

Pasco Elementary School

37350 FLORIDA AVE, Dade City, FL 33525

www.pasco.k12.fl.us

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

89%

Alternative/ESE Center

No

Charter School

No

Minority

67%

School Grades History

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

School Board Approval

This plan was approved by the Pasco County School Board on 10/7/2014.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

It is the mission of our school to empower each and every child to realize his or her fullest potential, to become a responsible, productive citizen, and a life long learner.

Provide the school's vision statement

Pasco Elementary's vision is to create a community which works together so that all students reach their highest potential.

School Environment

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

Pasco Elementary fosters relationships between teachers and students and learns about students' cultures by providing opportunities for families to engage in a variety of school activities during the school day as well as before/after the school day. Families are encouraged to volunteer, join SAC, PTO, attend school orientation days, open house, Title 1 meetings, awards/celebrations and parent/student/teacher progress meetings. Grade level teams plan and present grade level specific content during the school day and evenings to provide families with academic and social information based on the needs of our population. The information is delivered in English and Spanish. In addition, the art and music department presents performances throughout the year to hi-light our populations' multi-cultures and build relationships.

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

Pasco Elementary PBS team created a school-wide behavior matrix designed to ensure a consistent behavior expectation for all students to be safe, responsible and respectful. The behavior matrix specifically describes behavior expectations throughout the campus before, during and after school. The behavior matrix is visible throughout the school and clearly describes what safe, responsible and respectful behavior looks and sounds like in each setting. Teachers, staff and administration are responsible to model the strategies and provide opportunities for students to practice the strategies to ensure all students understand the school-wide expectations.

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

Pasco Elementary has an active PBS team comprised of representatives from each grade level and department. Every year the Positive Behavior Team analyzes discipline data as well as teacher input to revise the Tier 1 school-wide behavior system. The staff is provided a flow chart that defines behaviors as either classroom managed or office managed and outlines steps a staff member is to follow in response to a classroom managed behavior. The staff is encouraged to document the antecedent, behavior and consequence prior to writing an office referral. Students who follow the school-wide behavior expectations earn panther points, which can be redeemed at the school store or

saved for a quarterly reward. The PBS team trains the staff on the behavior system at the beginning of the year.

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

Students who do not respond to the Tier 1 behavior supports are provided with targeted behavior interventions. Interventions may include individual or group counseling, social skills training, mentoring, or referrals to an outside agency for therapeutic support. Students needing Tier II or Tier III support are referred to the school based intervention team comprised of the classroom teacher, administration, guidance counselor, behavior specialist, school psychologist, social worker, nurse and parent. Based on the social-emotional needs of the student, an intervention plan is developed with a follow-up plan to determine the student's response to the intervention.

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%.
- One or more suspensions
- One or more failing class - ELA or Math
- Level 1 in Reading or Math

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	10	19	15	17	17	13	91
One or more suspensions	0	0	3	5	3	4	15
Course failure in ELA or Math	0	6	2	3	5	0	16
Level 1 on statewide assessment	0	0	0	16	21	35	72

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

Indicator	Grade Level					Total
	1	2	3	4	5	
Students exhibiting two or more indicators	2	1	5	11	10	29

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

Students who exhibited two or more early warning indicators are provided targeted interventions designed to improve school engagement, behavior and their academic performance. The classroom teachers, in addition with the ESE and intervention teachers, provide specialized instructional strategies and structures as scaffolds to support struggling students. Collaborative teaching teams analyze data from unit assessments, IRLA, discovery education and common formative assessments to engage in problem-solving and determine instructional focus to meet students' academic needs.

The students services team, behavior specialist and SSAP teacher analyze student engagement data on a quarterly basis to determine appropriate level of support. Students who are at risk or off-track due to attendance or behavior are monitored daily with a check-in and check-out system in addition to receiving small group and individual counseling as needed.

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 available at the school site.

Description

We will increase the active engagement of parents in school related activities to support our students in preparation for college, career and life readiness. Please refer to the Parent Involvement Plan for Pasco Elementary School.

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

Pasco Elementary's Parent-Teacher Organization, Parent Involvement Assistant and Drop-out Prevention Teacher actively connect with local businesses and community organizations for the purpose of securing support for the school and students. Local businesses and community organizations provide volunteers, guest speakers and academic resources, all of which are aligned to student achievement.

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
Lail, Katie	Principal
Karppe, Amy	Teacher, K-12
Mitchell, Elizabeth	Instructional Coach
Smith, Lisa	Teacher, K-12
Austin, Jennifer	Teacher, K-12
Gulledge, Debbie	Teacher, K-12
Green, Nena	Assistant Principal
Boise, Lorraine	Instructional Technology
Betz, Lindsay	Instructional Coach
Elam, Amanda	Teacher, K-12
Huffman, Megan	Teacher, K-12
Picard, Lisa	Teacher, K-12
Polk, Jean Marie	Teacher, ESE

Duties

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

The school based leadership team analyzes current data including relevant demographic information, school-wide and grade level achievement data, progress monitoring data, student, staff and parent surveys as well as disaggregated data to make recommendations for school improvement. Grade level facilitators lead their team to problem-solve within all three tiers, plan for and respond to learning. School-based coaches gather resources for support within all three tiers, follow up on individual student progress and identify professional development needs in order for interventions to be successful and provide coaching/mentoring support to strengthen core. Administration develops the infrastructure to support MTSS, monitors to ensure fidelity of interventions and allocates resources to support grade level and school-wide plans.

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

Members of the School Leadership Team work collaboratively to ensure the MTSS infrastructures are coordinated throughout the school. The leadership team meets bi-monthly using universal screening data to problem-solve at the school level. The team examines the effectiveness of the MTSS infrastructure, shares relevant grade level data and identifies areas for professional development to support core instruction. The grade level teams meet weekly as a PLC to review assessment data, address the effectiveness of their core instruction, plan for and respond to student learning, and problem-solve to develop plans for students needing Tier II and Tier III support. The school-based intervention team meets weekly to problem-solve individual students' needs at the Tier III level. Title I funding will be used to provide professional development opportunities and coaching to teachers and staff to address the specific academic achievement needs of the school. Title I funds will be used to provide extension activities through interest clubs in grades K-5. Title III funds will be coordinated with Title I funds to purchase Imagine Software to provide extra support to English Language Learners (ELLs) and to assist ELLs to meet the academic content and

English proficiency standards.

SAI funds will be coordinated with Title I-Part D funds to provide extended school year opportunities for Level 1 readers.

Migrant funding will be used to provide Instructional Assistants to service migrant and/or homeless students

and to provide academic support and social services to students on the Priority for Services list.

District homeless social worker provides resources (clothing, school supplies, social services, referrals) for students identified as homeless to eliminate barriers for a free and appropriate education.

The guidance department provides developmentally appropriate lessons to students in K-5 in violence prevention. The Sheriff Department provides an "Officer Friendly" to present Gang Resistance programs to students throughout the year.

Student Nutrition Services provides free breakfast to all students. Lunch is free to eligible students.

Head Start is available to eligible families to prepare Pre-K students for Kindergarten.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Katie Lail	Principal
Nena Green	Education Support Employee
Chris Kent	Teacher
Joan Rasper	Business/Community
Mary Grace Sabella	Education Support Employee
Lindsay Campbell	Education Support Employee
Heather Simpson	Education Support Employee
Sonia Martinez	Parent
Bridget Best	Parent
Katherine Davis	Parent
Kelley Bishop	Parent
Lyle Freijo	Business/Community
Dee Reed	Business/Community
Nicole Mention	Parent
Angela Lewis-Bennett	Teacher

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

Throughout the 2013-14 school year the SAC committee was given the opportunity to review the School Improvement Plan and provide input based on current data. Input from the SAC was used to make revisions and provided guidance for the development of the 2014-15 school improvement plan.

