

Pride Elementary School



2014-15 School Improvement Plan

Pride Elementary School

1100 LEARNING LN, Deltona, FL 32738

<http://myvolusiaschools.org/school/pride/pages/default.aspx>

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

78%

Alternative/ESE Center

No

Charter School

No

Minority

54%

School Grades History

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

School Board Approval

This plan is pending approval by the Volusia 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
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

At Pride we will strive to build meaningful relationships with our students, parents, community, faculty, and staff in order for them to grow academically, socially, and emotionally.

Provide the school's vision statement

Through the individual commitment of all, our students will graduate with the knowledge, skills and values necessary to be successful contributors to our democratic society.

School Environment

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

Teachers conduct ice-breaking activities designed to learn about their students and establish a rapport in their classrooms. Many of the students at Pride come from diversified backgrounds. The students are encouraged to embrace and share their cultural differences with classmates and teachers throughout the year to build positive relationships.

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

The school-based Behavior Leadership Team develops processes and procedures intended for all students and staff in all settings and across campus which promote positive behavior and build a school community based upon safety and responsibility.

The school counselor conducts student groups on topics determined by data analysis including incidences requiring immediate intervention. The school counselor also involves district student services personnel to assist with student groups.

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

The processes and procedures of the school-based Behavior Leadership Team are based upon school behavioral data and are implicitly taught and reinforced throughout the year. The membership of the Behavioral Leadership Team is inclusive of all areas (i.e., core instruction, school-way cafe, special area, administration) and is supported by Student Services personnel who help design targeted supports when need is indicated by school data.

Instructional time is a priority and protected by the administration, which is evidenced by the school infrastructure regarding student and parent accountability for absences and tardies, no non-essential announcements, and student misconduct being handled immediately and with minimal interruption to instruction.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The school offers the following non-violence and anti-drug programs:

* Student Mentoring Program

- * Peer Mediation Program
- * Crisis Training Program
- * Suicide Prevention Program
- * Bullying Program

All students are screened quarterly for behavioral and social-emotional issues through electronic report card. Through screening, the school is able to disaggregate data to determine if individual students, classrooms, teachers, grade levels or the school would benefit from targeted interventions to address specific behavioral and social-emotional areas. Student services personnel (i.e. school psychologist, school counselor and school social worker) provide direct and indirect evidenced-based supports to students identified through the screening measure.

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

Our Early Warning System will be used to determine and identify school-wide trends which impact students academic performance. As a result of this we will then use these areas as areas to address school-wide. We will have discussions in Leadership Meetings, at Principal Planning Meetings, PLC's, and Faculty Meetings where we are discussing group data that is discussed and research based interventions are developed to address the Early Warning System areas of concern. In the area of Behavioral concerns we will use the Early Warning System and interventions through the use of the Guidance Counselor, Assistant Principal and other Behavior Leadership Team Members to make sure these are aligned with positive behavioral supports. We will regularly review our students in the Early Warning System to help re-mediate and discuss if the supports in place are successful. When these supports are not successful students will then be referred to our Problem Solving Team Process.

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
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

The Early Warning System report is used to determine school-wide trends which impact the academic performance of students. As a result, indicators that are elevated (e. g., attendance below 90%, patterns of office discipline referrals and suspensions) become the focus of school-wide intervention efforts. These areas are addressed through school leadership meetings and during Professional Learning Communities in which group data are considered and evidence-based interventions are

developed to address the areas of concern.

For indicators sensitive to behavioral issues (e.g., office discipline referrals and suspensions) interventions are provided directly and indirectly by the Student Services team and are aligned with the tenets of Positive Behavioral Supports.

Regular review of the Early Warning System report enables the school team to determine if interventions are successful in addressing areas of concern (i.e., if numbers are not increasing). For students exhibiting difficulties beyond larger systemic issues being addressed by the school through the EWS, the student is referred to the school's Problem Solving Team (PST) and the parent is invited so that individual interventions can be developed and monitored.

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/185606>.

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

The school builds and sustains partnerships with the local community by holding such events as: Parent Literacy Night, Family Math Night, Family Science Night, PTO, Parent to Kids workshops, and Young Author's Celebration.

