

Coquina Elementary School

850 KNOX MCRAE DR, Titusville, FL 32780

<http://www.coquina.brevard.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-6	Yes	85%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	46%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

This plan was approved by the Brevard County School Board on 1/23/2018.

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 Coquina Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- 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 the Coquina Elementary School community to develop students as thinkers, problem-solvers and communicators. All will work to ensure maximum achievement in reading, writing, science and math for every student.

b. Provide the school's vision statement.

The Coquina Elementary School staff strives to be a collaborative, professional learning community that supports continuous achievement.

2. School Environment

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

Open House, Title One Nights, Parent Surveys, Title 1 Surveys, Student Surveys, Performance Matters (Achievement Data), Round table discussions with teachers. Teachers focus on creating positive relationships with students by creating a environment where students feel free to share with strategies such as class meetings.

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

Staff present during transition times, gates and doors secured at all times, safety patrols, Classroom Behavior Expectations, School-wide procedures boot camp (beginning and mid-year), PBIS 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.

Positive Behavior Intervention Support (Cougar Coupons, Awesome Club, Compliment Buckets). MTSS behavior, Discipline Plan (Discipline Flowchart Outlining Referral Process), Title I Compact.

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.

Small Group Mentors, Eckerd Kids Services (Mr. King), and Community Support.

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 - Teachers, guidance counselor and administration contacts parent, MTSS process focusing on the attendance issue.

Suspensions - Teacher and administration conference with parent, School based behavior plan, referred for MTSS process targeting the behavior.
 FSA Level 1 Math and Reading/Course Failure - teacher and administration conference with parent and student, Rtl, referral for MTSS process.
 Istation and Think Through Math supplemental programs with data progress monitoring.
 These early warning indicators will be monitored on a monthly basis.

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	42	32	33	28	26	29	16	0	0	0	0	0	0	206
One or more suspensions	7	2	6	12	5	5	7	0	0	0	0	0	0	44
Course failure in ELA or Math	0	0	0	36	40	31	21	0	0	0	0	0	0	128
Level 1 on statewide assessment	7	1	6	19	19	17	10	0	0	0	0	0	0	79

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	7	1	6	19	19	17	10	0	0	0	0	0	0	79

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

Attendance - Teachers, guidance counselor and administration contacts parent, MTSS process focusing on the attendance issue.
 Suspensions - Teacher and administration conference with parent, School based behavior plan, referred for MTSS process targeting the behavior.
 FSA Level 1 Math and Reading/Course Failure - teacher and administration conference with parent and student, Rtl, referral for MTSS process, monthly progress monitoring data meetings with leadership and teachers.

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

All Brevard Schools are required to submit and monitor a Parental Involvement Plan (PIP).

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

In coordination with community resources and our School Advisory Council, Coquina has built and sustained partnerships with several community organizations:

Eckerd Kids funds an on campus staff member to provide anti-bully lessons once a week for students in third through sixth grades. Eckerd serves 300 students with addition lessons to deal with bullying situations and 20 students through a mentoring program. The program provides weekend food bags for our students in need. Each year more than one hundred families are provide meals and gift during the holidays. The Eckerd Kids staff member also provides addition support our families as funds allow with clothing, utilities and housing.

Several faith based organizations provide support to our school. St. Luke's Presbyterian Church supports our clinic by providing new clothing including under garments for our students. Indian River United Methodist Church has an organized volunteer program to support activities in our school such as Title I Family Nights, field trips, and working in the classrooms. In addition, Indian River United Methodist Church supports our school wide clothing closet by providing new and used clothing as well as new shoes for our students..

Several public and private organizations participate and support school based events. Titusville Police Department (TPD) is a consistent presence on campus, interacting with students to develop a positive relationship with students. Officers spend time talking with students during lunch, in the hallways and during structured play. TPD supports our Positive Behavior Intervention Support (PBIS) program by participating in a kickball game with the students. Many other private organizations support our PBIS program materially and financially such as a local attorney, a local realtor and several other local restaurants and small business owners.

