

Pasco County Schools

# Seven Springs Elementary School



2017-18 Schoolwide Improvement Plan

## Seven Springs Elementary School

8025 MITCHELL RANCH RD, New Port Richey, FL 34655

<https://sses.pasco.k12.fl.us>

### 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	77%
<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	40%

### School Grades History

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in 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 Seven Springs Elementary School

DA Region and RED	DA Category and Turnaround Status
Central - <a href="#">Lucinda Thompson</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

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

Seven Springs Elementary school will provide a world-class education for all students.

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

All our students achieve success...in college...career...and life.

#### 2. School Environment

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

The state requires the district to collect a Home Language Survey for every new student. This information is used to count the students whose families speak a language other than English at home. It also helps to identify the students who need to be assessed for English language proficiency. This information allows the school to be able to reach diverse populations. The teacher works alongside the ESOL IA to ensure that strategies to support the standards are in place while still recognizing the challenges faced by our ELL students. In addition, each team develops a research-based action plan that correlates to our work with students of poverty. This allows each teacher to get to know the students and plan for the needs of the whole child. This year we are also implementing a system that would academically, socially, and culturally assess a student within the first week of admission so that the teacher has the most current information on any students new to the school.

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

Tiered levels of support through Positive Behavior Support (PBS) has been implemented and provides evidence-based strategies and systems to assist our school in increasing our academic performance and safety, as well as decreasing problem behavior and establishing positive school cultures.

In addition, as our demographics change, part of the professional development given at SSES will be focused on:

- ~ How Mind Set Impacts The Way We Think and Act
- ~That Our Mind Set May Prevent Us From Empathizing with Families of Poverty
- ~That The Negative Impact of Poverty Can Be Impacted Through Your Specific Actions
- ~That Current Behavior Strategies May be Ineffective based on our existing research

The student surveys conducted this year indicate that almost all of our students feel safe at school. This year we will continue this work and are planning a student oriented Kindness Club to promote respect and positive interactions.

##### 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.

Tier 1: Universal PBS – Processes and procedures intended for all students and staff, in all settings and across campus have been implemented.

Classroom – Processes and procedures that reflect school-wide expectations for student behavior coupled with pre-planned strategies applied within classroom settings have also been implemented.

Tier 2: Tier II interventions are designed for students who have chronic behavior concerns and students who are not responding to classroom interventions.

Tier 3: Tier 3 interventions are highly targeted and completely individualized behavior strategies specific to each student’s behaviors and needs.

**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.**

Students social needs are met through Tiered levels of support. TIER 1 students receive instruction in Character Counts (The Pillars of Character) and the PBS lessons provided to all through classroom instruction. Students who require a more intense level of social support meet with Behavior Specialist and Guidance Counselors using the Affective Curriculum. We also partner with Hospice of the Suncoast, Big Brothers and Big Sisters, and allow counseling for our students from outside agencies during the school day.

**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.**

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or mathematics
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

**b. Provide the following data related to the school's early warning system**

**1. The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	13	8	19	10	8	0	0	0	0	0	0	0	58
One or more suspensions	0	7	8	5	9	3	0	0	0	0	0	0	0	32
Course failure in ELA or Math	0	6	14	6	25	1	0	0	0	0	0	0	0	52
Level 1 on statewide assessment	0	0	0	0	6	9	0	0	0	0	0	0	0	15

**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	4	2	5	12	5	0	0	0	0	0	0	0	28

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

Using the EWS, SSES engages our Leadership, PBS, and MTSS teams in creating TIERS of support. TIER 3 supports include:

Check in/Check Out  
Behavior Plans  
Mentorship Programs  
Specific Reading Interventions  
Extended School Day

## 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**

Building trust is the foundation of positive relationships. Communication between home and school is operational in nature such as informative letters from the principal and teachers, Connect Ed., and event flyers. In addition, providing a warm welcoming environment for parents will further develop partnerships, as well as produce volunteers for the school. SSES has a Parent Teacher Association (PTA) which provides a wonderful opportunity to involve parents in the learning community. We incorporate Family and Community Involvement activities each month to build on existing relationships and create new partnerships with activities such as Sammy Salutes Literacy, Muffins with Mom, Donuts with Dad, and Festival of the Arts.

**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.**

The School Advisory Council (SAC) is comprised of various stakeholder groups including business partners, whose main responsibility is to collaborate with the school's leadership team on specific matters that affect student achievement and school improvement. Their primary role is to participate in the decision-making process that ensures that the needs of all students are specifically addressed in the SuP and Budget—the two key documents which set the overall education plan for the school.

We also make a concerted effort to secure business partnerships. In addition, our school is committed to reaching into our community (e.g., Rotary Clubs, etc.) to build partnerships with those wanting to be a part of our work.

## 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
Albert, Lynn	Assistant Principal
Cluff, Todd	Principal

**b. Duties**

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

The School Based Leadership team is responsible for the implementation, and monitoring of the School Success Plan (SuP). The team is focused on using data to drive the improvement process and monitor progress toward goals outlined in the SIP. This team is comprised of teacher leaders and key stakeholders.

**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.**

A needs assessment is conducted in the Spring and early Summer using local and state assessments, staff surveys, and district initiatives to determine areas of need. Administration then works with the regional team to develop a prioritized plan of action that will eventually drive our work and in its final form serve as our SIP.

The action plan states that the SAC and SBLT are responsible for ensuring the implementation of these goals and for coordinating necessary resources. These meetings occur bi-weekly to address both academic and behavioral data.

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

**a. Membership**

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

Name	Stakeholder Group
Edward Swartz	Parent
John Becker	Business/Community
Michelle Fiumara	Teacher
Todd Cluff	Principal
Kindra Steadhman	Parent
Kim Fanning	Parent
	Teacher
Renee Dermott	Teacher
Jackie Cannarella	Student
	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 SAC plays a vital role in the development and implementation of the School Improvement Plan. The SAC meets at least five times a year. Initial meetings are used to communicate the School Improvement Plan and then later meetings deal with analyzing school data, monitoring the SIP, and looking at both school and community needs as they develop.

*b. Development of this school improvement plan*

SAC members participated in data analysis, brainstorming and problem solving connected to the development of the 2017-2018 School Success Plan. The SuP goals and action plan will be shared with the SAC members for discussion and approval.

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

The district provides each school with a tentative budget in the Spring based on the ADM (average daily membership) of each school. That budget is desegregated to teachers for direct classroom use with materials, etc. In addition, we have a textbook budget, a Media Tech budget, and School Advisory Council funds. Once the basic necessities are achieved, the SAC and PTA work with administration to determine what resources contribute to our prioritized goals.

**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
Albert, Lynn	Assistant Principal
Cluff, Todd	Principal

**b. Duties**

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

The SLT meets monthly to review data from a variety of sources to determine the professional development assistance needed to support our literacy goals. This includes identification of specific implementation needs, resources and support needs. The team also works to enhance the ability to understand and use literacy assessment to improve instruction.

**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.**

Professional Learning Communities (PLCs) meet weekly to build collegial relationships that result in creative and appropriate solutions to problems, strengthening the bond between teachers and increasing the commitment to student achievement. Time is built in for each grade level to create these supportive structures. These structures include norms of continuous inquiry, improvement, trust, and respect.

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

The district advertises and recruits regionally and nationally when necessary. The Office for Human Resources and Educator Quality carefully screens all applicants. Beginning teachers are assigned to highly qualified teachers, who have been trained as mentors to provide support and resources during the year. In addition, all teachers are provided with staff development in order to meet their professional needs.

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

Ongoing support is given to beginning teachers and veteran teachers who are new to a grade level. Beginning teachers are assigned to mentor teachers who are highly qualified teachers. These teachers give support, resources and feedback to new teachers. In addition, all teachers are provided the opportunity to observe highly effective teachers and participate in professional development based on their needs.

In addition, Instructional Coaches (Literacy and Math) work with identified teachers to support their ongoing learning.

## **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.***

All instructional programs and materials have been adopted by the school district and align to Florida Standards.

