

Pasco County Schools

Pasco Elementary School



2017-18 Schoolwide Improvement Plan

Pasco Elementary School

37350 FLORIDA AVE, Dade City, FL 33525

<https://pes.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	94%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	71%

School Grades History

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

It is the mission of our school to empower each and every child to realize his or her fullest potential, to become a responsible, productive citizen, and a life long learner.

b. Provide the school's vision statement.

Pasco Elementary's vision is to create a community which works together so that all students reach their highest potential.

2. School Environment

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

Pasco Elementary fosters relationships between teachers and students and learns about students' cultures by providing opportunities for families to engage in a variety of school activities during the school day as well as before/after the school day. Families are encouraged to volunteer, join SAC, PTO, attend school orientation days, open house, Title 1 meetings, awards/celebrations and parent/student/teacher progress meetings. Grade level teams plan and present grade level specific content during the school day and evenings to provide families with academic and social information based on the needs of our population. The information is delivered in English and Spanish. In addition, the art and music department presents performances throughout the year to hi-light our populations' multi-cultures and build relationships.

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

Pasco Elementary PBS team created a school-wide behavior matrix designed to ensure a consistent behavior expectation for all students to be safe, responsible and respectful. The behavior matrix specifically describes behavior expectations throughout the campus before, during and after school. The behavior matrix is visible throughout the school and clearly describes what safe, responsible and respectful behavior looks and sounds like in each setting. Teachers, staff and administration are responsible to model the strategies and provide opportunities for students to practice the strategies to ensure all students understand the school-wide expectations.

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.

Pasco Elementary has an active PBS team comprised of representatives from each grade level and department. Every year the Positive Behavior Team analyzes discipline data as well as teacher input to revise the Tier 1 school-wide behavior system. The staff is provided a flow chart that defines behaviors as either classroom managed or office managed and outlines steps a staff member is to follow in response to a classroom managed behavior. The staff is encouraged to document the antecedent, behavior and consequence prior to writing an office referral. Students who follow the school-wide behavior expectations earn panther points, which can be redeemed at the school store or

saved for a quarterly reward. The PBS team trains the staff on the behavior system at the beginning of the year.

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 who do not respond to the Tier 1 behavior supports are provided with targeted behavior interventions. Interventions may include individual or group counseling, social skills training, mentoring, or referrals to an outside agency for therapeutic support. Students needing Tier II or Tier III support are referred to the school based intervention team comprised of the classroom teacher, administration, guidance counselor, behavior specialist, school psychologist, social worker, nurse and parent. Based on the social-emotional needs of the student, an intervention plan is developed with a follow-up plan to determine the student's response to the intervention.

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%.
One or more suspensions

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	5	13	11	9	12	13	0	0	0	0	0	0	0	63
One or more suspensions	1	3	5	5	4	8	0	0	0	0	0	0	0	26
Course failure in ELA or Math	0	1	3	5	3	4	0	0	0	0	0	0	0	16
Level 1 on statewide assessment	0	0	0	0	15	19	0	0	0	0	0	0	0	34

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	2	1	0	4	8	0	0	0	0	0	0	15

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

Students who exhibited two or more early warning indicators are provided targeted interventions designed to improve school engagement, behavior and their academic performance. The classroom teachers, in addition with the ESE and intervention teachers, provide specialized instructional strategies and structures as scaffolds to support struggling students. Collaborative teaching teams analyze data from unit assessments, IRLA, discovery education and common formative assessments to engage in problem-solving and determine instructional focus to meet students' academic needs. The students services team, behavior specialist and SSAP teacher analyze student engagement data on a quarterly basis to determine appropriate level of support. Students who are at risk or off-track

due to attendance or behavior are monitored daily with a check-in and check-out system in addition to receiving small group and individual counseling as needed.

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

We will increase the active engagement of parents in school related activities to support our students in preparation for college, career and life readiness. Please refer to the Parent Involvement Plan for Pasco Elementary School.

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.

Pasco Elementary's Parent-Teacher Organization, Parent Involvement Assistant and Drop-out Prevention Teacher actively connect with local businesses and community organizations for the purpose of securing support for the school and students. Local businesses and community organizations provide volunteers, guest speakers and academic resources, all of which are aligned to student achievement.

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
Green, Nena	Principal
Karpe, Amy	Teacher, K-12
Mitchell, Elizabeth	Instructional Coach
Smith, Lisa	Teacher, K-12
Boise, Lorraine	Instructional Technology
Polk, Jean Marie	Teacher, ESE
Betz, Lindsay	Instructional Coach
Austin, Jennifer	Teacher, K-12
Fiscus, Joann	Teacher, K-12
Meredith, Lori	Teacher, K-12
Edwards-Hart, Maria	Teacher, K-12
Zindel, Kathryn	Teacher, K-12
Kent, Christopher	Attendance/Social Work

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 analyzes current data including relevant demographic information, school-wide and grade level achievement data, progress monitoring data, student, staff and parent surveys as well as disaggregated data to make recommendations for school improvement. Grade level facilitators lead their team to problem-solve within all three tiers, plan for and respond to learning. School-based coaches gather resources for support within all three tiers, follow up on individual student progress and identify professional development needs in order for interventions to be successful and provide coaching/mentoring support to strengthen core. Administration develops the infrastructure to support MTSS, monitors to ensure fidelity of interventions and allocates resources to support grade level and school-wide plans.

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.

