gun awareness, etc.

### Nutrition Programs

This school is a location for a summer feeding program for the community.

### Housing Programs

Students with housing needs are referred to the Homeless Student Advocate.

### Head Start

Head Start is not located on our campus. Resources are provided to the program to assist in the transition of students from pre-k to kindergarten. Head Start teachers may participate in professional learning opportunities offered to school staff, and they are involved in Professional Learning Community activities with kindergarten teachers. Parents of Head Start students are invited to participate in parent workshops and activities provided by the school.

### Adult Education

Students are provided with information related to adult education options upon request.

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Beth Nave	Principal
Sean Williams	Teacher
Valerie Hattery	Business/Community
Gregory Wilkinson	Business/Community
Eva Gomez	Education Support Employee
Ellistine Smith	Business/Community
Michael Borders	Business/Community
Heidi Claudio	Parent
Cynthia Guerrero	Parent
Camille Wilson	Education Support Employee
Sandra Roth	Teacher
Betsy Rice	Education Support Employee
Juana Nieves	Parent
Deborah Brown	Teacher
Chelsea Waldron	Teacher
Denise Mclachlan	Teacher
Brenda Crsipin	Parent
Julie Taylor	Parent
	Student
Chris Labonte	Parent
Wendy Pruett	Parent
Gisela Alvarez	Parent
Kayla Wetherington	Parent
Jordan Rodriguez	Parent
Taril Davis	Business/Community
Margarita Shelwood	Parent
Valencia Frazier	Parent
Calvinetta Pullum	Parent
Jessica Lozoya	Parent
	Student

**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*

The SAC shall review school performance data and determine the causes of low performance. The SAC shall advise the school on its SIP.

*b. Development of this school improvement plan*

The SAC shall review school performance data and determine the causes of low performance. The SAC shall advise the school on its SIP.

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

The SAC shall review the school's annual budget and SIP and offer suggestions and/or changes.

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

NA

**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
NAVE, BETH	Principal
Williams, Sean	Assistant Principal
Ferguson, Elizabeth	Teacher, K-12
Fallin, Cindy	Teacher, K-12
Doucette, Christopher	Teacher, K-12
McLachlan, Denise	Instructional Coach
Waldron, Chelsea	Instructional Coach

**b. Duties**

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

The leadership team will promote literacy by focusing on our main areas- 1: Planning 2: Monitoring 3: Coaching as we work with teams on standards based instruction. The book The Fundamental 5- the Formula for Quality Instruction is a book that is driving our classroom environments for success. As written by authors Sean Cain and Mike Laird the areas are: "Framing the Lesson", "Power Zone", "Writing Critically", "Frequent, Small Group, Purposeful Talk", and "Recognize and Reinforce." The LLT will promote literacy through all disciplines by collaboratively planning with teams on a weekly basis and doing model lessons and coaching cycles with teachers.

**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.**

Purcell will continue to work in grade level and vertical teams to ensure understanding of everyone committed to raising the student achievement at the school. Staff development meetings are held every

Tuesday after school from 3:00-4:00 and grade level PLC's are held every Tuesday during the grade levels planning time.

Collaborative planning with all grade levels pertaining to reading/math/science happens twice a week with the coaches and/or leadership teams.

We will also continue to hold celebrations, share out "sunshine" reports at meetings of positive things going on in our school. Teachers are given specific praise and feedback in regards to the growth and progress made on teams.

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

Purcell Elementary School believes that high-quality; highly qualified teachers will positively impact the academic success of our students. There is a strong emphasis on recruiting teachers who have high expectations for and understand the needs of Purcell's diverse student population.

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

New teachers are mentored and provided training to assist them in their roles as leaders for our students and parents. Every effort is made to provide new teachers with needed support in getting classroom materials and resources. Every effort is made to foster a team atmosphere where decisions are made together.

# **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.***

Training with grade level teams will continue during PLC's and staff PD whole group. The primary focus will be creating an environment that promotes high levels of articulation concerning the Florida Standards and unpacking them with clear understanding of the intent of the standard. Through the use of the tools through the DANA center; we will work with teachers to make sure that these tools are used for precision planning and ambitious instructional goals and delivery. Through clear understanding of the standards and student evidence that must be noted, the core instructional program will align with the standards. Teachers will also use the Polk County Curriculum learning maps to help align resources and curriculum to deliver high levels of instruction focused on the Florida Standards.

