

Hernando County School District

Suncoast Elementary School



2017-18 Schoolwide Improvement Plan

Suncoast Elementary School

11135 QUALITY DR, Spring Hill, FL 34609

<https://www.hernandoschools.org/shes>

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	No	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	39%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	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 Hernando County School Board on 1/9/2018.

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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	7
Effective Leadership	8
Public and Collaborative Teaching	11
Ambitious Instruction and Learning	12
8-Step Planning and Problem Solving Implementation	15
Goals Summary	15
Goals Detail	15
Action Plan for Improvement	18
Appendix 1: Implementation Timeline	26
Appendix 2: Professional Development and Technical Assistance Outlines	27
Professional Development Opportunities	27
Technical Assistance Items	28
Appendix 3: Budget to Support Goals	28

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 Suncoast 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.

To develop students who are positive, respectful, and productive. We will do this by providing a safe, secure environment and utilizing technology to its fullest potential. We will create lifelong learners and celebrate the diversity within our school family.

b. Provide the school's vision statement.

Brighten the future with the light of knowledge!

2. School Environment

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

The school has grade level parents nights and open house. In addition, each teacher holds parent teacher conferences individually to learn about their students and share student data. We also have school wide events such as our Costume Parade and Winter Wonderland to foster a positive rapport between our students and teachers.

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

The school uses background checks on all volunteers and chaperones. All visitors must present ID for access. Guidance counselors provide training on bullying for all students. Teachers establish and maintain an environment of respect in the classroom through modeling.

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.

Our school has a PBS program in place. Students are expected to follow SMART expectations. (Show respect, Make good choices, Always ready to learn, Responsible for your actions, Trustworthy at all times.) Rewards are given intermittently as determined by each grade level. A PBS Leadership team meets monthly to review and revise systems in place for PBS and subsequently further disseminate the information to grade level teams.

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.

The school counselor facilitates ongoing special peer groups to develop social/emotional needs of students and provides individual counseling as needed.

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.

Our Data Entry Operator pulls monthly attendance reports for administration and works closely with the Social Worker to identify students with attendance below 90%. Assistant Principals pulls reports from RtIB to provide to the Certified School Counselor the names students assigned one or more suspensions as a consequence. Teachers will submit D and F Reports to administration after each marking period to identify students who receive a failing grade in ELA or Math. Students who score a Level 1 on the ELA FSA or have a substantial reading deficiency are identified on the Reading Intervention Report.

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	6	24	18	16	14	18	0	0	0	0	0	0	0	96
One or more suspensions	2	2	3	2	8	7	0	0	0	0	0	0	0	24
Course failure in ELA or Math	12	4	4	1	0	0	0	0	0	0	0	0	0	21
Level 1 on statewide assessment	0	0	0	9	11	25	0	0	0	0	0	0	0	45

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	6	3	3	3	3	7	0	0	0	0	0	0	0	25

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

Students who have been identified as having less than 90% attendance are referred to the Social Worker. The Social Worker holds attendance meetings with parents and refers them for further assistance or truancy as needed. We also have attendance incentives through our PBS program. Anytime a student is assigned in school or out of school suspension as a consequence, they are also referred to the Certified School Counselor. Students who receiving a failing grade and are at risk for failing the grade/subject are brought up to the MTSS team. The MTSS team holds a problem solving meeting with the parent and teachers. These students must also receive interventions in the area in which they are failing. Any student who has been identified as having a reading deficiency must be placed in a MTSS group and receive intervention during the MTSS block.

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?

No

1. PFEP Link

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

2. Description

As the new school year begins, we invite parents to an open house so that they may meet the new teacher(s), as well as become familiar with arrival and dismissal procedures, food services, YMCA support, and SAC.

Throughout the year, teachers hold parent teacher conferences and communicate with families by phone, through newsletters, student agendas and Edline. Through Parent Night, parents have an opportunity to learn about the standards and resources used in their child's classroom. Information is also shared about the importance of using Edline to access grade reports and additional links to use for remediation or enrichment of skills. Teachers also hold individual parent conferences to share student data with parents.