Development of this school improvement plan

During the 2013-14 school year the SAC members participated in data analysis, brainstorming and problem-solving connected to the development of the 2014-15 School Improvement Plan. Specifically, the SAC members focused their work on one of the early warning indicators (absences), school climate and parent involvement in addition to student achievement.

Preparation of the school's annual budget and plan

The school advisory council provided input on the 2014-15 annual Title 1 budget and Title 1 plan after analyzing assessment data and teacher/student surveys. Based on SAC input, members of the leadership team developed the 2014-15 Title 1 plan.

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

Student Planners - \$500.00
 Family/School Communication Folders - English and Spanish - \$1000.00
 Equipment for Physical Education Department - \$800.00
 Anti-Bully Assembly - free

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
Lail, Katie	Principal
Green, Nena	Assistant Principal
Gulledge, Debbie	Teacher, K-12
Karpe, Amy	Teacher, K-12
Mitchell, Elizabeth	Instructional Coach
Smith, Lisa	Teacher, K-12
Austin, Jennifer	Teacher, K-12
Boise, Lorraine	Instructional Technology
Elam, Amanda	Teacher, K-12
Huffman, Megan	Teacher, K-12
Picard, Lisa	Teacher, K-12
Polk, Jean Marie	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

The lead literacy team is charged with prioritizing and developing staff development needs, developing and monitoring the SIP's literacy goals, analyzing data and communicating the school's literacy priorities connected to ELA-CCSS.

The lead literacy team will support planning for integrated research and inquiry projects connected to ELA-CCSS.

The lead literacy team will share strategies and instructional routines that promote independent reading and student goal setting in response to teacher feedback.

The lead literacy team will share effective strategies that support writing across content areas with a focus on using evidence from the text to support their answers and deepen their comprehension of the standards.

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

Grade level teams work as a professional learning community and are provided extended time each week to plan, reflect and respond to student learning based on common assessments. PLC facilitators have participated in extensive training designed to build their facilitation skills to ensure their teams have the foundational tools for effective collaboration. In addition, the collaborative teams are provided embedded PD to build their capacity for intentional planning, collective inquiry, analyzing data and responding to assessment results in order to impact student achievement.

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

The district advertises and recruits regionally and nationally when necessary. The Office for Human Resource and Educator Quality carefully screens all applicants. Beginning teachers are assigned to highly qualified teachers, who are trained as a mentors to provide support, resources and advice throughout their first year. In addition, all teachers are provided staff development and coaching opportunities to meet their individual professional needs.

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

Ongoing support is provided to beginning teachers and veteran teachers who are new to a grade level. Beginning teachers are assigned to highly qualified teachers, who are trained as a mentors, to provide support, resources and advice throughout the first year. Veteran teachers new to a specific grade level, or who through evaluation and self reflection require coaching support, are paired with highly qualified teachers to provide feedback and coaching for the purpose of continuous improvement. In addition, all teachers are provided time and opportunities to observe highly effective teachers and participate in professional development to meet their individual professional needs.

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

Pasco Elementary's core instructional program and materials are aligned to the Florida standards. PLCs engage in unpacking standards, intentionally planning for effective instructional strategies and developing common assessments to ensure instruction is aligned to the rigor of the standards.

Students engage in learning content using district supported curriculum plans, pacing guides, scientifically-based researched programs and assessments in order to ensure students master grade level standards. All students are provided a 90-minute uninterrupted reading block within their integrated literacy block as well as a STEM block. In addition, students who do not respond to the Core instructional program are provided an additional intensive intervention with frequent progress monitoring.

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

All grade level schedules include a 30 minute differentiated instructional time designed to provide intensive support to students who are not responding to the Core. Collaborative teaching teams analyze data from unit assessments, IRLA, discovery education and common formative assessments to engage in problem-solving to determine an instructional focus to meet students' needs. The classroom teachers in addition with the ESE and intervention teachers provide specialized instructional strategies and structures as scaffolds to support struggling students.

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: 1,800

An after school STEM program is offered to 4th and 5th grade students designed to provide opportunities for students to apply their knowledge in science, technology and math.

Strategy Rationale

Students engage in project-based collaborative activities using technology to deepen their understanding of the standards.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Lail, Katie, kblail@pasco.k12.fl.us

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

Discovery Education Math and Science assessments will be analyzed to determine progress from AP 1 to AP 3. District developed fluency assessments will be analyzed from MOY to EOY.

Strategy: Extended School Day

Minutes added to school year: 1,800

Students who have not master grade level standards will be provided an opportunity for additional support in reading or math connected to writing.

Strategy Rationale

Provide acceleration/previewing to students in need of support in reading or math in a format that is different from the regular classroom instruction.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Lail, Katie, kblail@pasco.k12.fl.us

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

Discovery Ed - Math, IRLA - Reading, Conferencing Notes, Writing Rubrics, District developed fluency assessments will be analyzed from MOY to EOY.

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

At Pasco Elementary School, all Kindergarten students are assessed upon entering Kindergarten in order to determine individual and group needs to assist in the development of effective, rigorous instruction. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge and Phonological Awareness/Processing. Screening data will be collected and aggregated by mid September, 2014. Data will be used to plan daily academic developmental instruction for all students and for groups or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavior instruction will include daily explicit instruction, modeling, guided practice, and independent practice of all academic and /or social emotional skills identified by screening data. Specific screening tools our school will use include: IRLA, FLKRS, FAIR, and ECHOS.

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

N/A

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

N/A

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

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

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.** If we shift our instructional practice to provide students with opportunities to make sense of mathematics, communicate mathematically and prove solutions then students will compute accurately and efficiently when solving mathematical problems.

- G2.** If we collaboratively plan for purposeful writing tasks, using multiple resources and connected to grade level text across all content areas, we will increase the percent of students who meet grade level, content proficiency benchmarks.

- G3.** If we provide opportunities for students to set reading goals and track their progress based on specific feedback, we will increase the percent of students who are proficient independently reading and comprehending grade level text.

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. If we shift our instructional practice to provide students with opportunities to make sense of mathematics, communicate mathematically and prove solutions then students will compute accurately and efficiently when solving mathematical problems. 1a

G050998

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	59.0
AMO Math - ELL	55.0
AMO Math - SWD	50.0
FSA - Mathematics - Proficiency Rate	59.0
Math Gains	60.0
Math Lowest 25% Gains	65.0
Highly Effective Teachers (Performance Rating)	75.0

Resources Available to Support the Goal 2

- ITC - Math
- Extended planning time
- Knowledge of math CCSS
- 50% of instructional staff have attended math PD
- Teachers specializing in math

Targeted Barriers to Achieving the Goal 3

- Instructional staff lack of a deep understanding of the mathematical practices and instructional shifts required to become a facilitator of student learning.
- Instructional staff lack of understanding in how to structure lessons that support students understanding of number relationships

Plan to Monitor Progress Toward G1. 8

Monitor student progress during quarterly data shares, analyze walk through data, and collect observational data during PLCs.

Person Responsible

Katie Lail

Schedule

Quarterly, from 10/14/2014 to 5/25/2015

Evidence of Completion

Increase of student scores on formative and summative assessments including Discovery Ed, district fluency assessments and unit assessments as well as lesson plans, PLC artifacts and observational data will demonstrate an instructional shift in practice and student application of efficient mathematical strategies when problem-solving.

