

Belleair Elementary School

1156 LAKEVIEW RD, Clearwater, FL 33756

<http://www.belleair-es.pinellas.k12.fl.us>

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

66%

Alternative/ESE Center

No

Charter School

No

Minority

81%

School Grades History

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

School Board Approval

This plan is pending approval by the Pinellas County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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
Monitoring Only	4	Jim Browder
Former F	Turnaround Status	
Yes		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our mission is to provide a safe, learning environment and create lifelong learners who achieve at least a year or more of learning every year.

Provide the school's vision statement

Our vision is that 100% of our students are achieving at grade level or above in order to be college and career ready.

School Environment

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

In order to be culturally responsive to our diverse student population (including our African American and Hispanic population) all homeroom classes begin their day by greeting students when they enter the classroom and with a Morning Meeting in order to learn more about the individual students and their backgrounds. In doing so we are building trust and stronger relationships with our students. We have a multi-cultural club that regularly meets to support our diverse student population and participates in field trips including the Pinellas County African American History Museum and SPIFFS.

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

Belleair Elementary Administrators go on the morning news every day and reiterate the school-wide expectations. Administrators and teachers are highly visible around the campus. We also have signage that reminds students of the expectations in different areas of the campus. Students are escorted to their dismissal locations which allows for supervision until they leave campus. Students are greeted by adults as well as their classroom teacher when they arrive at school.

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

Belleair uses Positive Behavior Systems to promote a positive culture. Our Behavior Team has received training on best practices and trained classroom teachers in those practices. Our teachers implement protocols that incorporate consistent school wide expectations and rigorous, engaging lessons. We have also trained staff members on the school's Behaviors and Level of Consequences chart which outlines possible behaviors and a menu of progressive actions that could be taken. We have a team of teachers who are being trained in PBS by practitioners from the University of South Florida. We have Safety Patrols that provide students with leadership roles in the school and assists with arrival and dismissal procedures.

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

Through the use of Morning Meetings and monthly character lessons our students have the opportunity to discuss their feelings and engage appropriately. Monthly Tiger Assemblies that

recognize students who are making positive choices as it relates to the Character Trait of the Month. Tiger Roars (which are positive referrals), PAW Mart, PURR Awards celebrate students who are making positive behavioral choices in the cafeteria. Teachers use a Behavior Gradebook to track student behavioral progress. Teachers submit their behavior gradebooks to the Behavior Coach and it is analyzed by the Student Services Team. Students who earn 5 or more N's or U's twice, will be recommended for small group counseling with the Social Worker and/or the Guidance Counselor.

Early Warning Systems

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

Describe the school's early warning system and provide a list of the early warning indicators used in the system

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
 - One or more suspensions, whether in school or out of school
 - Did not earn a passing grade (D, or above) in English Language Arts or mathematics
 - A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
- *Number of students retained

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	22	9	10	10	7	12	70
One or more suspensions	4	4	9	1	1	11	30
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	52	40	35	127

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

Indicator	Grade Level				Total
	1	3	4	5	
Students exhibiting two or more indicators	2	6	2	8	18

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

Promise Time is used to support identified areas of weaknesses for students earning a level 1 on standardized testing.
 Positive Behavior supports are differentiated to individual student needs to support learning and reduce disciplinary issues.
 Morning Meetings are implemented to assist individual students integrate into a positive classroom culture that supports learning.
 Check and Connect, Mentor, Individualized Support Plan addressing either/or academic and/or behavior deficits.

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?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/52054>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

Administration through the support of the Volunteer coordinator actively seek and sustain the support of Big Brother Big Sisters, local churches, American Red Cross and our business partner Nielsen. Community representatives from the Clearwater Rotary are members of our SAC. Administration meets regularly with Nielsen, our business partner to discuss ongoing projects.

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
Griffin, Tabitha	Principal
Manche, Susan	Assistant Principal
Winters, Valene	Teacher, K-12
Kelly, Renee	Other
Cascone, Deborah	Instructional Coach
Lukavec, Helen	Instructional Coach
Thompson, Ryan	Instructional Coach

Duties

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

The Leadership Team meets weekly to discuss current 'happenings' and to plan for and follow up on all required instruction for students. Susan Manche, the assistant principal, acts as the Learning Specialist for the school. She attends monthly district Learning Specialist training covering all curriculum and returns to share this information through monthly Professional Development school meetings. In addition she works with the Principal to hold weekly walkthroughs in classrooms and utilizes this time to share just in time PD or to line up support for classroom teachers with the

curriculum coaches. She schedules and organizes all district and state assessments and the required accommodations.

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

At the beginning of the school year the Leadership Team met and looked over and discussed all school wide data from spring 2014. At the initial 2014- 2015 preschool curriculum meeting the Leadership Team shared the school's spring data and followed the established process for looking over the data and identifying strengths, weakness and goals for the upcoming school year. The Rtl academic coach then gave each team leader RR, District Common Assessment, SAT 10 and FCAT data from the previous spring and blank Scattergrams to begin organizing student data to start grouping students for instruction and differentiation. The teachers along with the Rtl academic coach and Leadership Team used the data to organize students into small groups and to plan instruction to match the needs of the students. During the first week the Leadership Team worked with all Resource Teachers (ESE, ESOL, LLI, and Title 1 hourlies) to create a master Resource schedule to make sure all instructional time was purposely planned for and matched the needs of the students. The teachers then worked with the Rtl coach and classroom teachers to determine which resources/interventions would best support the needs of the students. As instruction begins teachers are given a schedule for turning in routine Progress Monitoring on Reading, Math and Science. The Leadership Team, classroom teachers and the SBLT regularly analyze the PM data to determine if groupings, resource support or interventions need to be changed to better meet the needs of the students. The Leadership Team meets weekly as a team, meets with SBLT each week and meets weekly with a selected grade level PLC to discuss progress and any needs for students and required resources, etc. The Rtl academic coach is responsible for coordinating this process and in organizing and sharing the data with SBLT and the Leadership team at the weekly meetings.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Yolanda Hearn	Teacher
Lothar Erdtmann	Business/Community
Madonna Campion	Business/Community
Maria Cerrito	Parent
Tabitha Griffin	Principal
Gidbert Roca Batista	Education Support Employee
Christine Salinas	Parent
Ruth Keyes	Business/Community
Mark Schvartz	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

Members will review the goals and the end of the year test data and provide feedback.

Development of this school improvement plan

SAC assisted in developing the focus of the Advisory Council, how the funds are allocated, and reviewing academic data. SAC will continue to focus on increasing parental engagement, increasing the engagement of students and reviewing school data.

Preparation of the school's annual budget and plan

Reviewed and provided feedback and input.