Titusville Police Department officer on campus 2.5 days each week to build positive relationships and a positive school climate.

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
Lovelace, Blair	Principal
Jeffrey, Joyce	Assistant Principal
Worthington, Erica	Instructional Coach
McPherson, Theresa	Instructional Coach
Clarke, Cris	Administrative Support
Pennerman, Gregory	Instructional Coach
Shelley, Amanda	Instructional Coach

b. Duties

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

Principal Nave and Assistant Principal Jeffrey provide a common vision for the school through the use of multiple sources of data. The administrators are active participants in the process and ensure that classrooms are implementing the strategies appropriately. Principal Nave provides funding for professional development to support initiatives and communicates with parents regarding the processes of transformation.

The Instructional Coaches and Administrators develop, lead, and evaluate school initiatives. Through collaborative walks (leadership team and teachers) and achievement data, the entire team identifies systematic patterns of student and teacher needs; provides necessary professional development, assists teachers through the Coaching Cycle, designs a school structure for improvement, and monitors that structure.

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.

Coquina stakeholders identify school wide student needs through a comprehensive needs assessment by analyzing student and teacher data. Administration determines personnel and curriculum needs, reviews the school budget (including all funding sources), and allocates funds accordingly.

Administration is responsible for monitoring and adjusting personnel based on school needs. The designated Title 1 contact is responsible for maintaining an inventory of school wide materials purchased with Title 1 funds. The technology specialist maintains an inventory of electronic equipment purchased for school use.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Carrissa Stanton	Teacher
Danni Triandafilis	Parent
Jennifer Taylor	Business/Community
Felicia Wilson	Business/Community
Mike King	Business/Community
Rosa E. Flint	Parent
Erica Worthington	Teacher
Greg Pennerman	Teacher
Blair Nave	Principal
Rachel Terry	Business/Community
Candis Verity	Teacher

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

SAC members provided input into the SIP. The SIP was presented to SAC for approval. At subsequent meetings, SIP progress was reported in the Principal's Update.

b. Development of this school improvement plan

SAC members receive data from FCAT 2.0, FSA, student surveys, and parent surveys to decipher trends to problem solve areas in need of improvement. Alongside the school-based leadership team, SAC members create goals for the new year and brainstorm strategies.

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

SAC members are presented with the overall goals for the year. Any support needed from the SAC is presented and the SAC approves any release of support/funding.

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

SAC released funds to purchase 4 wireless access points to allow students to access technology in the classrooms on a daily basis

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
Shelley, Amanda	Instructional Coach
Jeffrey, Joyce	Assistant Principal
McPherson, Theresa	Instructional Coach
Smith, LaToya	Instructional Media
Worthington, Erica	
Pennerman, Gregory	Instructional Coach
Lovelace, Blair	Principal

b. Duties

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

The LLT team organizes events and programs throughout the school year that promote school and community engagement with literacy. These events and programs include Title 1 nights, Celebrate Literacy Week, African-American Read-In, Scholastic Book Fairs and Read Across America. Students, teachers, families and community members come together to promote reading in order to develop life-long readers. Align reading and writing curriculum to Florida 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.

The following provide opportunities for collaborative planning and positive collegial relationships

1. Each grade level has a daily planning time built into the master schedule
2. Weekly grade level meetings with Coaches/Administration
3. Collaborative planning time as part of professional development in-service days
4. Three early release Wednesdays per month are dedicated to team collaborative planning.
5. Instructional coaches meet weekly with each grade level to support the collaborative planning process.
6. Professional development days are focused on facilitating the implementation of the collaborative planning process.