#### **b. Instructional Strategies**

##### ***1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.***

Seven Springs Elementary follows an inquiry framework in which teachers plan the curricula; teach the students; assess those students' proficiency; reflect on the improvements and ongoing needs of the students; and provide additional differentiated support for those needs. Reading curriculum provides scaffolded strategies within each lesson that include useful strategies and practical routines that teachers can employ during reading and writing to support student 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:** Summer Program

**Minutes added to school year:** 96

**Strategy Rationale**

**Strategy Purpose(s)**

- Core Academic Instruction

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

Albert, Lynn, lalbert@pasco.k12.fl.us

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

SAT 10 Data

**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.**

A transition planning process is in place to ensure that all students transition from elementary school to middle school with adequate support from the school and family. Parents are informed of the middle school transition process through information sessions sponsored by the middle school. Plans are developed for students who struggle with social/emotional, organizational/environmental, academic, developmental as well as college, career and life awareness.

**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.**

NA

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

NA

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

NA

**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.**

NA

## 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.** As a school community, we will create opportunities to build relationships with colleagues, students, families, and community supports to increase student and staff engagement.
- G2.** As a school community, we will develop collaborative systems to identify, implement, and monitor supports aligned to the needs of all students.
- G3.** As a school community, we will demonstrate evidence that our instructional staff will be planning, delivering, and monitoring instruction matched to the shifts and the rigor of the standards.

## 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.** As a school community, we will create opportunities to build relationships with colleagues, students, families, and community supports to increase student and staff engagement. 1a

G096347

**Targets Supported** 1b

Indicator	Annual Target
School Climate Survey - Parent	80.0
School Climate Survey - Student	80.0
School Climate Survey - Staff	80.0

**Targeted Barriers to Achieving the Goal** 3

- There is limited, isolated communication to our school community from our school
- Lack of opportunity for collaboration with families and community
- Lack of understanding of the community we serve
- Lack of school-wide system of behavioral expectations

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

- Administration, District Support Staff, Learning Design Coach, SAC, CANVAS, Professional Development

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

EOY Staff (Gallup), Parent, and student engagement survey data

**Person Responsible**

Todd Cluff

**Schedule**

Annually, from 10/23/2017 to 6/1/2018

**Evidence of Completion**

Engagement survey data will show a positive increase

**G2.** As a school community, we will develop collaborative systems to identify, implement, and monitor supports aligned to the needs of all students. 1a

G096348

**Targets Supported** 1b

Indicator	Annual Target
Students exhibiting two or more EWS indicators (Total)	80.0

**Targeted Barriers to Achieving the Goal** 3

- Lack of structured systems to allow collaboration
- Limited understanding and skills in effective collaboration

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

- Administration, District Regional Staff, PLCs, Professional Development, District data systems

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

Support systems will reflect positive EWS trends in student academic and behavioral data

**Person Responsible**

Jeremy Blair

**Schedule**

Semiannually, from 12/18/2017 to 6/1/2018

**Evidence of Completion**

Student data through EWS



**G3.** As a school community, we will demonstrate evidence that our instructional staff will be planning, delivering, and monitoring instruction matched to the shifts and the rigor of the standards. **1a**

G096349

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

Indicator	Annual Target
Effective Teachers (VAM)	80.0
FSA ELA Achievement	80.0
ELA/Reading Lowest 25% Gains	80.0
FSA Mathematics Achievement	80.0
Math Lowest 25% Gains	80.0
Statewide Science Assessment Achievement	70.0

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

- Lack of knowledge and skills of the standards and the instructional shifts
- Low urgency among staff for change

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

- District Regional Reps. Administration, Student Service Team, School Based Coaches

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

Using regular classroom/teacher observations, Quarterly Data, Eureka Module assessments, ReadyGEN assessments, Rigor Walks, Science data, and Writing assessments

**Person Responsible**

Lynn Albert

**Schedule**

Quarterly, from 10/16/2017 to 6/1/2018

**Evidence of Completion**

Student data, Observational data

## 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.** As a school community, we will create opportunities to build relationships with colleagues, students, families, and community supports to increase student and staff engagement. **1**

 G096347

**G1.B1** There is limited, isolated communication to our school community from our school **2**

 B259251

**G1.B1.S1** Increase social media communication **4**

 S274569

### Strategy Rationale

As our community understands more of what we are seeking to accomplish and their possible involvement, it will build trust and support.

### Action Step 1 **5**

Build out our Facebook and Twitter accounts

#### Person Responsible

Jackie Cannarella

#### Schedule

On 7/31/2017

#### Evidence of Completion

Active accounts accessible by the public

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

SLT will review accounts and suggests changes/modifications for future

**Person Responsible**

Todd Cluff

**Schedule**

On 8/29/2017

***Evidence of Completion***

Active Twitter and Facebook accounts

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

Analyze the data trends related to the amount of information posted

**Person Responsible**

Jackie Cannarella

**Schedule**

Quarterly, from 8/21/2017 to 6/1/2018

***Evidence of Completion***

Graph the changes in positive "hits" for both accounts

**G1.B1.S2 Increase grade level communication with families** 4

S274570

**Strategy Rationale**

Intentional planning and communication about the upcoming academic work of the grade level will increase engagement by our families

**Action Step 1** 5

Teams create a BOY calendar for strategic parental communications (including academic and non-academic events).

**Person Responsible**

Lynn Albert

**Schedule**

On 8/11/2017

**Evidence of Completion**

Team communication plans

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

SLT will review communication plans for feedback

**Person Responsible**

Todd Cluff

**Schedule**

On 8/29/2017

**Evidence of Completion**

Written team communication plans

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

Ongoing review of implementation of the plans

**Person Responsible**

Lynn Albert

**Schedule**

Quarterly, from 9/1/2017 to 6/1/2018

**Evidence of Completion**

Evidence of communication (e.g., blogs, fliers, postings, etc.)

**G1.B1.S3 Establish monthly faculty articulation meetings to share culture and climate highlights 4**

 S274571

**Strategy Rationale**

Staff celebrations will increase staff engagement

**Action Step 1 5**

Strategically identify monthly celebrations for the staff for recognition and encouragement.

**Person Responsible**

Kelly Medina

**Schedule**

Monthly, from 8/1/2017 to 6/1/2018

**Evidence of Completion**

Faculty meeting calendars and agenda items

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

Calendar and events monitored by office staff

**Person Responsible**

Kelly Medina

**Schedule**

Monthly, from 8/14/2017 to 6/1/2018

***Evidence of Completion***

Monthly office meetings agenda items

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

Mid-year and EOY surveys will include items regarding culture and climate highlights

**Person Responsible**

Todd Cluff

**Schedule**

Semiannually, from 12/18/2017 to 6/1/2018

***Evidence of Completion***

Survey data

**G1.B2** Lack of opportunity for collaboration with families and community **2**

 B259252

**G1.B2.S1** Increase opportunities for SSES families to engage on campus **4**

 S274572

**Strategy Rationale**

As opportunities increase, families will become more connected to the work being done at SSES

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

Establish a monthly calendar of events for family and community engagement.

**Person Responsible**

Todd Cluff

**Schedule**

Quarterly, from 7/6/2017 to 6/1/2018

***Evidence of Completion***

Calendar given to School Board for approval

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

School Secretary will monitor the calendar for the year.

**Person Responsible**

Kelly Medina

**Schedule**

Weekly, from 8/14/2017 to 6/1/2018

***Evidence of Completion***

Events will be coordinated and communicated through social media and the school's website.

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

Attendance at the events will be monitored and data collected.

**Person Responsible**

Kelly Medina

**Schedule**

Monthly, from 8/14/2017 to 6/1/2018

**Evidence of Completion**

Monthly office staff meetings will analyze previous events successes and challenges, and plan accordingly for future events.

**G1.B2.S2 Increase community involvement on campus (e.g., mentoring, etc.) through active public recruitment 4**

 S274573

**Strategy Rationale**

As the community hears about the work at SSES, they will be more likely to become a part of the mission of the school.

**Action Step 1 5**

Use SAC membership resources to identify potential community partnerships to then reach out and share our need for mentoring and community support

**Person Responsible**

Todd Cluff

**Schedule**

Monthly, from 8/14/2017 to 6/1/2018

**Evidence of Completion**

SAC agendas and meeting notes



**Plan to Monitor Fidelity of Implementation of G1.B2.S2** 6

Quarterly SLT will monitor the results of the SAC recommendations

**Person Responsible**

Michele Fiumara

**Schedule**

Quarterly, from 10/16/2017 to 6/1/2018

***Evidence of Completion***

Community involvement numbers will be shared with SLT

**Plan to Monitor Effectiveness of Implementation of G1.B2.S2** 7

Analysis mid-year and EOY will review the number of community supports directly impacting students.

