Schrader Elementary School

2017-18 Schoolwide Improvement Plan

Schrader Elementary School

11041 LITTLE RD, New Port Richey, FL 34654

https://ses.pasco.k12.fl.us

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	87%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	34%

School Grades History

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

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 Schrader Elementary School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Our mission is to create a nurturing environment where students actively engage in purposeful curriculum. By using cutting edge technology and research based teaching strategies, we can foster the development of life-long global learners in collaboration with our school community.

b. Provide the school's vision statement.

Our vision is to create a community which works together so all Schrader students will reach their highest potential. Schrader focuses on a future where students arrive fully prepared for success in the 21st century interconnected age. Our conceptual model of schooling is grounded in the responsible investment of resources to drive optimum planning, vibrant growth and continuous improvement. Through our shared vision, we commit to providing a world-class education for all students.

2. School Environment

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

At Schrader, we have initiated the Principal 200 Club. Our Schrader School Rules are to BE SAFE, BE RESPECTFUL, and BE RESPONSIBLE. These three simple rules at Schrader cover all school expectations. We encourage using this terminology at home as well. Our School-wide positive behavior support plan teaches students expected behaviors. Students earn Principal 200 tickets when using expected behaviors. Students turn in tickets to be placed on the Principal 200 Board. When a whole row on the Principal 200 Club Board fills with tickets...all students and staff members with tickets in that row win the "Mystery Motivator"prize! Each class will begin their day with a classroom meeting. During this time, behavioral expectations and learning how to respect each others cultures is explored and encouraged.

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

During the first several weeks of school, it is important to teach students what it looks like and sounds like to be a successful student at Schrader. We might call this "Learning to do school the Schrader Way!" We teach students how to "do school the Schrader Way" by teaching the PBIS School Wide Expectations: I am a SAFE, RESPECTFUL, RESPONSIBLE LEARNER.
As a staff we are embarking on becoming a Trauma Informed School by using, "Helping Traumatized Children Learn" and training from the district staff. We are also incorporating the Zones of Regulation as a systematic, cognitive behavior approach used to teach self-regulation by categorizing all the different ways we feel and states of alertness we experience into four concrete zones. The Zones curriculum provides strategies to teach students to become more aware of, and independent in controlling their emotions and impulses, managing their sensory needs, and improving their ability to problem solve conflicts.
We also teach, practice, and review (re-teach) the classroom and non-classroom routines and expectations we expect students to follow in order to keep all students safe and to allow all students to become thriving learners.
Each class will begin their day with a classroom meeting. During this time, behavioral expectations are taught and reviewed. Each month every class learns a new PBIS core skill. Examples include: respect, empathy, perseverance, etc. Daily agendas are reviewed and students practice problem

solving skills with each other. when new students enter our school, they participate in our new student orientation class with the school counselor. This class introduces the new students to our PBIS goals and daily procedures and expectations. They take a tour of the campus and meet key staff members during a treasure map activity.

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.

In the past, school-wide discipline has focused mainly on reacting to specific student misbehavior by implementing punishment-based strategies including reprimands, loss of privileges, office referrals, suspensions, and expulsions. Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective. Introducing, modeling, and reinforcing positive social behavior are important pieces of a student's educational experience. Teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding. The purpose of school-wide PBIS is to establish a climate
in which appropriate behavior is the norm. Students are trained to understand the use of classroom's safe seat and neighboring classroom's buddy room. If students need a "time-out", the student remains in the learning environment so that learning can still occur. Once the child is ready to return to normal classroom activities, he/she rejoins the group and a reflection behavior is done with the teacher facilitating the reflection.

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.

Guidance and counseling are available to students and their families. In addition, we have a dedicated SBP Assistant Principal, Behavior specialist, Behavior Analyst and social worker to support social emotional needs including but not limited to Counseling, mentoring and other pupil services. These services are coordinated
and implemented by the our student services team. Schrader has one guidance counselor that provides classes, counseling and support. Student Mentoring has been initiated this year to help our students in need of positive peer influence succeed.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 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.

We use My Student which is our district's database that compiles early warning system indicators for every school. This system tracks attendance, behavior incidents, standardized assessment data, and course failure on a daily basis.

We analyze level one behavior data for use with our PBS (Positive Behavior Support) Committee quarterly. In addition we will continue to refine our mentor mentee program and individualized behavior plans to support to meet all of our students needs.

We analyze our Level 1 scores when they are released over the summer. These are used to determine enrollment in our Extended School Year program, Extended School Day program, and in conjunction with other data to assist in placing students for support in their next year's classrooms.