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

1. Provide small group meetings (induction) with new teachers.
2. New teachers and teachers new to Coquina are paired with a veteran teacher.
3. The District Induction Contact mentors new teachers through professional development.
4. College interns (when available) are paired with CET-certified teachers.
5. Provide quality professional development opportunities.
6. Provides opportunities for teachers to assume leadership roles.
7. Coquina has developed a "culture club" with the purpose of maintaining a positive school environment and celebrating teacher success

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

1. Provide induction meetings for new teachers as a support system.
2. Beginning teachers and teachers new to Coquina are paired with a highly-qualified veteran teacher.
3. The District Induction Contact mentors new teachers through professional development.
4. Provide opportunities for new teachers to observe distinguished teachers.
5. New teachers meet regularly with Administration in a professional learning community.

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.

In order to ensure core instructional materials are aligned to Florida Standards, the following steps have been put in place at our school:

1. Teachers continue to focus on the standards to become knowledgeable about what students must understand, know and do, to meet the full intent of each standard.
2. Teachers continue to analyze the core instructional program in order to determine to what extent the materials support the students in achieving standards mastery.
3. Teachers continue to utilize district adopted core materials as one of many resources.

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.

As a school we use district and state assessments to determine proficiency of all students. Teachers and leadership team members meet monthly to analyze data in MTSS meetings to progress monitor student achievement. All student instruction is based on grade level standards with the expectation that teachers will differentiate instruction to meet the needs of individual students. Supplemental intervention instruction is provided for students not meeting grade level expectations, thus falling into additional Tier 2 or Tier 3 instruction.

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: 2,400

ASP Services will be provided outside of the regular school day by Coquina teachers. Instruction will be offered in 3 to 4 week sessions, with each session targeting at least one Florida Standard and/or Next Generation Sunshine State Standard. The purpose of the mini-sessions is to provide targeted instruction in Reading, Math and Science focusing on individual student needs. Teachers identify students in grades 1 through 6 who are below grade level to participate, with priority given to Grade 3 students who fell into the lowest quintile on the Florida State Assessment, struggling 3rd grade students, students scoring in the lowest 25% in math or reading, and 5th and 6th graders who display deficiencies in science.

Strategy Rationale

Provide additional instructional time to targeted students in order to close the instructional gaps.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Jeffrey, Joyce, jeffrey.joyce@brevardschools.org

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

Assessment 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.

Coquina has a Head Start three year old classroom and a Head Start/VPK four year old classroom including a parent advocate providing home visits and family support.

Information regarding events, Kindergarten Round-Up and kindergarten benchmarks are shared with

the five community based day care centers in our area.

Sixth grade students attend a field trip to the feeder chain middle school that allows students to engage in the middle school experience for one day. Additionally, sixth grade students switch classes for different content areas to become familiar with the middle school structure.

Information regarding middle school programs are shared with students as well as a separate meeting with parents to share middle school program information.

b. College and Career Readiness

- 1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**
- 2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.**
- 3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.**
- 4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.**

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, 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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** We will collaborate and implement lessons and strategies to decrease the number of student discipline referrals and increase student in class time.

- G2.** We will collaborate, develop and implement lessons that meet the full intent of the Florida Standards in Math, Science and ELA.

Strategic Goals Detail

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

G1. We will collaborate and implement lessons and strategies to decrease the number of student discipline referrals and increase student in class time. 1a

G098291

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	

Targeted Barriers to Achieving the Goal 3

- Lack of focus on prevention of behaviors.

Resources Available to Help Reduce or Eliminate the Barriers 2

- PBIS Coach
- District Resource Teacher

Plan to Monitor Progress Toward G1. 8

Discipline data decreasing, PBIS data increasing, Summative student achievement data

Person Responsible

Kristen Young

Schedule

Every 2 Months, from 8/14/2017 to 5/18/2018

Evidence of Completion

Discipline data decreasing, PBIS data increasing, Summative student achievement data

G2. We will collaborate, develop and implement lessons that meet the full intent of the Florida Standards in Math, Science and ELA. **1a**

G098292

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	50.0
FSA Mathematics Achievement	43.0
Statewide Science Assessment Achievement	50.0
ELA/Reading Lowest 25% Gains	50.0
Math Lowest 25% Gains	50.0

Targeted Barriers to Achieving the Goal **3**

- Lack of aligned standards based resources for instruction.
- Lack of understanding of the full intent of Florida Math and ELA standards.
- Teachers struggle to identify correct intervention and implement intervention with fidelity.

