

District School Board of Pasco County SIP Action Plan



School: Mary Giella Elementary School		Review Date: 1/30/2015	
Initial Plan Development Date: 7/21/2014	Review Date:	Review Date:	Review Date:
Review Date:	Review Date:	Review Date:	Review Date:

Goal: To collaboratively plan within the PLC, standards-based instruction utilizing Marzano's Framework that provides differentiated learning experiences within the humanities and STEM blocks.

District Priority Support of Goal: Professional Learning System Professional Growth System Deeper Learning

Goal Support Area: ELA Math Science STEM CTE Social Studies Parent Involvement Student Engagement

Plan Barriers: Teachers lack pedagogical knowledge about best practices within the Marzano framework to help make and implement instructional decisions within the classroom. Teachers are not able to address the questions 4 and 5 within the planning process to implement differentiated instruction within the classroom. All staff are not active participants of the collaborative process during the PLC.

Strategies to Address Barriers: Barrier 1: Teachers will continue to use their knowledge of unpacking standards to deepen their understanding of the new Florida Standards. Barrier 1: PLCs will reflect on specific team needs regarding Marzano Framework and standards to create a team-specific action plan and specific supports will be provided based on needs. Barrier 2: An overview of the "why" of differentiated instruction will be provided to entire staff. Barrier 2: PLCs will analyze agreed upon data to drive decisions and collaboratively plan for differentiated needs of all learners. Barrier 3: PLC facilitators need to have a support system for establishing a strong step "0" to set the stage for functional and collaborative teams.

Action Plan for Strategy Implementation (Step 5)

Who?	What?	When?	Evidence?
<p>Action Step 1: Barrier 1: PLCs Barrier 1: PLCs Barrier 2: Instructional Coaches; Administration Barrier 2: PLCs Barrier 3: PLC Facilitators/Team</p>	<p>Barrier 1: Unpack new Florida Standards in ELA and math. Barrier 1: Create an action plan for needs regarding Marzano framework. Barrier 2: Professional Development Overview of the "Why" of DI Barrier 2: Analyze agreed upon, relevant data in reading and math and plan answering questions 3, 4, 5. Barrier 3: PLC Facilitator Binders will be created as a resource to aid in Step "0" planning.</p>	<p>Barrier 1: Ongoing Barrier 1: 1st Quarter Barrier 2: Friday, September 5, 2014 Barrier 2: PLC Meetings/Ongoing Barrier 3: Ongoing</p>	<p>Barrier 1: Standards evident during PLC through work documentation, lesson plans, and/or instructional practices within the classroom. Barrier 1: Action Plans Barrier 2: Sign In Sheets Barrier 2: Backward Planning Documents; Discussions; Documentation in Lesson Plans Barrier 3: PLC Norms that are agreed upon to support a functional and collaborative team.</p>

Strategy Monitored for Implementation (Step 6)

