



## Pelican Island Elementary School

1355 SCHUMANN DR, Sebastian, FL 32958

www.indianriverschools.org

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2016-17 Title I School</b>	<b>2016-17 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-5	Yes	78%
<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	43%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	C*	D

*\*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 Indian River 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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>6</b>
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	8
Public and Collaborative Teaching	12
Ambitious Instruction and Learning	12
<b>8-Step Planning and Problem Solving Implementation</b>	<b>18</b>
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	22
<b>Appendix 1: Implementation Timeline</b>	<b>35</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>37</b>
Professional Development Opportunities	37
Technical Assistance Items	38
<b>Appendix 3: Budget to Support Goals</b>	<b>38</b>

## 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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

### 2017-18 DA Category and Statuses for Pelican Island Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

Mission Statement: Pelican Island, Nature's classroom, will provide a collaborative learning community that promotes environmentally minded, life-long learners through an interactive, standards-based approach.

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

Our Vision is to prepare our students for college and career choices in a competitive 21st Century global economy by providing research-based, differentiated instruction that address the needs of all learners in a safe, educational environment.

#### 2. School Environment

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

We intend to develop a PD or PLC on relationship building as we have noticed a decline in sensitivity and strategies to understand and work with ALL students. Teachers have studied growth mindsets and fixed mindsets in relation to education, students and each other. Cultural competency course was implemented for the 2016-2017 school year.

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

Annually students and staff are trained in anti bullying training. 5th Grade students receive the DARE curriculum through the Sebastian Police Department. Positive behavior support (PBS) is implemented school wide. The SSS also takes on small groups to help teach social skills. We set and maintain "expectations" for teacher and student behavior which lead to quality instruction and a safe campus. Each area of student gatherings is supervised by an adult "on duty" for that day in that area to maintain safety. We held a COP and Community cookout on March 2nd to continue to build law enforcement relations with our families.

##### 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 has the Positive Behavior Support program and all teachers are trained in it. SOAR (Strive for Excellence, Own Your Actions, Act Safely, Respect yourself, others and the Environment) tickets are used as a motivational tool for appropriate behavior. Students can earn tickets and purchase items in the SOAR store. Behavioral expectations are taught the first two weeks of school and then enforced throughout the year.

We provide additional opportunities to engage students, such as, academic support programs, Pelican PALS (Principal's Academy for Leadership), an oversized Safety patrol and daily reinforcement to the behavioral expectations both verbally and via SOAR tickets.

In 2016-2017 the teachers and staff were trained in the utilization of CHAMPS, an approach to classroom and schoolwide behavior management. The CHAMPS trainers visit monthly to review our practice and refine our strategies.

**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.**

Because Pelican Island is a Title 1 school, we have a School social worker three days a week. Students also receive support from the Student Support Specialist, who is trained in analyzing and correcting behaviors. Communication between teacher and support staff is regularly encouraged to add additional support where necessary. Referrals are made to outside supports/agencies as needed to support families. Sequel Care began services regularly beginning in March 2017 as a Community Schools partner.

**3. Early Warning Systems**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Data was pulled from iReady, FOCUS and Performance Matters data warehouses to generate the early warning systems data. Each of the EWS indicators are viewed both independently and in clusters from the teacher level through the MTSS process to help us identify the warning(s) impacting a student's academic and behaviorally progress and to help us identify interventions that will help to reduce the barriers for the child.

**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	1	5	7	9	5	8	0	0	0	0	0	0	0	35
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	11	8	12	0	0	0	0	0	0	0	31
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	9	5	8	0	0	0	0	0	0	0	22

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

Regularly monitor the student performance via data chats and appropriate placement in RTI groups. Differentiated instruction where appropriate. Minimum usage of iReady in both ELA and Math is encouraged. In some cases a behavior management or point sheet plan is implemented to encourage effort and positive behavior. Pelican Island utilizes the 21st Century Grant Program as well as Partnership with The Learning Alliance and Community Partnership Schools resources to focus on student academic, social-emotional and physical needs as well as providing enrichment and resources to students and families which they may not have the access to without our support.

Learning Alliance funds a 3rd Grade Interventionist as well as a K-2 Coach. They also fund an after school academy for students.

## B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

**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.**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

Yes

**1. PFEP Link**

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

**2. Description**

Pelican Island Elementary School will implement the below activities that will build the capacity for strong parental involvement. These activities will support a partnership among the school, parents, and community to improve student academic success. Pelican Island will strive for 100% participation at family events with students along with their families.

**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.**

In the process of a collaborative with UCF, IRSC, Children's Home Society and several others to make Pelican Island a "Community Partnership School", serving the needs of our students, their families and our community

Pelican Island contacts various local businesses and organizations to build partnerships.

The Orchid Island Rotary Club donates dictionaries to our students.

The Lawyers Auxiliary group donates free books to students twice a year.

The Treasure Coast Food Bank, Chum Bucket and AT&T Pioneers donate food and goods to our food pantry.

Sebastian Christian Church Donates food and toys to families and recently provided laptops to a select number of 5th grade students..

We are the recipients of the 21st Century Grant which allows us additional opportunities to utilize resources beyond the normal school functions. Students in 21st Century gain an additional hour of academics and an hour of enrichment.

We are partnering with the Learning Alliance as a "Deep Focus School" and receiving Human resources as well as requested Professional Development and financial support to help support the acquisition of Phonics and Literacy skills from grades K-3.