### **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.***

Every four weeks teachers meet with the administration and MTSS team to review on-going assessments. Standards based tests, fluency checks, etc... by reporting for Tier 2 and Tier 3 students primarily. Grades are also monitored regularly to check for irregularities with students who generally perform well so that they are not being missed. Teachers review data during the meetings and during grade level planning and adjust their guided reading groups, small groups, centers, assignments, and

assessments to modify or supplement students based on the learning needs they have based on the most current 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:** Summer Program

**Minutes added to school year:**

Students will attend the district Power Up and AMP Academies based on needs and performance data. The intense instructional focus during this time will allow students to close gaps in their learning by not allowing for a lapse in instructional over the summer months. The curriculum is Florida Standards based and rigorous instruction.

**Strategy Rationale**

The intense instructional focus during this time will allow students to close gaps in their learning by not allowing for a lapse in instructional over the summer months. The curriculum is Florida Standards based and rigorous instruction.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

NAVE, BETH, beth.nave@polk-fl.net

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

The summer program teachers collect assessment data and portfolios that are returned to the school for review.

**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.**

Early identification of kindergarten readiness skills is begun by establishing a link with the local pre-school programs and the Pre-K programs located on the campus. Site visits are made by pre-schoolers during the school year to assist in orienting the students to kindergarten. Classroom visits are made and lunch is eaten with the kindergarten students. Kindergarten Round-Up is used to orient students and parents of the expectations for the upcoming school year and summer packets are provided that include suggestions for parents to use in preparing the child to make a successful transition. Students attending Round-Up are evaluated based on Kindergarten Readiness Skills using teacher-made assessments. Observations are also conducted during the Round-Up by the teachers to assess the developmental level of social skills. Following Round-Up, the kindergarten teachers meet with the administrative team to discuss the positives, what needs to be changed or modified, and what needs to be discarded for the following year. During the school year, FLKRS, FAIR and STAR Literacy will be used as assessment tools. The Reading and Math Coach along with Administration will dis-aggregate the data based on the subgroups and use that data to drive instruction in reading and math.

Fifth grade students travel to the feeder middle school to visit the campus and become familiar with administration and counselors. Middle school teachers also make a visit to the elementary campus and teach a class period to all incoming fifth graders to help them get to know the sixth grade team of teachers.

### **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" 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.** All teachers will consistently implement Positive Behavior Support plan, along with C.H.A.M.P.S. procedures in order to increase on task behavior and student friendly classroom environments.
- G2.** All teachers will consistently engage students in daily standards based instruction using research based best practices and strategies to raise student achievement.
- G3.** On a weekly basis teachers will develop a robust lesson plans that frame the lessons for students, emphasizes critical writing across all disciplines, and implement high yield strategies in order to match the intent of the standard with the delivery of instruction.

## 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.** All teachers will consistently implement Positive Behavior Support plan, along with C.H.A.M.P.S. procedures in order to increase on task behavior and student friendly classroom environments. 1a

G087405

**Targets Supported** 1b

Indicator	Annual Target
-----------	---------------

**Targeted Barriers to Achieving the Goal** 3

- Teachers who struggle with being consistent with classroom procedures, creating risk free environments and quality relationships with children struggle the most with classroom management.

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

- PBS Notebook
- C.H.A.M.P.S. Book- one per grade level
- PBS Team of teachers
- Guidance Counselor
- Administration Team, Grade Level Team
- Harry Wong's First Days of School
- The Daily 5 for structuring centers
- Holyoake DRUMBEATProgram

**Plan to Monitor Progress Toward G1.** 8

Early Warning Data: Discipline data, attendance data, Tier 2 and Tier 3 behavioral data, coaching cycle notes

**Person Responsible**

Sean Williams

**Schedule**

Monthly, from 8/15/2016 to 6/1/2017

**Evidence of Completion**

Classroom observations, strategies observed based on CHAMPS, increased attendance, lower discipline infractions, positive results from Tier2/3 data, increased use of strategies in the classrooms

**G2.** All teachers will consistently engage students in daily standards based instruction using research based best practices and strategies to raise student achievement. 1a

G087406

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	50.0
FSA Mathematics Achievement	55.0
FCAT 2.0 Science Proficiency	50.0

**Targeted Barriers to Achieving the Goal** 3

- Lack of engagement strategies and momentum in the classroom to keep students interested.
- Lack of rigor, checking for understanding and reflective practices in order to engage students .