Members of the School Leadership Team work collaboratively to ensure the MTSS infrastructures are coordinated throughout the school. The leadership team meets bi-monthly using universal screening data to problem-solve at the school level. The team examines the effectiveness of the MTSS infrastructure, shares relevant grade level data and identifies areas for professional development to support core instruction. The grade level teams meet weekly as a PLC to review assessment data, address the effectiveness of their core instruction, plan for and respond to student learning, and problem-solve to develop plans for students needing Tier II and Tier III support. The school-based intervention team meets weekly to problem-solve individual students' needs at the Tier III level.

Title I funding will be used to provide professional development opportunities and coaching to teachers and staff to address the specific academic achievement needs of the school. Title I funds will be used to provide extension activities through interest clubs in grades K-5.

Title III funds will be coordinated with Title I funds to purchase Imagine Software to provide extra support to English Language Learners (ELLs) and to assist ELLs to meet the academic content and English proficiency standards.

SAI funds will be coordinated with Title I-Part D funds to provide extended school year opportunities for Level 1 readers.

Migrant funding will be used to provide Instructional Assistants to service migrant and/or homeless students and to provide academic support and social services to students on the Priority for Services list.

District homeless social worker provides resources (clothing, school supplies, social services, referrals) for students identified as homeless to eliminate barriers for a free and appropriate education.

The guidance department provides developmentally appropriate lessons to students in K-5 in violence prevention. The Sheriff Department provides an "Officer Friendly" to present Gang Resistance programs to students throughout the year.

Student Nutrition Services provides free breakfast to all students. Lunch is free to eligible students.

Head Start is available to eligible families to prepare Pre-K students for Kindergarten.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Nena Green	Principal
Nena Green	Principal
Chris Kent	Education Support Employee
Mary Grace Sabella	Education Support Employee
Lindsay Betz	Education Support Employee
Heather Simpson	Education Support Employee
Sonia Martinez	Parent
Bridget Best	Parent
Katherine Davis	Parent
Lyle Freijo	Business/Community
Kathy Bolt	Education Support Employee
Amy Karppe	Student
Tiffany Gocsik	Principal
	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

Throughout the 2017-18 school year the SAC committee was given the opportunity to review the School Improvement Plan and provide input based on current data. Input from the SAC was used to make revisions and provided guidance for the development of the 2017-18 school improvement plan.

b. Development of this school improvement plan

During the 2016-17 school year the SAC members participated in data analysis, brainstorming and problem-solving connected to the development of the 2017-18 School Improvement Plan. Specifically, the SAC members focused their work on one of the early warning indicators (absences), transition to middle school, and motivation to increase to student achievement.

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

The school advisory council provided input on the 2017-18 annual Title 1 budget and Title 1 plan after analyzing assessment data and teacher/student surveys. Based on SAC input, members of the leadership team developed the 2017-18 Title 1 plan.

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

Student Planners - \$1500.00
Spirit Sticks for Student Motivation - \$1500.00

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
Green, Nena	Principal
Karppe, Amy	Teacher, K-12
Mitchell, Elizabeth	Instructional Coach
Austin, Jennifer	Teacher, K-12
Boise, Lorraine	Instructional Technology
Polk, Jean Marie	Teacher, ESE
Gocsik, Tiffany	Assistant Principal

b. Duties

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

The lead literacy team is charged with prioritizing and developing staff development needs, developing and monitoring the SIP's literacy goals, analyzing data and communicating the school's literacy priorities connected to ELA-Florida Standards.

The lead literacy team will support planning for integrated research and inquiry projects connected to ELA-Florida Standards.

The lead literacy team will share strategies and instructional routines that promote independent reading and student goal setting in response to teacher feedback.

The lead literacy team will share effective strategies that support writing across content areas with a focus on using evidence from the text to support their answers and deepen their comprehension of the standards.

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.

Grade level teams work as a professional learning community and are provided extended time each week to plan, reflect and respond to student learning based on common assessments. PLC facilitators have participated in extensive training designed to build their facilitation skills to ensure their teams have the foundational tools for effective collaboration. In addition, the collaborative teams are provided embedded PD to build their capacity for intentional planning, collective inquiry, analyzing data and responding to assessment results in order to impact student achievement.

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 Resource and Educator Quality carefully screens all applicants. Beginning teachers are assigned to highly qualified teachers, who are trained as a mentors to provide support, resources and advice throughout their first year. In addition, all teachers are provided staff development and coaching opportunities to meet their individual professional needs.

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

Ongoing support is provided to beginning teachers and veteran teachers who are new to a grade level. Beginning teachers are assigned to highly qualified teachers, who are trained as a mentors, to provide support, resources and advice throughout the first year. Veteran teachers new to a specific grade level, or who through evaluation and self reflection require coaching support, are paired with highly qualified teachers to provide feedback and coaching for the purpose of continuous improvement. In addition, all teachers are provided time and opportunities to observe highly effective teachers and participate in professional development to meet their individual professional needs. PES New Teacher Support will be embedded into monthly regional support that is provided by the PD specialist.

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.

Pasco Elementary's core instructional program and materials are aligned to the Florida standards. PLCs and planning sessions require teachers to engage in unpacking standards, intentionally planning for effective instructional strategies and developing common assessments to ensure instruction is aligned to the rigor of the standards. During this time teachers will begin to look at student work samples to ensure instruction is meeting the needs of students. Students engage in learning content using district supported curriculum plans, pacing guides, scientifically-based researched programs and assessments in order to ensure students master grade level standards. All students are provided a 90-minute uninterrupted reading block within their integrated literacy block as well as a STEM block. In addition, students who do not respond to the Core instructional program are provided an additional intensive intervention with frequent progress monitoring.