Who?	What?	When?	Evidence?
<p>Person Who completes the implementation fidelity monitoring?</p> <p>Barrier 1: PLC Facilitators Barrier 1: Instructional Coaches Barrier 2: Administration Barrier 2: Administration Barrier 3: Administration; Instructional Coaches</p>	<p>The method by which strategy implementation fidelity is monitored.</p> <p>Barrier 1: Standards-based work Barrier 1: Levels of support will be determined based on action plan Barrier 2: Scheduled and attendance at PD Barrier 2: PLC progress through observations Barrier 3: Monitor "Step 0" norms</p>	<p>Date by which monitoring begins and ends</p> <p>Barrier 1: Ongoing Barrier 1: Ongoing Barrier 2: Friday, September 5, 2014 Barrier 2: Ongoing Barrier 3: Ongoing</p>	<p>How you will know that implementation fidelity monitoring has occurred?</p> <p>Barrier 1: Backward Planning Documents; Discussions; Documentation in Lesson Plans Barrier 1: Informal observation of areas determined by team's action plan Barrier 2: Attendance Barrier 2: Informal observation of areas determined by team's PLC progress Barrier 3: Informal Observations; Follow-up Conversations with PLCs</p>
Strategy Monitored for Effectiveness (Step 7)			
Who?	What?	When?	Evidence?
<p>Person who collects and prepares the data</p> <p>Barrier 1: Instructional Coaches; Administration Barrier 1: Instructional Coaches; Administration Barrier 2: Administration Barrier 2: Administration Barrier 3: Administration; Instructional Coaches</p>	<p>What data will be collected?</p> <p>Barrier 1: Standards-based work Barrier 1: Action plan progress through observations Barrier 2: Participant responses throughout the meeting Barrier 2: PLC Facilitator meetings - share out progress with questions 4 and 5 Barrier 3: Monitor teams cohesiveness for collaboration</p>	<p>Date(s) for when data will be collected and evaluated</p> <p>Barrier 1: Ongoing Barrier 1: Ongoing Barrier 2: Friday, September 5, 2014 Barrier 2: Ongoing Barrier 3: Ongoing</p>	<p>How you will know completion of monitoring activities has occurred?</p> <p>Barrier 1: Higher level of discussions within the PLC; Evidence of deeper learning within classroom instruction Barrier 1: Formal/Informal observations of action plan at work within the PLC Barrier 2: Reflection/feedback from participants Barrier 2: Questions 4 and 5 planned for and differentiated instruction for students observed in both math and reading Barrier 3: Informal Observations; Follow-up Conversations with PLCs that are happy, healthy and productive</p>



School: Mary Giella Elementary School

Initial Plan Development Date: 7/30/2014

Review Date:

Review Date:

Review Date:

Review Date:

Review Date: 8/26/2014

Review Date:

Review Date:

Goal: Students will increase opportunities and write routinely over short and extended time frames for a wide range of tasks, purposes, and audiences.

District Priority Support of Goal: Professional Learning System Professional Growth System Deeper Learning

Goal Support Area: ELA Math Science STEM CTE Social Studies Parent Involvement Student Engagement

Plan Barriers: Instructional staff does not feel comfortable with teaching writing and the writing process because writing was taught separate from reading. Instructional staff does not understand their role in the learning progression of writing K-5 and is focused on other subject areas based on their own grade level thus, students are not meeting grade level writing expectations and have gaps within the scope and sequence of writing instruction. Instructional staff is not comfortable with writing conferences and utilizing a writing workshop format for improving structure and craft of writing. Instructional staff does not utilize writing across the curriculum as a best practice.

Action Plan for Strategy Implementation (Step 5)

Who?	What?	When?	Evidence?
Action Step 1: Barrier 1: Purcell, DeRonda Barrier 2: Teachers Barrier 3: Purcell, DeRonda Purcell, DeRonda, Fanning	Barrier 1: Lucy Calkins - Launching the Writing Workshop Barrier 2: Writing process instruction within the Humanities block Barrier 3: Lucy Calkins - Launching the Writing Workshop with a focus on mini-lessons connected to LAFS writing structure and craft. Barrier 4: Interactive Notebook Professional Development	Barrier 1: Teacher Planning Week - Friday, August 15 and more dates to follow Barrier 2: Ongoing throughout the school year Barrier 3: Teacher Planning Week - Friday, August 15 and more dates to follow based on grade level PLC needs Barrier 4: PLC Instructional Planning	Barrier 1: Routines evident through walk-throughs and student work Barrier 2: Formal and informal observations; writing samples in multiple subjects; PLC collaboratively planned lessons. Barrier 3: Mini-lessons evident through walk-throughs and student work Barrier 4: PLC Agenda/Minutes, Instructional Lessons

Strategy Monitored for Implementation (Step 6)