**Person Responsible**

Todd Cluff

**Schedule**

Semiannually, from 12/18/2017 to 6/1/2018

***Evidence of Completion***

Community Support data

**G1.B3** Lack of understanding of the community we serve **2**

 B259253

**G1.B3.S1** Begin Harmony Project (Trauma Informed School pilot) **4**

 S274574

**Strategy Rationale**

Piloting this work will increase our combined understanding of the impact on trauma and poverty to our families

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

Work with the district's Harmony coordinators for a 17-18 pilot.

**Person Responsible**

Lauren Brewerton

**Schedule**

Monthly, from 8/8/2017 to 6/1/2018

***Evidence of Completion***

Meeting calendars, agenda, attendance, and action plans

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

SLT will get updates on the Harmony Pilot quarterly

**Person Responsible**

Lauren Brewerton

**Schedule**

Quarterly, from 10/16/2017 to 6/1/2018

***Evidence of Completion***

SLT agenda review notes

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

Staff reflection surveys will be given mid-year and EOY to gather insights of what we are learning of our community.

**Person Responsible**

Todd Cluff

**Schedule**

Semiannually, from 12/18/2017 to 5/18/2018

**Evidence of Completion**

Survey results will reflect a deeper understanding and appreciation for our unique community needs.

**G1.B3.S2 Assign Campus Champions through all levels 4**

 S274575

**Strategy Rationale**

Building capacity of our knowledge and understanding across the campus

**Action Step 1 5**

As prescribed by the Harmony Pilot, ten campus champions will be identified to lead the work across the campus.

**Person Responsible**

Todd Cluff

**Schedule**

On 8/11/2017

**Evidence of Completion**

Pilot program will have names of the identified personnel for the training.

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

Harmony leaders will monitor

**Person Responsible**

Lauren Brewerton

**Schedule**

On 8/11/2017

***Evidence of Completion***

Training participants in place for the scheduled work.

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

Mid-year and EOY staff surveys will include questions regarding the new learnings from the Campus Champions

**Person Responsible**

Todd Cluff


**Schedule**

Semiannually, from 12/18/2017 to 6/1/2018

***Evidence of Completion***

Survey data

**G1.B3.S3** Poverty training awareness and poverty coaching - developing actions for more poverty-sensitive school practices and policies. 4

 S274576

### **Strategy Rationale**

Deepening our understanding of our students and their needs

### **Action Step 1** 5

Ten staff members will attend the two-day Dr. Beegle Poverty training and three will attend the two day Poverty Coaching Institute. The Coaching team will make recommendations throughout the school year regarding implications and changes.

#### **Person Responsible**

Todd Cluff

#### **Schedule**

On 6/27/2017

#### **Evidence of Completion**

Enrollment information for both trainings

### **Plan to Monitor Fidelity of Implementation of G1.B3.S3** 6

Poverty Coaches will meet with SLT to share recommendations throughout the year.

#### **Person Responsible**

Jessica Stoneking

#### **Schedule**

Quarterly, from 8/1/2017 to 6/1/2018

#### **Evidence of Completion**

SLT minutes and meeting notes.

**Plan to Monitor Effectiveness of Implementation of G1.B3.S3 7**

Mid-year and EOY staff surveys will collect data related to increased understanding of the community we serve

**Person Responsible**

Todd Cluff

**Schedule**

Semiannually, from 12/18/2017 to 6/1/2018

**Evidence of Completion**

Survey data

**G1.B4 Lack of school-wide system of behavioral expectations 2**

 B259254

**G1.B4.S1** Establish PBIS team to attend the Florida PBIS Tier One training and work with staff for expectations in a structured monitoring system. 4

 S274577

**Strategy Rationale**

Student behavior concerns have impacted learning and school-wide culture. There needs to be an alignment of the systems to overcome this barrier.

**Action Step 1 5**

Identify Key personnel to become the trained PBIS team.

**Person Responsible**

Todd Cluff

**Schedule**

On 6/15/2017

**Evidence of Completion**

Registration and attendance at the training

**Plan to Monitor Fidelity of Implementation of G1.B4.S1** 6

District contact for Florida PBIS will monitor

**Person Responsible**

Brian Prescott

**Schedule**

Triannually, from 6/14/2017 to 6/1/2018

***Evidence of Completion***

District contact will keep all records required of the training

**Plan to Monitor Effectiveness of Implementation of G1.B4.S1** 7

SLT will analyze student behavior data monthly

**Person Responsible**

Donna Haff

**Schedule**

Monthly, from 8/21/2017 to 6/1/2018

***Evidence of Completion***

Behavioral data (ODRs, etc.) will be reviewed monthly

**G1.B4.S2** Use the School-wide Benchmarks of Quality from the PBIS training to continually refine the MTSS for behavior **4**

 S274578

### **Strategy Rationale**

Based on the learning and ratings of the PBIS team, the work of the PBIS needs to be continually monitored and refined to meet the needs of the students at SSES.

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

The PBIS team will use the Benchmarks of Quality tool to self-assess throughout the year and action plan accordingly.

#### **Person Responsible**

Lynn Albert

#### **Schedule**

Triannually, from 8/21/2017 to 6/1/2018

#### **Evidence of Completion**

Data entered into the Florida PBIS database for SSES

### **Plan to Monitor Fidelity of Implementation of G1.B4.S2** **6**

Expectations of the PBIS work with USF will be collected through the PBIS system

#### **Person Responsible**

Brian Prescott

#### **Schedule**

Quarterly, from 8/21/2017 to 6/1/2018

#### **Evidence of Completion**

The expected deadlines for the follow-up work of the training will be monitored by the district coordinator



**Plan to Monitor Effectiveness of Implementation of G1.B4.S2** 7

Mid-year and EOY staff surveys will include questions about the PBIS system being implemented.

**Person Responsible**

Todd Cluff

**Schedule**

On 6/1/2018

**Evidence of Completion**

Survey results

**G1.B4.S3** Analyze school-wide behavioral data monthly with SLT and act accordingly. 4

 S274579

**Strategy Rationale**

The SLT needs to review school data monthly to determine next steps for interventions and celebrations.

**Action Step 1** 5

The SLT will meet monthly to review school-wide behavioral data and decide next steps for our work.

**Person Responsible**

Lynn Albert

**Schedule**

Monthly, from 8/21/2017 to 6/1/2018

**Evidence of Completion**

Meeting agendas, minutes, and next steps

**Plan to Monitor Fidelity of Implementation of G1.B4.S3 6**

Principal will meet with Assistant Superintendent to review findings of the data

**Person Responsible**

**Schedule**

Monthly, from 8/21/2017 to 6/1/2018

**Evidence of Completion**

Regular principal data chat agendas

**Plan to Monitor Effectiveness of Implementation of G1.B4.S3 7**

School-wide data will reflect a decrease in behavior incidents

**Person Responsible**

Todd Cluff

**Schedule**

Quarterly, from 9/18/2017 to 6/1/2018

**Evidence of Completion**

Behavioral data (e.g., ODRs, office time outs, etc.) will be used

**G2.** As a school community, we will develop collaborative systems to identify, implement, and monitor supports aligned to the needs of all students. 1

G096348

**G2.B1** Lack of structured systems to allow collaboration 2

B259255

**G2.B1.S1** Identify team for Solution Tree PLC training and attend as a team to collaborate about 17-18 structures and systems 4

S274580

### Strategy Rationale

Building capacity among staff

### Action Step 1 5

Identify staff to attend the Solution Tree's PLC institute and collaborative work to ensure a system of support is established for SLT, SIT, and PLCs

#### Person Responsible

Todd Cluff

#### Schedule

On 7/13/2017

#### Evidence of Completion

Attendance rosters and team notes

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

A system of support and expectations will be identified and published for the staff

#### Person Responsible

Todd Cluff

#### Schedule

On 8/8/2017

#### Evidence of Completion

Published descriptions of the operationalization of the SLT, SIT, and PLCs.

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

SLT will reflect on the effectiveness of the systems quarterly

**Person Responsible**

Jeremy Blair

**Schedule**

Quarterly, from 9/18/2017 to 6/1/2018

**Evidence of Completion**

Team debriefing notes with action steps for modifications

**G2.B1.S2** Create calendar to prioritized collaboration for structured system for PLCs, SLT, SIT meetings

4

 S274581

**Strategy Rationale**

A structured system requires predictable times to collaborate

**Action Step 1** 5

After Solution Tree training, a subset of the SLT will create a calendar for SLT, SIT, and PLC work for the 17-18 school year.