At the end of each year our instructional support team works with teachers and administrators to best

place the students into classrooms in which they will experience the most success in their academic endeavors.

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	13	25	14	22	26	20	0	0	0	0	0	0	0	120
One or more suspensions	3	9	8	10	9	2	0	0	0	0	0	0	0	41
Course failure in ELA or Math	10	13	9	16	30	10	0	0	0	0	0	0	0	88
Level 1 on statewide assessment	0	0	0	17	30	33	0	0	0	0	0	0	0	80

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	6	11	6	8	13	14	0	0	0	0	0	0	0	58

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

Depending upon which indicators are present, students may be included in any/some/all of the following interventions:

•Student Mentor Program: To assist students in improving their behavior we are developing mentorships between students across campus. We are pairing up some older students who need help themselves as mentors for younger students as it builds their self-esteem and requires they model those behaviors they still need to develop. Younger students in need of behavior assistance are paired up with older students who may or may not be troubled themselves. Candidates who serve as mentors are screened carefully to ensure they are prepared to start making positive changes in themselves and others.

•A check-in-check-out system has been designed to support the social and emotional needs of our tier III students.

•PMP (Progress Monitoring Plan): Teachers identify students who are not meeting grade level standards and those students are put on a PMP. This plan is developed between the teacher, parents, and student to outline what supports will be put in place in the classroom for the student to remediate skills in deficit areas.

•504: This plan is developed between the teacher, parents, and student to outline what accommodations will be put in place in the classroom for the student to ensure equal access to the curriculum.

•IEP (Individualized Education Plan): This plan is developed between the teacher, parents, and student to outline what accommodations will be put in place in the classroom for the student to ensure equal access to the curriculum.

•Extended School Year and Extended School Day: Students are invited to additional support

programs based on their data. Teachers determine their levels and skill set and work to close the achievement gap on an individual basis.

•ABC Committee (Assist, Believe, Care): Students are enrolled in the ABC Committee by their parents when they believe they do not have enough resources to support their child. School supplies, financial assistance for field trips, food for the weekends-Pack a Sack, and holiday gifts/meals are provided as available.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 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 accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/416580.

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.

Our Parent Involvement Plan establishes our outline for family, staff, and community involvement.

Each year during Open House, the principal will hold a meeting during which families are invited to hear an explanation of Schrader's participation in Title I, the requirements of a Title I school, and the rights of families to be involved in the school. Throughout the year, the staff will hold parent workshops, parent conferences, and School Advisory Council meetings for families at a variety of times to encourage participation.

The staff will provide families with an explanation of the curriculum and the assessments used to measure progress. Different ways in which we share this information include personal conferences, telephone conferences, notes in the planners, in a monthly newsletter, on our website, in informational flyers, and through phone messages. Student progress will be reported frequently, both formally and informally. Mid-quarter progress reports, quarterly report cards, and parent-teacher conferences are combined with personal, telephone, and/or written communication on an as needed basis.

The staff at SES will provide a regular time for families and community members to participate in making decisions relating to the education of our students by encouraging them to ask questions and give suggestions during meetings and workshops as well as through surveys for that specific purpose.

Together we have jointly developed a school-family compact. This document outlines how we share the responsibility for improving student academic achievement and inspiring appropriate behavior to ensure a safe, nurturing environment.

Families will have reasonable access to staff and opportunities to volunteer and participate in their child's classroom. Families will be encouraged to become active volunteers through PTO, SAC, newsletters and parent/teacher connections.

The written Parent Involvement Plan will be distributed to all parents/guardians of students at SES in an understandable format. In addition, it has been placed on the school website making it available to the local community. This plan will be periodically updated to meet the changing needs of the families and community members of the school. If the plan is not satisfactory to the stakeholders, comments may be submitted to the school in writing, by email, by phone call, or through the annual parent survey. The faculty and staff at SES will respond to the comments and actively work to address any concerns.

Information relating to school and parent programs, meetings, and activities will be provided in a language that families can understand. At SES, we will provide full opportunities for migrant, Limited English and/or disabled parents/guardians to participate in all school activities such as science fair night, math night, fall festival, spring dance, iMom, All Pro Dad, etc.

The Parent Involvement Coordinator solicits local businesses to partner with the school to create an equally beneficial relationship in which the school receives services of some kind in exchange for exposure on the business' part. Many of our business sponsors support our academic endeavors that highlight student achievement such as our Academic Aces-Reading, Writing, Science and Reaching Goals, and Award Student of the Month, as well as participate in school-wide events like the Great American Teach-In.