To address the needs of the high ELL population at PES, WIDA will be used to level students and create strategic class placement for students. Support for teachers with incorporating ELL strategies will be embedded into the unit planning and coaching cycles.

Pasco County Schools will continue to partner with American Reading Company (ARC) to support and coach reading instruction. Implementing ARC's Independent Reading Level Assessment framework (IRLA) in each classroom K-5 will allow the staff to determine a student's current level of reading proficiency, diagnose areas of strength and weakness, formulate an action plan for next steps, and track progress while becoming experts in reading and the Florida Standards. This framework, tailored to identify and target student strengths and deficiencies, will address the needs of all subgroups in the school and will include intensive support for struggling readers.

The implementation of IRLA will include comprehensive and ongoing professional development for the staff. The professional development will consist of coaching with timely feedback, peer observations, team/department study groups, the use of diagnostic data, design of intervening instruction for data identified gap(s) in individual readers at all levels, conferencing skills for use with individual students, building reading stamina, and small group mini-lessons.

Pasco County Schools will be partnering with Great Minds to implement Eureka Math. Eureka Math offers a comprehensive suite of curriculum, in-depth professional development, texts, tools, and support materials that work together to provide teachers, parents, and students with a cohesive approach to the ultimate goal: students who are not merely literate, but fluent, in mathematics. Eureka Math was developed specifically to meet the new standards. It is a comprehensive curriculum that emphasizes deeper learning, critical thinking, and conceptual understanding of math.

The plan to implement Eureka Math is a three layered approach that includes district, regional, and school support. The district will provide monthly coaching support to the math coach, develop a curriculum guide for teachers, develop a communication guide for parents, and conduct frequent check-ins with the school to monitor implementation and determine needs for additional support. The regional supports include side by side coaching with the math coach, assistance with parent communications, and support with data analysis. At the school level, coaching support will be provided to each teacher implementing Eureka Math, all features of the Eureka Math program will be utilized, and PLCs will use the guiding questions to incorporate Eureka Math into planning and responding to teaching and learning.

A strategic approach to writing instruction will be used to improve writing skills with students in need and to enrich writing skills of those students who are strong writers. Instructional staff will participate in modeling and side by side coaching to build upon their knowledge of best practices in writing strategies across content areas. ReadyGen materials will be used to support students' reading and writing in response to text.

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.

All grade level schedules include a 30 minute differentiated instructional time designed to provide intensive support to students who are not responding to the Core. Collaborative teaching teams analyze data from unit assessments, IRLA, discovery education and common formative assessments to engage in problem-solving to determine an instructional focus to meet students' needs. The classroom teachers in addition with the ESE and intervention teachers provide specialized instructional strategies and structures as scaffolds to support struggling students.

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: 1,800

An after school ELA program is offered to 3rd grade students designed to provide opportunities for students to have interventions to help support them in reading.

Strategy Rationale

Students engage in interventions that will help them increase their reading and show academic achievement in reading assessments and IRLA.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Green, Nena, ngreen@pasco.k12.fl.us

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

District ELA assessments will be analyzed to determine progress from Quarter 1 to Quarter 3.
IRLA

Strategy: After School Program

Minutes added to school year: 2,512

Provide financial compensation for all instructional staff to engage in additional PLC, professional development, and planning.

Strategy Rationale

PLCs play a critical role in all of this focused work. A PLC is ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators (Dufour, 2006).

A trio of researchers conducted a study of the teaching staffs in 24 schools to determine elements that contributed to the formation of strong professional learning communities (PLCs) and identified collaboration time as the most powerful factor, explaining 70 percent of the variation between schools in their relative strength of PLCs (Louis, et al, 1996). Separate research has found that in schools with well-developed PLCs students performed better in reading, math, science and history (Newman & Wehlage, 1995).

The PLC focus on results leads each team to develop and pursue measurable improvement goals that are aligned to school and district goals for learning. It also drives teams to create a series of common formative assessments that are administered to students multiple times throughout the year to gather ongoing evidence of student learning. Team members review the results from these assessments in an effort to identify and address program concerns (areas of learning where many students are experiencing difficulty). They also examine the results to discover strengths and weaknesses in their individual teaching in order to learn from one another. Most importantly, the assessments are used to identify students who need additional time and support for learning. Frequent common formative assessments represent one of the most powerful tools in the PLC arsenal (Dufour, Dufour, Eaker & Many, 2006).

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Green, Nena, ngreen@pasco.k12.fl.us

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

student learning outcome 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.

At Pasco Elementary School, all Kindergarten students are assessed upon entering Kindergarten in order to determine individual and group needs to assist in the development of effective, rigorous instruction. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge and Phonological Awareness/Processing. Screening data

will be collected and aggregated by mid September, 2017. Data will be used to plan daily academic developmental instruction for all students and for groups or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavior instruction will include daily explicit instruction, modeling, guided practice, and independent practice of all academic and /or social emotional skills identified by screening data. Specific screening tools our school will use include: IRLA, FLKRS.

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.

N/A

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

N/A

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

N/A

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.

N/A

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If students feel safe and a sense of belonging then academic engagement and average daily attendance will increase.

- G2.** PES will provide rigorous standards based learning experiences within the multi-tiered systems of support and will monitor for understanding.