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

- PLC discussion groups
- Staff PD in whole group sessions
- Reading, Math coaches and administration
- LAFS/MAFS
- Reading Wonders
- Reflective feedback process through coaching cycle
- Power Hour Resources and programs
- District curriculum maps
- The Fundamental Five, The Formula for Quality Instruction by Sean Cain and Mike Laird
- IBTP Results, Teacher Records of student data

**Plan to Monitor Progress Toward G2.** 8

The data that will be collected will be through coaching cycle observations and feedback, administration observations formally and informally. Pre and post observation conferences and professional development during staff meetings and PLC's will help determine level of understanding and discussions about implementation of the best practices and strategies along with focus on The Fundamental Five.

**Person Responsible**

BETH NAVE

**Schedule**

Weekly, from 8/22/2016 to 6/1/2017

**Evidence of Completion**

Data logs, weekly calendars, agendas, sign in sheets, Journey's walk through data

**G3.** On a weekly basis teachers will develop a robust lesson plans that frame the lessons for students, emphasizes critical writing across all disciplines, and implement high yield strategies in order to match the intent of the standard with the delivery of instruction. 1a

G087407

**Targets Supported** 1b

Indicator	Annual Target
FSA Mathematics Achievement	50.0
FSA ELA Achievement	55.0
FCAT 2.0 Science Proficiency	50.0

**Targeted Barriers to Achieving the Goal** 3

- Teachers who struggle with the delivery of a well planned, rigorous lesson, based on high yield strategies.
- Teachers lack of momentum/pacing and understanding when to stop instruction and reteach or when to move forward. Teachers need to be able to read the audience and reflect on instruction as they deliver instruction.
- New learning maps in math and science with the 5 E model lesson planning.

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

- Florida State Standards
- Instructional Alignment charts to determine intent of standards and the difference between previous and next grade levels.
- Utilization of vertical teams to increase awareness of grade level expectations.
- Reading has gradual release built into the program.
- Common planning time across all grade levels to work through 5 E model in math and science.
- Professional development will focus on student evidence of learning the intended standard.
- On-going Assessments
- CHAMPS and PBS strategies

**Plan to Monitor Progress Toward G3.** 8

Teachers will be monitored in the classroom, during PLC's for evidence of rigorous best practices being used routinely and checking for student evidence that supports understanding of the intent of standards.

**Person Responsible**

BETH NAVE

**Schedule**

Weekly, from 8/29/2016 to 6/1/2017

**Evidence of Completion**

Walk-through data, observations during PLC's , writing samples, plans posted to SharePoint

## 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.** All teachers will consistently implement Positive Behavior Support plan, along with C.H.A.M.P.S. procedures in order to increase on task behavior and student friendly classroom environments. 1

G087405

**G1.B1** Teachers who struggle with being consistent with classroom procedures, creating risk free environments and quality relationships with children struggle the most with classroom management. 2

B232339

**G1.B1.S1** Teachers will be supported through professional development to increase their ability to effectively implement PBS and C.H.A.M.P.S. strategies for classroom management. 4

S245181

### Strategy Rationale

Teachers will need support during the implementation of CHAMPS and building solid classroom management techniques to increase student achievement.

### Action Step 1 5

Teachers will be trained by the CHAMPS trained staff and PBS team to help implement the new strategies.

#### Person Responsible

Sean Williams

#### Schedule

Monthly, from 8/16/2016 to 6/2/2017

#### Evidence of Completion

Sign-In Sheets, Discipline data, PBS agendas and notes

### Action Step 2 5

Students in fourth and fifth grade may be able to attend HolyOake DRUMBEAT Class for social and behavioral sessions using the drumming process.

#### Person Responsible

BETH NAVE

#### Schedule

Weekly, from 8/31/2016 to 5/15/2017

#### Evidence of Completion

Pre and post evaluation surveys from students will be collected and aggregated by the program/district.