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

- Literacy, Math, Science Coaches
- Teachers
- Data Analysis
- Site-based professional development
- support personnel walk throughs
- peer support
- pro-activeness and reflection of leadership
- materials
- student behavior
- strong procedures in classrooms
- enthusiastic teachers
- teacher relationship with students
- parents/volunteers
- online resources
- team support
- ESE teachers

Plan to Monitor Progress Toward G2. 8

Evidence of standards based instruction through classroom walkthrough data.

Person Responsible

Blair Lovelace

Schedule

Quarterly, from 9/4/2017 to 5/18/2018

Evidence of Completion

Planning, rigor in the delivery of instruction and its implementation, essential questions that correlate to the standards, an increase in student engagement and increase mastery results 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. We will collaborate and implement lessons and strategies to decrease the number of student discipline referrals and increase student in class time. 1

G098291

G1.B1 Lack of focus on prevention of behaviors. 2

B264421

G1.B1.S1 Teachers will attend professional development on restorative practices to create positive classroom management. 4

S280107

Strategy Rationale

Proactive student behavior management.

Action Step 1 5

Teachers will hold classroom meetings to create a positive classroom climate.

Person Responsible

Blair Lovelace

Schedule

Weekly, from 8/14/2017 to 5/18/2018

Evidence of Completion

Lesson Plans, walk-throughs

Action Step 2 5

Teachers will implement focused classroom social skills lessons.

Person Responsible

Joyce Jeffrey

Schedule

Weekly, from 8/21/2017 to 5/18/2018

Evidence of Completion

Lesson plans, walk-throughs

G1.B1.S2 Improve MTSS processes. 4

S280108

Strategy Rationale

Action Step 1 5

Teachers will be trained on the MTSS processes and procedures individual cycles of support (interventions and data tracking).

Person Responsible

Blair Lovelace

Schedule

Monthly, from 8/21/2017 to 5/18/2018

Evidence of Completion

Improve data collection practices. Improved identification of students needing support.

Action Step 2 5

PBIS Coach will support in identifying appropriate target behavior, intervention and data collect through coaching cycle.

Person Responsible

Cris Clarke

Schedule

Daily, from 8/21/2017 to 5/18/2018

Evidence of Completion

Coach Schedule, improved classroom management

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

Number of incidents in the classroom will decrease.

Person Responsible

Blair Lovelace

Schedule

Monthly, from 10/2/2017 to 5/18/2018

Evidence of Completion

Intervention lesson plans, reduction of referrals, improved classroom management and students participating in PBIS events.

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

Student proficiency data on progress monitor form.

Person Responsible

Blair Lovelace

Schedule

Quarterly, from 10/2/2017 to 5/18/2018

Evidence of Completion

Increase students showing academic and positive behavior growth.

G2. We will collaborate, develop and implement lessons that meet the full intent of the Florida Standards in Math, Science and ELA. **1**

 G098292

G2.B1 Lack of aligned standards based resources for instruction. **2**

 B264422

G2.B1.S1 Provide and implement aligned materials and resources for instruction. **4**

 S280109

Strategy Rationale

Action Step 1 **5**

Provide and fully implement Eureka Math in Grades 2,3, and 5 with supplemental implementation in grade 4 and 6.

Person Responsible

Erica Worthington

Schedule

Daily, from 8/14/2017 to 5/18/2018

Evidence of Completion

Purchase order and Lesson Plans

Action Step 2 **5**

Provide and implement ATUs, Standard Based Units, CIS and DBQ lessons for ELA.