Who?	What?	When?	Evidence?
Person Who completes the implementation fidelity monitoring?	The method by which strategy implementation fidelity is monitored.	Date by which monitoring begins and ends	How you will know that implementation fidelity monitoring has occurred?
Barrier 1: Instructional Coaches Barrier 2: Instructional Coaches; Administration Barrier 3: Instructional Coaches Barrier 4: Instructional Coaches	Barrier 1: Walk-throughs Barrier 2: Walk-throughs; PLC data chats Barrier 3: Walk-throughs Barrier 4: Walk-Throughs	Barrier 1: Intermittently Barrier 2: Ongoing throughout the school year Barrier 3: Intermittently Barrier 4: Intermittently	Barrier 1: Evidence Checklist Barrier 2: Formal and informal observations; writing samples in multiple subjects; PLC collaboratively planned lessons. Barrier 3: Evidence Checklist; Shared student work in PLC Barrier 4: Evidence Checklist; Student Interactive Notebook Samples

Strategy Monitored for Effectiveness (Step 7)

Who?	What?	When?	Evidence?
Person who collects and prepares the data Barrier 1: Instructional Coaches; Administration Barrier 2: Instructional Coaches; Administration Barrier 3: Instructional Coaches; Administration Barrier 4: Instructional Coaches; Administration	What data will be collected? Barrier 1: Analyze walk-through checklist data Barrier 2: Student writing scores from rubric by grade level Barrier 3: Analyze data walk-through checklist data Barrier 4: Analyze walk-through checklist data	Date(s) for when data will be collected and evaluated Barrier 1: Intermittently Barrier 2: Ongoing throughout the school year Barrier 3: Intermittently	How you will know completion of monitoring activities has occurred? Barrier 1: Data demonstrating teachers utilizing writing routines Barrier 2: Analysis data and adjust action plan steps as needed Barrier 3: Data demonstrating teachers utilizing writing workshop mini-lessons



School: Mary Giella Elementary School

Initial Plan Development Date: 8/4/2014

Review Date: 8/26/2014

Review Date:

Review Date:

Review Date:

Review Date:

Review Date:

Review Date:

Review Date:

Review Date:

Goal: To increase overall daily student attendance grades K-5.

District Priority Support of Goal: Professional Learning System Professional Growth System Deeper Learning

Goal Support Area: ELA Math Science STEM CTE Social Studies Parent Involvement Student Engagement Other[Attendance]

Plan Barriers: Parents don't understand the importance of students attending school every day. Students do not feel missed when they are absent. Strategies to Address Barriers: Barrier 1: Educate parents through connect-ed messages, newsletters, and other social media. Barrier 2: Home-school communication and incentives to promote positive attendance.

Action Plan for Strategy Implementation (Step 5)

Who?	What?	When?	Evidence?
Action Step 1: Barrier 1: Parent-volunteer coordinator; Data-entry operator; Guidance Counselor Barrier 2: Teachers Barrier 2: Attendance Committee Barrier 2: School Staff	Barrier 1: Share statistics about student success based on daily attendance. Barrier 2: Calling students when they are absent. Barrier 2: Connect-ed messages Barrier 2: Rewarding students with spirit sticks for attendance	Barrier 1: Stressed at the beginning of the year and ongoing. Barrier 2: Ongoing Barrier 2: Ongoing	Barrier 1: Newsletters, connect-ed messages, social media posts Barrier 2: Home-school Phone Log Barrier 2: Computer Log of Connect-Ed Messages Barrier 2: Students collecting spirit sticks.
Strategy Monitored for Implementation (Step 6)			
Who?	What?	When?	Evidence?
Person Who completes the implementation fidelity monitoring?	The method by which strategy implementation fidelity is monitored.	Date by which monitoring begins and ends	How you will know that implementation fidelity monitoring has occurred?
Barrier 1: Administration Barrier 2: PLCs Barrier 2: Administration Barrier 2: Administration	Barrier 1: Track number of reminders Barrier 2: Collection of completed phone logs. Barrier 2: Print computer log of Connect-Ed Messages Barrier 2: Informal observations of students with spirit sticks	Barrier 1: Ongoing Barrier 2: Monthly, Ongoing Barrier 2: Ongoing	Barrier 1: Documented evidence of newsletters, connect-ed messages, social media posts Barrier 2: Logs are placed in Team PLC Binder. Barrier 2: Monitor computer log of Connect-Ed Messages Barrier 2: Number of spirit sticks in stock should be lower with student participation