**Action Step 3** **5**

Tier 3 behavior intervention students will be in the Check In and Check Out program with the assistant principal and guidance counselor.

**Person Responsible**

Sean Williams

**Schedule**

Daily, from 9/20/2016 to 6/9/2017

***Evidence of Completion***

Behavior charts called DPR's (daily progress reports) will be calculated based on teacher ratings over time. This data will provide trajectory data to be evaluated every four weeks by the MTSS/PBITS team.

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

On a monthly basis, during staff training these strategies will be reviewed with teachers. Discipline data will also be reviewed with PBS team and staff as well.

**Person Responsible**

Sean Williams

**Schedule**

Monthly, from 8/15/2016 to 6/2/2017

***Evidence of Completion***

PBS agendas, staff meeting agendas, Journey Observation data, leadership team agendas

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

The leadership team will meet weekly to discuss various classroom teachers that may be struggling with classroom management. Coaching cycles will begin with those who are struggling to demonstrate consistent behavior and social strategies for students.

**Person Responsible**

Sean Williams

**Schedule**

Weekly, from 8/15/2016 to 6/1/2017

***Evidence of Completion***

leadership team agendas, staff agendas, coaching cycle, reflective feedback and observations from administration

**G2.** All teachers will consistently engage students in daily standards based instruction using research based best practices and strategies to raise student achievement. 1

G087406

**G2.B1** Lack of engagement strategies and momentum in the classroom to keep students interested. 2

B232340

**G2.B1.S1** Using the book The Fundamental Five teachers will be trained in the five most impactful areas to increase student achievement in the classroom. 4

S245182

### Strategy Rationale

The Fundamental Five include: "Power Zone, Framing the Lesson, Writing Critically, Recognize and Reinforce, and Frequent, Small Group Purposeful Talk." Through collaborative discussions, teachers will focus on the five areas during planning and delivery in order to help promote consistency and reflection.

### Action Step 1 5

Teachers will be engaged in on-going discussion and learning groups based on the Fundamental Five areas to increase student achievement and reach our goals.

#### Person Responsible

BETH NAVE

#### Schedule

Weekly, from 8/23/2016 to 6/1/2017

#### Evidence of Completion

Faculty agenda and training notes, signatures from meetings



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

Leadership team will meet weekly and discuss observations of best practices, student engagement along with development of the Fundamental Five areas.

**Person Responsible**

BETH NAVE

**Schedule**

Weekly, from 8/22/2016 to 6/1/2017

***Evidence of Completion***

Weekly PLC and LT agendas, Journey's walk through data and coaching cycles information and observation tools, observation of accountable talk, Framing the Lesson, Power Zone, Frequent Small Group Purposeful Talk about Learning, Recognize and Reinforce, Writing Critically.

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

Weekly walk through calendars and meetings, coaching cycles and feedback from the leadership team members, test data, teacher data and observations, MTSS Data

**Person Responsible**

BETH NAVE

**Schedule**

Monthly, from 8/30/2016 to 6/1/2017

***Evidence of Completion***

Agendas, signatures sheets, student data, Journey's walk through data.

**G3.** On a weekly basis teachers will develop a robust lesson plans that frame the lessons for students, emphasizes critical writing across all disciplines, and implement high yield strategies in order to match the intent of the standard with the delivery of instruction. 1

G087407

**G3.B1** Teachers who struggle with the delivery of a well planned, rigorous lesson, based on high yield strategies. 2

B232342

**G3.B1.S1** Teachers who are struggling with the delivery of a well planned lessons will work through the coaching cycle with instructional coaches. The teacher will have a pre-conference, discuss the lesson and intent of the standard, go through a non-evaluative lesson delivery, and meet in a post conference with the instructional coach. After the conference a time line will be determined collaboratively on things to improve and the cycle will begin again. 4

S245184

### Strategy Rationale

Some teachers need more specific feedback on their practice in order to increase the level of delivery to have the most successful learning environment.

### Action Step 1 5

The professional development that will occur will be through a coaching cycle with the instructional coaches.