Person Responsible

Theresa McPherson

Schedule

Daily, from 8/14/2017 to 5/18/2018

Evidence of Completion

Lesson Plans

Action Step 3 5

Monthly grade level meetings with staff to monitor data, implementation of curriculum expectation and non-negotiable with instructional delivery along with individualized feedback schedules.

Person Responsible

Blair Lovelace

Schedule

Monthly, from 10/2/2017 to 5/18/2018

Evidence of Completion

Meeting agenda, feedback schedules

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

Collaborative Walks through each classroom.

Person Responsible

Blair Lovelace

Schedule

Monthly, from 10/2/2017 to 5/18/2018

Evidence of Completion

Collaborative Walk Feedback Tool

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

Conducting and reviewing Classroom Walkthrough and Assessment data

Person Responsible

Blair Lovelace

Schedule

Quarterly, from 10/2/2017 to 5/18/2018

Evidence of Completion

Istation data, Imagine Math data, district assessments and formative school assessments

G2.B3 Teachers struggle to identify correct intervention and implement intervention with fidelity. **2**

 B264424

G2.B3.S1 Teachers will identify student need and identify corrective action necessary to fill gaps. **4**

 S280111

Strategy Rationale

Our percentage of students making learning gains in our lowest 25% was 32%. Our goal is to increase our percentage of students in the lowest 25% making learning gains to 50%.

Action Step 1 **5**

Teachers will use Istation to monitor ELA program with fidelity within the Rtl block and pulling small groups base on data.

Person Responsible

Blair Lovelace

Schedule

Daily, from 9/1/2017 to 5/18/2018

Evidence of Completion

Istation Reports, lesson plans

Action Step 2 **5**

Teachers will collaborate in data meetings to analyze data, identify students in need, plan interventions and monitor progress.

Person Responsible

Blair Lovelace

Schedule

Monthly, from 9/1/2017 to 5/18/2018

Evidence of Completion

Istation Reports, meeting agendas, grouped students

Action Step 3 5

Teachers will use technology to monitor and implement interventions to subgroups of students needing additional support.

Person Responsible

Blair Lovelace

Schedule

Monthly, from 9/1/2017 to 5/18/2018

Evidence of Completion

Data Reports, lesson plans

Action Step 4 5

Teachers and instructional assistants will provide LLI instruction to students in grade 1 and 2 identified in lowest 25% on district assessments.

Person Responsible

Blair Lovelace

Schedule

Daily, from 9/11/2017 to 5/18/2018

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Collaborative Walks through each classroom.

Person Responsible

Blair Lovelace

Schedule

Monthly, from 10/2/2017 to 5/18/2018

Evidence of Completion

Collaborative walk feedback too.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Conducting and reviewing classroom walk-through and assessment data.

Person Responsible

Blair Lovelace

Schedule

Quarterly, from 10/2/2017 to 5/18/2018

Evidence of Completion

Istation data, Imagine Math data, district assessments and formative school assessments