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
Keith, Lee Anne	Principal
Middleton, Jill	Assistant Principal
Pollard, Diana	Instructional Technology
Mularz, Shana	Instructional Technology
Bryant, Lacy	Teacher, K-12
Wolowicz , Tabatha	Teacher, K-12
Sroka , Craig	Teacher, K-12
Alderman, Christa	Teacher, K-12
Burr, Shaun	Teacher, ESE
Hudak-Puckhaber, Dawn	Teacher, K-12
Schulz, Jomary	Teacher, K-12
Snow , Patricia	
Peterson, Sara	

b. Duties

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

Our Grade Level Facilitators serve as our Professional Learning Communities Leaders. Within their grade level teams, the leadership team members model and support Tier I, II, and III problem solving processes in the areas of Reading, Writing, Math, Science, Media/Technology and Positive Behavior Support. Grade level teams prioritize the content they will plan for using the standards based approach and the work of a PLC and the inquiry method. Each team member brings data to the table to analyze and create an action plan in order to maximize instruction for all students. These cycle are continuous and intertwined throughout their PLC's.

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 Leadership team analyzes data to identify barriers and initiate improvement steps to increase the number of students with disabilities in general education and in all contexts.
*Faculty and staff will be come familiar with and implement the Zones of Regulation and trauma informed care.
•Three title one planning days will be provided to begin and deepen our knowledge around Zones of Regulation, trauma informed care, digging deeper into data to make more sound instructional decisions, deepening content area knowledge.
*A floating sub will be provided for additional school based support.
•All teachers will have regularly scheduled opportunities to consult with Support Facilitators and other student support staff will be provided to support the learning of Students with Disabilities in their classes.
*A variety of service delivery models will be in place to provide instruction and related service to students with disabilities in general education classes and natural contexts.
*Analysis of relevant demographic/school profile data for the purpose of problem analysis and hypothesis generation.
• Identification of critical MTSS infrastructure already established and/or in need of development and provide plan for building capacity.
• Analysis of school-wide and grade-level data in order to identify student achievement trends.
• Analysis of disaggregated data in order to identify trends and groups in need of intervention.
• Development of assessment strategies and calendars (i.e., Universal Screening, Progress Monitoring, Diagnostic Assessment).
• Development of data review plans, supports, and calendars.
• Development of processes to ensure intervention fidelity.
•Assessment of school staff's practices and skill development
(MTSS Skills and MTSS Perception of Practices Surveys).
•Development of professional development/technical assistance
plan to support MTSS implementation.
Involvement may include:
•Analysis of relevant demographic/school profile data for the purpose of problem analysis and hypothesis generation.
•Identification of critical MTSS infrastructure already established and/or in need of development and provide plan for building capacity.
•Analysis of school-wide and grade-level data in order to identify student achievement trends.
•Analysis of disaggregated data in order to identify trends and groups in need of intervention.
•Development of assessment strategies and calendars (i.e., Universal Screening, Progress Monitoring, Diagnostic Assessment).
•Development of data review plans, supports, and calendars.

•Development of processes to ensure intervention fidelity.
•Review of Progress Monitoring data.
•Planning for Interventions.
•Assessment of MTSS implementation progress (Self- Assessment of Problem Solving Implementation (SAPSI).
•Assessment of school staff's skill development (MTSS Skills Survey).
•Development of professional development/technical assistance plan to support MTSS implementation.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Shaun Burr	Teacher
Shoshana Mularz	Teacher
Janice Montaldi	Education Support Employee
JoAnn Schmidt	Education Support Employee
Catanna Testino	Parent
Brenda Broderick	Parent
Tammy McNeil	Business/Community
Jill Middleton	Education Support Employee
Lee-Anne Yerkey	Principal
Melissa Caruso	Education Support Employee
Iona Clark	Parent
	Student
	Student
Carl Garritani	Parent
Kathy Roxberry	Education Support Employee
Paul Davis	Parent
Angela Rene	Parent
Sue Beane	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
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

The beginning, middle and end of the year data will be shared with the SAC. Each goal and strategy will be reviewed and questions will be asked and answered. Suggestions will be taken for future planning. Ideas for the 2017-18 SIP will be brainstormed and then shared with the Leadership Team for further development.

b. Development of this school improvement plan

The School Advisory Council plays a vital role in the development and implementation of the School Improvement Plan. Several meetings entail SAC members learning about the school priorities and giving feedback, offer suggestions, or asking questions of the instructional staff as they present the information and seek input.