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

- Copies of upcoming events \$100
- Translators at evening events \$200
- Childcare so that parents can attend \$300
- Dinner \$800
- Materials/books/prizes for attendance \$1000
- Attend Science, Math and Reading Conferences \$1935

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
Griffin, Tabitha	Principal
Winters, Valene	Other
Lukavec, Helen	Other
Pellerin, Stacey	Teacher, K-12
Vasallo, Veronica	Teacher, K-12
Moslek, Angela	Teacher, K-12
Maas, Jennifer	Teacher, K-12
Albritton, Tracy	Teacher, K-12
Kurleman, Stephanie	Teacher, K-12
Ortiz, Heather	Teacher, K-12
Hearn, Yolanda	Teacher, K-12
Love, Brittany	Teacher, K-12
Anderson Rawstern, Margaret	Teacher, K-12
Center, Laura	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team supports the literacy activities within the school. They are responsible for coordinating a variety of Literacy based parent engagement activities including, the Book Fair, Battle of the Books, Holiday Break Reading Challenges, Reading Under the Stars, and support of the School Improvement Initiatives.

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

Our schedule has been created to allow daily common planning time between grade level teachers. Each team is required to schedule two weekly collaborative planning times. We have also scheduled time for weekly collaboration with classroom teachers and content level coaches. We encourage and support teachers to observe their peers modeling Best Practices within their classrooms. During monthly Curriculum Meetings we lead the staff with Team building activities.

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

Interview questions are developed that reflect a blend of the proficiencies on the FEAP, and the Haberman techniques. Prospective candidates are selected based upon their having the necessary qualifications at the time of the interview (i.e. ESOL Endorsement, ESE certification, Elementary Education K-6, etc.) Each new teacher is given the PD that supports our school improvement plan that the current staff received and currently utilize such as Jan Richardson small group, Classroom Discussions, St Math ,etc. Coaches are instructed to support new teachers as need arises.

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

We provide mentors to all first year teachers. We have a Lead Mentor who is responsible for ensuring that mentors meet with the new/developing teachers and facilitates the monthly meetings centered around school and district processes. All new/developing teachers were paired with teachers who have demonstrated effective teaching at their grade level.

Vanessa Stanley New Teacher- Camilla Collins Mentor
Lauren Frantzis New Teacher- Charlotte Maguire - Mentor
Rachelle Bentley- New Teacher- Jami Moses- Mentor
Jovana Cvjetkovic New Teacher-Leslie Lucci- Mentor
Amanda Mills- New Teacher Stacey Pellerin Vanderloop Mentor
Angela Moslek-New to Elementary- Leslie Lucci
Krystal Koehler- New Teacher - Davin Parsons
4th Grade- TBA-TBA

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

All teachers collaboratively plan weekly and are supported by curriculum coaches. The expectation is that all instruction is focused and aligned to the standards. Teachers are required to turn in weekly

lessons plan that are aligned to the standards. Teachers are required to post their updated Flow of the Day which contains the standards and/or student friendly 'I Can' statements aligned with the standards. Administration does weekly Walk-throughs using a protocol addressing those items needing to be improved upon, and those items that the teachers are noticed doing well. The administrative walk-throughs ensure that instruction is aligned to the standards, and the curriculum being taught is in accordance to the curriculum guidelines and use best practices.

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

Our African American students showed gains of 2% in Reading and 16% in Math proficiency. Our Hispanic students showed a 4% gain in Reading and a 10% gain in Math proficiency. Our ELL students showed a 9% gain in Reading and a 14% gain in Math proficiency. In further analyzing this data, along with district and classroom data we determined more gains needed to be made with our Black, Hispanic and ELL students through continuing to focus on teaching to the standards, increasing the level of student engagement during instruction and focusing on more explicit instruction of content and academic vocabulary. One way in which we will support this is by providing training on and implementing the use of SIOP strategies for all instructional staff to use to differentiate the way that instruction is presented to students and to support instruction of academic and content vocabulary. We are also providing Just in Time training on oral language and implementing this knowledge in our instruction.

To support these students and all of our students the Leadership Team will meet with every 3rd- 5th grade student to discuss individual goal setting and action plans. We also have individual mentoring, Big Brothers and Big Sisters and our Multi Cultural Club to support strong relationships leading to higher academic proficiency.

At the beginning of the school year, Spring Common Assessment, SAT 10 and FCAT data is used to determine resources to use with core instruction, for grouping and interventions for differentiation. Students work and share their thinking and responses in journals. The teachers will analyze the journals weekly to determine the level of student understanding and use this data to provide necessary enrichment, scaffolding and/or remediation. This year our teachers are being trained to use routine formative assessments with the students to ensure misunderstandings are addressed immediately and those students with a higher level of understanding are provided enrichment. Some students will be pulled into differentiated small groups for intervention with classroom teachers and/or Resource teachers.

Science District CA data on 3rd- 4th grade standards will be used to determine current Science proficiency levels of 5th grade students. This data will be used to determine focus of instruction for Promise Time at Saturday Science School and for remedial small group instruction within the classrooms. In 3rd- 5th grade classes Literacy teachers utilize CA and classroom assessment data to determine choices for non-fiction books in small groups and independent Literacy work. This data also drives their Science modules in determining what needs to be retaught or at a deeper level and will determine assignments on Think Central online lessons.

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: 6,750

IReady, IStation, ST Math, FCAT Explorer, and small group instruction.

Strategy Rationale

Computer based programs engage students' learning process and meets the needs of all the students learning styles and incorporates technology into the learning environment.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Winters, Valene, wintersv@pcsb.org

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

The computer based programs: pre-test, progress monitoring, and post tests will be used to assess the students academic progress. Additionally, small group instruction will be measured through Running Record data.

Strategy: Weekend Program

Minutes added to school year: 3,600

3rd-5th graders meet 9am -12pm on Saturdays for instruction on 3rd and 4th grade Science standards.

Strategy Rationale

To provide remediation and enrichment on possible gaps in Science instruction on 3rd and 4th grade standards.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Manche, Susan, manches@pcsb.org

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

Pinellas County's 5th grade Diagnostic Test. This test is analyzed to develop curriculum based on questions (standards) that are missed and used formatively to show gains or need for remediation.

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

We host a variety of events to provide the means for students to transition from VPK to Kdg and 5th to 6th: The events may include one or more of the following, Pre-K visits to kindergarten classes, middle school counselors visit and discuss middle school expectations and concerns with our 5th graders.