G2. If we collaboratively plan for purposeful writing tasks, using multiple resources and connected to grade level text across all content areas, we will increase the percent of students who meet grade level, content proficiency benchmarks. 1a

G050999

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	63.0
FSA - English Language Arts - Proficiency Rate	63.0
AMO Math - All Students	59.0
FCAT 2.0 Science Proficiency	50.0
CELLA Writing Proficiency	75.0
Highly Effective Teachers (Performance Rating)	75.0
Level 1 - All Grades	10.0

Resources Available to Support the Goal 2

- Ready Gen writing focus
- ITC-ELA and ITC-ELL
- Expanded weekly planning time
- District writing support

Targeted Barriers to Achieving the Goal 3

- Limited opportunities for students to write connected to text
- Lack of understanding of Writing CCSS and grade level expectations
- Lack of knowledge of writing best practices

Plan to Monitor Progress Toward G2. 8

Administration will monitor/analyze formative and summative assessments, observational data and grade level writing rubrics.

Person Responsible

Katie Lail

Schedule

Quarterly, from 10/14/2014 to 5/25/2015

Evidence of Completion

There will be an increase in the percent of students meeting grade level content proficiency based on formative and summative assessments including unit assessments, DE and common grade level writing assessments.

G3. If we provide opportunities for students to set reading goals and track their progress based on specific feedback, we will increase the percent of students who are proficient independently reading and comprehending grade level text. **1a**

G051000

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - All Students	63.0
AMO Reading - ED	59.0
AMO Reading - ELL	58.0
AMO Reading - SWD	55.0
ELA/Reading Gains	75.0
ELA/Reading Lowest 25% Gains	90.0
AMO Math - All Students	59.0
FCAT 2.0 Science Proficiency	50.0
FSA - English Language Arts - Proficiency Rate	63.0

Resources Available to Support the Goal **2**

- Prior PD in Cafe Strategies and Framework
- IRLA materials K-5
- ITC - Literacy and ELL
- Grades K-2 trained in independent reading and conferencing
- Leveled libraries
- Staff buy-in for Independent reading and conferencing K-5

Targeted Barriers to Achieving the Goal **3**

- Current assessments do not identify specific strategies students lack that prevent them from meeting reading proficiency
- Teachers lack knowledge in assessing students, conferencing and determining appropriate reading goals
- Lack of consistent reading routines and poor reading stamina

Plan to Monitor Progress Toward G3. 8

Administrative team will collect and analyze the percent of students leveled on or above grade level, analyze AP 1 and AP4 DE Reading Assessments, Ready Gen Unit Assessments and 2014-15 Florida Standards Assessments.

Person Responsible

Katie Lail

Schedule

Every 6 Weeks, from 9/8/2014 to 5/29/2015

Evidence of Completion

Formative and summative assessments including unit assessments, discovery ed. assessments, IRLA, and FSA will be collected to demonstrate that there is an increase of students who are proficient in reading and comprehending grade level text.

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. If we shift our instructional practice to provide students with opportunities to make sense of mathematics, communicate mathematically and prove solutions then students will compute accurately and efficiently when solving mathematical problems. **1**

 G050998

G1.B1 Instructional staff lack of a deep understanding of the mathematical practices and instructional shifts required to become a facilitator of student learning. **2**

 B128060

G1.B1.S1 Grade level teams will participate in embedded PD as a PLC to develop a deeper understanding of the instructional shifts required for students to engage in the CCSS mathematical practices. **4**

 S140200

Strategy Rationale

Instructional staff must have a clear understanding of the CCSS mathematical practices in order to effectively shift their role to become a facilitator of learning.

Action Step 1 **5**

Purchase Number Talks by Judy Parrish to be used as a resource for grade level PLCs during planning.

Person Responsible

Katie Lail

Schedule

On 8/14/2014

Evidence of Completion

PLC artifacts, SIG Grant

Action Step 2 5

Schedule teachers to observe peer teachers who have successfully shifted their role to a facilitator of learning.

Person Responsible

Lindsay Betz

Schedule

Quarterly, from 9/8/2014 to 5/25/2015

Evidence of Completion

PLC notes and artifacts, coaching log

Action Step 3 5

Schedule teachers to observe peer teachers who have successfully integrated the CCSS mathematical practices into their math routines.

Person Responsible

Lindsay Betz

Schedule

Quarterly, from 9/8/2014 to 5/25/2015

Evidence of Completion

PLC notes and artifacts, coaching log

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

Administration will collect PLC artifacts, notes, coaching logs and lesson plans.

Person Responsible

Katie Lail

Schedule

Biweekly, from 8/26/2014 to 5/25/2015

Evidence of Completion

PLC artifacts, coaching logs, lesson plans and walkthrough data will provide evidence that teachers have participated in PD opportunities that builds a deeper understanding of the CCSS mathematical practices.

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

Administration will monitor/analyze formative and summative assessments and observational data.

Person Responsible

Katie Lail

Schedule

Quarterly, from 9/29/2014 to 5/25/2015

Evidence of Completion

Increase of student scores on formative and summative assessments and observational data will show shift in instructional practices in math.

G1.B2 Instructional staff lack of understanding in how to structure lessons that support students understanding of number relationships 2

 B128061

G1.B2.S1 Instructional staff will participate in embedded professional development opportunities to build their knowledge of best practice instructional strategies in math. 4

 S140201

Strategy Rationale

Students require lessons to be structured in such a way that encourages them to communicate mathematically and to reason and prove solutions.

Action Step 1 5

Provide embedded professional development opportunities using district provided resources to enhance their understanding of Marzano's Instructional Framework, CCSS mathematical practices and math CCSS standards.

Person Responsible

Lindsay Betz

Schedule

Biweekly, from 8/26/2014 to 5/25/2015

Evidence of Completion

PLC notes and artifacts, lesson plans, observational data

Action Step 2 5

Schedule opportunities for identified grade level teachers to participate in district led PD in math planning with a focus on CCSS mathematical practices.

Person Responsible

Katie Lail

Schedule

Quarterly, from 9/29/2014 to 5/25/2015

Evidence of Completion

Avatar, PLC notes and artifacts, Observational data

Action Step 3 5

STEM ITC meet with the grade level PLCs to intentionally plan for students to engage in mathematical problem-solving using CCSS mathematical practice strategies.

Person Responsible

Lindsay Betz

Schedule

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

Evidence of Completion

PLC notes and artifacts, lesson plans, coaching logs and walkthrough data

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

Administration will collect PLC artifacts, notes, coaching logs and lesson plans.

Person Responsible

Katie Lail

Schedule

Biweekly, from 8/26/2014 to 5/25/2015

Evidence of Completion

PLC artifacts and notes, lesson plans, coaching logs, observational data will provide evidence that teachers have participated in embedded PD that impacts their planning using best practices to provide opportunities for students to deepen their understanding of number relationships.

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

Administration will monitor/analyze formative and summative assessments and observational data.

Person Responsible

Katie Lail

Schedule

Quarterly, from 10/14/2014 to 5/25/2015

Evidence of Completion

Increase of student scores on formative and summative assessments, observational data will show students have a deeper understanding of number relationships.

G2. If we collaboratively plan for purposeful writing tasks, using multiple resources and connected to grade level text across all content areas, we will increase the percent of students who meet grade level, content proficiency benchmarks. 1

 G050999

G2.B1 Limited opportunities for students to write connected to text 2

 B128065

G2.B1.S1 Grade level teams will intentionally plan for authentic writing tasks connected to text across curriculum areas for a variety of purposes. 4

 S140204

Strategy Rationale

Students will not have the opportunity to engage in purposeful writing tasks if teams do not intentionally plan.

Action Step 1 5

The ICT will collaboratively plan with grade level PLC's to develop authentic writing tasks and assessments that are connected to the content areas.