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

Title I Funds are used to level the playing field for our students. The amount of funds is shared with the SAC and the team determines how they would like to see the funds used. Those recommendations are taken to the School Leadership team.

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

The committee has decided to cap our proposal payouts at $1000 per grade level. The committee will vote on each new proposal.

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
Keith, Lee Anne	Principal
Middleton, Jill	Assistant Principal
Mularz, Shana	Instructional Technology
Pollard, Diana	Instructional Technology
Bryant, Lacy	Teacher, K-12
Wolowicz , Tabatha	Teacher, K-12
Sroka , Craig	Teacher, K-12
Burr, Shaun	Teacher, ESE
Alderman, Christa	Teacher, K-12
Koger, Peggy	Teacher, ESE
Snow , Patricia	
Peterson, Sara	
Schulz, Jomary	
Hudak-Puckhaber, Dawn	

b. Duties

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

The LLT determines the priorities for unwrapping the CCSS and implementing our School Improvement Plan goals and strategies. The LLT also helps determine the priorities of professional

development and the means for training with the staff. They facilitate the teams through data analysis, problem solving and action planning. The LLT are our eyes and ears for each grade level team to help set the speed of the team.

D. Public and Collaborative Teaching

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

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

Consistent and abundant common planning time is provided for the teachers to plan units of instruction together as grade level teams. Through thematic units practitioners know how to limit and redirect standard competitive urges students may exhibit and instead build a true community of learners. The student centered classroom transforms the role of the teacher from content provider to learning facilitator. As a result, teachers spend less time lecturing and leading and more time planning, observing, listening, coaching, and facilitating learning along side of the learners. All instructional staff will be engaged in inclusion education, trauma informed care, using current data and Zones of Regulation professional development to deepen their understanding and effectiveness in analyzing data to identify barriers and initiate improvement steps to increase the number of students with disabilities in general education and in all contexts.
During this on going training, they will also plan regularly scheduled opportunities to consult with Support Facilitators, SBP Assistant Principal, Behavior specialist, social workers, Campus Champions, content area coaches, intervention specialists and other student support staff to provide support to Students with Disabilities in their classes. Finally, a variety of service delivery models will be designed to provide instruction and related service to students with disabilities in general education classes and natural contexts.

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

The district has a recruitment team to actively seek out the best professional across the country. A database was created and shared with administrators to pursue highly qualified applicants to our schools.

At the school, our teachers work weekly in Professional Learning Communities and have experienced Grade Level Facilitators to help our new teachers with planning standard based instruction for students. The school also has regular meetings for our new teachers to discuss challenges and concerns. Each new teacher has a mentor and they work diligently with each new teacher.

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

The school's teacher mentoring program includes ongoing meetings, grade level planning, and same team assignment for immediate assistance. Our Learning Design Coaches provide extensive follow-up with teachers on a small group and individual basis. Coaching is also done by administrators as well after formal and informal observations. Teachers new to Schrader are supported by an official mentor or their grade level facilitator.

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.

Each school in the district is required to utilize program materials that are endorsed by the State of Florida. The State ensures that these programs are aligned with the standards. The District provides curriculum maps in all areas that are aligned to the standards in conjunction with the district's endorsed program materials.

Professional Learning Communities are utilized at Schrader to allow instructional staff the opportunity to plan for core instructional programs together. The focus of their planning is on the standards through Marzano's framework balancing humanities and STEM blocks of learning.

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.

Our grade level facilitators have had the opportunity to receive facilitator training and will continue to receive training. As a result of having trained facilitators our professional learning communities teachers have been more effective collaborators, planners and are embracing courageous conversations. They have embraced the professional learning systems and professional learning communities at work in order to maximize collaborative planning.
Teachers' training is being deepened regarding how to use resources to plan effective lessons create formative assessments, and use data from formative and benchmark assessments to plan for instruction to close gaps before they get too large and to move students' learning forward.
Training continues to be provided in kindergarten through fifth grade in IRLA and instructional implications. Teachers learned how to accurately pinpoint the reading level of a student, then use their knowledge of that level to set individual student reading goals. We are analyzing the annual growth of each student and creating a targeted instruction list so the team can create an action plan for student growth. This allows for teachers to individualize learning, form groups, and plan with a common language. Teachers are unwrapping the standards according to learning goals mapped out in our units of learning and authentic learning units. Teachers will continually make progress by unwrapping standards and creating unit plans as a grade level team based on the PLC's at work and the learning cycle.
Teachers will be trained in best inclusion practices specifically targeting the Leadership team who analyzes data to identify barriers and initiate improvement steps to increase the number of students with disabilities in general education and in all contexts.
*All teachers will have regularly scheduled opportunities to consult with Support Facilitators. Other student support staff will be provided training to support the learning of Students with Disabilities.
*A variety of service delivery models will be in place to provide instruction and related service to students with disabilities in general education classes and natural contexts.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 5,040

Extended school day provides enrichment and remediation to Core Academic Instruction and enrichment by allowing students scaffolded and hands-on instruction and practice.