Strategic Goals Detail

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

G1. If students feel safe and a sense of belonging then academic engagement and average daily attendance will increase. 1a

G096383

Targets Supported 1b

Indicator	Annual Target
Attendance rate	90.0
Discipline incidents	150.0
School Climate Survey - Student	80.0

Targeted Barriers to Achieving the Goal 3

- School wide expectations are not in place for student behavior
- Student attendance hinders student achievement

Resources Available to Help Reduce or Eliminate the Barriers 2

- PBS Committee
- School Attendance and Behavior Celebrations
- School Counselor - Elise Johnson
- SSAP - Chris Kent

Plan to Monitor Progress Toward G1. 8

EWS system data will be collected monthly and myStudent data to determine students and classrooms that are progressing toward the goal

Person Responsible

Christopher Kent

Schedule

Monthly, from 9/14/2017 to 5/25/2018

Evidence of Completion

EWS data, myStudent data, check in check out

G2. PES will provide rigorous standards based learning experiences within the multi-tiered systems of support and will monitor for understanding. 1a

G096384

Targets Supported 1b

Indicator	Annual Target
School Climate Survey - Student	75.0
FSA Mathematics Achievement	50.0
FCAT 2.0 Science Proficiency	50.0
FSA ELA Achievement	50.0

Targeted Barriers to Achieving the Goal 3

- Lack of understanding of the standards and multi-tiered systems of support is a barrier for Core instruction as well as interventions

Resources Available to Help Reduce or Eliminate the Barriers 2

- Extended planning time
- Knowledge of the Florida State Standards
- ITC - ELA
- LDC - Learning Design Coach
- ITC - Math
- Science Intervention Teacher

Plan to Monitor Progress Toward G2. 8

Monitor student progress with walk through data, weekly data in PLC's, monthly data meetings, and observational data.

Person Responsible

Tiffany Gocsik

Schedule

Monthly, from 9/21/2017 to 5/25/2018

Evidence of Completion

Increase of student scores on formative and summative assessments including district fluency assessments and unit assessments will demonstrate an instructional understanding of the standards, which transfers into the planning and instruction for students.

Plan to Monitor Progress Toward G2. 8

Monitor student progress during monthly data shares, analyze walk through data, and collect observational data during PLCs.

Person Responsible

Nena Green

Schedule

Monthly, from 9/14/2017 to 5/25/2018

Evidence of Completion

Monthly growth made on IRLA and increase in math fluency will increase students being on target for each grade level and increase student scores on assessments.

Action Plan for Improvement

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. If students feel safe and a sense of belonging then academic engagement and average daily attendance will increase. 1

G096383

G1.B1 School wide expectations are not in place for student behavior 2

B259332

G1.B1.S1 Students learn in a classroom/school that has order. (DQ 6, 7, 8 and 9). 4

S274681

Strategy Rationale

Student achievement will increase in a classroom when there are clear expectations that are followed by students and staff.

Action Step 1 5

Create and communicate behavior expectations explicitly the first nine weeks of school. (classroom and cafeteria)

Person Responsible

Nena Green

Schedule

Weekly, from 8/14/2017 to 8/14/2017

Evidence of Completion

Behavior Expectations and flowchart

Action Step 2 5

Provide professional learning for staff members on the school wide expectations and behavior scope and sequence.

Person Responsible

Christopher Kent

Schedule

Semiannually, from 8/7/2017 to 1/9/2018

Evidence of Completion

Powerpoint, agendas, sign in sheets

Action Step 3 5

Plan and implement school store and celebrations

Person Responsible

Nena Green

Schedule

Daily, from 8/15/2017 to 5/25/2018

Evidence of Completion

calendar of events, school store

Action Step 4 5

School wide common system for managing behavior

Person Responsible

Nena Green

Schedule

On 8/18/2017

Evidence of Completion

classroom management plan

Action Step 5 5

Implement check in and check out consistently across school for at-risk students (identifying, monitoring, and graduating) Tier III

Person Responsible

Christopher Kent

Schedule

Daily, from 10/16/2017 to 5/25/2018

Evidence of Completion

List of students in check in check out, monthly monitoring sheet, graduating list

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

PBS Committee will meet monthly to analyze data and refine the expectations as needed

Person Responsible

Tiffany Gocsik

Schedule

Monthly, from 8/25/2017 to 5/25/2018

Evidence of Completion

Monthly EWS data and check in check out monitoring sheets will be collected and analyzed monthly by PBS team and Administration

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

Administration will monitor the use of the school wide expectations through walk throughs and observations.

Person Responsible

Tiffany Gocsik

Schedule

Weekly, from 10/16/2017 to 5/25/2018

Evidence of Completion

Walk through data, EWS data per classroom

G1.B1.S2 Students develop good character **4**

 S274682

Strategy Rationale

Students will learn to be good citizens in the school setting.

Action Step 1 **5**

Character traits will be presented to staff and students based on the behavior expectations.

Person Responsible

Christopher Kent

Schedule

Monthly, from 8/15/2017 to 5/26/2018

Evidence of Completion

Character traits will be displayed in classrooms and seen in walkthroughs

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

Charts posted in classrooms, monthly data meetings with teachers

Person Responsible

Nena Green

Schedule

Monthly, from 8/15/2017 to 5/25/2018

Evidence of Completion

Walk through data will be collected

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

Walk throughs, myStudent, myEWS data will be used to monitor the effectiveness

Person Responsible

Christopher Kent

Schedule

Monthly, from 9/14/2017 to 5/25/2018

Evidence of Completion

Walk through data

G1.B2 Student attendance hinders student achievement 2

B259333

G1.B2.S1 Student attendance is supported through a tiered system of support. 4

S274683

Strategy Rationale

Increase student attendance will increase student achievement

Action Step 1 5

Utilize 2016-2017 data to determine which students have excessive absences. (off-track)

Person Responsible

Christopher Kent

Schedule

On 10/31/2017

Evidence of Completion

EWS

Action Step 2 5

Create student ownership in attendance by having at-risk students track their own daily attendance.