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

Our school has established a partnership with a local 55+ community and a local church that provides us with teacher/student supplies and assists with the beautification of the school campus. We also are involved with a backpack program that provides food for needy families. A fundraiser takes place monthly at the local skating rink supporting our PBS program. The United Way sponsors Stuff the Bus which our teachers participate annually to receive classroom supplies. The local Kiwanis sponsors a Kids Club that interacts with the community to provide service learning experiences.

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
Piesik, Scott	Principal
Williams, Allison	Teacher, K-12
Troyer, Cecilia	Teacher, K-12
Bordonaba, Diana	Teacher, K-12
Rivera, Susan	Teacher, ESE
Leon, Amanda	Teacher, K-12
Baker, Kelly	School Counselor
Cameron, Kristen	Other
Hray, Karen	Teacher, K-12
Romanello, Jennine	Teacher, K-12
Wilkerson, Suzanne	Teacher, K-12
Mazzuco, Lisa	Teacher, K-12
Staton, Melissa	Teacher, K-12

b. Duties

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

Scott Piesik (Principal) and Dacey Mahoney (Assistant Principal) facilitate and encourage the team in analyzing overall school data, acquiring the resources to deliver standards-based instruction while engaging in purposeful action steps that are committed to increasing student achievement in the school.

Susan Rivera serves as the ELA Reading Resource support for students and teacher in grades K-5. She is a member of the Literacy Leadership team.

Cecilia Troyer is the assessment teacher. She collaborates with teachers during PLC's regarding data and instructional decision making.

Susan Rivera, Kelly Baker, Jennine Romanello, Stephanie D'Anna, Suzanne Wilkerson, Allison Williams, Mike DeMoss, and Diana Bordonaba serve as team leaders. They are responsible for receiving and disseminating information from administration to staff.

Grade Level Teachers (Kristen Cameron, Cecilia Troyer, Paula George, Karen Hray, Brittany Faillace, Melissa Staton, Skyler President, Janet Moffitt, and Cynthia Coker) serve on the School Based Leadership Team for their grade level or department. They are responsible for examining multiple data sources, reflecting upon best practices for instructional delivery, and aligning resources with the Florida Standards to increase student achievement.

Kelly Baker is the Certified School Counselors and serves as the PBS Coach.

Kristen Cameron is our Elementary Assistant and MTSS Facilitator.

Diana Bordonaba and Suzanne Wilkerson are the school math liaisons between the district and the school. They serves on the district math task force.

Amanda Leon, Jennifer Johnson, Melissa Staton, Allison Williams, Lisa Mazzuco, and Alyssa Ball represent the school and serve on the ELA curriculum map task force for their respective grade levels.

Jennine Romanello, Laura Kortman, Erika Balmer, Heather Zielinski, Mike DeMoss, and Michelle Summers serve as PLC/SWAP Facilitators for their grade levels.

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.

Administration designs a school master schedule that allows for uninterrupted blocks of time for core instruction and daily specials (physical education, art, and media). Opportunities for Tier 2 and Tier 3 interventions are embedded into the daily schedule for targeted remedial and enrichment instruction based on student needs. Susan Rivera, Reading Resource Teacher, meets with students who are receiving Tier 3 interventions and/or have been retained to provide addition remediation. Teachers collaborate weekly during PLCs and common planning in an effort to share resources and strategies to address academic or behavioral concerns. MTSS meetings are available to teachers to work through the data-driven problem solving process when strategies and resources are not being successful during the Tier 2 support time. During MTSS meetings, the team examines all progress monitoring data collected, addresses the fidelity of the interventions delivered, and makes recommendations as to the next level of support. These meetings are scheduled weekly with teachers to develop a plan for targeted students. In addition, Kelly Baker (Certified School Counselor) and Kristen Cameron (Elementary Assistant) coordinate monthly PBS and MTSS leadership meetings with school grade level representatives and district support staff to continue to support the needs of the school.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Skyler President	Teacher
Scott Piesik	Principal
Leslie Helleis	Parent
Tiffani Holland	Parent
Jaycey Wetherington	Parent

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

School performance data and review of school-wide goals were presented and reviewed with SAC members. SAC members were asked to review and evaluate what goals and strategies should continue as we develop this years school improvement plan.

b. Development of this school improvement plan

Input from SAC members was requested in the development of the SIP plan as we seek to focus, support and monitor the goals we plan to achieve. A review and evaluation of our 2016-2017 school-wide goals and strategies helped to guide us in the development of our current SIP plan.