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
Fraze, Leslie	Principal
Sanford, David	Assistant Principal
Lynn, Terri	Instructional Coach
Madison, Tracy	Instructional Coach
Mara, Michelle	Teacher, K-12
Miller, Joanne	Teacher, K-12
Rohmeyer, Nicole	Teacher, K-12
Rowlett, Wendi	Guidance Counselor
Scott, Gwendolyn	Teacher, K-12
Swindle, Amber	Teacher, K-12
Taylor, Jared	Teacher, K-12
Zevallos, Susan	Teacher, K-12

Duties

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

The school-based MTSS leadership team identifies school based resources (both materials and personnel) to determine the continuum of academic and behavioral supports available to students at the individual school site. Academic and behavioral data are considered in order to determine priorities and functions of other existing teams (e.g., Problem Solving Teams, Behavior Leadership Teams, and Professional Learning Communities). The Problem Solving process (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) is used as the way of work of all teams and not just for individual student concerns. Adherence to the Problem Solving process ensures that individual, class-wide, and school-wide issues are addressed systematically with data; that interventions (supports) are tiered to the targeted problems; and that a plan is in place to monitor progress.

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

The school improvement plan is data driven and focuses on areas of school- based need for both specific content areas as well as specific student populations. Similarly, MTSS is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The MTSS framework follows the district’s four-step problem solving process, with Rtl as an integral component of the process. As a result, the school improvement plan is based on a strategic analysis of data, and identified resources (as identified by the MTSS school based leadership team) are matched to the needs of the students/schools. Building the SIP within the context of MTSS results in the school determining the areas of most significant need and, as importantly, enables the school to develop a plan that can be addressed based on existing resources. Under Title I Part A our school works with outside agencies that provide specific services to targeted children and their families. These organizations team with our school to provide specific services to students, parents, and staff, including all special needs groups. It is the expectation of those involved in these partnerships that the activities and services will benefit the students by providing the children

served with the support, tools, and materials they need to be ready to learn as they move down the appropriate path to graduation.

Programs supported by Title I at Pride Elementary include:

- Academic Coach for the purpose of comprehensive staff development
- Family Center Para-professional who facilitates our extensive parent involvement program
- Reading Intervention Teacher to provide interventions for students in need via a push-in model
- Supplemental Tutoring before or after school
- Supplemental materials and supplies needed to close the achievement gap
- Supplemental funds for ongoing staff development as determined by the results of FCAT data
- Parent To Kids workshops to teach literacy skills to parents so they can help their children to become better readers

Title I, Part C- Migrant

The District Migrant Education Program Coordinator, Migrant Advocates and Migrant Recruiters work together to provide services and support to the migrant students and their parents. The MEP Coordinator works with Title I and other programs to ensure student needs are met. The Migrant Education Program provides the following:

- Academic Assistance through credit accrual/recovery, tutoring, and summer school
- Translation Services for parent/teacher conferences
- Parental support through parent/kid activity nights and workshops on school success
- Migrant Parent Advisory Council (MPAC)
- Medical Assistance through referrals to outside community agencies
- Food Assistance through referrals to food assistance programs

Title I, Part D

The district receives funds to support the N & D programs to accelerate the rate of student achievement and close the achievement gaps for students in these programs. Services are coordinated with district DJJ and Neglected programs. Students are transitioned from DJJ centers back into the district schools with a transition plan to ensure academic and social success.

Title II

The district receives federal funds to provide access to Professional Development activities for public and private school teachers and principals in the core subject areas to ensure quality instruction and student success.

Title III

The District ESOL Coordinator and staff provide ongoing support and Professional Development to teachers to ensure instructional best practices are utilized. Teachers consistently monitor the progress of ELL students to identify specific needs, as well as target interventions and enrichments that ensure the appropriate pathway toward graduation.

Title X- Homeless

The school works closely with Pam Woods, Title X Coordinator, to ensure that homeless students have the materials and resources they need to be successful.

Supplemental Academic Instruction (SAI)

The district provides remedial and supplemental instructional resources to students who fail to meet performance levels.