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.** Increase the percentage of African American students scoring proficiently in Reading, Math, and Science as measured by the LAFS, MAFS, and Science FCAT 2.0.
- G2.** Decrease number of discipline referrals by 10% by June of 2015.
- G3.** Decrease number of student absences to 5% and tardies by 5%.
- G4.** Increase percentage of students performing proficiently in Science by 26%, as measured by the Science FCAT 2.0.
- G5.** Goal #1: Increase percentage of students performing proficiently in Math to 60%, as measured by the MAFS 2015 assessment.
- G6.** Increase percentage of students performing proficiently in reading to 60% as measured by the LAFS assessment.

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. Increase the percentage of African American students scoring proficiently in Reading, Math, and Science as measured by the LAFS, MAFS, and Science FCAT 2.0. **1a**

 G045169

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - African American	49.0

Resources Available to Support the Goal **2**

Targeted Barriers to Achieving the Goal **3**

G2. Decrease number of discipline referrals by 10% by June of 2015. 1a

G040683

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	10.0

Resources Available to Support the Goal 2

- RtI Behavior Coach
- Guidance Counselor
- Social Worker
- Positive Behavior Support Plan
- Administration
- PBS Team
- Classroom Teachers
- District Support through PBS Program
- Business Partner(s)

Targeted Barriers to Achieving the Goal 3

- Fidelity of teaching behavior expectations, including the classroom expectations, are aligned to the school wide expectations, and completed with fidelity.
- School culture and climate that may not embrace cultural sensitivity and trauma.

Plan to Monitor Progress Toward G2. 8

The PBS Team will monitor the progress of goal through monthly PBS Committee meetings and the agendas, sign-in sheets, and pre/post survey results regarding professional development.

Person Responsible

Ryan Thompson

Schedule

Monthly, from 9/11/2014 to 5/14/2015

Evidence of Completion

Sign-in sheets and agendas for professional development workshops and PBS Committee Meetings. Analyzed results for pre/post survey results.

G3. Decrease number of student absences to 5% and tardies by 5%. 1a

G040663

Targets Supported 1b

Indicator	Annual Target
Attendance rate	5.0

Resources Available to Support the Goal 2

- Social Worker
- CST Team
- Business Partner
- DMT
- District Attendance Specialist
- Guidance Counselor
- Administrative Team

Targeted Barriers to Achieving the Goal 3

- Parental Involvement and support of attendance policies.

Plan to Monitor Progress Toward G3. 8

The CST Team will graph the data and analyze the trends regarding attendance and parental involvement.

Person Responsible

Heather DeHaan

Schedule

Monthly, from 8/29/2014 to 5/29/2015

Evidence of Completion

Attendance Records, Sign-in Sheets for PLC's, SBLT, and Parent Workshops.

G4. Increase percentage of students performing proficiently in Science by 26%, as measured by the Science FCAT 2.0. 1a

G040476

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	55.0

Resources Available to Support the Goal 2

- Instructional Coach
- ESOL Teachers
- VE Teachers
- Intervention materials
- Data Specialist
- Professional Development
- Technology
- Library Media Specialist
- Cross curricular materials
- Extended Learning
- Think Central
- Science Lab

Targeted Barriers to Achieving the Goal 3

- Fidelity of differentiated standards based instruction to meet the needs of learners
- Assessment data is not being used to drive instruction

Plan to Monitor Progress Toward G4. 8

The administrative team will collect and review walkthrough protocol sheets.

Person Responsible

Tabitha Griffin

Schedule

Biweekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Completed walkthrough protocol sheets, common assessment results, formative and informative assessments.

G5. Goal #1: Increase percentage of students performing proficiently in Math to 60%, as measured by the MAFS 2015 assessment. 1a

G040342

Targets Supported 1b

Indicator	Annual Target
	60.0

Resources Available to Support the Goal 2

- Title I Hourly Teachers
- I Ready
- ST Math
- Instructional Coach
- ESOL Teachers
- VE Teachers
- Intervention materials
- Data Specialist
- Professional Development
- Technology
- Library Media Specialist
- Promise Time

Targeted Barriers to Achieving the Goal 3

- Fidelity of differentiated standards based instruction to meet the needs of learners
- Assessment data is not being used to drive instruction

G6. Increase percentage of students performing proficiently in reading to 60% as measured by the LAFS assessment. **1a**

 G039665

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - All Students	60.0
AMO Math - All Students	57.0

Resources Available to Support the Goal **2**

- Title I Hourly Teachers
- Reading Intervention Teachers
- I Station
- Jan Richardson Guided Reading
- Instructional Coach
- ESOL Teachers
- VE Teachers
- Intervention Materials
- Data Specialist
- Professional Development
- Technology
- Library Media Specialist
- LLI Teacher
- Cross Curricular Materials
- Promise Time

Targeted Barriers to Achieving the Goal **3**

- Insufficient explicit writing instruction
- Assessment data is not being used to drive instruction
- Fidelity of standards based instruction that includes academic vocabulary and small group instruction that is differentiated to meet the needs of learners.

Plan to Monitor Progress Toward G6. 8

ELA data, Running Records, Monthly Progress Monitoring on the standards, Journals entries and rubric scores

Person Responsible

Helen Lukavec

Schedule

Monthly, from 8/26/2014 to 5/29/2015

Evidence of Completion

SBLT and PLC Minutes as well as Data Chat forms

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

G2. Decrease number of discipline referrals by 10% by June of 2015. **1**

 G040683

G2.B1 Fidelity of teaching behavior expectations, including the classroom expectations, are aligned to the school wide expectations, and completed with fidelity. **2**

 B098495

G2.B1.S1 A systematic PBS process will be implemented, shared, and revisited throughout the year by the following means: committee meetings, PLCs', SBLT, classroom, cafeteria, morning meetings, etc. **4**

 S109832

Strategy Rationale

To ensure that all staff members and students know, understand, and adhere to the PBS expectations with fidelity.

Action Step 1 **5**

Belleair PBS Team, with all stakeholders, will implement, share, and revisit the systematic PBS Plan and expectations throughout the school year.

Person Responsible

Ryan Thompson

Schedule

Daily, from 8/8/2014 to 6/2/2015

Evidence of Completion

PBS Folder, Curriculum Minutes and Agendas, PLC's notes, Walkthroughs, lesson plans, number of referrals and communication forms, fidelity checks for morning meetings, classrooms behavior system clearly defined and visible, participation in PBS Celebration and PAW Mart, and PURR, and Positive Calls from Administrative Staff.

G2.B4 School culture and climate that may not embrace cultural sensitivity and trauma. 2

 B098498

G2.B4.S1 To provide professional development regarding cultural sensitivity and the trauma that differing students may experience. 4

 S109908

Strategy Rationale

To increase awareness amongst staff members regarding the differing needs of our student population.