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

The school's annual budget and plan will support school-wide strategies aligned to the SIP plan. SAC will discuss the projected use of funds to target student improvement and the needs of the school with attention focused on specific sub-groups that are showing the greatest need. Funding may be requested in support of identifying student gaps in learning through diagnostic assessments, instructional resources, and targeted extended day that seeks to close student instructional gaps.

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

The allocated funds were received late in the school year and were not utilized during the 2016-2017 school year,

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
Mentasti, Chris	Teacher, K-12
Romanello, Jennine	Teacher, K-12
Cameron, Kristen	Teacher, K-12
Zielinski, Heather	Teacher, K-12
Hensley, Karen	Instructional Media
Rivera, Susan	Teacher, K-12

b. Duties

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

The school based LLT will meet to define and support literacy goals through professional development activities for the school staff. The team will review and share current research and best practices that promotes successful ELA skills in all students. The LLT team will promote the use of the Professional Library to increase each teacher's knowledge base.

Literacy initiatives will include:

- promoting independent reading through conferencing with individual students so each discovers a book/genre of interest
- exposing students to Tumblebooks website, Great Leaps, Read Theory, Easy CBM, Science magazines, teachingbooks.net, and Accelerated Reader program
- celebrating Literacy Week and the Most Improved Readers in each grade level
- improving text and visual literacy skills through cross-curricular connections
- providing parents with strategies to assist their children in reading
- hosting school book fairs
- training and creating teams of student mentors
- students hosting events to share reading strategies, projects, demonstrations and performances to share with other teachers and their students

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.

Positive working relationships are encouraged through grade level team relationships as well as vertical alignment review. Teachers work collaboratively to learn and plan together at grade level meetings, professional learning communities, and professional development opportunities. During SBLT meetings, team representatives review vertical alignment of Florida Standards and share with their grade level teams.

Faculty and staff communicate within and across grade levels through the use of the SES calendar, email, team meetings, faculty meetings and leadership meetings.

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

Administration works diligently to ensure highly qualified staff is recruited, developed and retained through professional growth opportunities, staff development opportunities, a collegial atmosphere, team support of one another, and acknowledgements of success.

The interview process is established to seek out individuals that demonstrate an understanding of effective instructional strategies and practices that are based on the implementation of the Florida Standards. Grade level teams are provided daily common planning time to collaborate and align effective teaching practices that increase student performance. New teachers are assigned mentors that help to support daily planning, delivery of instruction and assessment.

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

The HCSD has implemented a new teacher induction/mentoring program this year called RISE Hernando: Refining, Inspiring, and Supporting our Educators. Each school site will have a RISE representative who will go through the training with the district cadre and be the lead mentor for year two teachers. We also provide grade level support to new teachers at our school site. The support is provided by team leaders and peer teachers.

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.

Teachers are provided district curriculum maps aligned to the Florida Standards. The curriculum maps contain various resources aligned to the Florida Standards. I CAN statements are posted in classrooms related to the standards and learning targets of the current lessons.

District ELA, Science and Math Coaches will support the school with continued opportunities for staff to engage in workshops regarding the district curriculum maps and model classroom best practices.

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.

The school uses data to determine the intensity level of support. The data comes from core curriculum and ELL assessments, iReady, SAM Math, SAM Science, teacher observations and/or anecdotal records, student conferences, student journals, and/or work samples. District curriculum maps also provide suggested summative and formative assessments, as well as performance task ideas for assessment.

Additional research-based resources and programs (Readworks, Time for Kids, SRA Basic Skills Series, Great Leaps, Easy CBM, LMB programs, DAR, IXL, FCRR, Destination Reading, Sidewalks) are used to supplement the core instruction for students that are not meeting proficiency. These resources are used during Tier II or Tier III time to help scaffold instruction. MTSS time is built into the master schedule. Progress is monitored and reviewed during Grade Level meetings, MTSS meetings and/or parent conferences.

Student-Teacher data chats are encouraged to review progress and set goals for individual improvement. Teachers will consider the Model Classroom Best Practices as an integral element of their discussions with students, other teachers, and administrators.

Administration coordinates data chats with teachers to empower and provide feedback related to their student proficiency data, student gains data, and bottom quartile student gains data.