Violence Prevention Programs

The school offers the following non-violence and anti-drug programs:

- Student Mentoring Program
- Peer Mediation Program
- Crisis Training Program
- Suicide Prevention Program
- Bullying Program

Nutrition Programs

Pride Elementary offers a variety of nutrition programs including:

- Free and Reduced Meal Plan
- Wellness Policy School Plan

- Personal Fitness classes
 - Running Club
- Housing Programs

N/A

Head Start

The District, in conjunction with the Head Start agency serving the community, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:

- Providing the opportunity for ongoing channels of communication with Head Start to facilitate coordination of programs and for shared expectations for children’s learning and development as the children transition to elementary school.
- Assisting in the development of a systematic procedure for transferring, with parental consent, Head Start program records, for each participating child to the school in which such child will enroll.
- Collaborating and participating in joint Professional Development, including transition-related training for school staff and Head Start staff when feasible.
- Coordinating the services being provided by Head Start with services in elementary schools.
- Providing to the Head Start agency local public school policies, kindergarten registration and other relevant information to ease the transition of children and families from Head Start.

Adult Education

N/A

Career and Technical Education

N/A

Job Training

Pride Elementary offers students’ career awareness opportunities through Jr. Achievement programs, job shadowing opportunities, guest speakers from business and industry, and field trips to business and industry locations.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Leslie Frazee	Principal
Terri Lynn	Teacher
Teresa Lemmon	Education Support Employee
Jorge Del Hierro	Parent
Carol Del Hierro	Parent
Rose Garcia	Parent
Marco Ungarelli	Parent
Andrea Parrish	Parent
Julie Hand	Parent
Pamela Wells	Business/Community

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

In order to begin evaluating the effectiveness of last year's school improvement plan, our school leadership team met to engage in Step Zero. The results were then shared with the faculty, as well as the School Advisory Council, to receive input.

Development of this school improvement plan

The SAC Team met in August and discussed the data from the FCAT 2.0 for our school. During this meeting, SAC members identified barriers and resources for the staff and students at Pride. SAC members brainstormed strategies that would be effective. The SAC Team reviews and assists with monitoring school-wide data and provides input on priorities, goals, and strategies.

Preparation of the school's annual budget and plan

The school's annual budget and plan are shared for input and discussion at the first meeting of the SAC Team at the beginning of the school year. Updates on the school's budget, spending, and progress indicators are shared monthly at the SAC meetings.

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

Funds were not allocated for last year's school improvement funds until the month of April. The amount allocated for the 2013-2014 school year was \$5,438.00 and for the 2014-2015 school year is \$2,766.00. This total is \$8,204.00. The team discussed, decided on and voted that the funds should be used to purchase Weekly Readers for all students in grades 1-5 (\$2,281.95), purchase a site license for Brain Pop (\$1,780.75) and Raz-Kids (\$822.20), as well as purchasing a one year license for our kindergarten teachers to use the ESGI (\$539.00) program for assessing. The total for these items is \$5,423.90 leaving a remaining balance of \$2780.10.

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
Frazee, Leslie	Principal
Sanford, David	Assistant Principal
Lynn, Terri	Instructional Coach
Mara, Michelle	Teacher, K-12
Zevallos, Susan	Teacher, K-12
Rohmeyer, Nicole	Teacher, K-12
Scott, Gwendolyn	Teacher, K-12
Miller, Joanne	Teacher, K-12
Swindle, Amber	Teacher, K-12
Taylor, Jared	Teacher, K-12
Rowlett, Wendi	Guidance Counselor
Madison, Tracy	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team's major initiative for 2014-2015 will be to increase student achievement in ELA , math, and science to address strengths and weaknesses of all student populations, and to provide material and technical support to address student literacy needs.

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

Pride Elementary provides input from teachers through faculty meetings, PLCs, and Team Leader meetings in regards to the school based decision making process. Teachers are provided with a fifty minute Professional Learning Community time once a week to work collaboratively as a grade level and also with district personnel to focus on student data.

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

- *New Teacher Programs (Individualized PD, mentors, peer classroom visits, other site visits); David Sanford
- *Professional Development with concentration on reading, math, writing, and science; Administrators, Academic Coaches
- *PLC Activities; Administrators, Academic Coaches, Team Leaders
- *Celebrations/Teacher Recognitions; Administrators, Academic Coaches
- *Network with Community and Business Partners; Administrators, Guidance Counselor, VIPs, Mentors and Business Coordinator
- *Academic Coaches supports teachers in regards to curriculum, instruction, assessment, and behavior; Administrators and Academic Coaches
- *School wide student showcase events for writing, science and social studies; Administrators, Academic Coaches, Teachers
- *Promotion of School; Administration

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

New teachers are supported by many personnel at Pride. The Principal and Assistant Principal meet with the new teachers on a regular basis to address any issues that may arise. Pride has two Academic Coaches that provide modeling, coaching, and feedback to teachers. New teachers also have a Peer Assistance Review Teacher assigned by the district that works with them on a weekly basis.