Person Responsible

Elizabeth Mitchell

Schedule

Biweekly, from 9/5/2014 to 5/25/2015

Evidence of Completion

PLC notes, student writing, rubrics

Action Step 2 5

Grade level PLCs will be provided embedded PD in using Ready Gen Resources for planning purposeful writing tasks connected to grade level text.

Person Responsible

Elizabeth Mitchell

Schedule

Biweekly, from 9/2/2014 to 5/28/2015

Evidence of Completion

PLC minutes, lesson plans, observational data

Action Step 3 5

Instructional staff will participate in embedded professional development during their planning to build their knowledge of best practice writing strategies and routines across content areas.

Person Responsible

Katie Lail

Schedule

Weekly, from 9/12/2014 to 10/31/2014

Evidence of Completion

PLC notes and artifacts, walkthrough and observational data, lesson plans

Action Step 4 5

Grade level teams will schedule time during the instructional day for writing instruction and student application.

Person Responsible

Katie Lail

Schedule

Daily, from 8/26/2014 to 8/29/2014

Evidence of Completion

Grade level schedules

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

Administrator will collect PLC artifacts, notes, coaching logs and lesson plans

Person Responsible

Nena Green

Schedule

Biweekly, from 8/26/2014 to 5/25/2015

Evidence of Completion

PLC artifacts and notes, lesson plans, coaching logs, observational data will be collected and demonstrate that students are provided opportunities to write connected to text across curricular areas.

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

Administrators will monitor/analyze student writing samples.

Person Responsible

Nena Green

Schedule

Monthly, from 9/30/2014 to 5/25/2015

Evidence of Completion

Increase of student scores based on common on writing rubrics and formative and summative assessments will demonstrate that students are engaged in writing across curricular areas.

G2.B3 Lack of understanding of Writing CCSS and grade level expectations **2**

 B128067

G2.B3.S1 Grade level teams will participate in embedded PD as a PLC to develop a common understanding of the writing CCSS K-5, collaboratively plan writing tasks and create common rubrics to assess students' writing and respond to instruction. **4**

 S140205

Strategy Rationale

Instructional staff must have a clear understanding of the ELA-CCSS in order to effectively plan, instruct and assess writing.

Action Step 1 **5**

ICT will collaboratively plan with grade level PLCs to unpack the grade level writing CCSS.

Person Responsible

Elizabeth Mitchell

Schedule

Biweekly, from 9/5/2014 to 5/25/2015

Evidence of Completion

PLC notes and artifacts

Action Step 2 **5**

Schedule teachers to observe peer teachers who have implemented writing successfully using the CCSS and grade level expectations

Person Responsible

Nena Green

Schedule

Biweekly, from 10/6/2014 to 2/23/2015

Evidence of Completion

student writing, observation schedule

Action Step 3 5

Grade level PLCs will collaboratively assess students' writing using grade appropriate rubrics aligned with the CCSS and make instructional decisions based on the data.

Person Responsible

Elizabeth Mitchell

Schedule

Monthly, from 10/14/2014 to 5/22/2015

Evidence of Completion

PLC notes and artifacts, writing rubrics, data share notes

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

Walk throughs will be conducted by administration to observe the implementation of writing strategies gained from the PD.

Person Responsible

Nena Green

Schedule

Weekly, from 8/26/2014 to 5/25/2015

Evidence of Completion

Professional development powerpoint and notes, sign in sheets, walk through data

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

Collect and analyze walk through data, data from common writing assessments and formative writing samples.

Person Responsible

Nena Green

Schedule

Monthly, from 9/5/2014 to 5/25/2015

Evidence of Completion

Observational data and formative and summative writing assessments will indicate that instructional staff have gained knowledge of the writing CCSS and are responding effectively to grade level writing assessments.

G2.B6 Lack of knowledge of writing best practices **2**

 B128070

G2.B6.S1 Instructional staff will participate in professional development opportunities to build their knowledge of best practice instructional strategies in writing. **4**

 S140206

Strategy Rationale

Students require direct instruction in writing using best practices in order for them to become effective and purposeful communicators in writing.

Action Step 1 **5**

Professional development will be provided to all instructional staff to enhance their understanding of the writing process.

Person Responsible

Katie Lail

Schedule

Weekly, from 8/26/2014 to 11/7/2014

Evidence of Completion

Professional Development notes, rubrics, walk through data

Action Step 2 **5**

Collect observational data during writing instruction and provide feedback based on observation.

Person Responsible

Katie Lail

Schedule

Monthly, from 9/15/2014 to 5/1/2015

Evidence of Completion

Observational data

Action Step 3 5

Provide modeling and coaching support to instructional staff based on observation data student writing samples.

Person Responsible

Katie Lail

Schedule

Monthly, from 10/14/2014 to 5/22/2015

Evidence of Completion

Coaching logs, observational and walkthrough data

Plan to Monitor Fidelity of Implementation of G2.B6.S1 6

Professional development notes, coaching logs, walkthrough and observation data

Person Responsible

Katie Lail

Schedule

Weekly, from 9/5/2014 to 11/7/2014

Evidence of Completion

Professional development notes, sign in sheets and data collected from walkthroughs will demonstrate that teachers are applying the writing strategies they learned during the writing PD.

Plan to Monitor Effectiveness of Implementation of G2.B6.S1 7

Collect and analyze observational data, formative and summative writing samples and coaching logs.

Person Responsible

Nena Green

Schedule

Monthly, from 9/23/2014 to 5/25/2015

Evidence of Completion

Observational data and formative and summative writing samples will indicate that students are responding to the writing strategies.

G3. If we provide opportunities for students to set reading goals and track their progress based on specific feedback, we will increase the percent of students who are proficient independently reading and comprehending grade level text. 1

G051000

G3.B2 Current assessments do not identify specific strategies students lack that prevent them from meeting reading proficiency 2

B128073

G3.B2.S1 Expand the Independent Reading Level Assessment (IRLA) framework for students in grades 3-5. 4

S140207

Strategy Rationale

There is a need to identify the reading strategies students are lacking in grades 3-5, develop a course of action and track progress.

Action Step 1 5

Provide training to grade 3-5 teachers in using the Independent Reading Level Assessment to assess students' reading levels and identify reading goals.

Person Responsible

Katie Lail

Schedule

On 8/11/2014

Evidence of Completion

Sign-in notes, PLC agendas and notes

Action Step 2 5

Identify and train school based team to perform IRLA level checks for level accuracy.

Person Responsible

Nena Green

Schedule

On 9/8/2014

Evidence of Completion

Identified leveling team and training notes

Action Step 3 5

Schedule quarterly level checks using school-based team with district support.

Person Responsible

Nena Green

Schedule

Quarterly, from 9/11/2014 to 5/15/2015

Evidence of Completion

Calendar, level check data

Action Step 4 5

Provide modeling and coaching support to teams or teachers who have less than 75% level accuracy during quarterly level checks.

Person Responsible

Elizabeth Mitchell

Schedule

Monthly, from 9/12/2014 to 5/29/2015

Evidence of Completion

Coaching logs, PLC artifacts, observational and walkthrough data

Action Step 5 5

Collect follow-up data in classrooms where teachers/teams were receiving coaching support to determine next steps.

Person Responsible

Nena Green

Schedule

Monthly, from 10/1/2014 to 5/22/2015

Evidence of Completion

level check data, observational and walkthrough data

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Meet with leveling team to share results, create coaching plan and collect follow-up data to ensure students in K-5 are being leveled accurately and focusing on strategic reading goals.

Person Responsible

Katie Lail

Schedule

Monthly, from 10/1/2014 to 5/22/2015

Evidence of Completion

Meeting notes, level check data, coaching notes, action plans will demonstrate that instructional staff are accurately leveling students and progress monitoring appropriate, targeted independent reading goals.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Analyze data obtained from the quarterly level check collection.