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

Strategy: After School Program

Minutes added to school year:

N/A

Strategy Rationale

N/A

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

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

N/A

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.

For incoming Kindergarten students, Kindergarten registration is held in late spring for parents to acquire the necessary documentation to enter the school system. Kindergarten Kick Off night is held prior to the new school year which includes a presentation by the principal welcoming the families and introducing them to the systems of our school. Parents and students also spend time getting to know the Kindergarten teachers with curriculum information and general schedules/routines.

We are fortunate to have options for our students moving on to Middle School. Middle School representatives across the district meet with fifth grade near the end of the year to share information about the programs their schools have to offer. Information is also shared to familiarize them with procedures and schedules, as well as extra curricular activities.

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

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Suncoast Elementary School will use data to drive instruction that is aligned with standards to increase student achievement as measured by growth indicators.

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. Suncoast Elementary School will use data to drive instruction that is aligned with standards to increase student achievement as measured by growth indicators. 1a

G099131

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	58.0
FSA ELA Achievement	56.0
FCAT 2.0 Science Proficiency	50.0
Math Gains	56.0
ELA/Reading Gains	56.0

Targeted Barriers to Achieving the Goal 3

- A limited knowledge of how to access and interpret student data to drive instruction.
- Lack of instructional resources available to teachers.
- A need for continued support to align instruction and assessments to the Florida Standards.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional Learning Communities
- C Palms
- District Curriculum Maps
- Staff Professional Development with District Coaches
- FSA Rubrics
- Edviate
- Student Work Analysis Protocol
- High Impact Instructional Strategies
- Staff Data Chats
- Grants for Additional Resources
- Elementary Assistant
- Assessment Teacher

Plan to Monitor Progress Toward G1. 8

Students will be progress monitored throughout the year using i-Ready, SAM Math, SAM Science, and District Writing Assessments. Administration will review the data after each assessment period and lead grade level teams in data chats.

Person Responsible

Scott Piesik

Schedule

Triannually, from 8/10/2016 to 5/30/2017

Evidence of Completion

Progress monitoring data reports and sign in sheets from data chats/SBLT meetings

Plan to Monitor Progress Toward G1. 8

Classroom walkthroughs will provide evidence that teachers are providing instruction that is standards based.

Person Responsible

Scott Piesik

Schedule

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

Evidence of Completion


Observation 360 walkthrough data for Domain 3 will be collected by administration as well as the HCSD Trend Data Collection Tool used by administration and district staff.

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. Suncoast Elementary School will use data to drive instruction that is aligned with standards to increase student achievement as measured by growth indicators. **1**

 G099131

G1.B1 A limited knowledge of how to access and interpret student data to drive instruction. **2**

 B266884

G1.B1.S1 Professional development with the Assessment teacher on accessing data. **4**

 S282797

Strategy Rationale

Teachers need to know how to access their student data in order to use it to drive instruction.

Action Step 1 **5**

Provide time for Assessment Teacher to train teachers on how to access their data through Unify/ Performance Matters and i-Ready.

Person Responsible

Cecilia Troyer

Schedule

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

Evidence of Completion

Attendance reports from ERO and sign in sheets.

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

Review of ERO reports and walkthroughs of training(s).

Person Responsible

Scott Piesik

Schedule

Annually, from 8/10/2016 to 5/30/2017

Evidence of Completion

ERO reports and Observation 360 reports.

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

Teachers are able to pull reports and use the data to guide instruction.

Person Responsible

Scott Piesik

Schedule

Monthly, from 8/10/2016 to 5/30/2017

Evidence of Completion

Data brought by teachers to PLCs and lesson plans that reflect how data was used to guide instruction.

G1.B1.S2 Consistent data chats with administration. 4

S282798

Strategy Rationale

Administration will guide teachers through the process of disaggregating their student data and making data based decisions in the classroom and for instruction.

Action Step 1 5

Administration and teachers will conduct data chats after every assessment period.

Person Responsible

Scott Piesik

Schedule

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

Evidence of Completion

Sign in sheets

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

ERO reports and sign in sheets.

Person Responsible

Scott Piesik

Schedule

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

Evidence of Completion

Sign in sheets will be in the Professional Development Binder.

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

Increased student achievement after each assessment period.