Action Step 1 5

The PBS Team will provide professional development relating to school culture and climate, cultural sensitivity, and trauma.

Person Responsible

Ryan Thompson

Schedule

On 5/29/2015

Evidence of Completion

Sign-In Sheets for professional development. PLC notes, lesson plans, and survey results.

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

The PBS Team will schedule professional development calendar for the school year.

Person Responsible

Ryan Thompson

Schedule

Monthly, from 9/18/2014 to 5/14/2015

Evidence of Completion

Calendar for scheduled professional development and Sign-In Sheets for PBS Committee meetings.

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

PBS Team will monitor for effectiveness through a pre and post survey regarding school culture and climate, cultural awareness, and trauma during the professional development workshops.

Person Responsible

Ryan Thompson

Schedule

Monthly, from 9/11/2014 to 5/14/2015

Evidence of Completion

Sign-In Sheets for professional development workshops and PBS Committee Meetings.

G3. Decrease number of student absences to 5% and tardies by 5%. 1

 G040663

G3.B1 Parental Involvement and support of attendance policies. 2

 B098571

G3.B1.S1 CST team will develop a plan to inform all stakeholders, especially parents, of the attendance policy in the form of Parent workshops, and provide positive incentives for their students' decrease in absences and/or tardies. 4

 S109916

Strategy Rationale

Parents and students will have a positive outlook regarding attendance and tardies and understand the impact of regular attendance on academic achievement.

Action Step 1 5

The CST Team will develop a plan to inform and provide incentives to all stakeholders in order to decrease absences and/or tardies.

Person Responsible

Heather DeHaan

Schedule

Biweekly, from 8/27/2014 to 5/29/2015

Evidence of Completion

Attendance Records, CST Team Records, Parent Workshop sign-in sheets, Timely Tiger Program with incentives, Timely Tiger Monthly Meeting Agendas

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

The CST Team will provide data to all staff members regarding attendance, and strategies for increasing parent involvement.

Person Responsible

Heather DeHaan

Schedule

Biweekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Attendance Records, Contact Logs, Parent Sign-In Sheets, PLC's, SBLT Sign-In Logs

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

The CST team will graph and look at trends regarding attendance and parent participation.

Person Responsible

Heather DeHaan

Schedule

Monthly, from 8/22/2014 to 6/1/2015

Evidence of Completion

Attendance Graphs, Sign-In Sheets for PLC's, SBLT, and Parent Workshops.

G4. Increase percentage of students performing proficiently in Science by 26%, as measured by the Science FCAT 2.0. **1**

G040476

G4.B1 Fidelity of differentiated standards based instruction to meet the needs of learners **2**

B097881

G4.B1.S1 Teachers attend professional development aligned to the standards and BEST Practices of the Elementary Science Curriculum. **4**

S109218

Strategy Rationale

Teachers deeper Science content knowledge will support strong instruction.

Action Step 1 **5**

Teachers will attend grade level Science District Wide Training ,participate in the coaching model with the instructional coach and implement gained knowledge within classroom.

Person Responsible

Deborah Cascone

Schedule

Monthly, from 8/12/2014 to 5/25/2035

Evidence of Completion

Coaching Logs, Deliberate Practices, lesson plans, walkthroughs

Action Step 2 **5**

Teachers will utilize the district provided grade level science modules to help guide in planning for and providing differentiated grade level standards based instruction. This will include the use of Science Learning Activity Guides (SLAGS,) scientific investigations and Science notebooks.

Person Responsible

Deborah Cascone

Schedule

Daily, from 8/18/2014 to 5/29/2015

Evidence of Completion

Lesson Plans, walkthroughs, Science Notebooks, student products

Action Step 3 5

Science Instruction for grades 3-5 will be extended through the use of the Science Lab, Edible Garden, STEM Club and the Environmental Club.

Person Responsible

Deborah Cascone

Schedule

Daily, from 9/15/2014 to 5/29/2015

Evidence of Completion

Lesson Plans, Walkthroughs, student products

G4.B2 Assessment data is not being used to drive instruction 2

 B097882

G4.B2.S1 Develop and implement a 5th grade benchmark review plan based on data from the 3rd/4th grade Review Diagnostic Assessment. 4

 S109261

Strategy Rationale

Students will learn Science standards that may have been missed in previous years.

Action Step 1 5

Teachers will develop and implement a 5th grade benchmark review plan based on data from the 3rd/4th grade Review Diagnostic Assessment.

Person Responsible

Deborah Cascone

Schedule

Weekly, from 9/8/2014 to 5/15/2015

Evidence of Completion

Data in PErformance Matters, lessons, student products

Action Step 2 5

Utilizing data from 3rd/4th grade Review Diagnostic Assessment Promise Time Saturday School curriculum will be developed around needs of students.

Person Responsible

Susan Manche

Schedule

Weekly, from 9/13/2014 to 4/18/2015

Evidence of Completion

Test data, lesson plans, observations and student products

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

Administrative Team will conduct walkthroughs using a protocol aligned with the teacher indicator rubric.

Person Responsible

Tabitha Griffin

Schedule

Biweekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Walkthrough protocol sheets completed on biweekly basis.

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

Administrative Team will conduct walkthroughs using a protocol aligned with teacher indicator rubrics.

Person Responsible

Tabitha Griffin

Schedule

Biweekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Completed walkthrough protocol forms.

G5. Goal #1: Increase percentage of students performing proficiently in Math to 60%, as measured by the MAFS 2015 assessment. 1

G040342

G5.B1 Fidelity of differentiated standards based instruction to meet the needs of learners 2

B097733

G5.B1.S1 Teachers will effectively plan - including using the Eight Mathematical Practices, the grade level curriculum guide and content guide. 4

S109069

Strategy Rationale

If instruction is aligned to the standards there will be no gaps in students' learning.

Action Step 1 5

Participate in district and school wide Math Professional Development throughout the year. Utilize this knowledge along with the Eight Mathematical Practices, grade level curriculum guide and content guide while collaboratively planning daily lessons.

Person Responsible

Adrienne DeLong

Schedule

Weekly, from 8/12/2014 to 5/29/2015

Evidence of Completion

Lesson Plans, Coaches Logs, PD list

Action Step 2 5

Use ST Math to fidelity with teacher supervision and interaction.

Person Responsible

Adrienne DeLong

Schedule

Weekly, from 9/8/2014 to 5/29/2015

Evidence of Completion

ST Math Data, Lesson Plans, Walkthrough notes

G5.B1.S2 Use ST Math to fidelity with teacher supervision and interaction. 4

 S109116

Strategy Rationale

Research based strategy has proven results for increase in Math Proficiency.