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

The district provides teachers with curriculum maps and resources for all grade levels and content areas aligned to the Florida Standards. Teacher teams create formative and summative assessments to monitor student achievement in all content areas. School leaders and teachers are given significant professional development on the implementation of the curriculum maps, resources, and assessments.

Professional Learning Communities (PLCs), Lesson Study, and coaching help ensure that instruction is aligned to Florida Standards, well-paced, engaging, and rigorous.

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

Common planning allows teachers to participate in weekly PLCs to regularly review formative and summative assessment data and continuously adjust their instruction accordingly. Assessment data is used to identify groups of students to receive targeted instruction during the intervention period. Teachers, alongside academic coaches, create targeted instruction lessons during PLCs. When necessary, PLCs make recommendations for students to be reviewed and assisted by the school Problem-Solving Team (PST). Additionally, grade levels meet and review student data and address specific academic and behavioral concerns across the content areas. In doing so, teachers are better able to meet the needs of all students in a process that promotes a sense of shared responsibility.

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

Strategy: Extended School Day

Minutes added to school year: 1,279

After school tutoring program.

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Frazee, Leslie, llfrazee@volusia.k12.fl.us

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

We use FAIR data, District Interim Assessment data, as well as FCAT data to determine the effectiveness of this 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

The District, in conjunction with the local Head Start agency, Early Learning Coalition, VPK Sites and other local pre-school facilities, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:

- Providing the opportunity for ongoing communication between agencies to facilitate coordination of programs and shared expectations for children's learning and development as the children transition to elementary school.
- Collaborating and participating in joint professional development, including transition-related training for school staff and pre-school staff when feasible.
- Utilizing pre-school assessments to monitor readiness skills for students transitioning from pre-school to kindergarten.
- Providing to the pre-school agencies local public school policies, kindergarten registration, kindergarten orientation and other relevant information to ease the transition of children and families.

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.** Pride Elementary will increase the effectiveness with which all teachers differentiate instruction on a daily basis in all content areas.

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. Pride Elementary will increase the effectiveness with which all teachers differentiate instruction on a daily basis in all content areas. 1a

G043510

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	40.0
ELA/Reading Gains	53.0
ELA/Reading Lowest 25% Gains	65.0
FSA - Mathematics - Proficiency Rate	50.0
Math Gains	86.0
Math Lowest 25% Gains	75.0
FCAT 2.0 Science Proficiency	53.0

Resources Available to Support the Goal 2

- Teachers
- Professional development
- Academic Coaches
- Built in time for intervention
- Kagan Strategies
- Materials - Acaletics
- Common planning time in grade level
- PD days and early release days
- Reading Intervention Teacher

Targeted Barriers to Achieving the Goal 3

- Lack of Differentiated Instruction

Plan to Monitor Progress Toward G1. 8

Monitor formative and summative assessments

Person Responsible

Leslie Frazee

Schedule

Biweekly, from 9/16/2014 to 6/5/2015

Evidence of Completion

Student scores on formative and summative assessments

Plan to Monitor Progress Toward G1. 8

Monitor differentiated instruction in the classroom

Person Responsible

Leslie Frazee

Schedule

Weekly, from 9/16/2014 to 6/5/2015

Evidence of Completion

Walk-throughs and observations

Plan to Monitor Progress Toward G1. 8

Monitor differentiated instruction in the classroom

Person Responsible

David Sanford

Schedule

Weekly, from 9/16/2014 to 6/5/2015

Evidence of Completion

Walk-throughs and observations

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. Pride Elementary will increase the effectiveness with which all teachers differentiate instruction on a daily basis in all content areas. **1**

 G043510

G1.B3 Lack of Differentiated Instruction **2**

 B106654

G1.B3.S1 Provide professional development **4**

 S130650

Strategy Rationale

Teachers do not have a clear understanding of how to provide differentiated instruction