## C. Effective Leadership

**1. School Leadership Team**

**a. Membership**

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

Name	Title
Kohlstedt, Chris	Principal
Wagner, Theresa	Assistant Principal
Klein, Sharon	Instructional Coach
Carlson, Cindy	Instructional Coach
Rickett, Lisa	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 team of people listed above are referred to as the Instructional Support Team for Pelican Island. The responsibility of this team is to provide Instructional Support through modeling, coaching, small group and one-to-one support. This team communicates best practice strategies as well as standards-based instructional delivery support to increase student outcomes and teacher strength and capacity for instruction. This team discusses plans of action and targets specific areas of need. This team also conducts Professional development training for targeted academic areas and regularly reviews all forms of available and ongoing data..

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

The school based MTSS team is comprised of the Assistant Principal, Reading Coach, Resource Specialist, School Psychologist, Speech language Pathologist and Student Support Specialist. The school-based MTSS Team meets every other week to analyze reading, math, and behavioral data. The core team identifies strengths as well as areas of concern, and then formulates interventions to address these areas. The team uses a problem solving approach. The data is reviewed to address changes at all three Tiers of instruction. Leadership Team representatives meet with grade level groups to problem solve implementation of interventions at each Tier of instruction.

The Learning Alliance provides academic support through PD, Human Resources and financial support and meets with 2 school employees monthly while the school based team meets weekly and includes the 2 Learning Alliance funded positions.

Title resources are utilized to provide both academic and financial support to students and families. 21st Century Grant is used to extend academic learning and enrichment opportunities daily and 21st Century Leadership will meet monthly with school-based leadership (Instructional Support Team) as well as all direct service providers to the school..

RTI resources are determined by current student levels of performance and availability of resources in house or by the need for additional resources. The Title I School Improvement Grant funds will be utilized for Tiered instructional support resources across grade levels.

Community Partnership Schools continues to extend wrap around services for students and families as resources become increasingly available. This Partnership meets formally once a month with core partners and more often with supplemental support providers as needed.

## **2. School Advisory Council (SAC)**

### **a. Membership**

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

Name	Stakeholder Group
Chris Kohlstedt	Principal
Charlotte Jobe	Education Support Employee
Tina Campbell	Business/Community
Greg Hepler	Business/Community
Beverly Raiford	Education Support Employee
Jeanine Sampson	Business/Community
Mischka Maxwell	Parent
Storm Smith	Parent
Sondra Weeks	Business/Community
Donna Wentz	Teacher
Kelsey Whelan	Teacher
Socorro Luna	Teacher
Chantel Shaw	Teacher
Josephine Willems	Teacher
Edlyn Arroyo	Teacher
Sharon Klein	Teacher
Peggy Kisselback	Parent
Jennifer Patillo	Parent
Anita Ford	Parent
Shannon McCarty	Parent
Cynthia Kolb	Parent
Audestine Hudson	Teacher
Victoria Hall	Business/Community
Marc Lambert	Parent
Caitlin Mumm	Business/Community
Karen Whelan	Teacher
Tracy Crawford	Education Support Employee
Janet Farmer	Business/Community
Trae Hazzard	Education Support Employee
Betty Primus	Business/Community

**b. Duties**

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

**a. Evaluation of last year's school improvement plan**

A comparative presentation was made to the School Advisory Council, noting some changes from 2016-2017 to the 2017-2018 SIP. The 2017-2018 School Improvement Plan was approved by the School Advisory Council.

*b. Development of this school improvement plan*

Communication was sent to school community prior to the SAC meeting in September via School Messenger and a face to face SAC meeting indicating that the SIP is posted on the website for review "IN DRAFT" prior to the meeting so that returning and new members would have a voice for edits. The 2017-2018 SIP was shared with the SAC, where their input, edits and approval was obtained and submitted for Board Approval and State approval.

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

SAC is informed of and gives approval to the school budget plan, including how we will appropriate Title 1 resources via the Treasurer's report at each SAC meeting. Consideration was given to the present needs of the staff and a Professional development in Differentiation is currently scheduled, free of charge from FDLRS

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

**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
Kohlstedt, Chris	Principal
Wagner, Theresa	Assistant Principal
Klein, Sharon	Instructional Coach
Carlson, Cindy	Instructional Coach

**b. Duties**

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

The IST (Instructional Support Team) is comprised of a Literacy Coach and 2 instructional coaches as well as the Principal and Assistant Principal and 2 Intervention Coaches funded by the Learning Alliance.

The team conducts weekly meetings to discuss areas of support for teachers and one another in regard to literacy and additional subject areas. The team frequently reviews the Mission and Vision and aligns resources to meet the needs.

The team is also holding professional development sessions with teachers so that they understand how to effectively teach literacy across the grade levels.

PD focus is on collaboration and Unit Planning to align with District practices.

Administration conducts classroom walk-throughs as well as learning walks and evaluations.

The team supports literacy at every level whether it be through coaching, resources, guidance, material selection, Unit Planning, collaboration, Professional Development, modeling lessons or anything a teacher might need to continue to enhance their practice.

## D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

For 2017-2018 we are planning to meet with Collaborative planning groups (Grade Levels) twice a week in the same room (K,2,4) on 2 days and (1,3,5) on the opposite two days to provide direct support from the IST team as Grade levels plan their units of study so there is involvement as well as support for resources, planning, ideas, strategies and delivery without ever having to leave the room. In addition, a master schedule was designed to give grade-level teachers and special area teachers a common planning time of 40 minutes. Data chats will take place at least once a month per grade level. Teachers have an additional 30 minutes added to their schedules per day and the Administration has the right to utilize 3 of those days at his discretion. Teachers are encouraged to utilize the majority of that time to plan for instruction. Faculty meetings and Professional Development are also planned during that time. Collaborative planning continues to be a focus at Pelican Island Elem.