#### Person Responsible

BETH NAVE

#### Schedule

Monthly, from 8/22/2016 to 6/1/2017

#### Evidence of Completion

The instructional coaches will meet weekly during the Leadership team meeting to discuss how the coaching cycle is working along with feedback in the progress of teachers in the cycle. PD will be determined based on LT observations, student data, surveys by staff, and individual teacher needs or team needs.

**Action Step 2** 5

Teachers will bring "Ticket in the Door" as a pre-planning tool for standards based planning during collaborative planning with grade level team members.

**Person Responsible**

Denise McLachlan

**Schedule**

Weekly, from 9/12/2016 to 5/15/2017

**Evidence of Completion**

Teachers will bring Post-It notes to each collaborative meeting with the standard written in their own words as evidence of preparing ahead of time for the meeting. The coach or grade chair will add the sticky note to a spiral ring binder. Teachers will work with coaches in order to write robust lessons that frame the instructional goals, build critical writing activities and match the intent of standards with instructional delivery.

**Plan to Monitor Fidelity of Implementation of G3.B1.S1** 6

Coaches will meet weekly with teachers and grade levels for planning for rigorous lessons based on high yield strategies.

**Person Responsible**

BETH NAVE

**Schedule**

Weekly, from 8/22/2016 to 6/1/2017

**Evidence of Completion**

Coaches logs and Ticket in the Door notebooks, lesson plans

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7**

Classroom observations, PLC discussions and LT team discussions and coaching cycles will filter the process of actual lesson writing to the final product of lesson delivery in order to determine the effectiveness of training and support.

**Person Responsible**

BETH NAVE

**Schedule**

Weekly, from 8/22/2016 to 6/1/2017

***Evidence of Completion***

Lesson plans and walk through Journey observations and coaching cycles will provide evidence along with the "Ticket in the Door."

**G3.B2** Teachers lack of momentum/pacing and understanding when to stop instruction and reteach or when to move forward. Teachers need to be able to read the audience and reflect on instruction as they deliver instruction. 2

B232343

**G3.B2.S1** The school based learning team will help with planning, monitoring and coaching teachers through observations to help maximize the lesson while working in the Power Zone and with collaborative groups. The team will focus on feedback through a coaching cycle if needed or through feedback individually as lessons are observed. 4

S245185

### Strategy Rationale

Some teachers struggle with pacing and "reading their audience" to know when to change direction of the lesson or change what is going on based on student needs. When working in the Power Zone teachers should be able to adjust the teaching and learning based on the immediate feedback as they are working with students. Teachers will tend to go back to comfort zones of Q and A lessons instead of using Seed questions/STEM questions to allow for students to have more collaboration. The lesson needs to match and adjust for students not match and adjust for the teacher.

### Action Step 1 5

Teachers will work with the school based leadership team in ELA, Math and Science weekly through planning, monitoring, and coaching.

#### Person Responsible

BETH NAVE

#### Schedule

Weekly, from 8/22/2016 to 6/1/2017

#### Evidence of Completion

Teachers will be prepared for collaborative planning meetings by bringing their "Ticket in the Door" that states the intended standard for the planning meeting.

**Plan to Monitor Fidelity of Implementation of G3.B2.S1 6**

Leadership Team will meet to determine biweekly teachers who are in the coaching cycle and how they are progressing.

**Person Responsible**

BETH NAVE

**Schedule**

Biweekly, from 9/22/2016 to 5/23/2017

***Evidence of Completion***

Observations, Journey, coaching notes and feedback, student data

**Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7**

Student data with on-going assessments, Journey or administration observation, Coaching feedback, teacher reflections

**Person Responsible**

Denise McLachlan

**Schedule**

Biweekly, from 9/24/2016 to 5/25/2017


***Evidence of Completion***

Student data, teacher made assessments, administration documentation, coaches notes and feedback

**G3.B3** New learning maps in math and science with the 5 E model lesson planning. **2**

 B232344

**G3.B3.S1** Teachers will implement the 5E Model lesson in math and science. **4**

 S245186

**Strategy Rationale**

The expectation of district and state is that all teachers utilize the 5E model for math and science lessons.

**Action Step 1** **5**

Teachers will continue to increase the number of 5E math and science lessons.