Person Responsible

Nena Green

Schedule

Daily, from 10/17/2017 to 5/25/2018

Evidence of Completion

Student sign in sheet

Action Step 3 5

Communicate our EWS attendance data daily on bulletin board and monthly at our family night events and on the marquee.

Person Responsible

Tiffany Gocsik

Schedule

Daily, from 10/17/2017 to 5/25/2018

Evidence of Completion

Calendar of events and marquee

Action Step 4 5

Celebrate students who are on track for attendance in the classroom and school-wide.

Person Responsible

Tiffany Gocsik

Schedule

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

Evidence of Completion

Calendar of events, EWS, myStudent data

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

Attendance data will be analyzed monthly

Person Responsible

Christopher Kent

Schedule

Monthly, from 9/14/2017 to 5/25/2018

Evidence of Completion

EWS, myStudent, and check in check out attendance data

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

Analyze the check in check out attendance log to ensure students are checking in daily

Person Responsible

Christopher Kent

Schedule

Weekly, from 10/17/2017 to 5/26/2018

Evidence of Completion

check in check our log

G2. PES will provide rigorous standards based learning experiences within the multi-tiered systems of support and will monitor for understanding. **1**

 G096384

G2.B1 Lack of understanding of the standards and multi-tiered systems of support is a barrier for Core instruction as well as interventions **2**

 B259334

G2.B1.S1 Deepen our knowledge of standards across all content areas **4**

 S274684

Strategy Rationale

By deepening our knowledge of standards staff will have a better understanding of what the expectations are and be able to make better instructional decisions.

Action Step 1 **5**

Instructional staff will participate in PD to build their knowledge of best practice writing strategies across content areas.

Person Responsible

Elizabeth Mitchell

Schedule

Monthly, from 8/1/2017 to 5/25/2018

Evidence of Completion

agendas, sign in sheets, power point presentation

Action Step 2 **5**

Provide opportunities for students to write in all content areas.

Person Responsible

Elizabeth Mitchell

Schedule

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

Evidence of Completion

Monthly writing samples will be collected from each student.

Action Step 3 5

STEM ITC and STEM Interventionist will meet with grade level PLC's to unpack standards and intentionally plan for students to engage in mathematical problem solving using mathematical practice strategies using Eureka math.

Person Responsible

Lindsay Betz

Schedule

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

Evidence of Completion

PLC minutes, agendas, lesson plans, walk through data

Action Step 4 5

Instructional staff will attend district Science trainings for better understanding of the standards, Unit planning and implement strategies in the classroom.

Person Responsible

Cayla Repass

Schedule

Quarterly, from 10/2/2017 to 5/25/2018

Evidence of Completion

sign in sheets, power point presentation, lesson, plans, walk through data

Action Step 5 5

ELA ITC and LDC will meet with grade level PLC's to unpack standards and intentionally plan for students to engage in rigorous differentiated instruction.

Person Responsible

Elizabeth Mitchell

Schedule

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

Evidence of Completion

PLC minutes, agendas, lesson plans, walk through data

Action Step 6 5

ELL teacher will meet with targeted PLC's to implement WIDA MPI (Model Performance Indicators) to intentionally plan for ELL's.

Person Responsible

Elizabeth Mitchell

Schedule

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

Evidence of Completion

PLC minutes, agendas, lesson plans, walk through data

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

Walk throughs will be conducted by administration to observe the understanding of the standards from PLC and PD through the level of instruction being taught

Person Responsible

Nena Green

Schedule

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

Evidence of Completion

Professional development powerpoint and notes, sign in sheets, walk through data, PLC minutes

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

Administrators will collect PLC artifacts, notes, protocols, and lesson plans

Person Responsible

Nena Green

Schedule

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

Evidence of Completion

PLC artifacts and notes, lesson plans, and observational data will be collected and demonstrate that students are provided opportunities write across the curricular areas.

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

Collect and analyze walk through data for ELA, STEM, and Science

Person Responsible

Nena Green

Schedule

Monthly, from 8/15/2017 to 5/26/2018

Evidence of Completion

Observational data and formative and summative assessments will indicate that instructional staff have gained knowledge of the standards and are responding effectively to grade level assessments.

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

Administrators and coaches will monitor/analyze student writing samples

Person Responsible

Elizabeth Mitchell

Schedule

Monthly, from 8/15/2017 to 5/26/2018

Evidence of Completion

Increase of student scores based on common writing rubrics and formative and summative assessments will demonstrate that students are engaged in writing across curricular areas.

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

Administrators and coaches will monitor/analyze IRLA data

Person Responsible

Amy Karppe

Schedule

Biweekly, from 8/15/2017 to 5/26/2018

Evidence of Completion

IRLA data will be collected and analyzed biweekly to determine students showing the monthly growth and those that are not. This will also indicate which teachers will need more support.