Action Step 1 5

Teachers will use ST Math K-1 60 minutes a week and 90 minutes a week with 2nd- 5th.

Person Responsible

Adrienne DeLong

Schedule

Weekly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Coaches log, lesson plans and ST Math data.

G5.B2 Assessment data is not being used to drive instruction 2

 B097737

G5.B2.S1 Teachers use data to differentiate and scaffold instruction to increase student proficiency. 4

 S109154

Strategy Rationale

Through the use of data to drive instruction students differentiated needs will be met.

Action Step 1 5

Teachers will be trained on and utilize MFAS (Mathematics Formative Assessment System) to formatively assess students and use this data for differentiated instruction.

Person Responsible

Adrienne DeLong

Schedule

Biweekly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Lesson plans, student work, walkthroughs

Action Step 2 5

Teachers provide students opportunities to work with, discuss (ie.Talk Moves)and respond in journals to rigorous math word problems. Scales and rubrics are used for teachers to respond to student work and data use for intervention.

Person Responsible

Adrienne DeLong

Schedule

Evidence of Completion

PLC notes, journals, walkthroughs , lesson plans, scales and rubrics

G6. Increase percentage of students performing proficiently in reading to 60% as measured by the LAFS assessment. 1

 G039665

G6.B2 Insufficient explicit writing instruction 2

 B095864

G6.B2.S1 Teachers explicitly teach writing instruction within the Language Arts block. 4

 S122666

Strategy Rationale

The purpose of this is to ensure that the instruction is matching the needs of the student and the standards.

Action Step 1 5

Teachers will receive Professional Development and follow up support on explicit writing instruction that is aligned to state standards.

Person Responsible

Helen Lukavec

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Records of completion of Component points on writing PD and walk through data showing evidence of writing instructor and implication of PD in students' writing..

Action Step 2 5

During the Language Arts Block students will routinely be given explicit writing instruction, time to write and instruction on writing rubrics to utilize in individual scoring and dual scoring of papers.

Person Responsible

Helen Lukavec

Schedule

Daily, from 8/25/2014 to 9/30/2014

Evidence of Completion

Lesson Plans, walk through data, , anchor papers, student papers

G6.B3 Assessment data is not being used to drive instruction 2

 B095865

G6.B3.S1 Teachers regularly assess both formally and informally and utilize data to modify and adjust instruction.. 4

 S107036

Strategy Rationale

The purpose of this is to ensure that the instruction is matching the needs of the student.

Action Step 1 5

Teachers meet in PLC's to conduct data chats regularly to review student responses to tasks and plan for instruction based on data.

Person Responsible

Renee Kelly

Schedule

Monthly, from 8/12/2014 to 5/28/2015

Evidence of Completion

PLC Notes, Data forms, Journals, Lesson plans, progress monitoring data

Action Step 2 5

Teachers utilize scales and rubrics aligned to learning goals to assist in conducting data chats with students and support students with goal setting based on data.

Person Responsible

Renee Kelly

Schedule

Monthly, from 8/26/2014 to 5/28/2015

Evidence of Completion

PLC Notes, Data forms, Student and Teacher Data Folders

Plan to Monitor Fidelity of Implementation of G6.B3.S1 6

Administrators will review student data folders during routine walkthroughs

Person Responsible

Tabitha Griffin

Schedule

Monthly, from 9/15/2014 to 5/21/2015

Evidence of Completion

Meeting notes, Walk-through feedback, and Student Data Folders

Plan to Monitor Effectiveness of Implementation of G6.B3.S1 7

Review student data folders for evidence of effective use

Person Responsible

Tabitha Griffin

Schedule

Monthly, from 9/15/2014 to 5/21/2015

Evidence of Completion

Administrative walk-through forms and student data folders

G6.B5 Fidelity of standards based instruction that includes academic vocabulary and small group instruction that is differentiated to meet the needs of learners. 2

 B095868

G6.B5.S1 Teachers use data to differentiate and scaffold instruction to increase student performance.

4

 S108756

Strategy Rationale

The purpose is to ensure that instruction matches the specific needs of all of our students as shown by the data.

Action Step 1 5

Teachers utilize Jan Richardson's Guided Routine (as well as other small group methods) to meet the unique needs of their students.

Person Responsible

Helen Lukavec

Schedule

Daily, from 8/27/2014 to 5/29/2015

Evidence of Completion

Lesson plans and walkthroughs

Action Step 2 5

Teachers use a variety of modalities (visual, auditory, kinesthetic, i.e. SIOP Strategies) when presenting concepts, vocabulary (including academic and content specific) and instruction to engage students and meet their varied needs.

Person Responsible

Tabitha Griffin

Schedule

Daily, from 8/13/2014 to 6/3/2015

Evidence of Completion

lesson plans, walkthroughs, student products, word walls,

Action Step 3 5

Teachers will provide daily opportunities for students to write in their journals using a rubric to guide their revisions and editing.

Person Responsible

Helen Lukavec

Schedule

Weekly, from 8/26/2014 to 5/29/2015

Evidence of Completion

Journals, Teacher Feedback aligned to standards and rubric

Plan to Monitor Fidelity of Implementation of G6.B5.S1 6

Teachers will bring student work samples to PLC's to analyze and dual score products for fidelity.

Person Responsible

Helen Lukavec

Schedule

Every 2 Months, from 10/30/2014 to 5/29/2015

Evidence of Completion

PLC Notes will be collected and reviewed to monitor the level of proficiency of student writing and the quality of discussions.

Plan to Monitor Effectiveness of Implementation of G6.B5.S1 7

Writing samples will be scored and graphed to monitor student growth.