**Person Responsible**

Chelsea Waldron

**Schedule**

Weekly, from 9/26/2016 to 6/1/2017

**Evidence of Completion**

Lesson plans, "Ticket in the Door", TLC math and science coaches/agendas of training, administration observation of lessons, coaches observations.

**Plan to Monitor Fidelity of Implementation of G3.B3.S1** **6**

Leadership Team will continue to focus on 5E lessons during PLC's and collaborative planning.

**Person Responsible**

Chelsea Waldron

**Schedule**

Weekly, from 9/26/2016 to 6/1/2017

**Evidence of Completion**

Leadership Team agendas, staff meeting agendas, PLC agendas, Lesson plans, observations from administration and coaches

**Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7**

Keeping the 5E model lessons as a focus point during meetings and professional development. During collaborative planning making sure that the 5E strategies are the focal point of the planning.

**Person Responsible**

Chelsea Waldron

**Schedule**

Weekly, from 9/26/2016 to 6/1/2017

***Evidence of Completion***










Agendas from PLC's, Leadership Team, Grade level planning, lesson plans, observation data



## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2017</b>					
G1.B1.S1.A2 A317400	Students in fourth and fifth grade may be able to attend HolyOake DRUMBEAT Class for social and...	NAVE, BETH	8/31/2016	Pre and post evaluation surveys from students will be collected and aggregated by the program/district.	5/15/2017 weekly
G3.B1.S1.A2 A317404	Teachers will bring "Ticket in the Door" as a pre-planning tool for standards based planning during...	McLachlan, Denise	9/12/2016	Teachers will bring Post-It notes to each collaborative meeting with the standard written in their own words as evidence of preparing ahead of time for the meeting. The coach or grade chair will add the sticky note to a spiral ring binder. Teachers will work with coaches in order to write robust lessons that frame the instructional goals, build critical writing activities and match the intent of standards with instructional delivery.	5/15/2017 weekly
G3.B2.S1.MA1 M330293	Leadership Team will meet to determine biweekly teachers who are in the coaching cycle and how they...	NAVE, BETH	9/22/2016	Observations, Journey, coaching notes and feedback, student data	5/23/2017 biweekly
G3.B2.S1.MA1 M330292	Student data with on-going assessments, Journey or administration observation, Coaching feedback,...	McLachlan, Denise	9/24/2016	Student data, teacher made assessments, administration documentation, coaches notes and feedback	5/25/2017 biweekly
G1.MA1 M330286	Early Warning Data: Discipline data, attendance data, Tier 2 and Tier 3 behavioral data, coaching...	Williams, Sean	8/15/2016	Classroom observations, strategies observed based on CHAMPS, increased attendance, lower discipline infractions, positive results from Tier2/3 data, increased use of strategies in the classrooms	6/1/2017 monthly
G2.MA1 M330289	The data that will be collected will be through coaching cycle observations and feedback,...	NAVE, BETH	8/22/2016	Data logs, weekly calendars, agendas, sign in sheets, Journey's walk through data	6/1/2017 weekly
G3.MA1 M330296	Teachers will be monitored in the classroom, during PLC's for evidence of rigorous best practices...	NAVE, BETH	8/29/2016	Walk-through data, observations during PLC's , writing samples, plans posted to SharePoint	6/1/2017 weekly
G1.B1.S1.MA1 M330284	The leadership team will meet weekly to discuss various classroom teachers that may be struggling...	Williams, Sean	8/15/2016	leadership team agendas, staff agendas, coaching cycle, reflective feedback and observations from administration	6/1/2017 weekly
G2.B1.S1.MA1 M330287	Weekly walk through calendars and meetings, coaching cycles and feedback from the leadership team...	NAVE, BETH	8/30/2016	Agendas, signatures sheets, student data, Journey's walk through data.	6/1/2017 monthly
G2.B1.S1.MA1 M330288	Leadership team will meet weekly and discuss observations of best practices, student engagement...	NAVE, BETH	8/22/2016	Weekly PLC and LT agendas, Journey's walk through data and coaching cycles information and observation tools, observation of accountable talk, Framing the Lesson, Power Zone, Frequent Small Group Purposeful Talk about Learning, Recognize and Reinforce, Writing Critically.	6/1/2017 weekly
G2.B1.S1.A1 A317402	Teachers will be engaged in on-going discussion and learning groups based on the Fundamental Five...	NAVE, BETH	8/23/2016	Faculty agenda and training notes, signatures from meetings	6/1/2017 weekly
G3.B1.S1.MA1 M330290	Classroom observations, PLC discussions and LT team discussions and coaching cycles will filter the...	NAVE, BETH	8/22/2016	Lesson plans and walk through Journey observations and coaching cycles will provide evidence along with the "Ticket in the Door."	6/1/2017 weekly