Action Step 1 **5**

Kagan Training

Person Responsible

Leslie Frazee

Schedule

On 9/4/2014

Evidence of Completion

Exit survey

Action Step 2 5

Have teachers complete a needs assessment

Person Responsible

Terri Lynn

Schedule

On 9/8/2014

Evidence of Completion

Chart paper that teachers created

Action Step 3 5

LLT analyzed the needs assessment

Person Responsible

Leslie Frazee

Schedule

On 9/11/2014

Evidence of Completion

Created a PD Needs by grade level document

Action Step 4 5

Provide professional development based on the needs assessment

Person Responsible

Terri Lynn

Schedule

Monthly, from 9/15/2014 to 5/27/2015

Evidence of Completion

Collect implementation log

Action Step 5 5

Monitor implementation of professional development

Person Responsible

Leslie Frazee

Schedule

Weekly, from 9/16/2014 to 6/5/2015

Evidence of Completion

Observation

Action Step 6 5

SIPPS Training

Person Responsible

Leslie Frazee

Schedule

On 10/21/2014

Evidence of Completion

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

Monitor fidelity of differentiated instruction

Person Responsible

Leslie Frazee

Schedule

Weekly, from 9/16/2014 to 6/5/2015

Evidence of Completion

Walk-throughs, observations

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

Monitor fidelity of differentiated instruction

Person Responsible

David Sanford

Schedule

Weekly, from 9/16/2014 to 6/5/2015

Evidence of Completion

Walk-throughs, observations

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

Monitor through PLC data chats

Person Responsible

Leslie Frazee

Schedule

Biweekly, from 9/16/2014 to 6/5/2015

Evidence of Completion

Student scores, teacher comments

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.B3.S1.A1	Kagan Training	Frazee, Leslie	9/4/2014	Exit survey	9/4/2014 one-time
G1.B3.S1.A2	Have teachers complete a needs assessment	Lynn, Terri	9/8/2014	Chart paper that teachers created	9/8/2014 one-time
G1.B3.S1.A3	LLT analyzed the needs assessment	Frazee, Leslie	9/11/2014	Created a PD Needs by grade level document	9/11/2014 one-time
G1.B3.S1.A4	Provide professional development based on the needs assessment	Lynn, Terri	9/15/2014	Collect implementation log	5/27/2015 monthly
G1.B3.S1.A5	Monitor implementation of professional development	Frazee, Leslie	9/16/2014	Observation	6/5/2015 weekly
G1.B3.S1.A6	SIPPS Training	Frazee, Leslie	10/21/2014		10/21/2014 one-time
G1.MA1	Monitor formative and summative assessments	Frazee, Leslie	9/16/2014	Student scores on formative and summative assessments	6/5/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA2	Monitor differentiated instruction in the classroom	Frazee, Leslie	9/16/2014	Walk-throughs and observations	6/5/2015 weekly
G1.MA3	Monitor differentiated instruction in the classroom	Sanford, David	9/16/2014	Walk-throughs and observations	6/5/2015 weekly
G1.B3.S1.MA1	Monitor through PLC data chats	Frazee, Leslie	9/16/2014	Student scores, teacher comments	6/5/2015 biweekly
G1.B3.S1.MA1	Monitor fidelity of differentiated instruction	Frazee, Leslie	9/16/2014	Walk-throughs, observations	6/5/2015 weekly
G1.B3.S1.MA2	Monitor fidelity of differentiated instruction	Sanford, David	9/16/2014	Walk-throughs, observations	6/5/2015 weekly

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. Pride Elementary will increase the effectiveness with which all teachers differentiate instruction on a daily basis in all content areas.

G1.B3 Lack of Differentiated Instruction

G1.B3.S1 Provide professional development

PD Opportunity 1

Kagan Training

Facilitator

Rick Duvall

Participants

Selected Pride Teachers

Schedule

On 9/4/2014

PD Opportunity 2

Provide professional development based on the needs assessment

Facilitator

Terri Lynn

Participants

All of Pride

Schedule

Monthly, from 9/15/2014 to 5/27/2015

PD Opportunity 3

SIPPS Training

Facilitator

Michelle Miles

Participants

Selected Pride Teachers

Schedule

On 10/21/2014

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 1: Pride Elementary will increase the effectiveness with which all teachers differentiate instruction on a daily basis in all content areas.	3,440
Grand Total	3,440

Goal 1: Pride Elementary will increase the effectiveness with which all teachers differentiate instruction on a daily basis in all content areas.		
Description	Source	Total
B3.S1.A1	Title I Part A	2,140
B3.S1.A6	Title I Part A	1,300
Total Goal 1		3,440