Strategy Rationale

When looking at the data collected from IRLA, State standardized assessments and informal teacher assessments, there is a noticeable need for extended instructional time for specific groups of students in order for them to make positive learning growth.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Keith, Lee Anne, lyerkey@pasco.k12.fl.us

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

Data will be collected from IRLA, State standardized assessments and teacher assessments, to monitor the need for extended instructional time for specific groups of students in order for them to make positive learning growth and adjust curriculum accordingly.

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.

At Schrader Elementary School, all incoming Kindergarten students are assessed upon entering Kindergarten in order to determine individual and group needs and to assist in the development of effective, rigorous instructional and intervention programs. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter knowledge, and Phonological Awareness/Processing. All grade levels participate in grade level PLCs. During the PLC the teachers gather data from STEM and Humanities to measure movement towards annual growth. The PLC also follows the scope and sequence as listed on Canvas for all Pasco schools in an effort to make the students transition from one Pasco school to the next less interrupting to the students' education. The advanced placement math assessment and student centered learning will encourage a smooth articulation for the students from elementary school to middle school.

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 part may address the requirements of ESSA, P.L. No. 114-95, § 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"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

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

[1] = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1. We will increase student achievement through data-based decisions and high impact instruction using collaborative learning structures and planning standards-based units.

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. We will increase student achievement through data-based decisions and high impact instruction using collaborative learning structures and planning standards-based units. `1a`

🔍 G096346

Targets Supported `1b`

Indicator	Annual Target
Math Achievement District Assessment	80.0
FCAT 2.0 Science Proficiency	58.0
ELA Achievement District Assessment	80.0

Targeted Barriers to Achieving the Goal `3`

- Lack of training and resources and understanding around PBIS, Zones of Regulation & Trauma Informed Care

- Need for more PLC collaborative time

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

- 45 minutes of prioritized time daily

- Professional Learning Communities-PLC Training/PLC planning time

- Using Common Core Standards to Enhance Classroom Instruction and Assessment

- Data Analysis Training (Quarterly checks, IRLA)

- ELA/ Math Standards scope and sequence housed on MyLearning

- Eureka Training

- Marzano's Academic Vocabulary List/Taxonomy

- PBIS, Zones of Regulation and Trauma Informed Care training and implementation

- Academic Vocabulary/ Latin Roots/Prefix and Suffixes

- Websites-FCRR/ CPalms/Marzano Research

- Technology (iPads, Laptops, Lab Desktops)

- Title One funds for PD (Substitutes, Stipends)

- Additional PLC planning time bi-weekly

- Inclusion Educational Practices Training and Coaching, subgroup tracking and data analysis

- Intervention Coaches

- Math Coach

- Literacy Coach

- Learning Design Coach

Plan to Monitor Progress Toward G1. `8`

We will create a learning environment that supports student ownership of learning using motivating standards based units that will drive students to achieve curriculum standards. Students will infuse technology as a resource to support learning with consistency across classrooms.

Teachers will begin professional development offered by district personnel in the area of Inclusion Education Practices, Trauma Informed Care and Zones of Regulation. Teachers will strategically monitor and plan for students with disabilities. Regularly scheduled communication between general education teachers, special education teachers, and special services teachers will ensure that student learning and growth will occur for all students.

As we are understanding how to make better decisions based on data, we will engage in embedded professional development around formative assessments, subgroup tracking, quarterly checks and IRLA data analysis of growth.

Most intermediate classrooms will participate in specialized instructional activities which are designed to provide learners with differentiated opportunities to learn. Teachers will participate in specialization training. This will allow teachers to narrow the instructional focus to STEM or Humanities. This narrowed focus will encourage a deeper understanding of the standards.

These action steps will be progress monitored through PLC data analysis, action plans, and coaching.