**Polk - 1141 - Purcell Elementary School - 2016-17 SIP**  
Purcell Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.MA1  M330291	Coaches will meet weekly with teachers and grade levels for planning for rigorous lessons based on...	NAVE, BETH	8/22/2016	Coaches logs and Ticket in the Door notebooks, lesson plans	6/1/2017 weekly
G3.B1.S1.A1  A317403	The professional development that will occur will be through a coaching cycle with the...	NAVE, BETH	8/22/2016	The instructional coaches will meet weekly during the Leadership team meeting to discuss how the coaching cycle is working along with feedback in the progress of teachers in the cycle. PD will be determined based on LT observations, student data, surveys by staff, and individual teacher needs or team needs.	6/1/2017 monthly
G3.B2.S1.A1  A317405	Teachers will work with the school based leadership team in ELA, Math and Science weekly through...	NAVE, BETH	8/22/2016	Teachers will be prepared for collaborative planning meetings by bringing their "Ticket in the Door" that states the intended standard for the planning meeting.	6/1/2017 weekly
G3.B3.S1.MA1  M330294	Keeping the 5E model lessons as a focus point during meetings and professional development. During...	Waldron, Chelsea	9/26/2016	Agendas from PLC's, Leadership Team, Grade level planning, lesson plans, observation data	6/1/2017 weekly
G3.B3.S1.MA1  M330295	Leadership Team will continue to focus on 5E lessons during PLC's and collaborative planning.	Waldron, Chelsea	9/26/2016	Leadership Team agendas, staff meeting agendas, PLC agendas, Lesson plans, observations from administration and coaches	6/1/2017 weekly
G3.B3.S1.A1  A317406	Teachers will continue to increase the number of 5E math and science lessons.	Waldron, Chelsea	9/26/2016	Lesson plans, "Ticket in the Door", TLC math and science coaches/agendas of training, administration observation of lessons, coaches observations.	6/1/2017 weekly
G1.B1.S1.MA1  M330285	On a monthly basis, during staff training these strategies will be reviewed with teachers....	Williams, Sean	8/15/2016	PBS agendas, staff meeting agendas, Journey Observation data, leadership team agendas	6/2/2017 monthly
G1.B1.S1.A1  A317399	Teachers will be trained by the CHAMPS trained staff and PBS team to help implement the new...	Williams, Sean	8/16/2016	Sign-In Sheets, Discipline data, PBS agendas and notes	6/2/2017 monthly
G1.B1.S1.A3  A317401	Tier 3 behavior intervention students will be in the Check In and Check Out program with the...	Williams, Sean	9/20/2016	Behavior charts called DPR's (daily progress reports) will be calculated based on teacher ratings over time. This data will provide trajectory data to be evaluated every four weeks by the MTSS/PBITS team.	6/9/2017 daily

## V. Professional Development Opportunities

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

**G1.** All teachers will consistently implement Positive Behavior Support plan, along with C.H.A.M.P.S. procedures in order to increase on task behavior and student friendly classroom environments.

**G1.B1** Teachers who struggle with being consistent with classroom procedures, creating risk free environments and quality relationships with children struggle the most with classroom management.

**G1.B1.S1** Teachers will be supported through professional development to increase their ability to effectively implement PBS and C.H.A.M.P.S. strategies for classroom management.

### **PD Opportunity 1**

Teachers will be trained by the CHAMPS trained staff and PBS team to help implement the new strategies.

#### **Facilitator**

Sean Williams, Elizabeth Ferguson and Alison Owens

#### **Participants**

All Teachers

#### **Schedule**

Monthly, from 8/16/2016 to 6/2/2017

**G2.** All teachers will consistently engage students in daily standards based instruction using research based best practices and strategies to raise student achievement.