**Person Responsible**

Lynn Albert

**Schedule**

On 8/1/2017

**Evidence of Completion**

17-18 school collaboration calendar

**Plan to Monitor Fidelity of Implementation of G2.B1.S2** 6

SLT will monitor calendar monthly

**Person Responsible**

Lynn Albert

**Schedule**

Monthly, from 9/18/2017 to 6/1/2018

**Evidence of Completion**

Meeting notes and agenda items.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S2** 7

Mid-year and EOY staff survey will obtain feedback from the staff about the systems in place and their effectiveness.

**Person Responsible**

Todd Cluff

**Schedule**

Semiannually, from 12/18/2017 to 6/1/2018

**Evidence of Completion**

Survey data

**G2.B1.S3** Establish balanced representation of both SLT and SIT 4

S274582

**Strategy Rationale**

Include key stakeholders into the collaborative mix

**Action Step 1** 5

Admin team will work with PLC training participants to identify effective membership for both the SLT and the School Intervention Team.

**Person Responsible**

Todd Cluff

**Schedule**

Weekly, from 7/13/2017 to 7/31/2017

**Evidence of Completion**

Team member rosters

**Plan to Monitor Fidelity of Implementation of G2.B1.S3** 6

Admin will reflect and brainstorm with Assistant Superintendent about the successes and struggles of the team membership and make appropriate adjustments.

**Person Responsible**

Todd Cluff

**Schedule**

Monthly, from 9/18/2017 to 6/1/2018

**Evidence of Completion**

Coaching meeting agendas

**Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7**

Mid-year and EOY staff survey will include questions about the effectiveness of the structured systems put in place.

**Person Responsible**

Todd Cluff


**Schedule**

Semiannually, from 12/18/2017 to 6/1/2018

**Evidence of Completion**

Survey data

**G2.B1.S4 Hold monthly SBLT meetings to analyze and problem-solve academic and behavioral data 4**

 S274583

**Strategy Rationale**

Effective data analysis requires consistent times

**Action Step 1 5**

SLT will meet at least monthly to look at school-wide academic and behavioral data trends and problem-solve accordingly. This team will ensure tier one and tier two infrastructures are being implemented and monitor their success.

**Person Responsible**

Todd Cluff

**Schedule**

Monthly, from 8/8/2017 to 6/1/2018

**Evidence of Completion**

Meeting agendas, minutes, and outcome expectations

**Plan to Monitor Fidelity of Implementation of G2.B1.S4** 6

MTSS Specialist will monitor the work of the SLT and provide guidance as necessary.

**Person Responsible**

Jeremy Blair

**Schedule**

Monthly, from 8/21/2017 to 6/1/2018

***Evidence of Completion***

Coaching notes

**Plan to Monitor Effectiveness of Implementation of G2.B1.S4** 7

Student EWS data will be analyzed monthly to identify trends

**Person Responsible**

Lynn Albert

**Schedule**

Monthly, from 10/16/2017 to 6/1/2018

***Evidence of Completion***

Meeting notes and outcome expectations



**G2.B2** Limited understanding and skills in effective collaboration **2**

 B259256

**G2.B2.S1** School Leadership Team attends district-managed SLT training throughout the year **4**

 S274584

**Strategy Rationale**

School team needs to continue to grow professionally as a Leadership Team

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

SLT will attend the district's Leadership Training in September and December and implement accordingly

**Person Responsible**

Todd Cluff

**Schedule**

Every 2 Months, from 9/25/2017 to 12/7/2017

***Evidence of Completion***

Training Attendance data

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

Monitor attendance at the training

**Person Responsible**

Todd Cluff

**Schedule**

Every 2 Months, from 9/25/2017 to 12/7/2017

***Evidence of Completion***

MyPGS attendance data

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

Training reflection forms and action plans

**Person Responsible**

Jeremy Blair

**Schedule**

Every 2 Months, from 9/25/2017 to 12/7/2017

**Evidence of Completion**

Action plans

**G2.B2.S2 Identify key staff to attend PLC conference** 4

 S274585

**Strategy Rationale**

Staff capacity in collaboration, especially with their PLC work, needs to be strengthened

**Action Step 1** 5

Survey staff and identify staff who will increase their professional capacity and work to implement effective Professional Learning Communities

**Person Responsible**

Todd Cluff

**Schedule**

On 7/10/2017

**Evidence of Completion**

Registered attendees for PLC Institute

**Plan to Monitor Fidelity of Implementation of G2.B2.S2** 6

Ensure those enrolled attend the institute and work to collaborate with team

**Person Responsible**

Todd Cluff

**Schedule**

Daily, from 7/10/2017 to 7/12/2017

***Evidence of Completion***

Attendance documentation and action planning notes

**Plan to Monitor Effectiveness of Implementation of G2.B2.S2** 7

Mid-year and EOY staff surveys will include questions regarding effective collaboration

**Person Responsible**

Todd Cluff

**Schedule**

Semiannually, from 12/18/2017 to 6/1/2018

***Evidence of Completion***

Survey data

**G2.B2.S3** Identify key teacher leaders to attend ECET2 4

S274586

**Strategy Rationale**

Build capacity of classroom leaders who are not PLC facilitators to lead positive change.

**Action Step 1** 5

Solicit classroom teacher leaders who want to make an impact without having to take a formal leadership role. Enroll them in the ECET2 training. Attend training and action plan with those in attendance.

**Person Responsible**

Todd Cluff

**Schedule**

On 6/20/2017

**Evidence of Completion**

Registration

**Plan to Monitor Fidelity of Implementation of G2.B2.S3** 6

Action plans will be shared with SLT and implications for SSES added to our work.

**Person Responsible**

John Kelly

**Schedule**

On 8/11/2017

**Evidence of Completion**

SLT agenda and minutes

**Plan to Monitor Effectiveness of Implementation of G2.B2.S3 7**

Feedback from participants at ECET2

**Person Responsible**

Todd Cluff

**Schedule**

On 6/23/2017

**Evidence of Completion**

Feedback notes will be shared at the end of the conference.

**G3.** As a school community, we will demonstrate evidence that our instructional staff will be planning, delivering, and monitoring instruction matched to the shifts and the rigor of the standards. 1

G096349

**G3.B1** Lack of knowledge and skills of the standards and the instructional shifts 2

B259257

**G3.B1.S1** Admin and Coaching Team to attend Standards Institute and identify implications of the learning for staff training 4

S274587

**Strategy Rationale**

There is need for deeper understanding of the standards and how to implement them.

**Action Step 1 5**

Register and attend the Institute and action plan from the new learning.

**Person Responsible**

Lynn Albert

**Schedule**

Daily, from 6/25/2017 to 6/30/2017

**Evidence of Completion**

Action plan

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

Monitor attendance

**Person Responsible**

Lynn Albert

**Schedule**

Daily, from 6/26/2017 to 6/30/2017

***Evidence of Completion***

Institute materials

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

Attendees will reflect and demonstrate new learning

**Person Responsible**

Todd Cluff

**Schedule**

On 6/30/2017

***Evidence of Completion***

Post tests from the institute

**G3.B1.S2** Identify relevant learning options at Pasco's summer Learning Symposium 4

S274588

**Strategy Rationale**

Staff has traditionally been left to attend sessions with limited guidance. Showing the tracks that align to our work will increase the likelihood that relevant learning might occur.

**Action Step 1** 5

Share with the staff prioritized learning opportunities offered at the District Learning Symposium that align to our work.

**Person Responsible**

Todd Cluff

**Schedule**

Weekly, from 5/29/2017 to 7/21/2017

**Evidence of Completion**

Email to staff

**Plan to Monitor Fidelity of Implementation of G3.B1.S2** 6

Remind staff

**Person Responsible**

Todd Cluff

**Schedule**

Weekly, from 7/3/2017 to 7/21/2017

**Evidence of Completion**

Emails

**Plan to Monitor Effectiveness of Implementation of G3.B1.S2** 7

Review attendance for staff to see how it aligned with suggestions

**Person Responsible**

Lynn Albert

**Schedule**

On 9/1/2017

**Evidence of Completion**

MyPGS data

**G3.B1.S3** Hire content coaches for Math and ELA 4

 S274589

**Strategy Rationale**

The staff needs support with the new standards

**Action Step 1** 5

Use Title One funds to purchase both an ELA and Math ITC.

