Pasco County Schools SIP

School:	**DPES**				Region:	SW
Initial Plan Development Date:	15-Jul-16		Review Date:		Review Date:	
Review Date:		Review Date:		Review Date:		Review Date:	

Goal 1: Increase expectations for the planning, content, and delivery of lessons.

District Priority Support of Goal:	☑ Data Driven Decisions	☑ Collaborative Culture	☑ High Impact Instruction

What student achievement targets does the goal support?

Targets for goal: ELA, Math, Science increase the proficiency rate of grade levels by 5% using EOY District Assessments and State Assessments

Assessments for next year: Pearson assessments for ELA and District developed assessments ELA (Social Studies is integrated, math and science)

Goal Monitoring

What evidence will be used to measure progress toward targets which lead to goal attainment?

Evidence of progress monitoring	Person who leads progress monitoring	Tools/data for progress monitoring	Timeframe, frequency of progress monitoring
Student Assessment Results	PLC Facilitators and Admin.	District and State Assessments	Quarterly

Strategy Implementation

What is the strategy to overcome/reduce barriers to goal attainment?		Set and communicate clear expectations for PLCs	
	Evidence of action step occuring	Person who leads action step	What will be done in action step	Timeframe for action step
Action Step 1	PLC facilitators will allocate time to 3 focus areas	PLC Facilitators and Admin.	Focus on 3 areas during PLC time	ongoing
Action Step 2	Provide agendas in advance	PLC Facilitators and Admin.	Create agendas and send out prior to PLC time	ongoing
Action Step 3	Provide PBIS Supports	Student Services Team	Provide Tier I PD to staff	beginning of year

Strategy Implementation Monitoring (Fidelity)

Evidence of strategy implementation monitoring	Person who ensures strategy was implemented as planned	Method by which strategy implementation is monitored	Timeframe for monitoring strategy implementation
Agendas and minutes will be monitored	PLC Facilitators and Admin.	Review of agendas and minutes	Quarterly

Strategy Effectiveness Monitoring

Evidence of strategy effectiveness monitoring	Person who monitors effectiveness of strategy	Method by which strategy effectiveness is monitored	Timeframe for monitoring strategy effectiveness
Agendas and minutes will be monitored	PLC Facilitators and Admin.	Review of agendas and minutes	Quarterly

looking for evidence of 3 focus areas			

Strategy Implementation (Strategy 2 Goal 1)			
What is the strategy to overcome/reduce barriers to goal attainment?		Implement student motivation and engagement actions	
	Evidence of action step	Person who leads action step	What will be done in action step	Timeframe for action step
Action Step 1	PLTW Curriculum	LDC, Administration	PD with Launch Curriculum	beginning of year
Action Step 2	Increase student choice and use of computers	PLC Facilitators	PD	ongoing
Action Step 3	Use Marzano Framework for coaching and feedback	Administration	Provide feedback and coaching	ongoing

Strategy Implementation Monitoring (Fidelity)			
Evidence of strategy implementation	Person who ensures strategy was	Method by which strategy	Timeframe for monitoring strategy
PD Schedule and Marzano Coaching Tool	Administration and PLC Facilitators	Sign in Sheets and use of Marzano coaching and feedback tool	ongoing

Strategy Effectiveness Monitoring			
Evidence of strategy effectiveness monitoring	Person who monitors effectiveness of	Method by which strategy effectiveness is	Timeframe for monitoring strategy
Attendance of PD increases based on sign in sheets and student engagement increases	Administration and PLC Facilitators	Monitor curriculum, Sharecase, PD Survey, Marzano Feedback	ongoing

Strategy Implementation (Strategy 3 Goal 1)			
What is the strategy to overcome/reduce barriers to goal attainment?		Increase the rigor in content areas	
	Evidence of action step	Person who leads action step	What will be done in action step	Timeframe for action step
Action Step 1	Provide PD to teachers	PLC Facilitators and Administration	Provide PD in reading and math	ongoing
Action Step 2				
Action Step 3				

Strategy Implementation Monitoring (Fidelity)			
Evidence of strategy implementation	Person who ensures strategy was	Method by which strategy	Timeframe for monitoring strategy
PD scheduled during PLC's and every other month during staff meeting	PLC facilitators and administration	Providing PD in reading and math to teachers	ongoing

Strategy Effectiveness Monitoring			
Evidence of strategy effectiveness monitoring	Person who monitors effectiveness of	Method by which strategy effectiveness is	Timeframe for monitoring strategy
PD schedule and sign in sheets	Administration	Viewing rigor with standards during classroom visits and Marzano tool	ongoing

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(II), 1114(b)(1)(B)(iv) and 1115(c)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

This section is to be completed after mid-year assessment data is available.

Goal 1: Increase expectations for the planning, content, and delivery of lessons.

Has the goal been achieved?

If the goal has been achieved, describe the evidence that indicates this: (This completes the narrative for the goal.)

If the goal has <u>not</u> been achieved, is desired progress being made to accomplish the goal by the end of the year?
If desired progress is being made, describe the evidence that indicates this: (This completes the narrative for the goal.)

If desired progress is <u>not</u> being made, have the barriers been reduced/eliminated?

If the barriers have been reduced/eliminated, describe the evidence that indicates this: (This completes the narrative for the goal.)

If the barriers have <u>not</u> been eliminated/reduced, are the strategies being implemented with fidelty as designed?

If the strategy is being implemented with fidelty as designed, what evidence indicates this? Engage in a problem solving process to determine if changes need to be made to the strategy. Describe the changes made:

If the strategy is <u>not</u> being implemented with fidelty as designed, engage in a problem solving process to determine if changes need to be made to the strategy or strategy implementation. Describe the changes made:

School:	DPES
vision:	All our students achieving success in college, career, and life
mission:	To provide a world class education.