Person Responsible

Schedule

Every 6 Weeks, from 9/2/2014 to 5/29/2015

Evidence of Completion

ELA Writing data

Appendix 1: Implementation Timeline

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

Pinellas - 0371 - Belleair Elementary School - 2014-15 SIP
Belleair Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G6.B3.S1.A1	Teachers meet in PLC's to conduct data chats regularly to review student responses to tasks and plan for instruction based on data.	Kelly, Renee	8/12/2014	PLC Notes, Data forms, Journals, Lesson plans, progress monitoring data	5/28/2015 monthly
G6.B5.S1.A1	Teachers utilize Jan Richardson's Guided Routine (as well as other small group methods) to meet the unique needs of their students.	Lukavec, Helen	8/27/2014	Lesson plans and walkthroughs	5/29/2015 daily
G5.B1.S1.A1	Participate in district and school wide Math Professional Development throughout the year. Utilize this knowledge along with the Eight Mathematical Practices, grade level curriculum guide and content guide while collaboratively planning daily lessons.	DeLong, Adrienne	8/12/2014	Lesson Plans, Coaches Logs, PD list	5/29/2015 weekly
G5.B1.S2.A1	Teachers will use ST Math K-1 60 minutes a week and 90 minutes a week with 2nd- 5th.	DeLong, Adrienne	9/8/2014	Coaches log, lesson plans and ST Math data.	5/29/2015 weekly
G5.B2.S1.A1	Teachers will be trained on and utilize MFAS (Mathematics Formative Assessment System) to formatively assess students and use this data for differentiated instruction.	DeLong, Adrienne	9/8/2014	Lesson plans, student work, walkthroughs	5/29/2015 biweekly
G4.B1.S1.A1	Teachers will attend grade level Science District Wide Training ,participate in the coaching model with the instructional coach and implement gained knowledge within classroom.	Cascone, Deborah	8/12/2014	Coaching Logs, Deliberate Practices, lesson plans, walkthroughs	5/25/2035 monthly
G4.B2.S1.A1	Teachers will develop and implement a 5th grade benchmark review plan based on data from the 3rd/4th grade Review Diagnostic Assessment.	Cascone, Deborah	9/8/2014	Data in PErformance Matters, lessons, student products	5/15/2015 weekly
G2.B1.S1.A1	Belleair PBS Team, with all stakeholders, will implement, share, and revisit the systematic PBS Plan and expectations throughout the school year.	Thompson, Ryan	8/8/2014	PBS Folder, Curriculum Minutes and Agendas, PLC's notes, Walkthroughs, lesson plans, number of referrals and communication forms, fidelity checks for morning meetings, classrooms behavior system clearly defined and visible, participation in PBS Celebration and PAW Mart, and PURR, and Positive Calls from Administrative Staff.	6/2/2015 daily
G3.B1.S1.A1	The CST Team will develop a plan to inform and provide incentives to all stakeholders in order to decrease absences and/or tardies.	DeHaan, Heather	8/27/2014	Attendance Records, CST Team Records, Parent Workshop sign-in sheets, Timely Tiger Program with incentives, Timely Tiger Monthly Meeting Agendas	5/29/2015 biweekly
G2.B4.S1.A1	The PBS Team will provide professional development relating to school culture and climate, cultural sensitivity, and trauma.	Thompson, Ryan	9/2/2014	Sign-In Sheets for professional development. PLC notes, lesson plans, and survey results.	5/29/2015 one-time
G6.B2.S1.A1	Teachers will receive Professional Development and follow up support on explicit writing instruction that is aligned to state standards.	Lukavec, Helen	8/18/2014	Records of completion of Component points on writing PD and walk through data showing evidence of writing instructor and implication of PD in students' writing..	5/29/2015 monthly
G6.B3.S1.A2	Teachers utilize scales and rubrics aligned to learning goals to assist in conducting data chats with students and support students with goal setting based on data.	Kelly, Renee	8/26/2014	PLC Notes, Data forms, Student and Teacher Data Folders	5/28/2015 monthly

Pinellas - 0371 - Belleair Elementary School - 2014-15 SIP
Belleair Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G6.B5.S1.A2	Teachers use a variety of modalities (visual, auditory, kinesthetic, i.e. SIOP Strategies) when presenting concepts, vocabulary (including academic and content specific) and instruction to engage students and meet their varied needs.	Griffin, Tabitha	8/13/2014	lesson plans, walkthroughs, student products, word walls,	6/3/2015 daily
G5.B1.S1.A2	Use ST Math to fidelity with teacher supervision and interaction.	DeLong, Adrienne	9/8/2014	ST Math Data, Lesson Plans, Walkthrough notes	5/29/2015 weekly
G5.B2.S1.A2	Teachers provide students opportunities to work with, discuss (ie.Talk Moves)and respond in journals to rigorous math word problems. Scales and rubrics are used for teachers to respond to student work and data use for intervention.	DeLong, Adrienne	8/26/2014	PLC notes, journals, walkthroughs , lesson plans, scales and rubrics	one-time
G4.B1.S1.A2	Teachers will utilize the district provided grade level science modules to help guide in planning for and providing differentiated grade level standards based instruction. This will include the use of Science Learning Activity Guides (SLAGS,) scientific investigations and Science notebooks.	Cascone, Deborah	8/18/2014	Lesson Plans, walkthroughs, Science Notebooks, student products	5/29/2015 daily
G4.B2.S1.A2	Utilizing data from 3rd/4th grade Review Diagnostic Assessment Promise Time Saturday School curriculum will be developed around needs of students.	Manche, Susan	9/13/2014	Test data, lesson plans,observaitons and student products	4/18/2015 weekly
G6.B2.S1.A2	During the Language Arts Block students will routinely be given explicit writing instruction, time to write and instruction on writing rubrics to utilize in individual scoring and dual scoring of papers.	Lukavec, Helen	8/25/2014	Lesson Plans, walk through data, , anchor papers, student papers	9/30/2014 daily
G6.B5.S1.A3	Teachers will provide daily opportunities for students to write in their journals using a rubric to guide their revisions and editing.	Lukavec, Helen	8/26/2014	Journals, Teacher Feedback aligned to standards and rubric	5/29/2015 weekly
G4.B1.S1.A3	Science Instruction for grades 3-5 will be extended through the use of the Science Lab, Edible Garden, STEM Club and the Environmental Club.	Cascone, Deborah	9/15/2014	Lesson Plans, Walkthroughs, student products	5/29/2015 daily
G2.MA1	The PBS Team will monitor the progress of goal through monthly PBS Committee meetings and the agendas, sign-in sheets, and pre/post survey results regarding professional development.	Thompson, Ryan	9/11/2014	Sign-in sheets and agendas for professional development workshops and PBS Committee Meetings. Analyzed results for pre/post survey results.	5/14/2015 monthly
G2.B4.S1.MA1	PBS Team will monitor for effectiveness through a pre and post survey regarding school culture and climate, cultural awareness, and trauma during the professional development workshops.	Thompson, Ryan	9/11/2014	Sign-In Sheets for professional development workshops and PBS Committee Meetings.	5/14/2015 monthly
G2.B4.S1.MA1	The PBS Team will schedule professional development calendar for the school year.	Thompson, Ryan	9/18/2014	Calendar for scheduled professional development and Sign-In Sheets for PBS Committee meetings.	5/14/2015 monthly
G3.MA1	The CST Team will graph the data and analyze the trends regarding attendance and parental involvement.	DeHaan, Heather	8/29/2014	Attendance Records, Sign-in Sheets for PLC's, SBLT, and Parent Workshops.	5/29/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S1.MA1	The CST team will graph and look at trends regarding attendance and parent participation.	DeHaan, Heather	8/22/2014	Attendance Graphs, Sign-In Sheets for PLC's, SBLT, and Parent Workshops.	6/1/2015 monthly
G3.B1.S1.MA1	The CST Team will provide data to all staff members regarding attendance, and strategies for increasing parent involvement.	DeHaan, Heather	8/18/2014	Attendance Records, Contact Logs, Parent Sign-In Sheets, PLC's, SBLT Sign-In Logs	5/29/2015 biweekly
G4.MA1	The administrative team will collect and review walkthrough protocol sheets.	Griffin, Tabitha	8/25/2014	Completed walkthrough protocol sheets, common assessment results, formative and informative assessments.	5/29/2015 biweekly
G4.B2.S1.MA1	Administrative Team will conduct walkthroughs using a protocol aligned with teacher indicator rubrics.	Griffin, Tabitha	8/25/2014	Completed walkthrough protocol forms.	5/29/2015 biweekly
G4.B2.S1.MA1	Administrative Team will conduct walkthroughs using a protocol aligned with the teacher indicator rubric.	Griffin, Tabitha	8/25/2014	Walkthrough protocol sheets completed on biweekly basis.	5/29/2015 biweekly
G6.MA1	ELA data, Running Records, Monthly Progress Monitoring on the standards, Journals entries and rubric scores	Lukavec, Helen	8/26/2014	SBLT and PLC Minutes as well as Data Chat forms	5/29/2015 monthly
G6.B3.S1.MA1	Review student data folders for evidence of effective use	Griffin, Tabitha	9/15/2014	Administrative walk-through forms and student data folders	5/21/2015 monthly
G6.B3.S1.MA1	Administrators will review student data folders during routine walkthroughs	Griffin, Tabitha	9/15/2014	Meeting notes, Walk-through feedback, and Student Data Folders	5/21/2015 monthly
G6.B5.S1.MA1	Writing samples will be scored and graphed to monitor student growth.		9/2/2014	ELA Writing data	5/29/2015 every-6-weeks
G6.B5.S1.MA1	Teachers will bring student work samples to PLC's to analyze and dual score products for fidelity.	Lukavec, Helen	10/30/2014	PLC Notes will be collected and reviewed to monitor the level of proficiency of student writing and the quality of discussions.	5/29/2015 every-2-months