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

Pelican Island Elementary School is a Title 1 school that advertises all openings through our district office, with advertisements that specify that applicants must be highly qualified and certified in field. The principal submits the vacancies and the HR department posts the positions, which the principal then screens applicants and verifies certification with the district's Certification Analyst. We recruit teachers with relevant classroom certification and experience. Our teachers help the effort by word of mouth recruiting to outside individuals. Teachers and additional staff members are often a part of the interview process so we select the most appropriate and qualified candidate for the position we are seeking to fill. Newer staff members are paired with veteran teachers and provided all available staff development from inside the school and the curriculum department. Principal also attended the Teach In recruitment fair in Orlando 2017. Once employed, staff members are continually encouraged and supported to meet their potential in the position they were chosen for. The culture at Pelican island helps to retain candidates as well.

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

Pelican Island has seasoned staff on every grade level, with teachers who have advanced degrees and some with National Board Status. Any teacher who is new or new to Pelican Island is paired with a mentor. Mentor's are qualified teachers who volunteer to assist new teachers with curriculum, technology and compliance with Pelican Island expectations. Generally speaking the pairing is often from same grade peers or subject area specialists. As we work as a team unit, we are all accountable for each other and our practice so we are informally mentors to anyone in need of assistance in any area. By changing the title of the "Leadership Team" to the "Instructional Support Team", we removed the stigma of evaluation and replaced it with ongoing , non-judgmental support which is more appealing and less threatening. Teachers and support staff are more apt to reach out to a non-evaluative helping hand and though we are not 100% there, we continue to model that support as more of the team develops the trust.

## 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.**

Pelican Island ELA, Science and Math Coaches are each looking at and breaking down the standards into digestible bites, and meeting with the teachers respectively in order to help them understand the standards, item specs, and how to effectively plan and teach according to the standards. The school follows the district lead in utilizing new curriculum which is also vetted for standards alignment.

Supplementary materials are vetted to see that they meet Florida Standards.

Ongoing professional development in Unit Planning is a focus for 2017-2018 and our Instructional Support Team conducts Professional development for this area.

We also have a concentration in Collaborative planning (ongoing) .

Our grade teams meet twice a week with the Instructional Support Team in their presence as they collaboratively plan Units and lessons. This puts all of the resources in one room at one time twice a week so that immediate support is provided for teacher instruction whether that be a need for instructional or human resources, guidance, modeling or coaching. Each provided support will focus back on Standards-based instruction.

In addition, we have Learning Alliance funded positions which partner a 3rd grade Interventionist and a K-2 Coach as well as the moonshot Academy for after-school instruction and enrichment opportunities

## **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.**

2016-17 data is reviewed from FSA and iReady to start the 2017-2018 school year. Classrooms are balanced using the data. The Learning Alliance has provided funding for a 3rd grade interventionist who will serve our retained and struggling bottom 25% 3rd grade students every day in groups of 4 or fewer to ensure targeted instruction to each child's specific need. The Learning alliance has also funded a K-2 Interventionist who will be supporting 8 specific classrooms in grades 1 and 2. This teacher will continue to collect and review data as well as provide coaching and foundational literacy skills to teachers and students. Our Instructional Support Team under direction of school Administration continuously reviews data and collaborates with the team to determine movement among student groups to continuously place students where they can receive optimal support for academic growth. Modifications and accommodations are made for ESE students as per their IEP but we also differentiate instruction for struggling students by adjusting the lessons, depending on the need, to allow access to the instructional material at different levels. In addition we also provide Tiered support and a Response to Intervention period to target student specific needs.

**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:** 10,000

The 21st Century Grant was obtained in 2016 and is utilized to extend academic programs an additional hour per day and an enrichment opportunity an hour per day for up to 120 students. The program is reduced by 30 minutes on Fridays and is cancelled on Early Release and vacation days.

***Strategy Rationale***

Zulu curriculum accompanies the grant and provides guided instruction primarily in the area of Science. Enrichment activities are designed primarily to make available, opportunities that students and families may not have access to otherwise. Exposure to a wide range of opportunities beyond a students daily environment increase interest and background knowledge. This makes learning opportunities or connections to academics a higher correlation.

***Strategy Purpose(s)***

- Core Academic Instruction
- Enrichment

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

Kohlstedt, Chris, christopher.kohlstedt@indianriverschools.org

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

iReady ,Formative and Summative assessments as well as FSA data will be collected to determine effectiveness of the program as well as behavioral reports to determine a decrease in negative behavior.

**Strategy:** Extended School Day

**Minutes added to school year:** 7,560

The Moonshot Academy will target students Grades K-2 as an after school program, focusing on Literacy skills and Reading strategies. Program is 3 session, 21 days in each session for 2 hours each day.

**Strategy Rationale**

With a specific focus on the needs of selected students grades K-2 we will be able to extend their learning in an environment that has a lower student to teacher ratio with the ability to differentiate the curriculum and instruction specifically for the students receiving the instruction.

**Strategy Purpose(s)**

- Core Academic Instruction

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

Klein, Sharon, sharon.klein@yahoo.com

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

iReady data, Oral Reading Fluency (ORF) and formative assessments will be used to monitor each students growth and measure toward meeting proficient levels in reading fluency.

**Strategy:** Extended School Day

**Minutes added to school year:**

In the mornings, the computer lab is open for students to go in and practice math skills on the computer. They will use iReady.