**Person Responsible**

Todd Cluff

**Schedule**

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

**Evidence of Completion**

New hires



**Plan to Monitor Fidelity of Implementation of G3.B1.S3** 6

The work of the coaches will align with increasing the staff's knowledge and skills of the standards.

**Person Responsible**

Todd Cluff

**Schedule**

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

***Evidence of Completion***

Coaching logs

**Plan to Monitor Effectiveness of Implementation of G3.B1.S3** 7

Teacher specific coaching support will be reviewed monthly with each coach.

**Person Responsible**

Todd Cluff

**Schedule**

Monthly, from 8/14/2017 to 6/1/2018

***Evidence of Completion***

Monthly coaching reflection forms

**G3.B1.S4** School coaches attend district coaching training and conferences **4**

 S274590

**Strategy Rationale**

This will help to align the work at the school and the work of the district.

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

School-based coaches will attend required District Coaching trainings throughout the year

**Person Responsible**

Jackie Cannarella

**Schedule**

Monthly, from 9/1/2017 to 4/3/2018

***Evidence of Completion***

Coaching action plans and feedback

**Plan to Monitor Fidelity of Implementation of G3.B1.S4** **6**

Coaches will use the district's Transformational Coaching Self-Reflection Form to identify celebrations and areas of continued growth

**Person Responsible**

Todd Cluff

**Schedule**

Quarterly, from 8/7/2017 to 6/1/2018

***Evidence of Completion***

Quarterly meetings with admin will be documented with action plans

**Plan to Monitor Effectiveness of Implementation of G3.B1.S4 7**

Mid-year and EOY staff survey will gather feedback about the impact of coaches on their practice.

**Person Responsible**

Todd Cluff

**Schedule**

Semiannually, from 12/18/2017 to 6/1/2018

**Evidence of Completion**

Survey data

**G3.B1.S5** School coaches will provide facilitated support to increase teachers' understanding of the standards and the shifts. 4

 S274591

**Strategy Rationale**

Teachers need support to deepen their professional growth toward the standards.

**Action Step 1 5**

Coaches will work with PLCs and individual teachers to support teachers' growth in planning for instruction that is reflected in the Instructional Shifts.

**Person Responsible**

Jackie Cannarella

**Schedule**

Weekly, from 9/1/2017 to 5/25/2018

**Evidence of Completion**

Lesson plans, PLC agendas, coaching logs, and rigor walkthrough data

**Plan to Monitor Fidelity of Implementation of G3.B1.S5** 6

Monthly administrative discussions with instructional coaches about the support being provided to teachers (including Planning, Side-by-side coaching, Observations, Modeling, and Co-teaching).

**Person Responsible**

**Schedule**

Monthly, from 9/29/2017 to 5/25/2018

**Evidence of Completion**

Coaching logs and each coach's transformation self reflection tool

**Plan to Monitor Effectiveness of Implementation of G3.B1.S5** 7

Data from the ongoing rigor walkthrough will show the impact of the coaches' work.

**Person Responsible**

Todd Cluff

**Schedule**

Triannually, from 9/7/2017 to 3/30/2018

**Evidence of Completion**

Data from the district Instructional Walkthrough Tool will demonstrate positive increases.

**G3.B2** Low urgency among staff for change **2**

 B259258

**G3.B2.S1** Hold quarterly data chats with each PLC and/or teacher to problem-solve quarterly data **4**

 S274592

**Strategy Rationale**

What is monitored is implemented.

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

Administration will meet with teachers and/or teams to review quarterly data and problem-solve next steps.

**Person Responsible**

Todd Cluff

**Schedule**

Quarterly, from 10/16/2017 to 6/1/2018

***Evidence of Completion***

Teacher action plans and reflections

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

Share teacher reflections with Assistant Superintendent for feedback and coaching

**Person Responsible**

Todd Cluff

**Schedule**

Quarterly, from 10/24/2016 to 6/1/2018

***Evidence of Completion***

Meeting agendas

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

Teacher reflections will demonstrate specific immediate action steps for instruction

**Person Responsible**

Todd Cluff

**Schedule**

Quarterly, from 10/16/2017 to 6/1/2018

**Evidence of Completion**

Quarterly reflections and action plans

**G3.B2.S2** Teams will hold regular PLC data discussions with instructional coaches regarding student progress 4

 S274593

**Strategy Rationale**

Working in as a true community of learners will enhance our ability to be more effective in our work.

**Action Step 1** 5

A schedule will be devised to ensure all instructional coaches are regularly working with teams to analyze and problem-solve around students' academic progress.

**Person Responsible**

Jackie Cannarella

**Schedule**

Monthly, from 7/31/2017 to 6/1/2018

**Evidence of Completion**

Coaching calendars for PLC data analysis

**Plan to Monitor Fidelity of Implementation of G3.B2.S2** 6

Coaching logs will reflect the work of the coaches

**Person Responsible**

Todd Cluff

**Schedule**

Monthly, from 8/7/2017 to 6/1/2018

***Evidence of Completion***

Submitted coaching logs

**Plan to Monitor Effectiveness of Implementation of G3.B2.S2** 7

Mid-year and EOY staff surveys will include feedback about the value and impact of the coaching PLC support.

**Person Responsible**

Todd Cluff

**Schedule**

Semiannually, from 12/18/2017 to 6/1/2018

***Evidence of Completion***

Survey data

**G3.B2.S3** Establish system for regular classroom observations, debriefing, and feedback 4

S274594

**Strategy Rationale**

The best way to grow from observations is timely, relevant feedback.

**Action Step 1** 5

A yearlong calendar will be established to reflect regular classroom observations to be followed up with facilitated reflections. The calendar will then be used to ensure timely feedback.

**Person Responsible**

Todd Cluff

**Schedule**

Weekly, from 8/14/2017 to 6/1/2018

**Evidence of Completion**

Yearlong, observation calendar

**Plan to Monitor Fidelity of Implementation of G3.B2.S3** 6

Once the calendar is developed, it's implementation will be monitored by administrative team during weekly Leadership Huddles.

**Person Responsible**

Todd Cluff

**Schedule**

Weekly, from 8/14/2017 to 6/1/2018

**Evidence of Completion**

Notes from Huddles, observations and debriefing will be noted on calendar



**Plan to Monitor Effectiveness of Implementation of G3.B2.S3** 7

Mid-year and EOY staff surveys will include specific questions about the impact of the classroom observations.

**Person Responsible**

Todd Cluff

**Schedule**

Semiannually, from 12/18/2017 to 6/1/2018

**Evidence of Completion**

Survey data

**G3.B2.S4** Establish a tiered-support system for teacher development and support. 4

 S274595

**Strategy Rationale**

Differentiated support will help quickly build capacity of our staff in planning, delivering, and monitoring instruction.

**Action Step 1** 5

Coaching staff will work with administration to develop a support system that is differentiated according to teacher needs. Frequency and intensity will align to the needed support. Differentiated data (rigor walks, observations, student data, etc.) will help drive the level of support.

**Person Responsible**

Todd Cluff

**Schedule**

Biweekly, from 8/14/2017 to 6/1/2018

**Evidence of Completion**

Biweekly coaching reflections and action planning with administrative team.

**Plan to Monitor Fidelity of Implementation of G3.B2.S4** 6

Coaching logs will reflect the differentiated supports to staff

**Person Responsible**

Jackie Cannarella

**Schedule**

Monthly, from 9/18/2017 to 6/1/2018

***Evidence of Completion***

Monthly coaching team problem-solving notes and reflections

**Plan to Monitor Effectiveness of Implementation of G3.B2.S4** 7

A system for coaching requests will be established and the frequency of teachers asking for support will demonstrate an increased urgency for change.