Strategy Monitored for Effectiveness (Step 7)

Who?	What?	When?	Evidence?
Person who collects and prepares the data	What data will be collected?	Date(s) for when data will be collected and evaluated	How you will know completion of monitoring activities has occurred?
Barrier 1: Administration Administration; Guidance; Social Worker Barrier 2: Attendance Committee Barrier 2: Attendance Committee	Barrier 1: Survey Barrier 2: Review phone logs. Barrier 2: Review Ed Messages Barrier 2: Review attendance sticks distributed.	Barrier 1: Ongoing Barrier 2: Ongoing Barrier 2: Monthly Barrier 2: Monthly	Barrier 1: Analysis of survey Barrier 2: Phone logs matched to attendance records for data. Barrier 2: Review attendance data. Barrier 2: Review attendance data.

1 1. Dropout Prevention and Academic Intervention

This section is required for schools with grades 6-12, per Section 1003.413(2)(b), F.S. Does the school have this program? If yes, a goal must be included in the SIP.

This goal may be stated and described in the text box for this section, or the goal may be included in the problem solving section of the SIP.

If the goal is included in the problem solving section of the SIP, please indicate that in the text box for this section.

2 2. Every Teacher Contributes to Reading Improvement

This section is required for schools with grades 6-12, per Section 1003.413(2)(b), F.S.

All secondary schools in Florida that serve students in grades 6-12 are required to comply with Section 1003.413, F.S., the Legislature's intentional secondary school redesign effort.

The purpose of this effort is to ensure that all students promoted from the eighth grade have the necessary academic skills for success in high school.

Additionally, students graduating from high school must have the skills necessary for success in postsecondary education or the workplace.

Part of this requirement is that every teacher in the school must contribute to the reading improvement of every student.

These efforts might include implementation of a coaching model at the school, additional professional development, and classroom support to ensure teaching reading across the curriculum.

In this section of the SIP, describe how the school ensures every teacher contributes to the reading improvement of every student.

3 3. Student Transition and Readiness

Sections 3a, b, and c are required for secondary schools and section 3d is required for elementary schools, per Sections 1003.413(2)(g), (h), and (i) and 1008.37(4), F.S. In sections 3a-3c of the SIP, secondary schools describe the strategies and tools they implement or plan to implement to ensure that students are ready to transition into college or the workplace upon high school graduation. In Section 3d, elementary schools describe the strategies and tools they implement or plan to implement to ensure that students are ready to transition into kindergarten.

Secondary schools: Respond to items 3a-3c in the text box below.

3a) Describe how the school incorporates applied and integrated courses to help students see the relationship between subjects and relevance to their future. Describe the efforts taken by the school to ensure students make the connection with what they are learning and how it will be useful to their future in all courses and grade levels.

3b) Describe how academic and career planning occur at the school. Describe any special advising or career planning events that take place on campus, including those where students can visit with representatives from colleges and local businesses.

3c) Describe any 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, pursuant to Rule 6A-10.038, F.A.C. Details here may reflect the efforts to increase those areas measured on the High School Feedback Report, including the number of students who: graduate, score at level 3 or higher on the tenth grade FCAT 2.0 in reading and mathematics, complete a college preparatory curriculum, take a college entrance exam such as SAT or ACT, transition into college, and successfully complete their first semester of college math or English. Strategies may include efforts embedded in the curriculum, special test preparation opportunities, as well as academic advising and career planning events hosted by the school.

3d) Describe your school strategies for assisting preschool children to transition from preschool into kindergarten. This may include the administration of the statewide kindergarten screening tool to determine the readiness of each child coming into a kindergarten program, strategies used at the school to involve parents, or programs that partner kindergarten students with students in older grades to develop a mentoring relationship. Describe formal efforts to implement these strategies, which may include the dates of kindergarten registration and open house, the timeline for parental involvement activities throughout the school year, or any special events at the school designed to support the kindergarteners as they transition into their new role as full-time students.

performance, and office discipline referrals. PascoSTAR also houses statewide, standardized assessment data. School teams are able to identify students with any of the following specific indicators: <ul style="list-style-type: none;">
- Attendance below 90%