**Strategy Rationale**

The computer can move at a faster or slower pace, building fluency and providing practice at the students' pace. Some students may not be able to attend after-school opportunities but can attend in the morning prior to the start of school.

**Strategy Purpose(s)**

- Core Academic Instruction

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

Kohlstedt, Chris, christopher.kohlstedt@indianriverschools.org

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

iReady records ongoing pace of each student. The program keeps students on levels and the levels are monitored by the teachers and the instructional support team.

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Pelican Island has a pre-K program located on the campus. The program consists of two Voluntary Pre-K programs, one ESE Pre-K classroom and one Pre-K classroom for students with Autism. The students in the ESE classrooms are mainstreamed into the regular VPK as soon as it is educationally possible. Pre-K classes have instruction with the special area teachers just like their K-5 peers. Only 1 of those classes has a split schedule and students only stay for one half of an instructional day so they do not participate in a Specials schedule.

We host a STEP into Kindergarten program which helps to prepare incoming Kindergarten students for academic and behavioral expectations in a school environment.

Our outgoing 5th Grade students are visited by guidance counselors from the middle schools as well as performance teams from middle schools to build interest in academic and extracurricular activities as well as provide opportunities to select coursework applicable to their anticipated academic track upon entry to Middle School.

There are also two daycares located close to the campus. The daycares are invited to Kindergarten transition programs that describe the kindergarten program and other programs at the school. They are given a guided tour of the campus and Kindergarten classrooms and then they meet in the cafeteria (after going through the "lunch line" to eat a snack and drink juice.

**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.**

Pelican island is continuing to build a "Community Partnership Schools" model (which started in 2015) through collaboration with non-profit organizations, health services and local college support to name a few. In 2017, IRSC provided on campus training for community adults in Financial Literacy. Sequel Care will be providing appropriate parenting courses to the community adults as well. Sequel Care also provides mental health services on campus. For the 2017-18 school year Pelican Island Elementary has also partnered with the Learning Alliance who has brought additional resources to our community through funding and Professional development opportunities and a funded after school program(Moonshot Academy).

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

We have an environmentally based mission/vision and we are working toward becoming an Environmental School. Indirectly, our students may be exposed to gardening, computer-skills and "coding" robotics . We have hydroponic growing systems and we project Aquaponics as a possibility in the near future. Our Media Center and Interactive Collaborative Learning Classroom (ICLC) are Centers for Innovation, offering a variety of hands-on learning opportunities for students.

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

We utilize a variety of technology supported initiatives. Laptops, Swivel, Science Disk for grade 5. Smartboards are in every classroom. Coding Robotics/Aquaponics (future), Hydroponic Growing Systems and Smart Tables in Pre-K. We also run a Television Production studio each morning (5th Grade students) and we look to enhance or replace our technology in the cafeteria to build an updated performing arts opportunity including lights and sound systems.

**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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

### 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.** If we focus our support efforts on the design and implementation of engaging lessons then we will see a tremendous increase in student proficiency and learning gains for all students.
- G2.** If we build an environmentally focused culture, incorporating standards based instruction with shared accountability, keeping all students first in decision making and increasing student engagement, then our schoolwide student achievement scores will increase.

## Strategic Goals Detail

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

**G1.** If we focus our support efforts on the design and implementation of engaging lessons then we will see a tremendous increase in student proficiency and learning gains for all students. 1a

G094348

**Targets Supported** 1b

Indicator	Annual Target
ELA Achievement District Assessment	60.0

**Targeted Barriers to Achieving the Goal** 3

- Lack of accountability.

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

- Administrative presence and lesson plan checks as well as presence and involvement in collaborative planning.

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

Data is reviewed regularly at every grade level by a team of professionals who are continuously interacting with teachers to most effectively impact student outcomes. We collaborate with teachers and monitor implementation to ensure fidelity and student engagement. Administration is involved as well to support and participate in the ongoing process and to evaluate outcomes and make necessary changes as the needs are identified.

**Person Responsible**

Chris Kohlstedt

**Schedule**

Daily, from 8/14/2017 to 5/25/2018

**Evidence of Completion**

FSA data will show an increase in proficiency as well as learning gains for grades 3-5. The primary grades will be monitored using a variety of data sources including but not limited to iReady, Running records, ORF, Formative Assessments.

**G2.** If we build an environmentally focused culture, incorporating standards based instruction with shared accountability, keeping all students first in decision making and increasing student engagement, then our schoolwide student achievement scores will increase. **1a**

G094349

**Targets Supported** **1b**

Indicator	Annual Target
FSA Mathematics Achievement	60.0
FSA ELA Achievement	65.0
FCAT 2.0 Science Proficiency	50.0
ELA/Reading Lowest 25% Gains	85.0

**Targeted Barriers to Achieving the Goal** **3**

- Ownership for ALL students
- Lack of collaboration and implementation of best instructional practices
- Limited Experiences for students and families

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

- Positive behavior support - PBS
- District support
- Administrative support
- LAFS, MAFS, Test Item Specs
- Curriculum experts on campus
- Teacher leaders
- Community partners
- PTA
- Common planning on master schedule
- ESE Support
- 21st Century Program
- CHAMPS Behavior Strategies
- Community Schools Partnerships
- High Hopes
- ELC/Audobon Society/ Forestry Division/KIRB/Rotary Club (Environmental Supports)
- Learning Alliance
- AmeriCorps

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

Shared accountability by teachers and leadership team, increase student achievement, student engagement, and student survey.