Person Responsible
Lee Anne Keith

Schedule
Monthly, from 8/7/2017 to 5/30/2018

Evidence of Completion
IRLA, formative Assessments, Quarterly Checks

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. We will increase student achievement through data-based decisions and high impact instruction using collaborative learning structures and planning standards-based units. `1`

🔍 G096346

G1.B1 Lack of training and resources and understanding around PBIS, Zones of Regulation & Trauma Informed Care `2`

🔍 B259249

G1.B1.S1 Job embedded training and resources to better understand the social and emotional needs of all our students. `4`

🔍 S274565

Strategy Rationale

This will create a learning environment that supports student ownership of learning using motivating student centered learning that will drive students to achieve curriculum standards. When students feel emotionally safe they can be more effective learners

Action Step 1 `5`

Coaching and support from district and school based content area specialists

Person Responsible

Lee Anne Keith

Schedule

Monthly, from 8/7/2017 to 5/30/2018

Evidence of Completion

Students are using rubrics to prove they have reached proficiency

Action Step 2 `5`

Planning of standards based units

Person Responsible

Lee Anne Keith

Schedule

Biweekly, from 8/7/2017 to 5/30/2018

Evidence of Completion

Completed and implemented standards based units

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

Student learning environment through implementation of a standards based student centered units will be monitored through monthly coaching from content area coach and administration. PLC's will monitor and support the units being planned and implemented.

Person Responsible

Lee Anne Keith

Schedule

Monthly, from 8/7/2017 to 5/30/2018

Evidence of Completion

PLC minutes will show evidence of fidelity of implementation.

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

Creating a student centered standards based learning environment.

Person Responsible

Lee Anne Keith

Schedule

Monthly, from 8/7/2017 to 5/30/2018

Evidence of Completion

This will be evident by students' use of technology infusion to build skills and work collaboratively to set and achieve goals. Students will develop solutions to real world problems. Students will speak using sophisticated vocabulary and their thinking processes will be evident through discussions and reflection both verbally and written.

G1.B1.S2 Inclusion Educational Practices 4

S274566

Strategy Rationale

PLC planning will prioritize Inclusion Educational Practices for achieving rigor resulting in high yielding impact on all student achievement.

Action Step 1 5

Teachers will begin professional development offered by district personnel in the area of Inclusion Education Practices, Zones of Regulation and Trauma Informed Care. Teachers will strategically monitor and plan for students with disabilities. Regularly scheduled communication between SBP units, general education teachers, special education teachers, and special services teachers will ensure that student learning and growth will occur for all students.

Person Responsible

Lee Anne Keith

Schedule

Biweekly, from 8/7/2017 to 5/30/2018

Evidence of Completion

Implementation of the Inclusion Educational Practices will be monitored through coaching from district level coaches, support facilitators, behavior support staff and administration. PLC's will document, monitor and support implementation of the Inclusion Educational Practices.

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

Implementation of the Inclusion Educational Practices will be monitored through coaching from district level coaches, support facilitators and administration. PLC's will monitor and support implementation of the Inclusion Educational Practices.

Person Responsible

Lee Anne Keith

Schedule

Biweekly, from 8/7/2017 to 5/30/2018

Evidence of Completion

PLC's will monitor and support implementation of the Inclusion Educational Practices being planned, implemented as documented through the PLC agendas and action plans.

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

Implementation of the Inclusion Educational Practices will reduce or eliminate the barriers by providing training, time for planning and analyzing data for SWD, planning for and analyzing common formative assessments, and providing professional development to support inclusion educational practices.

Person Responsible

Lee Anne Keith

Schedule

Biweekly, from 8/7/2017 to 5/30/2018

Evidence of Completion

PLC's will monitor and support implementation of the Inclusion Educational Practices as evidenced by IRLA growth data, formative assessments and quarterly assessment data.

G1.B1.S3 Data Analysis `4`

🔑 S274567

Strategy Rationale

As we are understanding how to make better decisions based on data, we will engage in embedded professional development around Math Fluency Checks, Subgroup Tracking, Quarterly Checks and IRLA data analysis of Growth.

Action Step 1 `5`

As we are understanding how to make better decisions based on data, we will engage in embedded professional development around formative assessments, subgroup tracking, quarterly checks and IRLA data analysis of growth.

Person Responsible

Lee Anne Keith

Schedule

Monthly, from 8/7/2017 to 5/30/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S3 `6`

In order to monitor fidelity of implementation each grade level will analyze data and create an action plan in order to monitor the growth of all students.

Person Responsible

Lee Anne Keith

Schedule

Monthly, from 8/7/2017 to 5/30/2018

Evidence of Completion

As we are understanding how to make better decisions based on data, we will engage in embedded professional development around formative assessments, subgroup tracking, quarterly checks and IRLA data analysis of Growth. This will be evidenced by data documentation in PLC minutes and action plans.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 `7`

As we continue to our understanding on how to make better decisions based on data, we will engage in embedded professional development around formative assessments, subgroup tracking, quarterly checks and IRLA data analysis of Growth. This will be evidenced by data documentation in PLC minutes and action plans.