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.

G2. Decrease number of discipline referrals by 10% by June of 2015.

G2.B1 Fidelity of teaching behavior expectations, including the classroom expectations, are aligned to the school wide expectations, and completed with fidelity.

G2.B1.S1 A systematic PBS process will be implemented, shared, and revisited throughout the year by the following means: committee meetings, PLCs', SBLT, classroom, cafeteria, morning meetings, etc.

PD Opportunity 1

Belleair PBS Team, with all stakeholders, will implement, share, and revisit the systematic PBS Plan and expectations throughout the school year.

Facilitator

Ryan Thompson

Participants

All Stakeholders

Schedule

Daily, from 8/8/2014 to 6/2/2015

G2.B4 School culture and climate that may not embrace cultural sensitivity and trauma.

G2.B4.S1 To provide professional development regarding cultural sensitivity and the trauma that differing students may experience.

PD Opportunity 1

The PBS Team will provide professional development relating to school culture and climate, cultural sensitivity, and trauma.

Facilitator

Ryan Thompson

Participants

All Staff members

Schedule

On 5/29/2015

G3. Decrease number of student absences to 5% and tardies by 5%.

G3.B1 Parental Involvement and support of attendance policies.

G3.B1.S1 CST team will develop a plan to inform all stakeholders, especially parents, of the attendance policy in the form of Parent workshops, and provide positive incentives for their students' decrease in absences and/or tardies.

PD Opportunity 1

The CST Team will develop a plan to inform and provide incentives to all stakeholders in order to decrease absences and/or tardies.

Facilitator

DeHaan, Heather

Participants

All Staff Members

Schedule

Biweekly, from 8/27/2014 to 5/29/2015

G4. Increase percentage of students performing proficiently in Science by 26%, as measured by the Science FCAT 2.0.

G4.B1 Fidelity of differentiated standards based instruction to meet the needs of learners

G4.B1.S1 Teachers attend professional development aligned to the standards and BEST Practices of the Elementary Science Curriculum.

PD Opportunity 1

Teachers will attend grade level Science District Wide Training ,participate in the coaching model with the instructional coach and implement gained knowledge within classroom.

Facilitator

Debbie Cascone

Participants

Instructional Staff

Schedule

Monthly, from 8/12/2014 to 5/25/2035

PD Opportunity 2

Teachers will utilize the district provided grade level science modules to help guide in planning for and providing differentiated grade level standards based instruction. This will include the use of Science Learning Activity Guides (SLAGS,) scientific investigations and Science notebooks.

Facilitator

Debbie Cascone

Participants

Instructional Staff

Schedule

Daily, from 8/18/2014 to 5/29/2015

PD Opportunity 3

Science Instruction for grades 3-5 will be extended through the use of the Science Lab, Edible Garden, STEM Club and the Environmental Club.

Facilitator

Debbie Cascone

Participants

Instructional Staff

Schedule

Daily, from 9/15/2014 to 5/29/2015

G4.B2 Assessment data is not being used to drive instruction

G4.B2.S1 Develop and implement a 5th grade benchmark review plan based on data from the 3rd/4th grade Review Diagnostic Assessment.

PD Opportunity 1

Teachers will develop and implement a 5th grade benchmark review plan based on data from the 3rd/4th grade Review Diagnostic Assessment.

Facilitator

D. Cascone

Participants

Instructional Staff

Schedule

Weekly, from 9/8/2014 to 5/15/2015

PD Opportunity 2

Utilizing data from 3rd/4th grade Review Diagnostic Assessment Promise Time Saturday School curriculum will be developed around needs of students.

Facilitator

D. Cascone

Participants

Instructional Staff

Schedule

Weekly, from 9/13/2014 to 4/18/2015

G5. Goal #1: Increase percentage of students performing proficiently in Math to 60%, as measured by the MAFS 2015 assessment.

G5.B1 Fidelity of differentiated standards based instruction to meet the needs of learners

G5.B1.S1 Teachers will effectively plan - including using the Eight Mathematical Practices, the grade level curriculum guide and content guide.

PD Opportunity 1

Participate in district and school wide Math Professional Development throughout the year. Utilize this knowledge along with the Eight Mathematical Practices, grade level curriculum guide and content guide while collaboratively planning daily lessons.