**Person Responsible**

Chris Kohlstedt

**Schedule**

Weekly, from 8/28/2017 to 5/25/2018

**Evidence of Completion**

Student data, classroom walkthrough data, and observation data.

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

Student achievement will increase.

**Person Responsible**

Chris Kohlstedt

**Schedule**

Quarterly, from 8/28/2017 to 5/25/2018

**Evidence of Completion**

Common grade level progress monitoring assessments and iReady data as well as FSA data for Grades 3-5

## Action Plan for Improvement

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

### Problem Solving Key

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

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** If we focus our support efforts on the design and implementation of engaging lessons then we will see a tremendous increase in student proficiency and learning gains for all students. **1**

 G094348

**G1.B1** Lack of accountability. **2**

 B253343

**G1.B1.S1** Administration has created a common time and location for Collaborative Planning. **4**

 S267511

### Strategy Rationale

Administrative and "Support Coaches" can be present and visible during the planning for each grade level and we can provide on the spot resources and recommendations to improve instructional planning. This will also give us an opportunity to listen to discussions and target dates and times of implementation to ensure student engagement in the classroom.

### Action Step 1 **5**

Development of collaborative planning meeting calendar for all grade levels (2 days per week)

#### Person Responsible

Chris Kohlstedt

#### Schedule

Weekly, from 8/21/2017 to 5/24/2018

#### Evidence of Completion

Visual Calendar of Collaborative Planning dates.

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

Coaches and Administration will shoulder with grade levels and document areas of support requested or imposed on the Grade levels

**Person Responsible**

Chris Kohlstedt

**Schedule**

Weekly, from 8/21/2017 to 5/24/2018

***Evidence of Completion***

Administrative notes and teacher/support staff evaluations.

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

The Instructional Support Team meets weekly to review data and to discuss strategies of support to continually move students and support teacher instruction as well as support fluid movement between academic groups and individualized needs for students.

**Person Responsible**

Chris Kohlstedt

**Schedule**

Weekly, from 8/14/2017 to 5/29/2018

***Evidence of Completion***

Weekly meeting notes. Data review sheets. Performance Matters Data. IReady data, Unit Test results.

**G2.** If we build an environmentally focused culture, incorporating standards based instruction with shared accountability, keeping all students first in decision making and increasing student engagement, then our schoolwide student achievement scores will increase. 1

G094349

**G2.B7** Ownership for ALL students 2

B253350

**G2.B7.S1** Effectively differentiate standards-based instruction to meet ALL student's ability levels across the curricula. 4

S267512

### Strategy Rationale

We want all teachers to learn how to differentiate and implement SBI so that ALL students can show an increase in their achievement results.

### Action Step 1 5

Establishment of structured time for tiered instruction. Reflects BPIE #2.

#### Person Responsible

Chris Kohlstedt

#### Schedule

On 5/25/2018

#### Evidence of Completion

Daily schedule of tiered interventions.

### Action Step 2 5

Compile a list of students who did not meet proficiency based on district unit assessment criteria and/or FSA and iReady data for ELA and Math to determine tiered support groups.

#### Person Responsible

Sharon Klein

#### Schedule

Every 3 Weeks, from 8/1/2017 to 5/25/2018

#### Evidence of Completion

Fluid list of K-5 Tiered intervention groups.

**Action Step 3** 5

Implementation of research based curriculum/interventions for all students

**Person Responsible**

Sharon Klein

**Schedule**

Daily, from 8/14/2017 to 5/25/2018

**Evidence of Completion**

Student outcome data.

**Action Step 4** 5

Coaches assist with small group instruction in the classroom/resource for grades K-5 in ELA and Math.

**Person Responsible**

Chris Kohlstedt

**Schedule**

Daily, from 8/14/2017 to 5/25/2018

**Evidence of Completion**

Coaches log

**Plan to Monitor Fidelity of Implementation of G2.B7.S1** 6

Small group observations and classroom walkthroughs

**Person Responsible**

Theresa Wagner

**Schedule**

Weekly, from 8/14/2017 to 5/25/2018

**Evidence of Completion**

Observation forms and classroom walkthrough anecdotes.

**Plan to Monitor Fidelity of Implementation of G2.B7.S1** 6

Instructional Support Team meetings Tuesday afternoons

**Person Responsible**

Chris Kohlstedt

**Schedule**

Weekly, from 9/4/2015 to 6/24/2016

**Evidence of Completion**

Student schedules based on Unit Assessments, iReady, Formative Assessments and MTSS referrals

**Plan to Monitor Effectiveness of Implementation of G2.B7.S1** 7

Classroom walkthrough data and student achievement data

**Person Responsible**

Theresa Wagner

**Schedule**

Biweekly, from 8/14/2017 to 5/25/2018

**Evidence of Completion**

Classroom walkthrough data and student achievement data

**G2.B8** Lack of collaboration and implementation of best instructional practices **2**

 B253351

**G2.B8.S1** Establish and communicate the nonnegotiable expectations related to collaboration and implementation of best practices between all stakeholders to address all students. Reflects BPIE # 18.

**4**

 S267513

**Strategy Rationale**

All stakeholders will know what is expected to build a culture of shared accountability that will increase achievement for all students.

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

Instructional support team will establish minimum expectations for Project Learning Tree lessons/ activities.

**Person Responsible**

Chris Kohlstedt

**Schedule**

Weekly, from 8/14/2017 to 5/24/2018

**Evidence of Completion**

PLT Lessons in Lesson Plans

**Action Step 2** **5**

Leadership team and staff will determine the school wide expectations for planning, collaboration, and implementation. Reflects BPIE #17.

