

# Suncoast Elementary School



2014-15 School Improvement Plan

## Suncoast Elementary School

11135 QUALITY DR, Spring Hill, FL 34609

[www.edline.net/pages/hcsb\\_ses](http://www.edline.net/pages/hcsb_ses)

### School Demographics

**School Type**  
Elementary

**Title I**  
No

**Free/Reduced Price Lunch**  
62%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
31%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	B	B	B

### School Board Approval

This plan was approved by the Hernando County School Board on 11/18/2014.

### 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.

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, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education'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 resources available to support the goals and barriers that could hinder achieving those goals (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 is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

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

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	<a href="#">Jim Browder</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

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

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

Brighten the future with the light of knowledge!

#### School Environment

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

Teachers send home getting to know you surveys at the beginning of the year. Many also have "student of the week". Students and teachers communicate about themselves through conversation as well as through journals.

##### 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.

##### 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. 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 the leaders further disseminate the information to grade level teams.

##### 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 Guidance Department is on the specials rotation so all students participate in guidance lessons. Counselors are available to talk to individual students if there is a concern or need. The school counselors also facilitate ongoing special peer groups to develop social/emotional needs of students.

### Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

##### 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

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).



**Will the school use its PIP to satisfy this question?**

No

**PIP Link**

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

**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 and through newsletters, student agendas and Edline. Grade level Parent Nights are held during the first semester to provide parents 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 from remediation or enrichment of skills.

**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 that provide us with teacher/ student supplies. We also are involved with the a backpack program that provides food for needy families. A fund raiser 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.

**Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

**School Leadership Team**

**Membership**

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Braithwaite, Lisa	Principal
Smith, Charles	Assistant Principal
Jones, Teresa	Guidance Counselor
Baker, Kelly	Guidance Counselor
Mentasti, Chris	Other
Kling, Marguerite	Teacher, K-12
Williams, Allison	Teacher, K-12
Troyer, Cecilia	Teacher, K-12
Scheidle, Elizabeth	Teacher, K-12
Bordonaba, Diana	Teacher, K-12
Rivera, Susan	Teacher, ESE
Fielder, Melanie	Teacher, K-12
Romanello, Jennine	Teacher, K-12
Staton, Melissa	Teacher, K-12
Livingston, Darlene	Teacher, K-12
Connell, Ann	Teacher, K-12

### Duties

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

Lisa Braithwaite (Principal) and Charles Smith (Assistant Principal) facilitate and encourage the team in analyzing overall school data, acquiring the resources to deliver standards-based instruction and engaging in purposeful action steps that are committed to increasing student achievement in the school.

Chris Mentasti serves as the ELA Tier III 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.

Grade Level Teachers (Jennine Romanello, Ann Connell, Melissa Staton, Darlene Livingston, Melanie Fielder, Elizabeth Scheidle, Cecilia Troyer, and Susan Rivera) 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.

Marguerite Kling, Allison Williams, Charles Smith and Lisa Braithwaite are team members trained on the Florida Standards and are responsible for the Florida Standards implementation action plan.

Kelly Baker and Teresa Jones are the Certified School Counselors and serve as the PBS Coaches and MTSS Facilitators.

Diana Bordonaba is the school math representative and is the liason between the district and the school.

***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, daily physical education, and fine arts classes. Opportunities for Tier 2 intervention are embedded into the daily schedule for targeted remedial and enrichment instruction based on student needs. Teachers collaborate monthly during PLCs in an effort to share resources and strategies to address academic or behavior concerns. MTSS meetings are available to teachers to work through the 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, address the fidelity of the interventions delivered, and makes recommendations as to next level of support. These meetings are scheduled weekly with teachers to develop a plan for students targeted. In addition, Teresa Jones and Kelly Baker (Certified School Counselors) 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.