Person Responsible

Katie Lail

Schedule

Quarterly, from 9/11/2014 to 5/29/2015

Evidence of Completion

Level checks and formative and summative assessments will demonstrate that students are leveled accurately. The percent of students who are independently reading and comprehending grade level text and meeting their independent reading goals will increase.

G3.B2.S2 Use progress monitoring data from IRLA to create grade level action plans that meet the needs of students requiring Tier I, II and III supports. 4

 S140208

Strategy Rationale

There is a need to identify the reading strategies students are lacking in grades 3-5, develop a course of action and track progress.

Action Step 1 5

The administrative team and ITC will collect and organize classroom, grade level and school-wide IRLA progress monitoring data.

Person Responsible

Nena Green

Schedule

Quarterly, from 9/29/2014 to 5/29/2015

Evidence of Completion

Data slides, school pace, PLC notes and artifacts

Action Step 2 5

Schedule grade level data shares each quarter.

Person Responsible

Katie Lail

Schedule

On 5/15/2015

Evidence of Completion

Meeting calendar

Action Step 3 5

Administrative team will meet with PLC facilitators prior data share to review data and create an agenda.

Person Responsible

Katie Lail

Schedule

Quarterly, from 10/6/2014 to 5/29/2015

Evidence of Completion

Data share artifacts, agenda, powerpoint slides

Action Step 4 5

Administrative team and ITC will follow-up with grade level teams to collect evidence of action plan implementation.

Person Responsible

Katie Lail

Schedule

Quarterly, from 10/27/2014 to 5/29/2015

Evidence of Completion

PLC artifacts, action plan notes, data share notes, walkthrough and observational data

Plan to Monitor Fidelity of Implementation of G3.B2.S2 6

Administrative team will collect and analyze data share notes, PLC notes and problem-solving artifacts.

Person Responsible

Katie Lail

Schedule

Quarterly, from 10/27/2014 to 5/25/2015

Evidence of Completion

Problem-solving artifacts, PLC notes, S-Bit graphs, school pace reports, ESE logs and data share notes will demonstrate that instructional teams are using data to problem-solve and develop instructional plans.

Plan to Monitor Effectiveness of Implementation of G3.B2.S2 7

Collect and analyze data share notes, PLC notes and problem-solving artifacts.

Person Responsible

Katie Lail

Schedule

Quarterly, from 10/27/2014 to 5/25/2015

Evidence of Completion

Problem-solving artifacts and PLC notes will indicate that students are receiving tiered levels of support based upon IRLA progress-monitoring data in order to increase the percent of students who are proficient independently reading and comprehending grade level text.

G3.B3 Teachers lack knowledge in assessing students, conferencing and determining appropriate reading goals 2

 B128074

G3.B3.S1 Provide professional development opportunities that will build teachers' capacity to accurately assess students' independent reading level, determine strategic reading goals and track progress toward meeting these goals. 4

 S140209

Strategy Rationale

Ensure all teachers are provided with the knowledge and skills to implement the independent reading and conferencing framework.

Action Step 1 5

Administration will schedule professional development in conferencing and goal setting.

Person Responsible

Katie Lail

Schedule

On 9/9/2014

Evidence of Completion

PD sign-in and notes

Action Step 2 5

Collect observational data and provide feedback to every teacher based on observation.

Person Responsible

Katie Lail

Schedule

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

Evidence of Completion

Observational data

Action Step 3 5

Provide modeling and coaching support to teachers based on conferencing observational data.

Person Responsible

Katie Lail

Schedule

Quarterly, from 10/6/2014 to 5/25/2015

Evidence of Completion

Observational data, coaching logs

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Administrative team will participate in weekly meetings with district coach and ITC to plan for successful implementation of conferencing and setting student reading goals.

Person Responsible

Nena Green

Schedule

Quarterly, from 10/6/2014 to 5/25/2015

Evidence of Completion

PD plan, observational and feedback data, coaching plan, student power goals and school pace reports will demonstrate that teachers have participated in PD opportunities and are implementing strategies and routines.

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Administrative team will collect and analyze observational data of conferencing, data from formative assessments and coaching logs.

Person Responsible

Katie Lail

Schedule

Quarterly, from 10/6/2014 to 5/25/2015

Evidence of Completion

Observational data, formative reading assessments including IRLA assessment data, unit assessments and DE will indicate that teachers have built their capacity to accurately assess students' independent reading level, determine strategic reading goals and track progress toward meeting these goals.

G3.B4 Lack of consistent reading routines and poor reading stamina 2

 B128075

G3.B4.S1 Implement a consistent school-wide expectations for independent reading routines. 4

 S140210

Strategy Rationale

Developing consistent reading routines is important in building students' reading stamina.

Action Step 1 5

Administrative team and ITC will develop draft of school-wide expectations for consistent independent reading routines with input from PLC facilitators and instructional staff.

Person Responsible

Elizabeth Mitchell

Schedule

On 8/29/2014

Evidence of Completion

PLC facilitator notes, school-wide reading routine expectations

Action Step 2 5

Administrative team and ITC will develop walkthrough document and schedule based on school-wide reading routine expectations.

Person Responsible

Katie Lail

Schedule

On 9/30/2014

Evidence of Completion

Walkthrough form, schedule

Action Step 3 5

Administrative team and ITC will develop a support plan for teachers or teams based on walkthrough data.

Person Responsible

Schedule

Quarterly, from 9/29/2014 to 5/25/2015

Evidence of Completion

Leadership team notes, coaching log, feedback notes

Plan to Monitor Fidelity of Implementation of G3.B4.S1 6

Quarterly walkthroughs will be conducted to collect evidence of reading routines in K-5 classrooms. Teachers will be supported based on observational data.

Person Responsible

Katie Lail

Schedule

Quarterly, from 9/15/2014 to 5/25/2015

Evidence of Completion

Quarterly observational and feedback data, coaching plan, PLC artifacts will demonstrate that there is a consistent expectation for independent reading routines.

Plan to Monitor Effectiveness of Implementation of G3.B4.S1 7

Collect and analyze data from formative assessments and school pace reports and collect and analyze observational data of reading routines and coaching logs.

Person Responsible

Katie Lail

Schedule

Quarterly, from 8/25/2014 to 5/25/2015

Evidence of Completion

Observational data, formative reading assessments including IRLA assessment data, unit assessments and DE and the % of students meeting their reading stamina goal will indicate that teachers have implemented the school-wide reading routine expectations.

G3.B4.S2 Develop a school-wide plan for monitoring and tracking reading stamina. 4

 S140211

Strategy Rationale

Students must be actively engaged in reading to practice foundational and comprehension strategies.

Action Step 1 5

Communicate expectations of reading stamina expectations to all stake holders.

Person Responsible

Nena Green

Schedule

Weekly, from 8/18/2014 to 9/30/2014

Evidence of Completion

Newsletters, PLC artifacts, team facilitator notes, parent IRLA information night sign-n

Action Step 2 5

PLCs will develop grade level system to track reading stamina.

Person Responsible

Nena Green

Schedule

On 9/19/2014

Evidence of Completion

PLC artifacts, PLC facilitator notes, walkthrough data

Action Step 3 5

Administrative team will create incentive plan for students and classrooms who have achieved their reading stamina goal.

Person Responsible

Nena Green

Schedule

On 8/25/2014

Evidence of Completion

Plan developed, Spirit sticks order

Plan to Monitor Fidelity of Implementation of G3.B4.S2 6

Administrative team will collect and analyze observational/walkthrough data.