**Person Responsible**

Chris Kohlstedt

**Schedule**

Weekly, from 8/14/2017 to 5/24/2018

**Evidence of Completion**

Written document of the non-negotiables. Meeting Calendar and notes taken from collaborative planning meetings.

**Action Step 3** 5

Inform staff on minimum requirements for implementation of Project Learning Tree lessons.

**Person Responsible**

Chris Kohlstedt

**Schedule**

On 8/6/2018

**Evidence of Completion**

Agenda from pre-planning staff meeting.

**Action Step 4** 5

Coaches support in collaborative planning.

**Person Responsible**

Sharon Klein

**Schedule**

Weekly, from 8/21/2017 to 5/24/2018

**Evidence of Completion**

coaches notes, calendars and lesson plans

**Action Step 5** 5

Implement the use of formal learning goals and scales.

**Person Responsible**

Theresa Wagner

**Schedule**

Weekly, from 8/14/2017 to 5/24/2018

**Evidence of Completion**

PD notes, Lesson plans, Goals and scales posted, Walkthroughs and observations, Collaborative planning notes

**Plan to Monitor Fidelity of Implementation of G2.B8.S1** 6

Recurring/Scheduled Collaborative Planning Meetings

**Person Responsible**

Chris Kohlstedt

**Schedule**

Weekly, from 8/14/2017 to 5/25/2018

**Evidence of Completion**

Calendar of meeting dates. Anecdotal notes taken on calendar

**Plan to Monitor Fidelity of Implementation of G2.B8.S1** 6

Classroom walkthroughs and observations of student interviews

**Person Responsible**

Theresa Wagner

**Schedule**

Weekly, from 8/21/2017 to 5/24/2018

**Evidence of Completion**

Anecdotal notes from walkthroughs and informal discussions with students, goal setting charts.

**Plan to Monitor Effectiveness of Implementation of G2.B8.S1** 7

All coaches and resources focused on instructional needs in one place at one time, twice a week in the Coaches room.

**Person Responsible**

Chris Kohlstedt

**Schedule**

Weekly, from 8/7/2017 to 5/25/2018

**Evidence of Completion**

Calendar of dates and notes of needed resources as well as "Dynamic Lesson" visitation schedule.

**G2.B8.S2** Provide job embedded support for best practices. 4

S267514

**Strategy Rationale**

To increase teachers' capacity implementing standards based instruction.

**Action Step 1** 5

Facilitate and model collaborative planning for teachers, creating common formative assessments (UNIFY) including unit planning.

**Person Responsible**

Sharon Klein

**Schedule**

Weekly, from 8/15/2016 to 5/24/2017

**Evidence of Completion**

sign in sheets and agenda, protocol and actual designed units, common board, and formative assessments

**Action Step 2** 5

Provide ongoing feedback to teachers based on observations/conversations regarding instruction.

**Person Responsible**

Theresa Wagner

**Schedule**

Weekly, from 8/22/2016 to 5/12/2017

**Evidence of Completion**

Anecdotal notes

**Action Step 3** 5

Create and implement a timeline of coaching support.

**Person Responsible**

Sharon Klein

**Schedule**

Weekly, from 9/5/2016 to 5/24/2017

**Evidence of Completion**

Completed Timeline

**Action Step 4** 5

Instructional coaches develop and implement coaching cycle.

**Person Responsible**

Sharon Klein

**Schedule**

Daily, from 9/5/2016 to 5/24/2017

**Evidence of Completion**

Coaching Forms completed

**Plan to Monitor Fidelity of Implementation of G2.B8.S2** 6

Administration attends collaborative planning and conducts classroom walkthroughs

**Person Responsible**

Chris Kohlstedt

**Schedule**

Weekly, from 9/21/2015 to 6/3/2016

**Evidence of Completion**

protocol used, sign in sheet and classroom walkthrough data.

**Plan to Monitor Fidelity of Implementation of G2.B8.S2** 6

Administrative formal and informal teacher evaluations

**Person Responsible**

Chris Kohlstedt

**Schedule**

Biweekly, from 9/4/2015 to 5/27/2016

**Evidence of Completion**

Formal/informal observation documentation

**Plan to Monitor Fidelity of Implementation of G2.B8.S2** 6

Individual Coach formal and informal observations

**Person Responsible**

Chris Kohlstedt

**Schedule**

Biweekly, from 9/30/2015 to 6/24/2016

**Evidence of Completion**

coaches weekly schedule, formal/informal observation data

**Plan to Monitor Effectiveness of Implementation of G2.B8.S2** 7

Classroom walkthroughs on Standards Based instruction

**Person Responsible**

Chris Kohlstedt

**Schedule**

Weekly, from 9/14/2015 to 6/3/2016

**Evidence of Completion**

Classroom Walkthrough Data

**Plan to Monitor Effectiveness of Implementation of G2.B8.S2 7**

Formal and Informal teacher observations on Standards Based Instruction

**Person Responsible**

Chris Kohlstedt

**Schedule**

Biweekly, from 9/30/2015 to 5/27/2016

**Evidence of Completion**

Evaluation and observation feedback and observation notes.

**G2.B12 Limited Experiences for students and families 2**

 B253355

**G2.B12.S1 Provide Family and student experiences. 4**

 S267516

**Strategy Rationale**

If we can provide experiences for our students and families, we will increase background knowledge and access to increased learning opportunities.