Person Responsible

Scott Piesik

Schedule

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

Evidence of Completion

Reports from Unify/Performance Matters and i-Ready will be used to determine if student achievement has increased compared to the prior assessment period.

G1.B1.S3 Utilize data from formal and informal assessments to drive instruction and improve individual student performance 4

 S282799

Strategy Rationale

School data indicates that staff needs to examine how to improve the effectiveness of the core instruction.

Action Step 1 5

Grade level teams will meet a minimum of once a month to analyze student work (SWAP).

Person Responsible

Kristen Cameron

Schedule

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

Evidence of Completion

Sign in sheets and Student Work Analysis Protocol documentation/minutes.

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

Walkthroughs during PLC/SWAP by administration.

Person Responsible

Scott Piesik

Schedule

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

Evidence of Completion

Reports for domain 4 from walkthroughs conducted by administration.

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

Teachers and administration will review student performance on common assessments at SBLT meetings.

Person Responsible

Scott Piesik

Schedule

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

Evidence of Completion

Graphs from each grade level of student performance on common assessments.

G1.B2 Lack of instructional resources available to teachers. **2**

 B266885

G1.B2.S1 Apply for grants and seek additional funding sources to purchase instructional resources. **4**

 S282800

Strategy Rationale

Due to limited amount of resources currently available, we need to seek additional funding to purchase updated instructional materials.

Action Step 1 **5**

Work with the Director of Federal Programs and Academic services to apply for Title IV grant funding and seek additional funding sources for instructional resources.

Person Responsible

Scott Piesik

Schedule

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

Evidence of Completion

Grant Application, funds request forms

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

Grant application and all funds requests are submitted on time.

Person Responsible

Scott Piesik

Schedule

On 10/20/2017

Evidence of Completion

Grant application submission date, funds request form

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

Monitor the use of the resources purchased and their impact on achievement.

Person Responsible

Scott Piesik


Schedule

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

Evidence of Completion

Program evaluation of resources purchased.

G1.B3 A need for continued support to align instruction and assessments to the Florida Standards. 2

 B266886

G1.B3.S1 Provide professional development in the areas of aligning lesson plans and assessments with Florida Standards. 4

 S282801

Strategy Rationale

It is required that all lessons and assessments are aligned to the Florida Standards for their specific grade level.

Action Step 1 5

Use of Observation 360 data from administrative walkthroughs to provide targeted professional development

Person Responsible

Scott Piesik

Schedule

Monthly, from 8/10/2016 to 5/30/2017

Evidence of Completion

Classroom Walkthrough Data by both Administrator

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

Evidence of Professional Development provided.

Person Responsible

Scott Piesik

Schedule

Monthly, from 8/10/2016 to 5/30/2017

Evidence of Completion

Professional Development binder, ERO, and sign in sheets.

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

Observation 360 data and District Walkthrough Trend data collected.