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

Administrators and coaches will monitor/analyze student math fluency with Eureka math

Person Responsible

Lindsay Betz

Schedule

Monthly, from 8/15/2017 to 5/26/2018

Evidence of Completion

Math fluency data will be collected monthly and analyzed to determine students math achievement

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

Administrators and coaches will monitor/analyze data within the sub groups - ELL and ESE

Person Responsible

Nena Green

Schedule

Monthly, from 8/15/2017 to 5/26/2018

Evidence of Completion

Data will be collected and analyzed for ELL and ESE students to determine the academic growth with students

G2.B1.S2 Refine PLC to prioritize time for examining student work samples. 4

S274685

Strategy Rationale

By focusing the PLC on examining student work samples staff are able to make better instructional decisions for students needs.

Action Step 1 5

Refine protocols for examining student work samples.

Person Responsible

Nena Green

Schedule

Weekly, from 8/7/2017 to 5/26/2018

Evidence of Completion

Power point presentations, PLC meeting minutes, grade level protocols

Action Step 2 5

Use the PLC guiding questions to guide our work.

Person Responsible

Tiffany Gocsik

Schedule

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

Evidence of Completion

PLC Meeting notes

Action Step 3 5

Consistently utilize protocols in PLC's to reflect on and prepare for future supports needed.

Person Responsible

Lindsay Betz

Schedule

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

Evidence of Completion

PLC meeting notes, protocols

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

PLC artifacts, notes, protocols, and lesson plans are all uploaded to OneDrive weekly

Person Responsible

Nena Green

Schedule

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

Evidence of Completion

PLC artifacts and notes, lesson plans, and observational data will provide evidence that teachers have shift their PLC to focus on student work samples which will impact their planning for instruction.

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

Administration will monitor and analyze formative and summative assessments and observational data.

Person Responsible

Nena Green

Schedule

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

Evidence of Completion

Increase of student scores on formative and summative assessments will show by focusing on examining student work in PLC's teachers are able to provide students with instruction based on what they need.

G2.B1.S3 Provide engaging activities to support grade level task and increase student engagement. 4

S274686

Strategy Rationale

Differentiation will provide opportunities to meet the needs of all students regardless if they are performing on, below, or above grade level expectations.

Action Step 1 5

Provide professional development to instructional staff on Kagan and AVID strategies

Person Responsible

Elizabeth Mitchell

Schedule

Quarterly, from 7/31/2017 to 5/25/2018

Evidence of Completion

Powerpoint presentation and sign in sheets

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

Classroom walk throughs

Person Responsible

Tiffany Gocsik

Schedule

Weekly, from 10/2/2017 to 5/25/2018

Evidence of Completion

walk through data

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

Engagement strategies will be utilized in staff PD to remind teachers of different strategies to use

Person Responsible

Elizabeth Mitchell

Schedule

Monthly, from 10/6/2017 to 5/25/2018

Evidence of Completion

Meeting agendas, power point presentations, sign in sheets, walk through data

G2.B1.S4 Students participate in aligned interventions. 4

S274687

Strategy Rationale

Providing students with aligned interventions will help meet the needs of all students through tiered supports.

Action Step 1 5

Establish SIT team to focus on Tiers of support

Person Responsible

Nena Green

Schedule

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

Evidence of Completion

SIT roster, meeting minutes

Action Step 2 5

Monitor the fidelity of the intervention plans.

Person Responsible

Nena Green

Schedule

Monthly, from 9/6/2017 to 5/26/2018

Evidence of Completion

intervention logs

Action Step 3 5

Discuss the progress of ESE and ELL students each quarter to progress monitor for individualized supports.

Person Responsible

Jean Marie Polk

Schedule

Monthly, from 9/8/2016 to 5/25/2018

Evidence of Completion

IRLA data, quarterly data

Action Step 4 5

Provide MTSS professional development for instructional staff and have follow up PD throughout the year.

Person Responsible

Amy Karppe

Schedule

Quarterly, from 7/31/2017 to 5/25/2018

Evidence of Completion

Power point presentations, pd calendar, sign in sheets, presentation notes

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

Walk throughs will be conducted to insure students are receiving interventions

Person Responsible

Nena Green

Schedule

Monthly, from 10/2/2017 to 5/26/2018

Evidence of Completion

intervention logs, walk through data

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

Monthly meetings will be held to analyze data and interventions of students receiving Tier III support.