**School Advisory Council (SAC)**

**Membership**

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

Name	Stakeholder Group
Jennifer Anselmo	Parent
Keri Pascale	Business/Community
Elizabeth Croft	Parent
Patrick Foley	Teacher
Skyler President	Parent
Charles Smith	Education Support Employee
Lisa Braithwaite	Principal
Cecilia Troyer	Teacher
Lisa Mazzuco	Teacher
Danna Peterson	Teacher
Tracey Bonnett	Parent
Lisa Abdul-Rahim	Parent
Paula George	Teacher
Karen Saverino	Teacher
Cheryl Griggs-Centola	Parent
Keith Bennett	Parent
Kim Radatz-Hagemann	Parent
Shaun Klucznik	Parent

**Duties**

**Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

*Evaluation of last year's school improvement plan*

School performance data and review of school-wide goals were presented and reviewed with SAC members at the first meeting. SAC members were asked to review and evaluate what goals and strategies should continue as we develop this year's school improvement plan.

*Development of this school improvement plan*

SAC members were encouraged to review the new state template that will be used for the SIP plan this year. Input from SAC members was requested in the development of the 2014-2015 SIP plan as we seek to focus, support and monitor the goals we plan to achieve.

*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.

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

School improvement funds allocated last year included supporting school initiatives such as PBS. SAC funds were carried over to the 2014-2015 school year.

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Mentasti, Chris	Other
Kling, Marguerite	Teacher, K-12
Peterson, Danna	Teacher, K-12
Romanello, Jennine	Teacher, K-12
Hray, Karen	
Cameron, Kristen	Teacher, K-12
Wilkerson, Suzanne	Teacher, K-12
Staton, Melissa	Teacher, K-12
Zielinski, Heather	Teacher, K-12
Hensley, Karen	Instructional Media

**Duties**

**Describe how the LLT promotes literacy within the school**

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 reading 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:

- participating in the Global Read Aloud.
- promoting independent reading through Tumblebooks website, Scholastic Science magazines, 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 and hosting school book fairs.
- training and creating teams of student mentors

## Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

### **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 teaming. Teachers work collaboratively to learn and plan together at grade level meetings, professional learning communities, and professional development opportunities. Vertical teams foster a shared understanding of the Florida Standards and curriculum alignment across grade levels.

### **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 meet regularly 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.

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

Teachers with Clinical Educator certification will mentor all teachers new to Hernando County schools, per the HCSD mentoring program guidelines. Administration and district support specialists work with the school's lead mentor to pair mentors and mentees for the school year. Mentors support the teachers with daily planning, delivery of instruction and assessment. Planned mentoring activities include classroom observations and an understanding of the Charolette Danielson rubric. Informal classroom walkthroughs help ensure that the mentees are receiving guided support to enhance their instructional delivery.

## Ambitious Instruction and Learning

### **Instructional Programs and Strategies**

#### **Instructional Programs**

#### ***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

Teachers with knowledge of unwrapping the standards inspired and engaged the faculty in an activity to incorporate the standards in authentic discussions, authentic reading, and authentic writing. The Florida Standards Site-based Implementation Action Plan will include exposing teachers to CPALMS

website, use of the EQUIP Rubric to analyze lessons, and further defining what the student's action are related to the standards and how it will drive instruction. District Reading Coaches will support the school with continued opportunities for staff to engage in unpacking the standards to effectively plan for instruction.

### Instructional Strategies

**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, FAIR, teacher observations and/or anecdotal records, student conferences, other informal assessments, student journals, or work samples. Additional research-based resources and programs (Great Leaps, LMB programs, FCRR, Destination Reading) 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. 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. 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.

**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:**

**Strategy Rationale**

**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**

### Student Transition and Readiness

#### PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

During the last six weeks of PreK, the students who will be moving up in the fall begin to transition to kindergarten activities such as lunch, PE, and Specials. They also spend a designated amount of time in select kindergarten classrooms during ELA time.

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 their 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.

### **College and Career Readiness**

***Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations***

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

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

***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***

## 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 staff will engage students through the use of collaborative and purposeful instructional strategies that will ensure achievement as measured by growth indicators.