The number of students at Mary Giella exhibiting 2 or more EWS indicators is 55. Kindergarten: 14, Grade 1: 11, Grade 2: 10, Grade 3: 7, Grade 4: 6, and Grade 5: 14. The number of students that are below 90% in attendance is 122. Pre Kindergarten: 4, Kindergarten: 5, Grade 1: 29, Grade 2: 28, Grade 3: 20, Grade 4: 19, and Grade 5: 17. Our intervention strategies to address students that are below 90% in attendance is: creating a list of these students and monitoring them specifically. We called these families at the beginning of the year and addressed the issue of attendance and offered support in helping get these students to school every day. We will continue to monitor their attendance daily and call home when we see a pattern developing. After 5 and 10 absences our school social worker will send a notification letter to parents informing them of the number of their child's unexcused absences. In addition, we will review attendance policies with parents at our school-wide open house and have it printed in the student's daily planners. Finally, a personal call from administration will occur if these previously mentioned strategies are not effective. Also see Goal 3 in SIP for more specific, strategic interventions. The number of students that have one or more suspensions is: 11. Grade 1: 3, Grade 4: 1, and Grade 5: 7. Our intervention strategies is to address students that have one or more suspensions is to work with parents to create personalized behavior plans and help connect families with outside support resources, when necessary. The number of students with a course failure in either ELA or Math is 56. Kindergarten: 2, Grade 1: 7, Grade 2: 5, Grade 3: 11, Grade 4: 14, and Grade 5: 17. The number of students scoring a Level 1 on statewide assessments is: 67. Grade 3: 13, Grade 4: 24, Grade 5: 30. Our intervention strategies to address these students will be to conduct intervention groups during and after the school day to remediate specific deficit areas. We will also level these students using IRLA and set individual power goals to meet their needs. In addition, we will have on-going progress monitoring and data reviews.

5. Collaborative Teaching
This section is required for all schools, per section 1012.98, F.S. Under the umbrella of a Multi-Tiered System of Support, Pasco Schools engage in the work of Professional Learning Communities to strengthen relationships, collaboration, decision-making, and professional capital. This work involves pursuing deeper academic learning in both our students and staff and includes inquiry-driven problem-solving, project based learning, digital learning, and social emotional learning. In this section, describe the specific processes at the school for engaging in this work.

Mary Giella continues to work in Professional Learning Communities. Teachers, administrators, and support staff work collaboratively to plan high-quality, rigorous instruction which involves utilizing technology, problem solving, creating common assessments with a focus on real world application. Through the PLC process, teams engage in answering the five guiding questions. This includes unpacking standards and KUDs, creating learning scales, and analyzing student data. The PLC teams plan for learning experiences utilizing best practices based on Marzano's framework and reflect on how students respond to learning. As teachers plan for instruction, they cultivate classroom climates where students are engaged and recognized for their efforts, therefore, impacting students' hope, well-being, and engagement.

Checklist

- Student performance data were used in developing objectives of the school improvement plan. [(6)].Section 1008.22, F.S. (Student assessment program for public schools)
- Include goals to address achievement gap of one or more student subgroups. Section 1001.42, F.S. (Powers and duties of district school board)
- Include goals 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)
- 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). [2] Section 1001.452, F.S. (District and school advisory councils)
- Guiding principles for secondary school redesign are used in the annual preparation of each secondary school improvement plan. [(2)(a)-(j)].Section 1003.413, F.S. (Florida Secondary School Redesign Act)
- Each school that establishes a dropout prevention and academic intervention program at that school site must reflect the program in its school improvement plan. [(2)(b)].Section 1006.53, F.S. (Dropout prevention and academic intervention)
- 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)
- 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 preservice training for new teachers, and the workforce community. NULI [(3)(a)].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. [(2)(b)2.a].Rule 6A-5.080, F.A.C. (Florida Principal Leadership Standards)
- Enter your electronic Signature (The UserID you used to login to this site and your Employee ID) below to certify that these requirements are included in the School Improvement Plan for Your School.