Person Responsible

Lee Anne Keith

Schedule

Monthly, from 8/7/2017 to 5/30/2018

Evidence of Completion

This will be evidenced by data documentation in PLC minutes and action plans.

G1.B2 Need for more PLC collaborative time 2

🔑 B259250

G1.B2.S1 We have a dedicated 45 minutes of prioritized time daily set aside to encourage planning. Bi monthly each grade level team receives a 1.5 hour block of PLC time. 4

🔑 S274568

Strategy Rationale

The time set aside allows our teachers to collaborate around planning for students needs, gathering resources, building professional knowledge and communication as team members.

Action Step 1 5

District and site based coaches provide professional development and guide the PLC facilitators through the PLC guiding questions and data analysis incorporating best practices through Marzano's Framework.

Person Responsible

Lee Anne Keith

Schedule

Biweekly, from 8/7/2017 to 5/30/2018

Evidence of Completion

This will be evidenced by PLC Minutes, Data Action Plans, Lesson Plans, Student Performance Data

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

District and site based coaches monitor and guide the PLC facilitators through the PLC guiding questions and data analysis incorporating best practices through Marzano's Framework.

Person Responsible

Lee Anne Keith

Schedule

On 5/30/2018

Evidence of Completion

This will be evidenced by PLC Minutes, Data Action Plans, Lesson Plans, Student Performance Data

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

As we continue to deepen our understanding around how to better make decisions based on data, we will engage in embedded professional development around data tracking.

Person Responsible

Lee Anne Keith

Schedule

Quarterly, from 8/7/2017 to 5/30/2018

Evidence of Completion

This will be evidenced through the development of formative assessments, subgroup tracking quarterly checks, IRLA data analysis of growth and PLC action planning.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1 🔑 M396257	We will create a learning environment that supports student ownership of learning using motivating...	Keith, Lee Anne	8/7/2017	IRLA, formative Assessments, Quarterly Checks	5/30/2018 monthly
G1.B1.S1.MA1 🔑 M396249	Creating a student centered standards based learning environment.	Keith, Lee Anne	8/7/2017	This will be evident by students' use of technology infusion to build skills and work collaboratively to set and achieve goals. Students will develop solutions to real world problems. Students will speak using sophisticated vocabulary and their thinking processes will be evident through discussions and reflection both verbally and written.	5/30/2018 monthly
G1.B1.S1.MA1 🔑 M396250	Student learning environment through implementation of a standards based student centered units...	Keith, Lee Anne	8/7/2017	PLC minutes will show evidence of fidelity of implementation.	5/30/2018 monthly
G1.B1.S1.A1 🔑 A368589	Coaching and support from district and school based content area specialists	Keith, Lee Anne	8/7/2017	Students are using rubrics to prove they have reached proficiency	5/30/2018 monthly
G1.B1.S1.A2 🔑 A368590	Planning of standards based units	Keith, Lee Anne	8/7/2017	Completed and implemented standards based units	5/30/2018 biweekly
G1.B2.S1.MA1 🔑 M396255	As we continue to deepen our understanding around how to better make decisions based on data, we...	Keith, Lee Anne	8/7/2017	This will be evidenced through the development of formative assessments, subgroup tracking quarterly checks, IRLA data analysis of growth and PLC action planning.	5/30/2018 quarterly
G1.B2.S1.MA1 🔑 M396256	District and site based coaches monitor and guide the PLC facilitators through the PLC guiding...	Keith, Lee Anne	8/7/2017	This will be evidenced by PLC Minutes, Data Action Plans, Lesson Plans, Student Performance Data	5/30/2018 one-time
G1.B2.S1.A1 🔑 A368593	District and site based coaches provide professional development and guide the PLC facilitators...	Keith, Lee Anne	8/7/2017	This will be evidenced by PLC Minutes, Data Action Plans, Lesson Plans, Student Performance Data	5/30/2018 biweekly
G1.B1.S2.MA1 🔑 M396251	Implementation of the Inclusion Educational Practices will reduce or eliminate the barriers by...	Keith, Lee Anne	8/7/2017	PLC's will monitor and support implementation of the Inclusion Educational Practices as evidenced by IRLA growth data, formative assessments and quarterly assessment data.	5/30/2018 biweekly
G1.B1.S2.MA1 🔑 M396252	Implementation of the Inclusion Educational Practices will be monitored through coaching from...	Keith, Lee Anne	8/7/2017	PLC's will monitor and support implementation of the Inclusion Educational Practices being planned, implemented as documented through the PLC agendas and action plans.	5/30/2018 biweekly
G1.B1.S2.A1 🔑 A368591	Teachers will begin professional development offered by district personnel in the area of Inclusion...	Keith, Lee Anne	8/7/2017	Implementation of the Inclusion Educational Practices will be monitored through coaching from district level coaches, support facilitators, behavior support staff and administration. PLC's will document, monitor and support implementation of the Inclusion Educational Practices.	5/30/2018 biweekly
G1.B1.S3.MA1 🔑 M396253	As we continue to our understanding on how to make better decisions based on data, we will engage...	Keith, Lee Anne	8/7/2017	This will be evidenced by data documentation in PLC minutes and action plans.	5/30/2018 monthly
G1.B1.S3.MA1 🔑 M396254	In order to monitor fidelity of implementation each grade level will analyze data and create an...	Keith, Lee Anne	8/7/2017	As we are understanding how to make better decisions based on data, we will engage in embedded professional development around formative assessments, subgroup tracking,	5/30/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				quarterly checks and IRLA data analysis of Growth. This will be evidenced by data documentation in PLC minutes and action plans.	
G1.B1.S3.A1 A368592	As we are understanding how to make better decisions based on data, we will engage in embedded...	Keith, Lee Anne	8/7/2017		5/30/2018 monthly