## Strategic Goals Detail

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



**G1.** Suncoast Elementary School staff will engage students through the use of collaborative and purposeful instructional strategies that will ensure achievement as measured by growth indicators. 1a

G041753

**Targets Supported** 1b

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	70.0
FSA - English Language Arts - Proficiency Rate	70.0

**Resources Available to Support the Goal** 2

- Professional Learning Communities, C-Palms, Kagan Structures, Staff Professional Development with Florida Standards, CPalms/CMap, EQUIP Rubric, CC PD 360, Lesson Study, Common Core Companion Reference, High Impact Instruction Resource

**Targeted Barriers to Achieving the Goal** 3

- A lack of knowledge and support for effective planning to implement rigorous standards based instruction.

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

Classroom walkthroughs will provide evidence that standards and delivery of instructional strategies are being used to engage students.

**Person Responsible**

Charles Smith

**Schedule**

Weekly, from 10/1/2014 to 6/3/2015

**Evidence of Completion**

Observation 360 walkthrough data for Domain 3 will be collected by administration as well as designated 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 staff will engage students through the use of collaborative and purposeful instructional strategies that will ensure achievement as measured by growth indicators. **1**

 G041753

**G1.B1** A lack of knowledge and support for effective planning to implement rigorous standards based instruction. **2**

 B101427

**G1.B1.S1** Provide professional development regarding the unpacking and implementation of the Florida Standards. **4**

 S121618

### Strategy Rationale

Teachers are unfamiliar with the new standards and need support to employ purposeful instructional strategies.

### Action Step 1 **5**

Schedule and deliver professional development as defined by the School Florida Standards Implementation Action Plan.

#### Person Responsible

Allison Williams

#### Schedule

Quarterly, from 8/19/2014 to 6/5/2015

#### Evidence of Completion

Action Plan, Ticket In and Out regarding each of the resources, Sign in sheet, Curriculum Maps from CPalms, Reflection Questions

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

Administration will observe teachers engaged in professional development opportunities related to the standards.

**Person Responsible**

Charles Smith

**Schedule**

Annually, from 8/11/2014 to 6/3/2015

***Evidence of Completion***

Teacher Sign-in sheets will be collected as evidence of training received; PLC minutes; Ticket In/Out documentation

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

At SBLT meetings information will be sought out regarding how staff is progressing with standards based instruction.

**Person Responsible**

Lisa Braithwaite


**Schedule**

Monthly, from 10/15/2014 to 6/3/2015

***Evidence of Completion***

SBLT Agenda and Minutes will reflect input gathered from team members

**G1.B1.S2** Utilize results of formal and informal assessments to improve individual student performance and instructional delivery at all levels. 4

 S121619

### Strategy Rationale

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

### Action Step 1 5

The assessment teacher will collaborate with teachers to facilitate PLCs on data analysis of multiple data points in order to refine and improve instructional delivery.

#### Person Responsible

Cecilia Troyer

#### Schedule

Monthly, from 10/13/2014 to 6/5/2015

#### Evidence of Completion

Usage report from Performance Matters, Sign In sheet

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

Grade Level teams will attend PLCs to review informal and formal assessment data collected as well as access Performance Matters historical data (item analysis of progress monitoring data, sub-group performance) to identify instructional focus areas.

#### Person Responsible

Cecilia Troyer

#### Schedule

Monthly, from 10/20/2014 to 6/3/2015

#### Evidence of Completion

PLC meeting notes, Sign-in Sheet with Assessment Teacher, Performance Matters Utilization report

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

Teachers will work together to understand the data sources being reviewed and analyze common assessment data to monitor student progress.