Person Responsible

Scott Piesik


















Schedule

Monthly, from 8/10/2016 to 5/30/2017

Evidence of Completion

Trends of walkthrough data and reports from Observation 360

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  M414660	Students will be progress monitored throughout the year using i-Ready, SAM Math, SAM Science, and...	Piesik, Scott	8/10/2016	Progress monitoring data reports and sign in sheets from data chats/SBLT meetings	5/30/2017 triannually
G1.B1.S1.MA1  M414650	Teachers are able to pull reports and use the data to guide instruction.	Piesik, Scott	8/10/2016	Data brought by teachers to PLCs and lesson plans that reflect how data was used to guide instruction.	5/30/2017 monthly
G1.B1.S1.MA1  M414651	Review of ERO reports and walkthroughs of training(s).	Piesik, Scott	8/10/2016	ERO reports and Observation 360 reports.	5/30/2017 annually
G1.B3.S1.MA1  M414658	Observation 360 data and District Walkthrough Trend data collected.	Piesik, Scott	8/10/2016	Trends of walkthrough data and reports from Observation 360	5/30/2017 monthly
G1.B3.S1.MA1  M414659	Evidence of Professional Development provided.	Piesik, Scott	8/10/2016	Professional Development binder, ERO, and sign in sheets.	5/30/2017 monthly
G1.B3.S1.A1  A381564	Use of Observation 360 data from administrative walkthroughs to provide targeted professional...	Piesik, Scott	8/10/2016	Classroom Walkthrough Data by both Administrator	5/30/2017 monthly
G1.B2.S1.MA1  M414657	Grant application and all funds requests are submitted on time.	Piesik, Scott	8/14/2017	Grant application submission date, funds request form	10/20/2017 one-time
G1.MA2  M414661	Classroom walkthroughs will provide evidence that teachers are providing instruction that is...	Piesik, Scott	8/14/2017	Observation 360 walkthrough data for Domain 3 will be collected by administration as well as the HCSD Trend Data Collection Tool used by administration and district staff.	6/1/2018 weekly
G1.B1.S1.A1  A381560	Provide time for Assessment Teacher to train teachers on how to access their data through...	Troyer, Cecilia	8/14/2017	Attendance reports from ERO and sign in sheets.	6/1/2018 annually
G1.B2.S1.MA1  M414656	Monitor the use of the resources purchased and their impact on achievement.	Piesik, Scott	8/14/2017	Program evaluation of resources purchased.	6/1/2018 annually
G1.B2.S1.A1  A381563	Work with the Director of Federal Programs and Academic services to apply for Title IV grant...	Piesik, Scott	8/14/2017	Grant Application, funds request forms	6/1/2018 semiannually
G1.B1.S2.MA1  M414652	Increased student achievement after each assessment period.	Piesik, Scott	8/14/2017	Reports from Unify/Performance Matters and i-Ready will be used to determine if student achievement has increased compared to the prior assessment period.	6/1/2018 triannually
G1.B1.S2.MA1  M414653	ERO reports and sign in sheets.	Piesik, Scott	8/14/2017	Sign in sheets will be in the Professional Development Binder.	6/1/2018 triannually
G1.B1.S2.A1  A381561	Administration and teachers will conduct data chats after every assessment period.	Piesik, Scott	8/14/2017	Sign in sheets	6/1/2018 triannually
G1.B1.S3.MA1  M414654	Teachers and administration will review student performance on common assessments at SBLT...	Piesik, Scott	8/14/2017	Graphs from each grade level of student performance on common assessments.	6/1/2018 monthly
G1.B1.S3.MA1  M414655	Walkthroughs during PLC/SWAP by administration.	Piesik, Scott	8/14/2017	Reports for domain 4 from walkthroughs conducted by administration.	6/1/2018 quarterly
G1.B1.S3.A1  A381562	Grade level teams will meet a minimum of once a month to analyze student work (SWAP).	Cameron, Kristen	8/14/2017	Sign in sheets and Student Work Analysis Protocol documentation/ minutes.	6/1/2018 monthly

V. Professional Development Opportunities

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

G1. Suncoast Elementary School will use data to drive instruction that is aligned with standards to increase student achievement as measured by growth indicators.

G1.B3 A need for continued support to align instruction and assessments to the Florida Standards.

G1.B3.S1 Provide professional development in the areas of aligning lesson plans and assessments with Florida Standards.

PD Opportunity 1

Use of Observation 360 data from administrative walkthroughs to provide targeted professional development

Facilitator

Scott Piesik, Dacey Mahoney and District Curriculum Coaches

Participants

All instructional teams

Schedule

Monthly, from 8/10/2016 to 5/30/2017

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	Provide time for Assessment Teacher to train teachers on how to access their data through Unify/Performance Matters and i-Ready.				\$0.00
2	G1.B1.S2.A1	Administration and teachers will conduct data chats after every assessment period.				\$0.00
3	G1.B1.S3.A1	Grade level teams will meet a minimum of once a month to analyze student work (SWAP).				\$0.00
4	G1.B2.S1.A1	Work with the Director of Federal Programs and Academic services to apply for Title IV grant funding and seek additional funding sources for instructional resources.				\$60,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0321 - Suncoast Elementary School	School Improvement Funds		\$10,000.00
<i>Notes: After schools programs and instructional materials.</i>						
			0321 - Suncoast Elementary School	Title IV		\$50,000.00
5	G1.B3.S1.A1	Use of Observation 360 data from administrative walkthroughs to provide targeted professional development				\$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0321 - Suncoast Elementary School	Title II		\$2,500.00
<i>Notes: Professional development with district coaches and substitute coverage.</i>						
					Total:	\$62,500.00