**Action Step 1 5**

Provide learning experiences for students and families

**Person Responsible**

Cindy Carlson

**Schedule**

Quarterly, from 10/2/2017 to 5/24/2018

**Evidence of Completion**

**Plan to Monitor Fidelity of Implementation of G2.B12.S1** 6

Increased Science, Math and ELA scores on FSA for grades 3-5.

**Person Responsible**

Chris Kohlstedt

**Schedule**

Every 3 Weeks, from 8/7/2017 to 6/29/2018

***Evidence of Completion***

FSA Data

**Plan to Monitor Effectiveness of Implementation of G2.B12.S1** 7

Ongoing monitoring of student performance data in iReady and Unit assessments

**Person Responsible**

Chris Kohlstedt

**Schedule**

Every 3 Weeks, from 8/14/2017 to 5/25/2018

***Evidence of Completion***

iReady data and Unit assessment data is collected and reviewed regularly as it is generated.

## 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>2018</b>					
G2.B8.S2.MA5 M379844	Formal and Informal teacher observations on Standards Based Instruction	Kohlstedt, Chris	9/30/2015	Evaluation and observation feedback and observation notes.	5/27/2016 biweekly
G2.B8.S2.MA3 M379846	Administrative formal and informal teacher evaluations	Kohlstedt, Chris	9/4/2015	Formal/informal observation documentation	5/27/2016 biweekly
G2.B8.S2.MA1 M379843	Classroom walkthroughs on Standards Based instruction	Kohlstedt, Chris	9/14/2015	Classroom Walkthrough Data	6/3/2016 weekly
G2.B8.S2.MA1 M379845	Administration attends collaborative planning and conducts classroom walkthroughs	Kohlstedt, Chris	9/21/2015	protocol used, sign in sheet and classroom walkthrough data.	6/3/2016 weekly
G2.B7.S1.MA3 M379839	Instructional Support Team meetings Tuesday afternoons	Kohlstedt, Chris	9/4/2015	Student schedules based on Unit Assessments, iReady, Formative Assessments and MTSS referrals	6/24/2016 weekly
G2.B8.S2.MA4 M379847	Individual Coach formal and informal observations	Kohlstedt, Chris	9/30/2015	coaches weekly schedule, formal/informal observation data	6/24/2016 biweekly
G2.B8.S2.A2 A355788	Provide ongoing feedback to teachers based on observations/conversations regarding instruction.	Wagner, Theresa	8/22/2016	Anecdotal notes	5/12/2017 weekly
G2.B8.S2.A1 A355787	Facilitate and model collaborative planning for teachers, creating common formative assessments...	Klein, Sharon	8/15/2016	sign in sheets and agenda, protocol and actual designed units, common board, and formative assessments	5/24/2017 weekly
G2.B8.S2.A3 A355789	Create and implement a timeline of coaching support.	Klein, Sharon	9/5/2016	Completed Timeline	5/24/2017 weekly
G2.B8.S2.A4 A355790	Instructional coaches develop and implement coaching cycle.	Klein, Sharon	9/5/2016	Coaching Forms completed	5/24/2017 daily
G1.B1.S1.MA1 M379835	Coaches and Administration will shoulder with grade levels and document areas of support requested...	Kohlstedt, Chris	8/21/2017	Administrative notes and teacher/support staff evaluations.	5/24/2018 weekly
G1.B1.S1.A1 A355777	Development of collaborative planning meeting calendar for all grade levels (2 days per week)	Kohlstedt, Chris	8/21/2017	Visual Calendar of Collaborative Planning dates.	5/24/2018 weekly
G2.B8.S1.MA3 M379842	Classroom walkthroughs and observations of student interviews	Wagner, Theresa	8/21/2017	Anecdotal notes from walkthroughs and informal discussions with students, goal setting charts.	5/24/2018 weekly
G2.B8.S1.A1 A355782	Instructional support team will establish minimum expectations for Project Learning Tree...	Kohlstedt, Chris	8/14/2017	PLT Lessons in Lesson Plans	5/24/2018 weekly
G2.B8.S1.A2 A355783	Leadership team and staff will determine the school wide expectations for planning, collaboration,...	Kohlstedt, Chris	8/14/2017	Written document of the non-negotiables. Meeting Calendar and notes taken from collaborative planning meetings.	5/24/2018 weekly
G2.B8.S1.A4 A355785	Coaches support in collaborative planning.	Klein, Sharon	8/21/2017	coaches notes, calendars and lesson plans	5/24/2018 weekly
G2.B8.S1.A5 A355786	Implement the use of formal learning goals and scales.	Wagner, Theresa	8/14/2017	PD notes, Lesson plans, Goals and scales posted, Walkthroughs and observations, Collaborative planning notes	5/24/2018 weekly
G2.B12.S1.A1 A355792	Provide learning experiences for students and families	Carlson, Cindy	10/2/2017		5/24/2018 quarterly
G1.MA1 M379836	Data is reviewed regularly at every grade level by a team of professionals who are continuously...	Kohlstedt, Chris	8/14/2017	FSA data will show an increase in proficiency as well as learning gains for grades 3-5. The primary grades will be	5/25/2018 daily