Facilitator

Adrienne Delong

Participants

Instructional Staff

Schedule

Weekly, from 8/12/2014 to 5/29/2015

PD Opportunity 2

Use ST Math to fidelity with teacher supervision and interaction.

Facilitator

DeLong

Participants

Instructional Staff

Schedule

Weekly, from 9/8/2014 to 5/29/2015

G5.B1.S2 Use ST Math to fidelity with teacher supervision and interaction.

PD Opportunity 1

Teachers will use ST Math K-1 60 minutes a week and 90 minutes a week with 2nd- 5th.

Facilitator

Adrienne DeLong

Participants

Instructional Staff

Schedule

Weekly, from 9/8/2014 to 5/29/2015

G5.B2 Assessment data is not being used to drive instruction

G5.B2.S1 Teachers use data to differentiate and scaffold instruction to increase student proficiency.

PD Opportunity 1

Teachers will be trained on and utilize MFAS (Mathematics Formative Assessment System) to formatively assess students and use this data for differentiated instruction.

Facilitator

Adrienne DeLong

Participants

Instructional Staff

Schedule

Biweekly, from 9/8/2014 to 5/29/2015

G6. Increase percentage of students performing proficiently in reading to 60% as measured by the LAFS assessment.

G6.B2 Insufficient explicit writing instruction

G6.B2.S1 Teachers explicitly teach writing instruction within the Language Arts block.

PD Opportunity 1

Teachers will receive Professional Development and follow up support on explicit writing instruction that is aligned to state standards.

Facilitator

State and District coaches.

Participants

Classroom instructors and support staff.

Schedule

Monthly, from 8/18/2014 to 5/29/2015

G6.B3 Assessment data is not being used to drive instruction

G6.B3.S1 Teachers regularly assess both formally and informally and utilize data to modify and adjust instruction..

PD Opportunity 1

Teachers meet in PLC's to conduct data chats regularly to review student responses to tasks and plan for instruction based on data.

Facilitator

Bob Pugh Teacher Mentors

Participants

All instructional staff

Schedule

Monthly, from 8/12/2014 to 5/28/2015

PD Opportunity 2

Teachers utilize scales and rubrics aligned to learning goals to assist in conducting data chats with students and support students with goal setting based on data.

Facilitator

Renee Kelly/Bob Pugh/Helen Lukavec/Adrienne DeLong

Participants

Teachers

Schedule

Monthly, from 8/26/2014 to 5/28/2015

G6.B5 Fidelity of standards based instruction that includes academic vocabulary and small group instruction that is differentiated to meet the needs of learners.

G6.B5.S1 Teachers use data to differentiate and scaffold instruction to increase student performance.

PD Opportunity 1

Teachers utilize Jan Richardson's Guided Routine (as well as other small group methods) to meet the unique needs of their students.

Facilitator

Helen Lukavec

Participants

Instructional and Support Staff who support students

Schedule

Daily, from 8/27/2014 to 5/29/2015

PD Opportunity 2

Teachers use a variety of modalities (visual, auditory, kinesthetic, i.e. SIOP Strategies) when presenting concepts, vocabulary (including academic and content specific) and instruction to engage students and meet their varied needs.

Facilitator

Outside Consultants

Participants

Instructional staff

Schedule

Daily, from 8/13/2014 to 6/3/2015

PD Opportunity 3

Teachers will provide daily opportunities for students to write in their journals using a rubric to guide their revisions and editing.

Facilitator

lukaveckh@pcsb.org

Participants

instructional staff

Schedule

Weekly, from 8/26/2014 to 5/29/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 2: Decrease number of discipline referrals by 10% by June of 2015.	140,000
Goal 3: Decrease number of student absences to 5% and tardies by 5%.	1,000
Goal 4: Increase percentage of students performing proficiently in Science by 26%, as measured by the Science FCAT 2.0.	17,000
Goal 5: Goal #1: Increase percentage of students performing proficiently in Math to 60%, as measured by the MAFS 2015 assessment.	3,000
Goal 6: Increase percentage of students performing proficiently in reading to 60% as measured by the LAFS assessment.	15,000
Grand Total	176,000

Goal 2: Decrease number of discipline referrals by 10% by June of 2015.

Description	Source	Total
B1.S1.A1 - Copies Professional Development Rtl Behavior Coach Salary PBS Celebrations Behavior Incentives Books,	Title I Part A	70,000
B4.S1.A1 - Notes Copies Books Rtl Coach, Behavior	Title I Part A	70,000
Total Goal 2		140,000

Goal 3: Decrease number of student absences to 5% and tardies by 5%.

Description	Source	Total
B1.S1.A1 - Copies Professional Development Books	Title I Part A	1,000
Total Goal 3		1,000

Goal 4: Increase percentage of students performing proficiently in Science by 26%, as measured by the Science FCAT 2.0.

Description	Source	Total
B1.S1.A1 - Professional Development TDE's Science Materials	Title I Part A	1,000
B1.S1.A2 - Professional Development Notebooks Science Materials TDE's	Title I Part A	1,000
B1.S1.A3 - Science Materials Garden supplies Staff pay	Title I Part A	5,000
B2.S1.A1 - Professionsla Development Science Supplies Teacher salaries	Title I Part A	5,000
B2.S1.A2 - Teacher salaries Curriculum Materials Field Trips	Title I Part A	5,000
Total Goal 4		17,000

Goal 5: Goal #1: Increase percentage of students performing proficiently in Math to 60%, as measured by the MAFS 2015 assessment.

Description	Source	Total
B1.S2.A1 - Professional Development Copies Motivational Rewards	Title I Part A	1,000
B2.S1.A1 - copies Professional Development	Title I Part A	1,000
B2.S1.A2 - Professional Development Journals copies	Title I Part A	1,000

Goal 5: Goal #1: Increase percentage of students performing proficiently in Math to 60%, as measured by the MAFS 2015 assessment.

Description	Source	Total
Total Goal 5		3,000

Goal 6: Increase percentage of students performing proficiently in reading to 60% as measured by the LAFS assessment.

Description	Source	Total
B3.S1.A1 - Teachers will work with an outside consultant to review data and make plans for students meeting grade level expectations.	SIG 1003(a)	2,000
B3.S1.A2 - Purchase data binders for students Parent Workshop (Dinner) Translators at Parent Workshop Childcare so that parents can focus during workshop Professional Development for staff after school	Title I Part A	5,000
B5.S1.A1 - Jan Richardson Guided Reading Books Guided Reading Books for group use Professional Development Running Record Materials and copies	Title I Part A	5,000
B5.S1.A2 - SIOP Training and Materials	Title I Part A	2,000
B5.S1.A3 - Journals Professional Development Copies	Title I Part A	1,000
Total Goal 6		15,000