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
 G1.MA1 M408763	Discipline data decreasing, PBIS data increasing, Summative student achievement data	Young, Kristen	8/14/2017	Discipline data decreasing, PBIS data increasing, Summative student achievement data	5/18/2018 every-2-months
 G2.MA1 M408768	Evidence of standards based instruction through classroom walkthrough data.	Lovelace, Blair	9/4/2017	Planning, rigor in the delivery of instruction and its implementation, essential questions that correlate to the standards, an increase in student engagement and increase mastery results on assessments.	5/18/2018 quarterly
 G1.B1.S1.A1 A377662	Teachers will hold classroom meetings to create a positive classroom climate.	Lovelace, Blair	8/14/2017	Lesson Plans, walk-throughs	5/18/2018 weekly
 G1.B1.S1.A2 A377663	Teachers will implement focused classroom social skills lessons.	Jeffrey, Joyce	8/21/2017	Lesson plans, walk-throughs	5/18/2018 weekly
 G2.B1.S1.MA1 M408764	Conducting and reviewing Classroom Walkthrough and Assessment data	Lovelace, Blair	10/2/2017	Istation data, Imagine Math data, district assessments and formative school assessments	5/18/2018 quarterly
 G2.B1.S1.MA1 M408765	Collaborative Walks through each classroom.	Lovelace, Blair	10/2/2017	Collaborative Walk Feedback Tool	5/18/2018 monthly
 G2.B1.S1.A1 A377666	Provide and fully implement Eureka Math in Grades 2,3, and 5 with supplemental implementation in...	Worthington, Erica	8/14/2017	Purchase order and Lesson Plans	5/18/2018 daily
 G2.B1.S1.A2 A377667	Provide and implement ATUs, Standard Based Units, CIS and DBQ lessons for ELA.	McPherson, Theresa	8/14/2017	Lesson Plans	5/18/2018 daily
 G2.B1.S1.A3 A377668	Monthly grade level meetings with staff to monitor data, implementation of curriculum expectation...	Lovelace, Blair	10/2/2017	Meeting agenda, feedback schedules	5/18/2018 monthly
 G2.B3.S1.MA1 M408766	Conducting and reviewing classroom walk-through and assessment data.	Lovelace, Blair	10/2/2017	Istation data, Imagine Math data, district assessments and formative school assessments	5/18/2018 quarterly
 G2.B3.S1.MA1 M408767	Collaborative Walks through each classroom.	Lovelace, Blair	10/2/2017	Collaborative walk feedback too.	5/18/2018 monthly
 G2.B3.S1.A1 A377669	Teachers will use Istation to monitor ELA program with fidelity within the RtI block and pulling...	Lovelace, Blair	9/1/2017	Istation Reports, lesson plans	5/18/2018 daily
 G2.B3.S1.A2 A377670	Teachers will collaborate in data meetings to analyze data, identify students in need, plan...	Lovelace, Blair	9/1/2017	Istation Reports, meeting agendas, grouped students	5/18/2018 monthly
 G2.B3.S1.A3 A377671	Teachers will use technology to monitor and implement interventions to subgroups of students...	Lovelace, Blair	9/1/2017	Data Reports, lesson plans	5/18/2018 monthly
 G2.B3.S1.A4 A377672	Teachers and instructional assistants will provide LLI instruction to students in grade 1 and 2...	Lovelace, Blair	9/11/2017	Lesson Plans	5/18/2018 daily
 G1.B1.S2.MA1 M408761	Student proficiency data on progress monitor form.	Lovelace, Blair	10/2/2017	Increase students showing academic and positive behavior growth.	5/18/2018 quarterly
 G1.B1.S2.MA1 M408762	Number of incidents in the classroom will decrease.	Lovelace, Blair	10/2/2017	Intervention lesson plans, reduction of referrals, improved classroom management and students participating in PBIS events.	5/18/2018 monthly
 G1.B1.S2.A1 A377664	Teachers will be trained on the MTSS processes and procedures individual cycles of support...	Lovelace, Blair	8/21/2017	Improve data collection practices. Improved identification of students needing support.	5/18/2018 monthly

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Coquina Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S2.A2  A377665	PBIS Coach will support in identifying appropriate target behavior, intervention and data collect...	Clarke, Cris	8/21/2017	Coach Schedule, improved classroom management	5/18/2018 daily

V. Professional Development Opportunities

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

G1. We will collaborate and implement lessons and strategies to decrease the number of student discipline referrals and increase student in class time.

G1.B1 Lack of focus on prevention of behaviors.

G1.B1.S2 Improve MTSS processes.

PD Opportunity 1

Teachers will be trained on the MTSS processes and procedures individual cycles of support (interventions and data tracking).