1 Dropout Prevention and Academic Intervention

This section is required for any school with a dropout prevention and academic intervention program, per Section 1003.53, F.S.

Does the school have this program? If yes, describe the program.

NA

2 Early Warning Systems/SB850

*Pasco Schools requires this for **all** schools. Middle Schools have the requirement per Sections 1001.42 and 1003.53, F.S.*

Use the following indicators to complete this section:

* Attendance below 90%
* One or more suspensions
* Course failure in ELA or mathematics
* Level 1 score on statewide, standardized assessments in ELA or mathematics

How many students exhibit 2 or more of the indicators?

23

How many students by grade level exhibit each indicator?

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Attendance below 90%	2	7	14	8	10	5
1 or more suspensions	0	2	3	0	5	4
Course failure in ELA or mathematics	1	5	5	4	7	7
Level 1 in ELA or mathematics	0	0	0	0	10	20

Describe intervention strategies employed by the school to improve the academic performance of the students identified.

Students will be monitored by our PBIS team, which is made up of members of our student services team. Our guidance counselor will have identified students be involved in a check-in and check-out system, which will provide support in a child'd needed area.

3 Collaborative Teaching

This section is required for all schools, per section 1012.98, F. S.

Describe the specific strategies the school uses to implement PLCs and MTSS. Include the following:

* The processes at the school for engaging in interdisciplinary planning, collaboration, and instruction
* Strategies used at the school to align curriculum and instructional materials to state academic standards
* Strategies the school uses to implement integrated digital instruction, project based instruction, and competency based instruction
* How the school uses differentiated instructional strategies to engage and meet the needs of all learners

Teachers meet weekly for a minimum of 60 minutes to plan with their PlC. During those meetings, teachers will focus on the problem solving 5 question cycle. Students who need additional academic or behavior support will be discussed and documented duirng TBIT and SBIT meetings. Our school is participating in PLTW- Launch K-5 curriculum throughout the school year, which provides digital learning with a focus on STEM. Teachers differentiate instruction to meet the needs of all of their learners. Students who need additional support beyond DI will be monitored with a PMP, IEP or 504 Plan.

4 Student Transition and Readiness

Pasco Schools require this for all schools.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another (e.g., preK-K, 5th-6th, 8th-9th).

Incoming K students are invited to Kinder Camp for a week in the summer. During camp, students experience what life is like as a kindergarten student. We have found this to be successful and their transition to elementary school. Our 5th graders attend a middle school pep rally in May. 5th graders visit classrooms and learn what additonal programs middle school offers.

Pasco Schools require this for all schools.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations; integrating technical education with academic courses; and/or adding industry certification opportunities.

Our school mission is to provid a world class education. We have an active PTO and SAC that provide special learning opportunities for our students.

For High Schools only:
Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report (which is maintained by the Department of Education , per Section 1008.37 (4), F. S.)

NA

Checklist Section

Check for Yes to certify each of the required elements listed below are included in your plan.

High Schools only

☐ Include strategies to address significant graduation rate gaps of one or more student subgroups when compared to the state's graduation rate. Section 1001.42, F. S. (Powers and duties of district school board)

☐ High schools must develop strategies to improve student readiness for the public postsecondary level based on annual analysis of the feedback report data.[(4)].Section 1008.37, F. S. (Postsecondary feedback of information to high schools)

All Schools

☑ Student performance data were used in developing objectives of the school improvement plan. Section 1008.22, F. S. (Student assessment program for public schools)

☑ If the school has any of these conditions:
* a significant achievement gap of one or more student subgroups
* a lower graduation rate for a subgroup compared to state's graduation rate
* has not significantly decreased percentage of students scoring below satisfactory on statewide assessment

strategies are included to address the above existing conditions. Section 1001.42, F. S. (Powers and duties of district school board)

☑ Ensure the SAC is in compliance and assisted in the preparation and evaluation of the school improvement plan required pursuant to s. 1001.42(18). Section 1001.452, F. S. (District and school advisory councils)

☐ Each school that establishes a dropout prevention and academic intervention program at that school site must reflect the program in its school improvement plan. Section 1006.53, F. S. (Dropout prevention and academic intervention)

☑ The Principal is responsible for providing leadership in the development, revision, and implementation of the School Improvement Plan. Section 1001.32, F. S.; Section 1001.54, F. S.

☑ The school improvement plan was developed collaboratively and focused on
* enhanced, differentiated, standards-based instructional strategies to engage students,
* increased opportunities for professional collaboration among and between teachers and all students, and
* increased opportunities for professional collaboration among and between teachers, guidance counselors, instructional leaders, postsecondary educators engaged in pre-service training for new teachers, and the workforce community. Section 1012.98, F. S. (School Community Professional Development Act)

☑ School leaders generated a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan. Rule 6A-5.080, F.A.C. (Florida Principal Leadership Standards)

Electronic Signature

☑ Your electronic Signature (The UserID you used to login to this site and your Employee ID) This certifies that all checked requirements are included in the School Improvement Plan for Your School.

DPES

2015-16 SIP Executive Summary

The vision: All our students achieving success in college, career, and life

The mission: To provide a world class education.

DPES has the following goal(s) and targets:

Goal 1:

Increase expectations for the planning, content, and delivery of lessons.

Targets for Goal 1:

ELA, Math, Science increase the proficiency rate of grade levels by 5% using EOY District Assessments and State Assessments

Assessments for next year: Pearson assessments for ELA and District developed assessments ELA (Social Studies is integrated, math and science)

Some strategies included in this plan are:

Set and communicate clear expectations for PLCs

Implement student motivation and engagement actions

Increase the rigor in content areas

For the detailed SIP for   DPES   , please visit Pasco County School's website at http://pascostar.pasco.k12.fl.us