**Indian River - 0121 - Pelican Island Elementary School - 2017-18 SIP**  
*Pelican Island Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				monitored using a variety of data sources including but not limited to iReady, Running records, ORF, Formative Assessments.	
G2.MA1 M379852	Shared accountability by teachers and leadership team, increase student achievement, student...	Kohlstedt, Chris	8/28/2017	Student data, classroom walkthrough data, and observation data.	5/25/2018 weekly
G2.MA2 M379853	Student achievement will increase.	Kohlstedt, Chris	8/28/2017	Common grade level progress monitoring assessments and iReady data as well as FSA data for Grades 3-5	5/25/2018 quarterly
G2.B7.S1.MA1 M379837	Classroom walkthrough data and student achievement data	Wagner, Theresa	8/14/2017	Classroom walkthrough data and student achievement data	5/25/2018 biweekly
G2.B7.S1.MA1 M379838	Small group observations and classroom walkthroughs	Wagner, Theresa	8/14/2017	Observation forms and classroom walkthrough anecdotes.	5/25/2018 weekly
G2.B7.S1.A1 A355778	Establishment of structured time for tiered instruction. Reflects BPIE #2.	Kohlstedt, Chris	8/14/2017	Daily schedule of tiered interventions.	5/25/2018 one-time
G2.B7.S1.A2 A355779	Compile a list of students who did not meet proficiency based on district unit assessment criteria...	Klein, Sharon	8/1/2017	Fluid list of K-5 Tiered intervention groups.	5/25/2018 every-3-weeks
G2.B7.S1.A3 A355780	Implementation of research based curriculum/interventions for all students	Klein, Sharon	8/14/2017	Student outcome data.	5/25/2018 daily
G2.B7.S1.A4 A355781	Coaches assist with small group instruction in the classroom/resource for grades K-5 in ELA and...	Kohlstedt, Chris	8/14/2017	Coaches log	5/25/2018 daily
G2.B8.S1.MA1 M379840	All coaches and resources focused on instructional needs in one place at one time, twice a week in...	Kohlstedt, Chris	8/7/2017	Calendar of dates and notes of needed resources as well as "Dynamic Lesson" visitation schedule.	5/25/2018 weekly
G2.B8.S1.MA1 M379841	Recurring/Scheduled Collaborative Planning Meetings	Kohlstedt, Chris	8/14/2017	Calendar of meeting dates. Anecdotal notes taken on calendar	5/25/2018 weekly
G2.B12.S1.MA1 M379850	Ongoing monitoring of student performance data in iReady and Unit assessments	Kohlstedt, Chris	8/14/2017	iReady data and Unit assessment data is collected and reviewed regularly as it is generated.	5/25/2018 every-3-weeks
G1.B1.S1.MA1 M379834	The Instructional Support Team meets weekly to review data and to discuss strategies of support to...	Kohlstedt, Chris	8/14/2017	Weekly meeting notes. Data review sheets. Performance Matters Data. iReady data, Unit Test results.	5/29/2018 weekly
G2.B12.S1.MA1 M379851	Increased Science, Math and ELA scores on FSA for grades 3-5.	Kohlstedt, Chris	8/7/2017	FSA Data	6/29/2018 every-3-weeks
G2.B8.S1.A3 A355784	Inform staff on minimum requirements for implementation of Project Learning Tree lessons.	Kohlstedt, Chris	8/7/2017	Agenda from pre-planning staff meeting.	8/6/2018 one-time

## V. Professional Development Opportunities

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

## 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	Development of collaborative planning meeting calendar for all grade levels (2 days per week)				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0121 - Pelican Island Elementary School	Title, I Part A		\$0.00
			<i>Notes: Enhanced Curriculum resources to support classroom instruction</i>			
2	G2.B12.S1.A1	Provide learning experiences for students and families				\$3,824.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0121 - Pelican Island Elementary School	Title, I Part A		\$3,824.00
			<i>Notes: \$3324 for Treasure Coast Wildlife Center for K-5 presentation. \$480 for UF Forestry Division -PD and presentation</i>			
3	G2.B7.S1.A1	Establishment of structured time for tiered instruction. Reflects BPIE #2.				\$0.00
4	G2.B7.S1.A2	Compile a list of students who did not meet proficiency based on district unit assessment criteria and/or FSA and iReady data for ELA and Math to determine tiered support groups.				\$0.00
5	G2.B7.S1.A3	Implementation of research based curriculum/interventions for all students				\$1,647.50
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0121 - Pelican Island Elementary School	Title, I Part A		\$1,647.50
			<i>Notes: \$773 to send Media Specialist to FAME Conference for ideas in Center for Innovation. \$874.50 To purchase "Saving Home" from Books a million to support classroom instruction</i>			
6	G2.B7.S1.A4	Coaches assist with small group instruction in the classroom/resource for grades K-5 in ELA and Math.				\$0.00
7	G2.B8.S1.A1	Instructional support team will establish minimum expectations for Project Learning Tree lessons/activities.				\$0.00
8	G2.B8.S1.A2	Leadership team and staff will determine the school wide expectations for planning, collaboration, and implementation. Reflects BPIE #17.				\$0.00
9	G2.B8.S1.A3	Inform staff on minimum requirements for implementation of Project Learning Tree lessons.				\$0.00
10	G2.B8.S1.A4	Coaches support in collaborative planning.				\$0.00
11	G2.B8.S1.A5	Implement the use of formal learning goals and scales.				\$0.00
12	G2.B8.S2.A1	Facilitate and model collaborative planning for teachers, creating common formative assessments (UNIFY) including unit planning.				\$0.00

13	G2.B8.S2.A2	Provide ongoing feedback to teachers based on observations/conversations regarding instruction.	\$0.00
14	G2.B8.S2.A3	Create and implement a timeline of coaching support.	\$0.00
15	G2.B8.S2.A4	Instructional coaches develop and implement coaching cycle.	\$0.00
<b>Total:</b>			<b>\$5,471.50</b>