Facilitator

Blair Nave

Participants

Teachers

Schedule

Monthly, from 8/21/2017 to 5/18/2018

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	Teachers will hold classroom meetings to create a positive classroom climate.				\$0.00
2	G1.B1.S1.A2	Teachers will implement focused classroom social skills lessons.				\$0.00
3	G1.B1.S2.A1	Teachers will be trained on the MTSS processes and procedures individual cycles of support (interventions and data tracking).				\$0.00
4	G1.B1.S2.A2	PBIS Coach will support in identifying appropriate target behavior, intervention and data collect through coaching cycle.				\$0.00
5	G2.B1.S1.A1	Provide and fully implement Eureka Math in Grades 2,3, and 5 with supplemental implementation in grade 4 and 6.				\$27,712.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	500-Materials and Supplies	0091 - Coquina Elementary School	UniSIG		\$27,712.00
			<i>Notes: G1.B2.S1.A7 Eureka Math implementation materials</i>			
6	G2.B1.S1.A2	Provide and implement ATUs, Standard Based Units, CIS and DBQ lessons for ELA.				\$0.00
7	G2.B1.S1.A3	Monthly grade level meetings with staff to monitor data, implementation of curriculum expectation and non-negotiable with instructional delivery along with individualized feedback schedules.				\$0.00
8	G2.B3.S1.A1	Teachers will use Istation to monitor ELA program with fidelity within the Rtl block and pulling small groups base on data.				\$0.00
9	G2.B3.S1.A2	Teachers will collaborate in data meetings to analyze data, identify students in need, plan interventions and monitor progress.				\$22,020.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	0091 - Coquina Elementary School	UniSIG		\$14,888.96
			<i>Notes: Teachers will be provided extra duty or substitute pay to collaborate and develop lessons based on student data. DIAP- G1.B2.S1.A8 and G1.B2.S1.A4</i>			
	5100	140-Substitute Teachers	0091 - Coquina Elementary School	UniSIG		\$7,131.04
			<i>Notes: Hire substitute teachers to provide teachers with additional planning time to collaborate and develop lessons based on student data. DIAP- G1.B2.S1.A8 and G1.B2.S1.A4</i>			
10	G2.B3.S1.A3	Teachers will use technology to monitor and implement interventions to subgroups of students needing additional support.				\$149,633.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6500	644-Computer Hardware Non-Capitalized	0091 - Coquina Elementary School	UniSIG		\$119,016.00

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			<i>Notes: Purchase of 216 ThinkPads 11e at \$511 each to support technology based instruction and software. DIAP-G1.B2.S1.A3</i>			
	6500	644-Computer Hardware Non-Capitalized	0091 - Coquina Elementary School	UniSIG		\$3,887.00
			<i>Notes: Purchase of charging station for ThinkPad 11e DIAP- G1.B2.S1.A3</i>			
	6500	644-Computer Hardware Non-Capitalized	0091 - Coquina Elementary School	UniSIG		\$1,780.00
			<i>Notes: Purchase Screenbeam Wireless Adapters support technology based instruction and software DIAP- G1.B2.S1.A3</i>			
	6500	644-Computer Hardware Non-Capitalized	0091 - Coquina Elementary School	UniSIG		\$16,375.00
			<i>Notes: Purchase 25 ThinkPad E570 @ 655 each to support technology based instruction and software. DIAP- G1.B2.S1.A3</i>			
	6500	644-Computer Hardware Non-Capitalized	0091 - Coquina Elementary School	UniSIG		\$1,375.00
			<i>Notes: Purchase 25 4GB SD RAM to support ThinkPad E570 @ \$55 each to support technology based instruction and software. DIAP- G1.B2.S1.A3</i>			
	6400	310-Professional and Technical Services	0091 - Coquina Elementary School	UniSIG		\$7,200.00
			<i>Notes: 6 Tech Cadre teachers attend FETC to develop skill and train teachers on technology to impact instruction. DIAP- G1.B2.S1.A3</i>			
11	G2.B3.S1.A4	Teachers and instructional assistants will provide LLI instruction to students in grade 1 and 2 identified in lowest 25% on district assessments.				\$0.00
					Total:	\$199,365.00