Person Responsible

Nena Green

Schedule

Monthly, from 9/14/2017 to 5/26/2018

Evidence of Completion

IRLA data, formative assessment data, quarterly check data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B1.S1.A1 A368739	Create and communicate behavior expectations explicitly the first nine weeks of school. (classroom...	Green, Nena	8/14/2017	Behavior Expectations and flowchart	8/14/2017 weekly
G1.B1.S1.A4 A368742	School wide common system for managing behavior	Green, Nena	8/15/2017	classroom management plan	8/18/2017 one-time
G1.B2.S1.A1 A368745	Utilize 2016-2017 data to determine which students have excessive absences. (off-track)	Kent, Christopher	10/16/2017	EWS	10/31/2017 one-time
G1.B1.S1.A2 A368740	Provide professional learning for staff members on the school wide expectations and behavior scope...	Kent, Christopher	8/7/2017	Powerpoint, agendas, sign in sheets	1/9/2018 semiannually
G1.MA1 M396488	EWS system data will be collected monthly and myStudent data to determine students and classrooms...	Kent, Christopher	9/14/2017	EWS data, myStudent data, check in check out	5/25/2018 monthly
G2.MA1 M396502	Monitor student progress with walk through data, weekly data in PLC's, monthly data meetings, and...	Gocsik, Tiffany	9/21/2017	Increase of student scores on formative and summative assessments including district fluency assessments and unit assessments will demonstrate an instructional understanding of the standards, which transfers into the planning and instruction for students.	5/25/2018 monthly
G2.MA2 M396503	Monitor student progress during monthly data shares, analyze walk through data, and collect...	Green, Nena	9/14/2017	Monthly growth made on IRLA and increase in math fluency will increase students being on target for each grade level and increase student scores on assessments.	5/25/2018 monthly
G1.B1.S1.MA1 M396482	Administration will monitor the use of the school wide expectations through walk throughs and...	Gocsik, Tiffany	10/16/2017	Walk through data, EWS data per classroom	5/25/2018 weekly
G1.B1.S1.MA1 M396483	PBS Committee will meet monthly to analyze data and refine the expectations as needed	Gocsik, Tiffany	8/25/2017	Monthly EWS data and check in check out monitoring sheets will be collected and analyzed monthly by PBS team and Administration	5/25/2018 monthly
G1.B1.S1.A3 A368741	Plan and implement school store and celebrations	Green, Nena	8/15/2017	calendar of events, school store	5/25/2018 daily
G1.B1.S1.A5 A368743	Implement check in and check out consistently across school for at-risk students (identifying....	Kent, Christopher	10/16/2017	List of students in check in check out, monthly monitoring sheet, graduating list	5/25/2018 daily
G1.B2.S1.MA1 M396487	Attendance data will be analyzed monthly	Kent, Christopher	9/14/2017	EWS, myStudent, and check in check out attendance data	5/25/2018 monthly
G1.B2.S1.A2 A368746	Create student ownership in attendance by having at-risk students track their own daily attendance.	Green, Nena	10/17/2017	Student sign in sheet	5/25/2018 daily
G1.B2.S1.A3 A368747	Communicate our EWS attendance data daily on bulletin board and monthly at our family night events...	Gocsik, Tiffany	10/17/2017	Calendar of events and marquee	5/25/2018 daily
G1.B2.S1.A4 A368748	Celebrate students who are on track for attendance in the classroom and school-wide.	Gocsik, Tiffany	9/29/2017	Calendar of events, EWS, myStudent data	5/25/2018 monthly
G2.B1.S1.MA1 M396494	Walk throughs will be conducted by administration to observe the understanding of the standards...	Green, Nena	8/14/2017	Professional development powerpoint and notes, sign in sheets, walk through data, PLC minutes	5/25/2018 weekly
G2.B1.S1.MA2 M396495	Administrators will collect PLC artifacts, notes, protocols, and lesson plans	Green, Nena	8/14/2017	PLC artifacts and notes, lesson plans, and observational data will be collected and demonstrate that students are	5/25/2018 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
				provided opportunities write across the curricular areas.	
G2.B1.S1.A1 A368749	Instructional staff will participate in PD to build their knowledge of best practice writing...	Mitchell, Elizabeth	8/1/2017	agendas, sign in sheets, power point presentation	5/25/2018 monthly
G2.B1.S1.A2 A368750	Provide opportunities for students to write in all content areas.	Mitchell, Elizabeth	8/14/2017	Monthly writing samples will be collected from each student.	5/25/2018 monthly
G2.B1.S1.A3 A368751	STEM ITC and STEM Interventionist will meet with grade level PLC's to unpack standards and...	Betz, Lindsay	8/7/2017	PLC minutes, agendas, lesson plans, walk through data	5/25/2018 weekly
G2.B1.S1.A4 A368752	Instructional staff will attend district Science trainings for better understanding of the...	Repass, Cayla	10/2/2017	sign in sheets, power point presentation, lesson, plans, walk through data	5/25/2018 quarterly
G2.B1.S1.A5 A368753	ELA ITC and LDC will meet with grade level PLC's to unpack standards and intentionally plan for...	Mitchell, Elizabeth	8/7/2017	PLC minutes, agendas, lesson plans, walk through data	5/25/2018 weekly
G2.B1.S1.A6 A368754	ELL teacher will meet with targeted PLC's to implement WIDA MPI (Model Performance Indicators) to...	Mitchell, Elizabeth	8/7/2017	PLC minutes, agendas, lesson plans, walk through data	5/25/2018 weekly
G1.B1.S2.MA1 M396484	Walk throughs, myStudent, myEWS data will be used to monitor the effectiveness	Kent, Christopher	9/14/2017	Walk through data	5/25/2018 monthly
G1.B1.S2.MA1 M396485	Charts posted in classrooms, monthly data meetings with teachers	Green, Nena	8/15/2017	Walk through data will be collected	5/25/2018 monthly
G2.B1.S2.MA1 M396496	Administration will monitor and analyze formative and summative assessments and observational data.	Green, Nena	8/14/2017	Increase of student scores on formative and summative assessments will show by focusing on examining student work in PLC's teachers are able to provide students with instruction based on what they need.	5/25/2018 quarterly
G2.B1.S2.MA1 M396497	PLC artifacts, notes, protocols, and lesson plans are all uploaded to OneDrive weekly	Green, Nena	8/14/2017	PLC artifacts and notes, lesson plans, and observational data will provide evidence that teachers have shift their PLC to focus on student work samples which will impact their planning for instruction.	5/25/2018 monthly
G2.B1.S2.A2 A368756	Use the PLC guiding questions to guide our work.	Gocsik, Tiffany	8/7/2017	PLC Meeting notes	5/25/2018 weekly
G2.B1.S2.A3 A368757	Consistently utilize protocols in PLC's to reflect on and prepare for future supports needed.	Betz, Lindsay	8/7/2017	PLC meeting notes, protocols	5/25/2018 weekly
G2.B1.S3.MA1 M396498	Engagement strategies will be utilized in staff PD to remind teachers of different strategies to use	Mitchell, Elizabeth	10/6/2017	Meeting agendas, power point presentations, sign in sheets, walk through data	5/25/2018 monthly
G2.B1.S3.MA1 M396499	Classroom walk throughs	Gocsik, Tiffany	10/2/2017	walk through data	5/25/2018 weekly
G2.B1.S3.A1 A368758	Provide professional development to instructional staff on Kagan and AVID strategies	Mitchell, Elizabeth	7/31/2017	Powerpoint presentation and sign in sheets	5/25/2018 quarterly
G2.B1.S4.A1 A368759	Establish SIT team to focus on Tiers of support	Green, Nena	8/14/2017	SIT roster, meeting minutes	5/25/2018 biweekly
G2.B1.S4.A3 A368761	Discuss the progress of ESE and ELL students each quarter to progress monitor for individualized...	Polk, Jean Marie	9/8/2016	IRLA data, quarterly data	5/25/2018 monthly
G2.B1.S4.A4 A368762	Provide MTSS professional development for instructional staff and have follow up PD throughout the...	Karppe, Amy	7/31/2017	Power point presentations, pd calendar, sign in sheets, presentation notes	5/25/2018 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.B2.S1.MA1 M396486	Analyze the check in check out attendance log to ensure students are checking in daily	Kent, Christopher	10/17/2017	check in check our log	5/26/2018 weekly
G2.B1.S1.MA1 M396489	Collect and analyze walk through data for ELA, STEM, and Science	Green, Nena	8/15/2017	Observational data and formative and summative assessments will indicate that instructional staff have gained knowledge of the standards and are responding effectively to grade level assessments.	5/26/2018 monthly
G2.B1.S1.MA5 M396490	Administrators and coaches will monitor/analyze student writing samples	Mitchell, Elizabeth	8/15/2017	Increase of student scores based on common writing rubrics and formative and summative assessments will demonstrate that students are engaged in writing across curricular areas.	5/26/2018 monthly
G2.B1.S1.MA6 M396491	Administrators and coaches will monitor/analyze IRLA data	Karpe, Amy	8/15/2017	IRLA data will be collected and analyzed biweekly to determine students showing the monthly growth and those that are not. This will also indicate which teachers will need more support.	5/26/2018 biweekly
G2.B1.S1.MA7 M396492	Administrators and coaches will monitor/analyze student math fluency with Eureka math	Betz, Lindsay	8/15/2017	Math fluency data will be collected monthly and analyzed to determine students math achievement	5/26/2018 monthly
G2.B1.S1.MA8 M396493	Administrators and coaches will monitor/analyze data within the sub groups - ELL and ESE	Green, Nena	8/15/2017	Data will be collected and analyzed for ELL and ESE students to determine the academic growth with students	5/26/2018 monthly
G1.B1.S2.A1 A368744	Character traits will be presented to staff and students based on the behavior expectations.	Kent, Christopher	8/15/2017	Character traits will be displayed in classrooms and seen in walkthroughs	5/26/2018 monthly
G2.B1.S2.A1 A368755	Refine protocols for examining student work samples.	Green, Nena	8/7/2017	Power point presentations, PLC meeting minutes, grade level protocols	5/26/2018 weekly
G2.B1.S4.MA1 M396500	Monthly meetings will be held to analyze data and interventions of students receiving Tier III...	Green, Nena	9/14/2017	IRLA data, formative assessment data, quarterly check data	5/26/2018 monthly
G2.B1.S4.MA1 M396501	Walk throughs will be conducted to insure students are receiving interventions	Green, Nena	10/2/2017	intervention logs, walk through data	5/26/2018 monthly
G2.B1.S4.A2 A368760	Monitor the fidelity of the intervention plans.	Green, Nena	9/6/2017	intervention logs	5/26/2018 monthly