**Person Responsible**

Jackie Cannarella

**Schedule**

Weekly, from 7/31/2017 to 6/1/2018

***Evidence of Completion***

Coaching request data over time

## 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>					
G1.B4.S1.A1 A368602	Identify Key personnel to become the trained PBIS team.	Cluff, Todd	6/1/2017	Registration and attendance at the training	6/15/2017 one-time
G2.B2.S3.A1 A368611	Solicit classroom teacher leaders who want to make an impact without having to take a formal...	Cluff, Todd	6/1/2017	Registration	6/20/2017 one-time
G2.B2.S3.MA1 M396293	Feedback from participants at ECET2	Cluff, Todd	6/23/2017	Feedback notes will be shared at the end of the conference.	6/23/2017 one-time
G1.B3.S3.A1 A368601	Ten staff members will attend the two-day Dr. Beegle Poverty training and three will attend the two...	Cluff, Todd	6/1/2017	Enrollment information for both trainings	6/27/2017 one-time
G3.B1.S1.MA1 M396296	Attendees will reflect and demonstrate new learning	Cluff, Todd	6/30/2017	Post tests from the institute	6/30/2017 one-time
G3.B1.S1.MA1 M396297	Monitor attendance	Albert, Lynn	6/26/2017	Institute materials	6/30/2017 daily
G3.B1.S1.A1 A368612	Register and attend the Institute and action plan from the new learning.	Albert, Lynn	6/25/2017	Action plan	6/30/2017 daily
G2.B2.S2.A1 A368610	Survey staff and identify staff who will increase their professional capacity and work to implement...	Cluff, Todd	6/1/2017	Registered attendees for PLC Institute	7/10/2017 one-time
G2.B2.S2.MA1 M396292	Ensure those enrolled attend the institute and work to collaborate with team	Cluff, Todd	7/10/2017	Attendance documentation and action planning notes	7/12/2017 daily
G2.B1.S1.A1 A368605	Identify staff to attend the Solution Tree's PLC institute and collaborative work to ensure a...	Cluff, Todd	6/1/2017	Attendance rosters and team notes	7/13/2017 one-time
G3.B1.S2.MA1 M396299	Remind staff	Cluff, Todd	7/3/2017	Emails	7/21/2017 weekly
G3.B1.S2.A1 A368613	Share with the staff prioritized learning opportunities offered at the District Learning Symposium...	Cluff, Todd	5/29/2017	Email to staff	7/21/2017 weekly
G1.B1.S1.A1 A368594	Build out our Facebook and Twitter accounts	Cannarella, Jackie	6/19/2017	Active accounts accessible by the public	7/31/2017 one-time
G2.B1.S3.A1 A368607	Admin team will work with PLC training participants to identify effective membership for both the...	Cluff, Todd	7/13/2017	Team member rosters	7/31/2017 weekly
G2.B1.S2.A1 A368606	After Solution Tree training, a subset of the SLT will create a calendar for SLT, SIT, and PLC work...	Albert, Lynn	7/13/2017	17-18 school collaboration calendar	8/1/2017 one-time
G2.B1.S1.MA1 M396282	A system of support and expectations will be identified and published for the staff	Cluff, Todd	7/13/2017	Published descriptions of the operationalization of the SLT, SIT, and PLCs.	8/8/2017 one-time
G1.B1.S2.A1 A368595	Teams create a BOY calendar for strategic parental communications (including academic and...	Albert, Lynn	7/31/2017	Team communication plans	8/11/2017 one-time
G1.B3.S2.MA1 M396271	Harmony leaders will monitor	Brewerton, Lauren	8/11/2017	Training participants in place for the scheduled work.	8/11/2017 one-time
G1.B3.S2.A1 A368600	As prescribed by the Harmony Pilot, ten campus champions will be identified to lead the work across...	Cluff, Todd	7/31/2017	Pilot program will have names of the identified personnel for the training.	8/11/2017 one-time

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B2.S3.MA1 M396294	Action plans will be shared with SLT and implications for SSES added to our work.	Kelly, John	7/31/2017	SLT agenda and minutes	8/11/2017 one-time
G1.B1.S1.MA1 M396259	SLT will review accounts and suggests changes/modifications for future	Cluff, Todd	8/29/2017	Active Twitter and Facebook accounts	8/29/2017 one-time
G1.B1.S2.MA1 M396261	SLT will review communication plans for feedback	Cluff, Todd	8/29/2017	Written team communication plans	8/29/2017 one-time
G3.B1.S2.MA1 M396298	Review attendance for staff to see how it aligned with suggestions	Albert, Lynn	7/31/2017	MyPGS data	9/1/2017 one-time
G2.B2.S1.MA1 M396289	Training reflection forms and action plans	Blair, Jeremy	9/25/2017	Action plans	12/7/2017 every-2-months
G2.B2.S1.MA1 M396290	Monitor attendance at the training	Cluff, Todd	9/25/2017	MyPGS attendance data	12/7/2017 every-2-months
G2.B2.S1.A1 A368609	SLT will attend the district's Leadership Training in September and December and implement...	Cluff, Todd	9/25/2017	Training Attendance data	12/7/2017 every-2-months
G3.B1.S5.MA1 M396304	Data from the ongoing rigor walkthrough will show the impact of the coaches' work.	Cluff, Todd	9/7/2017	Data from the district Instructional Walkthrough Tool will demonstrate positive increases.	3/30/2018 triannually
G3.B1.S4.A1 A368615	School-based coaches will attend required District Coaching trainings throughout the year	Cannarella, Jackie	9/1/2017	Coaching action plans and feedback	4/3/2018 monthly
G1.B3.S1.MA1 M396268	Staff reflection surveys will be given mid-year and EOY to gather insights of what we are learning...	Cluff, Todd	12/18/2017	Survey results will reflect a deeper understanding and appreciation for our unique community needs.	5/18/2018 semiannually
G3.B1.S5.MA1 M396305	Monthly administrative discussions with instructional coaches about the support being provided to...		9/29/2017	Coaching logs and each coach's transformation self reflection tool	5/25/2018 monthly
G3.B1.S5.A1 A368616	Coaches will work with PLCs and individual teachers to support teachers' growth in planning for...	Cannarella, Jackie	9/1/2017	Lesson plans, PLC agendas, coaching logs, and rigor walkthrough data	5/25/2018 weekly
G3.B1.S3.MA1 M396301	The work of the coaches will align with increasing the staff's knowledge and skills of the...	Cluff, Todd	8/7/2017	Coaching logs	5/30/2018 weekly
G3.B1.S3.A1 A368614	Use Title One funds to purchase both an ELA and Math ITC.	Cluff, Todd	8/7/2017	New hires	5/30/2018 weekly
G1.MA1 M396280	EOY Staff (Gallup), Parent, and student engagement survey data	Cluff, Todd	10/23/2017	Engagement survey data will show a positive increase	6/1/2018 annually
G2.MA1 M396295	Support systems will reflect positive EWS trends in student academic and behavioral data	Blair, Jeremy	12/18/2017	Student data through EWS	6/1/2018 semiannually
G3.MA1 M396314	Using regular classroom/teacher observations, Quarterly Data, Eureka Module assessments, ReadyGEN...	Albert, Lynn	10/16/2017	Student data, Observational data	6/1/2018 quarterly
G1.B1.S1.MA1 M396258	Analyze the data trends related to the amount of information posted	Cannarella, Jackie	8/21/2017	Graph the changes in positive "hits" for both accounts	6/1/2018 quarterly
G1.B2.S1.MA1 M396264	Attendance at the events will be monitored and data collected.	Medina, Kelly	8/14/2017	Monthly office staff meetings will analyze previous events successes and challenges, and plan accordingly for future events.	6/1/2018 monthly
G1.B2.S1.MA1 M396265	School Secretary will monitor the calendar for the year.	Medina, Kelly	8/14/2017	Events will be coordinated and communicated through social media and the school's website.	6/1/2018 weekly
G1.B2.S1.A1 A368597	Establish a monthly calendar of events for family and community engagement.	Cluff, Todd	7/6/2017	Calendar given to School Board for approval	6/1/2018 quarterly