V. Professional Development Opportunities

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

G1. We will increase student achievement through data-based decisions and high impact instruction using collaborative learning structures and planning standards-based units.

G1.B1 Lack of training and resources and understanding around PBIS, Zones of Regulation & Trauma Informed Care

G1.B1.S1 Job embedded training and resources to better understand the social and emotional needs of all our students.

PD Opportunity 1

Coaching and support from district and school based content area specialists

Facilitator

school based content area specialists, coaches, PLC Facilitators, District Regional Team

Participants

Instructional Staff

Schedule

Monthly, from 8/7/2017 to 5/30/2018

PD Opportunity 2

Planning of standards based units

Facilitator

school based content area specialists, coaches, PLC Facilitators, District Regional Team

Participants

Instructional Staff

Schedule

Biweekly, from 8/7/2017 to 5/30/2018

G1.B1.S2 Inclusion Educational Practices

PD Opportunity 1

Teachers will begin professional development offered by district personnel in the area of Inclusion Education Practices, Zones of Regulation and Trauma Informed Care. Teachers will strategically monitor and plan for students with disabilities. Regularly scheduled communication between SBP units, general education teachers, special education teachers, and special services teachers will ensure that student learning and growth will occur for all students.

Facilitator

District Regional Support Team, Learning Design Coaches, Prioritized Professional Development through District

Participants

Instructional Staff

Schedule

Biweekly, from 8/7/2017 to 5/30/2018

G1.B1.S3 Data Analysis

PD Opportunity 1

As we are understanding how to make better decisions based on data, we will engage in embedded professional development around formative assessments, subgroup tracking, quarterly checks and IRLA data analysis of growth.

Facilitator

Learning Design Coach, Content Area Coaches, SBP Supports, PLC Facilitators, District Regional Team

Participants

Instructional Staff

Schedule

Monthly, from 8/7/2017 to 5/30/2018

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	Coaching and support from district and school based content area specialists				$52,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0341 - Schrader Elementary School	Title I, Part A		$52,000.00
			Notes: Authentic Learning Units and Adaptive Change for a Learner Active Technology Infused Classrooms			
2	G1.B1.S1.A2	Planning of standards based units				$20,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0341 - Schrader Elementary School	Title I, Part A		$20,000.00
			Notes: Stipends and substitutes for planning with coaches for Authentic Learning Units.			
3	G1.B1.S2.A1	Teachers will begin professional development offered by district personnel in the area of Inclusion Education Practices, Zones of Regulation and Trauma Informed Care. Teachers will strategically monitor and plan for students with disabilities. Regularly scheduled communication between SBP units, general education teachers, special education teachers, and special services teachers will ensure that student learning and growth will occur for all students.				$0.00
4	G1.B1.S3.A1	As we are understanding how to make better decisions based on data, we will engage in embedded professional development around formative assessments, subgroup tracking, quarterly checks and IRLA data analysis of growth.				$0.00
5	G1.B2.S1.A1	District and site based coaches provide professional development and guide the PLC facilitators through the PLC guiding questions and data analysis incorporating best practices through Marzano's Framework.				$0.00
					Total:	$72,000.00