Person Responsible

Katie Lail

Schedule

Weekly, from 8/25/2014 to 9/29/2014

Evidence of Completion

Observational and walkthrough data will be collected and demonstrate that teachers are tracking students' reaching stamina goal.

Plan to Monitor Effectiveness of Implementation of G3.B4.S2 7

Administrative team will collect walkthrough/observational data and IRLA data from School Pace.

Person Responsible

Katie Lail

Schedule

Weekly, from 8/25/2014 to 9/29/2014

Evidence of Completion

Observational and summative assessment data will demonstrate that students have met their reading stamina goal.

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Purchase Number Talks by Judy Parrish to be used as a resource for grade level PLCs during planning.	Lail, Katie	8/14/2014	PLC artifacts, SIG Grant	8/14/2014 one-time
G1.B2.S1.A1	Provide embedded professional development opportunities using district provided resources to enhance their understanding of Marzano's Instructional Framework, CCSS mathematical practices and math CCSS standards.	Betz, Lindsay	8/26/2014	PLC notes and artifacts, lesson plans, observational data	5/25/2015 biweekly
G2.B1.S1.A1	The ICT will collaboratively plan with grade level PLC's to develop authentic writing tasks and assessments that are connected to the content areas.	Mitchell, Elizabeth	9/5/2014	PLC notes, student writing, rubrics	5/25/2015 biweekly
G2.B3.S1.A1	ICT will collaboratively plan with grade level PLCs to unpack the grade level writing CCSS.	Mitchell, Elizabeth	9/5/2014	PLC notes and artifacts	5/25/2015 biweekly
G2.B6.S1.A1	Professional development will be provided to all instructional staff to enhance their understanding of the writing process.	Lail, Katie	8/26/2014	Professional Development notes, rubrics, walk through data	11/7/2014 weekly
G3.B2.S1.A1	Provide training to grade 3-5 teachers in using the Independent Reading Level Assessment to assess students' reading levels and identify reading goals.	Lail, Katie	8/11/2014	Sign-in notes, PLC agendas and notes	8/11/2014 one-time
G3.B2.S2.A1	The administrative team and ITC will collect and organize classroom, grade level and school-wide IRLA progress monitoring data.	Green, Nena	9/29/2014	Data slides, school pace, PLC notes and artifacts	5/29/2015 quarterly
G3.B3.S1.A1	Administration will schedule professional development in conferencing and goal setting.	Lail, Katie	9/9/2014	PD sign-in and notes	9/9/2014 one-time
G3.B4.S1.A1	Administrative team and ITC will develop draft of school-wide expectations for consistent	Mitchell, Elizabeth	8/11/2014	PLC facilitator notes, school-wide reading routine expectations	8/29/2014 one-time

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	independent reading routines with input from PLC facilitators and instructional staff.				
G3.B4.S2.A1	Communicate expectations of reading stamina expectations to all stake holders.	Green, Nena	8/18/2014	Newsletters, PLC artifacts, team facilitator notes, parent IRLA information night sign-n	9/30/2014 weekly
G1.B1.S1.A2	Schedule teachers to observe peer teachers who have successfully shifted their role to a facilitator of learning.	Betz, Lindsay	9/8/2014	PLC notes and artifacts, coaching log	5/25/2015 quarterly
G1.B2.S1.A2	Schedule opportunities for identified grade level teachers to participate in district led PD in math planning with a focus on CCSS mathematical practices.	Lail, Katie	9/29/2014	Avatar, PLC notes and artifacts, Observational data	5/25/2015 quarterly
G2.B1.S1.A2	Grade level PLCs will be provided embedded PD in using Ready Gen Resources for planning purposeful writing tasks connected to grade level text.	Mitchell, Elizabeth	9/2/2014	PLC minutes, lesson plans, observational data	5/28/2015 biweekly
G2.B3.S1.A2	Schedule teachers to observe peer teachers who have implemented writing successfully using the CCSS and grade level expectations	Green, Nena	10/6/2014	student writing, observation schedule	2/23/2015 biweekly
G2.B6.S1.A2	Collect observational data during writing instruction and provide feedback based on observation.	Lail, Katie	9/15/2014	Observational data	5/1/2015 monthly
G3.B2.S1.A2	Identify and train school based team to perform IRLA level checks for level accuracy.	Green, Nena	9/8/2014	Identified leveling team and training notes	9/8/2014 one-time
G3.B2.S2.A2	Schedule grade level data shares each quarter.	Lail, Katie	10/14/2014	Meeting calendar	5/15/2015 one-time
G3.B3.S1.A2	Collect observational data and provide feedback to every teacher based on observation.	Lail, Katie	9/15/2014	Observational data	5/29/2015 quarterly
G3.B4.S1.A2	Administrative team and ITC will develop walkthrough document and schedule based on school-wide reading routine expectations.	Lail, Katie	9/30/2014	Walkthrough form, schedule	9/30/2014 one-time
G3.B4.S2.A2	PLCs will develop grade level system to track reading stamina.	Green, Nena	8/25/2014	PLC artifacts, PLC facilitator notes, walkthrough data	9/19/2014 one-time
G1.B1.S1.A3	Schedule teachers to observe peer teachers who have successfully integrated the CCSS mathematical practices into their math routines.	Betz, Lindsay	9/8/2014	PLC notes and artifacts, coaching log	5/25/2015 quarterly
G1.B2.S1.A3	STEM ITC meet with the grade level PLCs to intentionally plan for students to engage in mathematical problem-solving using CCSS mathematical practice strategies.	Betz, Lindsay	8/25/2014	PLC notes and artifacts, lesson plans, coaching logs and walkthrough data	5/25/2015 biweekly
G2.B1.S1.A3	Instructional staff will participate in embedded professional development during their planning to build their knowledge of best practice writing strategies and routines across content areas.	Lail, Katie	9/12/2014	PLC notes and artifacts, walkthrough and observational data, lesson plans	10/31/2014 weekly
G2.B3.S1.A3	Grade level PLCs will collaboratively assess students' writing using grade appropriate rubrics aligned with the CCSS and make instructional decisions based on the data.	Mitchell, Elizabeth	10/14/2014	PLC notes and artifacts, writing rubrics, data share notes	5/22/2015 monthly