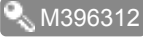
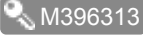
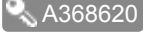
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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B3.S1.MA1 M396269	SLT will get updates on the Harmony Pilot quarterly	Brewerton, Lauren	10/16/2017	SLT agenda review notes	6/1/2018 quarterly
G1.B3.S1.A1 A368599	Work with the district's Harmony coordinators for a 17-18 pilot.	Brewerton, Lauren	8/8/2017	Meeting calendars, agenda, attendance, and action plans	6/1/2018 monthly
G1.B4.S1.MA1 M396274	SLT will analyze student behavior data monthly	Haff, Donna	8/21/2017	Behavioral data (ODRs, etc.) will be reviewed monthly	6/1/2018 monthly
G1.B4.S1.MA1 M396275	District contact for Florida PBIS will monitor	Prescott, Brian	6/14/2017	District contact will keep all records required of the training	6/1/2018 triannually
G2.B1.S1.MA1 M396281	SLT will reflect on the effectiveness of the systems quarterly	Blair, Jeremy	9/18/2017	Team debriefing notes with action steps for modifications	6/1/2018 quarterly
G3.B2.S1.MA1 M396306	Teacher reflections will demonstrate specific immediate action steps for instruction	Cluff, Todd	10/16/2017	Quarterly reflections and action plans	6/1/2018 quarterly
G3.B2.S1.MA1 M396307	Share teacher reflections with Assistant Superintendent for feedback and coaching	Cluff, Todd	10/24/2016	Meeting agendas	6/1/2018 quarterly
G3.B2.S1.A1 A368617	Administration will meet with teachers and/or teams to review quarterly data and problem-solve next...	Cluff, Todd	10/16/2017	Teacher action plans and reflections	6/1/2018 quarterly
G1.B1.S2.MA1 M396260	Ongoing review of implementation of the plans	Albert, Lynn	9/1/2017	Evidence of communication (e.g., blogs, fliers, postings, etc.)	6/1/2018 quarterly
G1.B2.S2.MA1 M396266	Analysis mid-year and EOY will review the number of community supports directly impacting students.	Cluff, Todd	12/18/2017	Community Support data	6/1/2018 semiannually
G1.B2.S2.MA1 M396267	Quarterly SLT will monitor the results of the SAC recommendations	Fiumara, Michele	10/16/2017	Community involvement numbers will be shared with SLT	6/1/2018 quarterly
G1.B2.S2.A1 A368598	Use SAC membership resources to identify potential community partnerships to then reach out and...	Cluff, Todd	8/14/2017	SAC agendas and meeting notes	6/1/2018 monthly
G1.B3.S2.MA1 M396270	Mid-year and EOY staff surveys will include questions regarding the new learnings from the Campus...	Cluff, Todd	12/18/2017	Survey data	6/1/2018 semiannually
G1.B4.S2.MA1 M396276	Mid-year and EOY staff surveys will include questions about the PBIS system being implemented.	Cluff, Todd	12/18/2017	Survey results	6/1/2018 one-time
G1.B4.S2.MA1 M396277	Expectations of the PBIS work with USF will be collected through the PBIS system	Prescott, Brian	8/21/2017	The expected deadlines for the follow-up work of the training will be monitored by the district coordinator	6/1/2018 quarterly
G1.B4.S2.A1 A368603	The PBIS team will use the Benchmarks of Quality tool to self-assess throughout the year and action...	Albert, Lynn	8/21/2017	Data entered into the Florida PBIS database for SSES	6/1/2018 triannually
G2.B1.S2.MA1 M396283	Mid-year and EOY staff survey will obtain feedback from the staff about the systems in place and...	Cluff, Todd	12/18/2017	Survey data	6/1/2018 semiannually
G2.B1.S2.MA1 M396284	SLT will monitor calendar monthly	Albert, Lynn	9/18/2017	Meeting notes and agenda items.	6/1/2018 monthly
G2.B2.S2.MA1 M396291	Mid-year and EOY staff surveys will include questions regarding effective collaboration	Cluff, Todd	12/18/2017	Survey data	6/1/2018 semiannually
G3.B2.S2.MA1 M396308	Mid-year and EOY staff surveys will include feedback about the value and impact of the coaching PLC...	Cluff, Todd	12/18/2017	Survey data	6/1/2018 semiannually
G3.B2.S2.MA1 M396309	Coaching logs will reflect the work of the coaches	Cluff, Todd	8/7/2017	Submitted coaching logs	6/1/2018 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B2.S2.A1 A368618	A schedule will be devised to ensure all instructional coaches are regularly working with teams to...	Cannarella, Jackie	7/31/2017	Coaching calendars for PLC data analysis	6/1/2018 monthly
G1.B1.S3.MA1 M396262	Mid-year and EOY surveys will include items regarding culture and climate highlights	Cluff, Todd	12/18/2017	Survey data	6/1/2018 semiannually
G1.B1.S3.MA1 M396263	Calendar and events monitored by office staff	Medina, Kelly	8/14/2017	Monthly office meetings agenda items	6/1/2018 monthly
G1.B1.S3.A1 A368596	Strategically identify monthly celebrations for the staff for recognition and encouragement.	Medina, Kelly	8/1/2017	Faculty meeting calendars and agenda items	6/1/2018 monthly
G1.B3.S3.MA1 M396272	Mid-year and EOY staff surveys will collect data related to increased understanding of the...	Cluff, Todd	12/18/2017	Survey data	6/1/2018 semiannually
G1.B3.S3.MA1 M396273	Poverty Coaches will meet with SLT to share recommendations throughout the year.	Stoneking, Jessica	8/1/2017	SLT minutes and meeting notes.	6/1/2018 quarterly
G1.B4.S3.MA1 M396278	School-wide data will reflect a decrease in behavior incidents	Cluff, Todd	9/18/2017	Behavioral data (e.g., ODRs, office time outs, etc.) will be used	6/1/2018 quarterly
G1.B4.S3.MA1 M396279	Principal will meet with Assistant Superintendent to review findings of the data		8/21/2017	Regular principal data chat agendas	6/1/2018 monthly
G1.B4.S3.A1 A368604	The SLT will meet monthly to review school-wide behavioral data and decide next steps for our work.	Albert, Lynn	8/21/2017	Meeting agendas, minutes, and next steps	6/1/2018 monthly
G2.B1.S3.MA1 M396285	Mid-year and EOY staff survey will include questions about the effectiveness of the structured...	Cluff, Todd	12/18/2017	Survey data	6/1/2018 semiannually
G2.B1.S3.MA1 M396286	Admin will reflect and brainstorm with Assistant Superintendent about the successes and struggles...	Cluff, Todd	9/18/2017	Coaching meeting agendas	6/1/2018 monthly
G3.B1.S3.MA1 M396300	Teacher specific coaching support will be reviewed monthly with each coach.	Cluff, Todd	8/14/2017	Monthly coaching reflection forms	6/1/2018 monthly
G3.B2.S3.MA1 M396310	Mid-year and EOY staff surveys will include specific questions about the impact of the classroom...	Cluff, Todd	12/18/2017	Survey data	6/1/2018 semiannually
G3.B2.S3.MA1 M396311	Once the calendar is developed, it's implementation will be monitored by administrative team during...	Cluff, Todd	8/14/2017	Notes from Huddles, observations and debriefing will be noted on calendar	6/1/2018 weekly
G3.B2.S3.A1 A368619	A yearlong calendar will be established to reflect regular classroom observations to be followed up...	Cluff, Todd	8/14/2017	Yearlong, observation calendar	6/1/2018 weekly
G2.B1.S4.MA1 M396287	Student EWS data will be analyzed monthly to identify trends	Albert, Lynn	10/16/2017	Meeting notes and outcome expectations	6/1/2018 monthly
G2.B1.S4.MA1 M396288	MTSS Specialist will monitor the work of the SLT and provide guidance as necessary.	Blair, Jeremy	8/21/2017	Coaching notes	6/1/2018 monthly
G2.B1.S4.A1 A368608	SLT will meet at least monthly to look at school-wide academic and behavioral data trends and...	Cluff, Todd	8/8/2017	Meeting agendas, minutes, and outcome expectations	6/1/2018 monthly
G3.B1.S4.MA1 M396302	Mid-year and EOY staff survey will gather feedback about the impact of coaches on their practice.	Cluff, Todd	12/18/2017	Survey data	6/1/2018 semiannually
G3.B1.S4.MA1 M396303	Coaches will use the district's Transformational Coaching Self-Reflection Form to identify...	Cluff, Todd	8/7/2017	Quarterly meetings with admin will be documented with action plans	6/1/2018 quarterly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B2.S4.MA1  M396312	A system for coaching requests will be established and the frequency of teachers asking for support...	Cannarella, Jackie	7/31/2017	Coaching request data over time	6/1/2018 weekly
G3.B2.S4.MA1  M396313	Coaching logs will reflect the differentiated supports to staff	Cannarella, Jackie	9/18/2017	Monthly coaching team problem-solving notes and reflections	6/1/2018 monthly
G3.B2.S4.A1  A368620	Coaching staff will work with administration to develop a support system that is differentiated...	Cluff, Todd	8/14/2017	Biweekly coaching reflections and action planning with administrative team.	6/1/2018 biweekly

## V. Professional Development Opportunities

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

**G1.** As a school community, we will create opportunities to build relationships with colleagues, students, families, and community supports to increase student and staff engagement.