**Person Responsible**

Cecilia Troyer

**Schedule**

Quarterly, from 10/17/2014 to 6/3/2015

**Evidence of Completion**

Grade Level PLC Minutes; Progress monitoring data; Observation of data chats between student and teacher

**G1.B1.S3** Instructional teams will define, research and implement lessons that encourage accountable talk and meaningful collaboration. 4

 S121629

**Strategy Rationale**

Delivery practices and expectations are inconsistent in regard to collaborative activities and accountable talk.

**Action Step 1 5**

Teachers will use online professional development sites (CC360, Teachers Channel, etc), education journal articles, books, and the internet to further develop and define a common language/picture of accountable talk and collaborative classrooms.

**Person Responsible**

Lisa Braithwaite

**Schedule**

Monthly, from 12/1/2014 to 6/3/2015

**Evidence of Completion**

Conversations with teachers during teacher observations focusing on accountable talk and collaborative structures.

**Action Step 2** 5

Teachers will develop lessons that maintain increased opportunities for students to demonstrate interactions in collaborative groups promoting academic talk that demonstrates student dialogue centered around reasoning and questioning concept/skills learned.

**Person Responsible**

Lisa Braithwaite

**Schedule**

Biweekly, from 12/1/2014 to 6/3/2015

***Evidence of Completion***

Lesson Plans reviewed by Administration; Observation of students engaged in collaborative structures; Class Walkthroughs by administration or district staff observing students demonstrating academic talk.

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

SBLT members will gather information from their teams and share evidence of teachers promoting opportunities for accountable talk and meaningful collaboration at SBLT meetings.

**Person Responsible**

Lisa Braithwaite

**Schedule**

Monthly, from 12/1/2014 to 12/3/2014

***Evidence of Completion***

SBLT agenda and minutes

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

Administration will complete walkthroughs to observe lessons that foster accountable talk and meaningful collaboration.

**Person Responsible**

Charles Smith

**Schedule**

Weekly, from 12/1/2014 to 6/3/2015

**Evidence of Completion**

Classroom walkthrough data and feedback to teachers related to what was actually observed.

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Schedule and deliver professional development as defined by the School Florida Standards Implementation Action Plan.	Williams, Allison	8/19/2014	Action Plan, Ticket In and Out regarding each of the resources, Sign in sheet, Curriculum Maps from CPalms, Reflection Questions	6/5/2015 quarterly
G1.B1.S2.A1	The assessment teacher will collaborate with teachers to facilitate PLCs on data analysis of multiple data points in order to refine and improve instructional delivery.	Troyer, Cecilia	10/13/2014	Usage report from Performance Matters, Sign In sheet	6/5/2015 monthly
G1.B1.S3.A1	Teachers will use online professional development sites (CC360, Teachers Channel, etc), education journal articles, books, and the internet to further develop and define a common language/picture of accountable talk and collaborative classrooms.	Braithwaite, Lisa	12/1/2014	Conversations with teachers during teacher observations focusing on accountable talk and collaborative structures.	6/3/2015 monthly
G1.B1.S3.A2	Teachers will develop lessons that maintain increased opportunities for students to demonstrate interactions in collaborative groups promoting academic talk that demonstrates student dialogue centered around reasoning and questioning concept/ skills learned.	Braithwaite, Lisa	12/1/2014	Lesson Plans reviewed by Administration; Observation of students engaged in collaborative structures; Class Walkthroughs by administration or district staff observing students demonstrating academic talk.	6/3/2015 biweekly
G1.MA1	Classroom walkthroughs will provide evidence that standards and delivery of instructional strategies are being used to engage students.	Smith, Charles	10/1/2014	Observation 360 walkthrough data for Domain 3 will be collected by administration as well as designated district staff.	6/3/2015 weekly
G1.B1.S1.MA1	At SBLT meetings information will be sought out regarding how staff is progressing with standards based instruction.	Braithwaite, Lisa	10/15/2014	SBLT Agenda and Minutes will reflect input gathered from team members	6/3/2015 monthly
G1.B1.S1.MA1	Administration will observe teachers engaged in professional development opportunities related to the standards.	Smith, Charles	8/11/2014	Teacher Sign-in sheets will be collected as evidence of training received; PLC minutes; Ticket In/Out documentation	6/3/2015 annually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.MA1	Teachers will work together to understand the data sources being reviewed and analyze common assessment data to monitor student progress.	Troyer, Cecilia	10/17/2014	Grade Level PLC Minutes; Progress monitoring data; Observation of data chats between student and teacher	6/3/2015 quarterly
G1.B1.S2.MA1	Grade Level teams will attend PLCs to review informal and formal assessment data collected as well as access Performance Matters historical data (item analysis of progress monitoring data, sub-group performance) to identify instructional focus areas.	Troyer, Cecilia	10/20/2014	PLC meeting notes, Sign-in Sheet with Assessment Teacher, Performance Matters Utilization report	6/3/2015 monthly
G1.B1.S3.MA1	Administration will complete walkthroughs to observe lessons that foster accountable talk and meaningful collaboration.	Smith, Charles	12/1/2014	Classroom walkthrough data and feedback to teachers related to what was actually observed.	6/3/2015 weekly
G1.B1.S3.MA1	SBLT members will gather information from their teams and share evidence of teachers promoting opportunities for accountable talk and meaningful collaboration at SBLT meetings.	Braithwaite, Lisa	12/1/2014	SBLT agenda and minutes	12/3/2014 monthly