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Pasco Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B6.S1.A3	Provide modeling and coaching support to instructional staff based on observation data student writing samples.	Lail, Katie	10/14/2014	Coaching logs, observational and walkthrough data	5/22/2015 monthly
G3.B2.S1.A3	Schedule quarterly level checks using school-based team with district support.	Green, Nena	9/11/2014	Calendar, level check data	5/15/2015 quarterly
G3.B2.S2.A3	Administrative team will meet with PLC facilitators prior data share to review data and create an agenda.	Lail, Katie	10/6/2014	Data share artifacts, agenda, powerpoint slides	5/29/2015 quarterly
G3.B3.S1.A3	Provide modeling and coaching support to teachers based on conferencing observational data.	Lail, Katie	10/6/2014	Observational data, coaching logs	5/25/2015 quarterly
G3.B4.S1.A3	Administrative team and ITC will develop a support plan for teachers or teams based on walkthrough data.		9/29/2014	Leadership team notes, coaching log, feedback notes	5/25/2015 quarterly
G3.B4.S2.A3	Administrative team will create incentive plan for students and classrooms who have achieved their reading stamina goal.	Green, Nena	8/11/2014	Plan developed, Spirit sticks order	8/25/2014 one-time
G2.B1.S1.A4	Grade level teams will schedule time during the instructional day for writing instruction and student application.	Lail, Katie	8/26/2014	Grade level schedules	8/29/2014 daily
G3.B2.S1.A4	Provide modeling and coaching support to teams or teachers who have less than 75% level accuracy during quarterly level checks.	Mitchell, Elizabeth	9/12/2014	Coaching logs, PLC artifacts, observational and walkthrough data	5/29/2015 monthly
G3.B2.S2.A4	Administrative team and ITC will follow-up with grade level teams to collect evidence of action plan implementation.	Lail, Katie	10/27/2014	PLC artifacts, action plan notes, data share notes, walkthrough and observational data	5/29/2015 quarterly
G3.B2.S1.A5	Collect follow-up data in classrooms where teachers/teams were receiving coaching support to determine next steps.	Green, Nena	10/1/2014	level check data, observational and walkthrough data	5/22/2015 monthly
G1.MA1	Monitor student progress during quarterly data shares, analyze walk through data, and collect observational data during PLCs.	Lail, Katie	10/14/2014	Increase of student scores on formative and summative assessments including Discovery Ed, district fluency assessments and unit assessments as well as lesson plans, PLC artifacts and observational data will demonstrate an instructional shift in practice and student application of efficient mathematical strategies when problem-solving.	5/25/2015 quarterly
G1.B1.S1.MA1	Administration will monitor/analyze formative and summative assessments and observational data.	Lail, Katie	9/29/2014	Increase of student scores on formative and summative assessments and observational data will show shift in instructional practices in math.	5/25/2015 quarterly
G1.B1.S1.MA1	Administration will collect PLC artifacts, notes, coaching logs and lesson plans.	Lail, Katie	8/26/2014	PLC artifacts, coaching logs, lesson plans and walkthrough data will provide evidence that teachers have participated in PD opportunities that builds a deeper understanding of the CCSS mathematical practices.	5/25/2015 biweekly
G1.B2.S1.MA1	Administration will monitor/analyze formative and summative assessments and observational data.	Lail, Katie	10/14/2014	Increase of student scores on formative and summative assessments, observational data will show students have a deeper understanding of number relationships.	5/25/2015 quarterly
G1.B2.S1.MA1	Administration will collect PLC artifacts, notes, coaching logs and lesson plans.	Lail, Katie	8/26/2014	PLC artifacts and notes, lesson plans, coaching logs, observational data will	5/25/2015 biweekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				provide evidence that teachers have participated in embedded PD that impacts their planning using best practices to provide opportunities for students to deepen their understanding of number relationships.	
G2.MA1	Administration will monitor/analyze formative and summative assessments, observational data and grade level writing rubrics.	Lail, Katie	10/14/2014	There will be an increase in the percent of students meeting grade level content proficiency based on formative and summative assessments including unit assessments, DE and common grade level writing assessments.	5/25/2015 quarterly
G2.B1.S1.MA1	Administrators will monitor/analyze student writing samples.	Green, Nena	9/30/2014	Increase of student scores based on common on writing rubrics and formative and summative assessments will demonstrate that students are engaged in writing across curricular areas.	5/25/2015 monthly
G2.B1.S1.MA1	Administrator will collect PLC artifacts, notes, coaching logs and lesson plans	Green, Nena	8/26/2014	PLC artifacts and notes, lesson plans, coaching logs, observational data will be collected and demonstrate that students are provided opportunities to write connected to text across curricular areas.	5/25/2015 biweekly
G2.B3.S1.MA1	Collect and analyze walk through data, data from common writing assessments and formative writing samples.	Green, Nena	9/5/2014	Observational data and formative and summative writing assessments will indicate that instructional staff have gained knowledge of the writing CCSS and are responding effectively to grade level writing assessments.	5/25/2015 monthly
G2.B3.S1.MA1	Walk throughs will be conducted by administration to observe the implementation of writing strategies gained from the PD.	Green, Nena	8/26/2014	Professional development powerpoint and notes, sign in sheets, walk through data	5/25/2015 weekly
G2.B6.S1.MA1	Collect and analyze observational data, formative and summative writing samples and coaching logs.	Green, Nena	9/23/2014	Observational data and formative and summative writing samples will indicate that students are responding to the writing strategies.	5/25/2015 monthly
G2.B6.S1.MA1	Professional development notes, coaching logs, walkthrough and observation data	Lail, Katie	9/5/2014	Professional development notes, sign in sheets and data collected from walkthroughs will demonstrate that teachers are applying the writing strategies they learned during the writing PD.	11/7/2014 weekly
G3.MA1	Administrative team will collect and analyze the percent of students leveled on or above grade level, analyze AP 1 and AP4 DE Reading Assessments, Ready Gen Unit Assessments and 2014-15 Florida Standards Assessments.	Lail, Katie	9/8/2014	Formative and summative assessments including unit assessments, discovery ed. assessments, IRLA, and FSA will be collected to demonstrate that there is an increase of students who are proficient in reading and comprehending grade level text.	5/29/2015 every-6-weeks
G3.B2.S1.MA1	Analyze data obtained from the quarterly level check collection.	Lail, Katie	9/11/2014	Level checks and formative and summative assessments will demonstrate that students are leveled accurately. The percent of students who are independently reading and comprehending grade level text and meeting their independent reading goals will increase.	5/29/2015 quarterly
G3.B2.S1.MA1	Meet with leveling team to share results, create coaching plan and collect follow-up data to ensure	Lail, Katie	10/1/2014	Meeting notes, level check data, coaching notes, action plans will demonstrate that instructional staff are	5/22/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	students in K-5 are being leveled accurately and focusing on strategic reading goals.			accurately leveling students and progress monitoring appropriate, targeted independent reading goals.	
G3.B3.S1.MA1	Administrative team will collect and analyze observational data of conferencing, data from formative assessments and coaching logs.	Lail, Katie	10/6/2014	Observational data, formative reading assessments including IRLA assessment data, unit assessments and DE will indicate that teachers have built their capacity to accurately assess students' independent reading level, determine strategic reading goals and track progress toward meeting these goals.	5/25/2015 quarterly
G3.B3.S1.MA1	Administrative team will participate in weekly meetings with district coach and ITC to plan for successful implementation of conferencing and setting student reading goals.	Green, Nena	10/6/2014	PD plan, observational and feedback data, coaching plan, student power goals and school pace reports will demonstrate that teachers have participated in PD opportunities and are implementing strategies and routines.	5/25/2015 quarterly
G3.B4.S1.MA1	Collect and analyze data from formative assessments and school pace reports and collect and analyze observational data of reading routines and coaching logs.	Lail, Katie	8/25/2014	Observational data, formative reading assessments including IRLA assessment data, unit assessments and DE and the % of students meeting their reading stamina goal will indicate that teachers have implemented the school-wide reading routine expectations.	5/25/2015 quarterly
G3.B4.S1.MA1	Quarterly walkthroughs will be conducted to collect evidence of reading routines in K-5 classrooms. Teachers will be supported based on observational data.	Lail, Katie	9/15/2014	Quarterly observational and feedback data, coaching plan, PLC artifacts will demonstrate that there is a consistent expectation for independent reading routines.	5/25/2015 quarterly
G3.B2.S2.MA1	Collect and analyze data share notes, PLC notes and problem-solving artifacts.	Lail, Katie	10/27/2014	Problem-solving artifacts and PLC notes will indicate that students are receiving tiered levels of support based upon IRLA progress-monitoring data in order to increase the percent of students who are proficient independently reading and comprehending grade level text.	5/25/2015 quarterly
G3.B2.S2.MA1	Administrative team will collect and analyze data share notes, PLC notes and problem-solving artifacts.	Lail, Katie	10/27/2014	Problem-solving artifacts, PLC notes, S-Bit graphs, school pace reports, ESE logs and data share notes will demonstrate that instructional teams are using data to problem-solve and develop instructional plans.	5/25/2015 quarterly
G3.B4.S2.MA1	Administrative team will collect walkthrough/observational data and IRLA data from School Pace.	Lail, Katie	8/25/2014	Observational and summative assessment data will demonstrate that students have met their reading stamina goal.	9/29/2014 weekly
G3.B4.S2.MA1	Administrative team will collect and analyze observational/walkthrough data.	Lail, Katie	8/25/2014	Observational and walkthrough data will be collected and demonstrate that teachers are tracking students' reaching stamina goal.	9/29/2014 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. If we shift our instructional practice to provide students with opportunities to make sense of mathematics, communicate mathematically and prove solutions then students will compute accurately and efficiently when solving mathematical problems.