V. Professional Development Opportunities

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

G2. PES will provide rigorous standards based learning experiences within the multi-tiered systems of support and will monitor for understanding.

G2.B1 Lack of understanding of the standards and multi-tiered systems of support is a barrier for Core instruction as well as interventions

G2.B1.S1 Deepen our knowledge of standards across all content areas

PD Opportunity 1

Instructional staff will participate in PD to build their knowledge of best practice writing strategies across content areas.

Facilitator

Anastasia Peters, Core Connections Writing

Participants

Instructional staff, administrators

Schedule

Monthly, from 8/1/2017 to 5/25/2018

G2.B1.S3 Provide engaging activities to support grade level task and increase student engagement.

PD Opportunity 1

Provide professional development to instructional staff on Kagan and AVID strategies

Facilitator

Elizabeth Mitchell, Lindsay Betz, Lorraine Boise

Participants

Instructional Staff

Schedule

Quarterly, from 7/31/2017 to 5/25/2018

G2.B1.S4 Students participate in aligned interventions.

PD Opportunity 1

Provide MTSS professional development for instructional staff and have follow up PD throughout the year.

Facilitator

Iravonia Abiola

Participants

Instructional Staff, Admin, and Coaches

Schedule

Quarterly, from 7/31/2017 to 5/25/2018

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.