## Appendix 2: Professional Development and Technical Assistance Outlines

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



## Professional Development Opportunities

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

**G1.** Suncoast Elementary School staff will engage students through the use of collaborative and purposeful instructional strategies that will ensure achievement as measured by growth indicators.

**G1.B1** A lack of knowledge and support for effective planning to implement rigorous standards based instruction.

**G1.B1.S1** Provide professional development regarding the unpacking and implementation of the Florida Standards.

### PD Opportunity 1

Schedule and deliver professional development as defined by the School Florida Standards Implementation Action Plan.

#### Facilitator

Charles Smith, Marguerite Kling, Allison Williams, Lisa Braithwaite

#### Participants

All instructional staff

#### Schedule

Quarterly, from 8/19/2014 to 6/5/2015

**G1.B1.S2** Utilize results of formal and informal assessments to improve individual student performance and instructional delivery at all levels.

### PD Opportunity 1

The assessment teacher will collaborate with teachers to facilitate PLCs on data analysis of multiple data points in order to refine and improve instructional delivery.

#### Facilitator

Cecilia Troyer

#### Participants

All instructional teams

#### Schedule

Monthly, from 10/13/2014 to 6/5/2015

**G1.B1.S3** Instructional teams will define, research and implement lessons that encourage accountable talk and meaningful collaboration.

**PD Opportunity 1**

Teachers will use online professional development sites (CC360, Teachers Channel, etc), education journal articles, books, and the internet to further develop and define a common language/picture of accountable talk and collaborative classrooms.

**Facilitator**

Classroom teachers, SBLT leaders

**Participants**

All instructional staff

**Schedule**

Monthly, from 12/1/2014 to 6/3/2015

## Technical Assistance Items

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

## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> Suncoast Elementary School staff will engage students through the use of collaborative and purposeful instructional strategies that will ensure achievement as measured by growth indicators.	2,521
<b>Grand Total</b>	<b>2,521</b>

### Goal 1: Suncoast Elementary School staff will engage students through the use of collaborative and purposeful instructional strategies that will ensure achievement as measured by growth indicators.

Description	Source	Total
<b>B1.S1.A1</b> - Budget funds for substitutes to support training delivered on Florida Standards	Title II	1,578
<b>B1.S2.A1</b> - Provide resources for materials related to Understanding Intervention.	Title II	243
<b>B1.S3.A2</b> - Purchase of lesson planning tool through planbook.com Administration can view all lesson plans and teachers can share their plans and activities with each other.	Other	700
<b>Total Goal 1</b>		<b>2,521</b>