G1.B2 Instructional staff lack of understanding in how to structure lessons that support students understanding of number relationships

G1.B2.S1 Instructional staff will participate in embedded professional development opportunities to build their knowledge of best practice instructional strategies in math.

PD Opportunity 1

Provide embedded professional development opportunities using district provided resources to enhance their understanding of Marzano's Instructional Framework, CCSS mathematical practices and math CCSS standards.

Facilitator

Lindsay Campbell

Participants

Instructional Staff - K-5

Schedule

Biweekly, from 8/26/2014 to 5/25/2015

G2. If we collaboratively plan for purposeful writing tasks, using multiple resources and connected to grade level text across all content areas, we will increase the percent of students who meet grade level, content proficiency benchmarks.

G2.B1 Limited opportunities for students to write connected to text

G2.B1.S1 Grade level teams will intentionally plan for authentic writing tasks connected to text across curriculum areas for a variety of purposes.

PD Opportunity 1

Grade level PLCs will be provided embedded PD in using Ready Gen Resources for planning purposeful writing tasks connected to grade level text.

Facilitator

Elizabeth Mitchell - ITC

Participants

Instructional Staff - K-5

Schedule

Biweekly, from 9/2/2014 to 5/28/2015

PD Opportunity 2

Instructional staff will participate in embedded professional development during their planning to build their knowledge of best practice writing strategies and routines across content areas.

Facilitator

Elizabeth Mitchell and Lindsay Campbell

Participants

Instructional staff - K-5

Schedule

Weekly, from 9/12/2014 to 10/31/2014

G2.B6 Lack of knowledge of writing best practices

G2.B6.S1 Instructional staff will participate in professional development opportunities to build their knowledge of best practice instructional strategies in writing.

PD Opportunity 1

Professional development will be provided to all instructional staff to enhance their understanding of the writing process.

Facilitator

Kimberly Natal and Kara Smucker

Participants

Instructional Staff - K-5

Schedule

Weekly, from 8/26/2014 to 11/7/2014

G3. If we provide opportunities for students to set reading goals and track their progress based on specific feedback, we will increase the percent of students who are proficient independently reading and comprehending grade level text.

G3.B2 Current assessments do not identify specific strategies students lack that prevent them from meeting reading proficiency

G3.B2.S1 Expand the Independent Reading Level Assessment (IRLA) framework for students in grades 3-5.

PD Opportunity 1

Provide training to grade 3-5 teachers in using the Independent Reading Level Assessment to assess students' reading levels and identify reading goals.

Facilitator

American Reading Company

Participants

Grade 3-5 Instructional Staff

Schedule

On 8/11/2014

G3.B3 Teachers lack knowledge in assessing students, conferencing and determining appropriate reading goals

G3.B3.S1 Provide professional development opportunities that will build teachers' capacity to accurately assess students' independent reading level, determine strategic reading goals and track progress toward meeting these goals.

PD Opportunity 1

Administration will schedule professional development in conferencing and goal setting.

Facilitator

American Reading Company

Participants

Grade 3-5 Instructional staff

Schedule

On 9/9/2014

Technical Assistance Items

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

G1. If we shift our instructional practice to provide students with opportunities to make sense of mathematics, communicate mathematically and prove solutions then students will compute accurately and efficiently when solving mathematical problems.

G1.B1 Instructional staff lack of a deep understanding of the mathematical practices and instructional shifts required to become a facilitator of student learning.

G1.B1.S1 Grade level teams will participate in embedded PD as a PLC to develop a deeper understanding of the instructional shifts required for students to engage in the CCSS mathematical practices.

PD Opportunity 1

Purchase Number Talks by Judy Parrish to be used as a resource for grade level PLCs during planning.

Facilitator

Lindsay Campbell - ITC

Participants

Instructional Staff K-5

Schedule

On 8/14/2014

G3. If we provide opportunities for students to set reading goals and track their progress based on specific feedback, we will increase the percent of students who are proficient independently reading and comprehending grade level text.

G3.B2 Current assessments do not identify specific strategies students lack that prevent them from meeting reading proficiency

G3.B2.S1 Expand the Independent Reading Level Assessment (IRLA) framework for students in grades 3-5.

PD Opportunity 1

Identify and train school based team to perform IRLA level checks for level accuracy.

Facilitator

District Facilitator

Participants

Leveling Team

Schedule

On 9/8/2014

G3.B3 Teachers lack knowledge in assessing students, conferencing and determining appropriate reading goals

G3.B3.S1 Provide professional development opportunities that will build teachers' capacity to accurately assess students' independent reading level, determine strategic reading goals and track progress toward meeting these goals.

PD Opportunity 1

Provide modeling and coaching support to teachers based on conferencing observational data.

Facilitator

American Reading Company

Participants

Administration, instructional staff

Schedule

Quarterly, from 10/6/2014 to 5/25/2015

G3.B4 Lack of consistent reading routines and poor reading stamina

G3.B4.S1 Implement a consistent school-wide expectations for independent reading routines.

PD Opportunity 1

Administrative team and ITC will develop a support plan for teachers or teams based on walkthrough data.

Facilitator

American Reading Company

Participants

K-5 instructional staff

Schedule

Quarterly, from 9/29/2014 to 5/25/2015

Budget Rollup

Summary

Description	Total
Goal 1: If we shift our instructional practice to provide students with opportunities to make sense of mathematics, communicate mathematically and prove solutions then students will compute accurately and efficiently when solving mathematical problems.	8,400
Goal 3: If we provide opportunities for students to set reading goals and track their progress based on specific feedback, we will increase the percent of students who are proficient independently reading and comprehending grade level text.	11,000
Grand Total	19,400

Goal 1: If we shift our instructional practice to provide students with opportunities to make sense of mathematics, communicate mathematically and prove solutions then students will compute accurately and efficiently when solving mathematical problems.

Description	Source	Total
B1.S1.A1 - Number Talks by Judy Parrish	SIG 1003(a)	3,500
B1.S1.A2 - Substitutes	Title I Part A	700
B1.S1.A3	Title I Part A	0
B1.S1.A3 - Substitutes	Title I Part A	700
B1.S1.A3 - Substitutes	Title I Part A	700
B1.S1.A3 - Substitutes	Title I Part A	700
B1.S1.A3 - Substitutes	Title I Part A	700
B1.S1.A3 - Substitutes	Title I Part A	700
B2.S1.A2 - Substitutes	Title I Part A	700
Total Goal 1		8,400

Goal 3: If we provide opportunities for students to set reading goals and track their progress based on specific feedback, we will increase the percent of students who are proficient independently reading and comprehending grade level text.

Description	Source	Total
B2.S1.A1 - American Reading Company	Title I Part A	2,000
B2.S1.A3 - Substitutes	Title I Part A	500
B2.S2.A2 - Substitutes	Title I Part A	2,000
B3.S1.A1 - PD	Title I Part A	2,200
B3.S1.A1 - Substitutes - 17 Teachers	Title I Part A	1,300
B4.S2.A3 - Spirit sticks	Title I Part A	3,000
Total Goal 3		11,000