**G1.B3** Lack of understanding of the community we serve

**G1.B3.S1** Begin Harmony Project (Trauma Informed School pilot)

### PD Opportunity 1

Work with the district's Harmony coordinators for a 17-18 pilot.

#### Facilitator

District Harmony Project trainers - lead: Nicole Marie Betegh-Edelmann  
<nbeteghe@pasco.k12.fl.us>

#### Participants

Select Campus Champions

#### Schedule

Monthly, from 8/8/2017 to 6/1/2018

**G1.B3.S3** Poverty training awareness and poverty coaching - developing actions for more poverty-sensitive school practices and policies.

### PD Opportunity 1

Ten staff members will attend the two-day Dr. Beegle Poverty training and three will attend the two day Poverty Coaching Institute. The Coaching team will make recommendations throughout the school year regarding implications and changes.

#### Facilitator

Dr. Donna Beegle

#### Participants

Title One schools

#### Schedule

On 6/27/2017



**G1.B4** Lack of school-wide system of behavioral expectations

**G1.B4.S1** Establish PBIS team to attend the Florida PBIS Tier One training and work with staff for expectations in a structured monitoring system.

**PD Opportunity 1**

Identify Key personnel to become the trained PBIS team.

**Facilitator**

Florida's Positive Behavior Interventions & Support Project

**Participants**

Selected schools based on application

**Schedule**

On 6/15/2017

**G2.** As a school community, we will develop collaborative systems to identify, implement, and monitor supports aligned to the needs of all students.

**G2.B1** Lack of structured systems to allow collaboration

**G2.B1.S1** Identify team for Solution Tree PLC training and attend as a team to collaborate about 17-18 structures and systems

**PD Opportunity 1**

Identify staff to attend the Solution Tree's PLC institute and collaborative work to ensure a system of support is established for SLT, SIT, and PLCs

**Facilitator**

Solution Tree

**Participants**

Select staff; Title One schools

**Schedule**

On 7/13/2017

**G2.B2** Limited understanding and skills in effective collaboration

**G2.B2.S1** School Leadership Team attends district-managed SLT training throughout the year

**PD Opportunity 1**

SLT will attend the district's Leadership Training in September and December and implement accordingly

**Facilitator**

District Supervisors

**Participants**

School Leadership Teams

**Schedule**

Every 2 Months, from 9/25/2017 to 12/7/2017

**G2.B2.S3** Identify key teacher leaders to attend ECET2

**PD Opportunity 1**

Solicit classroom teacher leaders who want to make an impact without having to take a formal leadership role. Enroll them in the ECET2 training. Attend training and action plan with those in attendance.

**Facilitator**

The 4th Florida Statewide Elevating and Celebrating Effective Teachers and Teaching (ECET<sup>2</sup>) Convening

**Participants**

Select teacher teams from around the state

**Schedule**

On 6/20/2017

**G3.** As a school community, we will demonstrate evidence that our instructional staff will be planning, delivering, and monitoring instruction matched to the shifts and the rigor of the standards.

**G3.B1** Lack of knowledge and skills of the standards and the instructional shifts

**G3.B1.S1** Admin and Coaching Team to attend Standards Institute and identify implications of the learning for staff training

**PD Opportunity 1**

Register and attend the Institute and action plan from the new learning.

**Facilitator**

GreatMinds

**Participants**

Administration, coaches, and instructional staff

**Schedule**

Daily, from 6/25/2017 to 6/30/2017

**G3.B1.S5** School coaches will provide facilitated support to increase teachers' understanding of the standards and the shifts.

**PD Opportunity 1**

Coaches will work with PLCs and individual teachers to support teachers' growth in planning for instruction that is reflected in the Instructional Shifts.

**Facilitator**

Instructional Coaches

**Participants**

Instructional staff

**Schedule**

Weekly, from 9/1/2017 to 5/25/2018

## 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	Build out our Facebook and Twitter accounts	\$0.00
2	G1.B1.S2.A1	Teams create a BOY calendar for strategic parental communications (including academic and non-academic events).	\$0.00
3	G1.B1.S3.A1	Strategically identify monthly celebrations for the staff for recognition and encouragement.	\$0.00
4	G1.B2.S1.A1	Establish a monthly calendar of events for family and community engagement.	\$0.00
5	G1.B2.S2.A1	Use SAC membership resources to identify potential community partnerships to then reach out and share our need for mentoring and community support	\$0.00
6	G1.B3.S1.A1	Work with the district's Harmony coordinators for a 17-18 pilot.	\$0.00
7	G1.B3.S2.A1	As prescribed by the Harmony Pilot, ten campus champions will be identified to lead the work across the campus.	\$0.00
8	G1.B3.S3.A1	Ten staff members will attend the two-day Dr. Beegle Poverty training and three will attend the two day Poverty Coaching Institute. The Coaching team will make recommendations throughout the school year regarding implications and changes.	\$0.00
9	G1.B4.S1.A1	Identify Key personnel to become the trained PBIS team.	\$0.00
10	G1.B4.S2.A1	The PBIS team will use the Benchmarks of Quality tool to self-assess throughout the year and action plan accordingly.	\$0.00
11	G1.B4.S3.A1	The SLT will meet monthly to review school-wide behavioral data and decide next steps for our work.	\$0.00
12	G2.B1.S1.A1	Identify staff to attend the Solution Tree's PLC institute and collaborative work to ensure a system of support is established for SLT, SIT, and PLCs	\$0.00
13	G2.B1.S2.A1	After Solution Tree training, a subset of the SLT will create a calendar for SLT, SIT, and PLC work for the 17-18 school year.	\$0.00
14	G2.B1.S3.A1	Admin team will work with PLC training participants to identify effective membership for both the SLT and the School Intervention Team.	\$0.00
15	G2.B1.S4.A1	SLT will meet at least monthly to look at school-wide academic and behavioral data trends and problem-solve accordingly. This team will ensure tier one and tier two infrastructures are being implemented and monitor their success.	\$0.00
16	G2.B2.S1.A1	SLT will attend the district's Leadership Training in September and December and implement accordingly	\$0.00
17	G2.B2.S2.A1	Survey staff and identify staff who will increase their professional capacity and work to implement effective Professional Learning Communities	\$0.00
18	G2.B2.S3.A1	Solicit classroom teacher leaders who want to make an impact without having to take a formal leadership role. Enroll them in the ECET2 training. Attend training and action plan with those in attendance.	\$0.00

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19	G3.B1.S1.A1	Register and attend the Institute and action plan from the new learning.			\$0.00	
20	G3.B1.S2.A1	Share with the staff prioritized learning opportunities offered at the District Learning Symposium that align to our work.			\$0.00	
21	G3.B1.S3.A1	Use Title One funds to purchase both an ELA and Math ITC.			\$0.00	
22	G3.B1.S4.A1	School-based coaches will attend required District Coaching trainings throughout the year			\$0.00	
23	G3.B1.S5.A1	Coaches will work with PLCs and individual teachers to support teachers' growth in planning for instruction that is reflected in the Instructional Shifts.			\$0.00	
24	G3.B2.S1.A1	Administration will meet with teachers and/or teams to review quarterly data and problem-solve next steps.			\$0.00	
25	G3.B2.S2.A1	A schedule will be devised to ensure all instructional coaches are regularly working with teams to analyze and problem-solve around students' academic progress.			\$0.00	
26	G3.B2.S3.A1	A yearlong calendar will be established to reflect regular classroom observations to be followed up with facilitated reflections. The calendar will then be used to ensure timely feedback.			\$0.00	
27	G3.B2.S4.A1	Coaching staff will work with administration to develop a support system that is differentiated according to teacher needs. Frequency and intensity will align to the needed support. Differentiated data (rigor walks, observations, student data, etc.) will help drive the level of support.			\$0.00	
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0411 - Seven Springs Elementary School			\$0.00
<b>Total:</b>						<b>\$0.00</b>