**G2.B1** Lack of engagement strategies and momentum in the classroom to keep students interested.

**G2.B1.S1** Using the book The Fundamental Five teachers will be trained in the five most impactful areas to increase student achievement in the classroom.

### **PD Opportunity 1**

Teachers will be engaged in on-going discussion and learning groups based on the Fundamental Five areas to increase student achievement and reach our goals.

#### **Facilitator**

Beth Nave

#### **Participants**

K-5 Teachers

#### **Schedule**

Weekly, from 8/23/2016 to 6/1/2017

**G3.** On a weekly basis teachers will develop a robust lesson plans that frame the lessons for students, emphasizes critical writing across all disciplines, and implement high yield strategies in order to match the intent of the standard with the delivery of instruction.

**G3.B1** Teachers who struggle with the delivery of a well planned, rigorous lesson, based on high yield strategies.

**G3.B1.S1** Teachers who are struggling with the delivery of a well planned lessons will work through the coaching cycle with instructional coaches. The teacher will have a pre-conference, discuss the lesson and intent of the standard, go through a non-evaluative lesson delivery, and meet in a post conference with the instructional coach. After the conference a time line will be determined collaboratively on things to improve and the cycle will begin again.

### **PD Opportunity 1**

The professional development that will occur will be through a coaching cycle with the instructional coaches.

#### **Facilitator**

Denise McLachlan, Chelsea Waldron

#### **Participants**

Identified struggling teachers

#### **Schedule**

Monthly, from 8/22/2016 to 6/1/2017

## PD Opportunity 2

Teachers will bring "Ticket in the Door" as a pre-planning tool for standards based planning during collaborative planning with grade level team members.

### Facilitator

Chelsea Waldron and Denise McLachlan

### Participants

Classroom teachers

### Schedule

Weekly, from 9/12/2016 to 5/15/2017

**G3.B2** Teachers lack of momentum/pacing and understanding when to stop instruction and reteach or when to move forward. Teachers need to be able to read the audience and reflect on instruction as they deliver instruction.

**G3.B2.S1** The school based learning team will help with planning, monitoring and coaching teachers through observations to help maximize the lesson while working in the Power Zone and with collaborative groups. The team will focus on feedback through a coaching cycle if needed or through feedback individually as lessons are observed.

## PD Opportunity 1

Teachers will work with the school based leadership team in ELA, Math and Science weekly through planning, monitoring, and coaching.

### Facilitator

School Based Leadership Team

### Participants

All teachers

### Schedule

Weekly, from 8/22/2016 to 6/1/2017

**G3.B3** New learning maps in math and science with the 5 E model lesson planning.

**G3.B3.S1** Teachers will implement the 5E Model lesson in math and science.

**PD Opportunity 1**

Teachers will continue to increase the number of 5E math and science lessons.

**Facilitator**

Chelsea Waldron, Christopher Doucette

**Participants**

Classroom Teachers, Resource Teachers

**Schedule**

Weekly, from 9/26/2016 to 6/1/2017

## 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	Teachers will be trained by the CHAMPS trained staff and PBS team to help implement the new strategies.	\$0.00
2	G1.B1.S1.A2	Students in fourth and fifth grade may be able to attend HolyOake DRUMBEAT Class for social and behavioral sessions using the drumming process.	\$0.00
3	G1.B1.S1.A3	Tier 3 behavior intervention students will be in the Check In and Check Out program with the assistant principal and guidance counselor.	\$0.00
4	G2.B1.S1.A1	Teachers will be engaged in on-going discussion and learning groups based on the Fundamental Five areas to increase student achievement and reach our goals.	\$0.00
5	G3.B1.S1.A1	The professional development that will occur will be through a coaching cycle with the instructional coaches.	\$0.00
6	G3.B1.S1.A2	Teachers will bring "Ticket in the Door" as a pre-planning tool for standards based planning during collaborative planning with grade level team members.	\$0.00
7	G3.B2.S1.A1	Teachers will work with the school based leadership team in ELA, Math and Science weekly through planning, monitoring, and coaching.	\$0.00
8	G3.B3.S1.A1	Teachers will continue to increase the number of 5E math and science lessons.	\$0.00
<b>Total:</b>			<b>\$0.00</b>