

WELCOME TO
change



School Improvement Plan 2016-17

Paul B. Stephens ESE Center

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools





Vision and Direction

School Improvement Plan 2016-17

School Profile

Principal: Gail Cox	SAC Chair: Matthew Moskalczyk
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School Vision	100% Student Success
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School Mission	Educate and prepare each student for a life with purpose.
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Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
207 students	1%	11%	16%	4%	68%	0%

School Grade	2016: Select	2015: No Grade	2014: No Grade	Title 1 School?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
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Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %
Proficiency All		28%		10%		30%		NA		NA		NA
Learning Gains All		50%		45%								
Learning Gains L25%		NA		NA								

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Gail	Cox	FT	20+ years
Asst Principal	Lori	Godek	FT	Less than 1 year
Inst. Coach (Literacy)	Cindy	Rekort	PT	11-20 years
Teacher Leader	Dawn	Southers	FT	11-20 years
Teacher Leader	Melissa	Poteet	FT	4-10 years
Teacher Leader	Brian	Singler	FT	4-10 years
Other	Ileana	Liss	FT	11-20 years
Other	David	Shields	FT	1-3 years
Other	MaryKate	Jones	FT	1-3 years
Select Role				
Select Role				
Select Role				
Total Instructional Staff:	76		Total Support Staff:	64



School Culture for Learning

Connections: **District Strategic Plan** ●Goals 2, 3
Marzano Leadership ●Domain 5

School-wide Behavior Plan

1. Describe your school’s expectations for providing a safe, secure and healthy learning environment. Ensure that your school has a behavioral system connected to Positive Behavioral Interventions and Supports (PBIS).

Paul B. Stephens School is dedicated to providing a safe, secure and healthy environment with supports and interventions that are adapted to the specialized needs of the multiple exceptionalities of our students. Students are served in ASD, SVE and PVE classes. School-wide guidelines for success (STAR) expectations and visual guides for the Incredible 5-Point Scale are to be posted throughout the school, and staff will integrate them into behavioral interventions. All classrooms are expected to incorporate behavior monitoring curricula such as Superflex, Classroom DOJO or Brainworks into the daily routine to help students’ development of self-monitoring skills. Additional behavior monitoring curricula will be investigated to offer options more in line with the intellectual and emotional levels of some students.

To address dangerous and disruptive behaviors associated with the various exceptionalities, 45% of the students have Functional Behavior Assessment/Positive Behavior Intervention Plans, including 73 of 78 serviced in ASD classrooms, 8 of 51 in PVE classrooms, and 12 of 78 in SVE classrooms. Behavior data is used to make decisions regarding individual student, as well as school wide, behavioral strategies. A team of four behavior specialists creates and updates the FBA/PBIPs, and is expected to review the preventative, intervention and reinforcement strategies with classroom staff and provide additional support through behavioral intervention on an as-needed basis.

Paul B. Stephens has a crisis team made up of the four behavior specialists, and other key personnel in the building, who will maintain CPI Level II certification, and are trained to respond to situations which pose an imminent threat of injury to students or staff.

Because of the specialized medical needs of the students at Paul B. Stephens, a full-time team of four nurses provides services to approximately 100 students on a daily basis through medication and treatments. Our Safety Committee will continue to meet on a monthly basis to plan for preventative strategies to improve safety and identify potential environmental and procedural safety risks.

2. What is your plan for ensuring that the school-wide expectations transfer to the classrooms? How does the school ensure that expectations are implemented equitably in the handling of student behavior?

Because of the diversity of the three ESE programs at Paul B. Stephens, personnel will continue to work on differentiating Tier One supports to make sure they are appropriate for each exceptionality. Posted STAR Expectations are to be modified to reflect guidelines that are relevant to the physical, developmental, and intellectual capabilities of each class. In addition, a variety of behavior monitoring curricula is being offered to accommodate the specific abilities of each class. Behavior data, as well as administrative evaluations, will be used to monitor the implementation and effectiveness of modified school-wide expectations in individual classrooms.

Behavioral data showed that black students’ behavior was commensurate with the behavior of their non-black peers. During the 2014-2015 school year, black students made up 14% of the student population and earned 13% of the behavior referrals. During the 2015-2016 school year, black students made up 11% of the student population and earned less than 2% of the behavior referrals. Behavior data will continue to be monitored to ensure that behavior expectations are being implemented equitably across racial lines.

3. What is your plan to implement a seamless multi-tiered system of supports (MTSS) focused on an integration of behavioral (social/emotional) and academic supports to meet the needs of all students? Ex. Character education, social-emotional learning, equity, school climate initiatives and/or restorative practices.

To facilitate a seamless multi-tiered system of supports (MTSS), which will integrate behavioral and academic supports, the academic and behavior MTSS teams will remain combined into a single, multidisciplinary MTSS team. The combined MTSS team will use behavioral and academic data to identify trends and evaluate supports to ensure that they meet the needs of all students. Pertinent data evaluated will include ULS and FSA scores, communication matrix levels, ABR (behavior referrals) summaries and restraint and seclusion reports.

A system for collaborative planning, across programs and levels, will be established to streamline the process of unpacking state standards and designing curricula which accommodate the variety of exceptionalities within the student population. The process may be expanded to include collaborative planning with instructors from Nina Harris Exceptional Student Education Center.

We will continue to provide behavioral and crisis intervention training to increase an understanding of the specific nature of the students' exceptionalities and promote differentiation of teaching and behavioral strategies based on student needs. Trainings will include Autism Spectrum Disorders: Applications of Nonviolent Crisis Intervention* for crisis team members as well as coursework specific to working with students with ASD.

Data-Based Problem Solving

4. Describe your school's plan to meet the physical, social and emotional needs of students who are in need of supplemental or intensive supports. What processes do you have in place?

Due to our environment and programming, we already provide an intensive setting and level of supports for each of our students. During IEP meetings and FBA review meetings, multi-disciplinary teams meet with parents to set goals for student achievement and assess students' current progress. When students are having difficulty, child study teams are scheduled to discuss what interventions and strategies are in place and what additional supports can be tried.

5. Describe how your school monitors student progress to determine if additional supports are needed to improve student outcomes. Include your data sources (school dashboard, disparity gap or Healthy Schools data).

This past year we used learning gains data from the ULS checkpoints as our ongoing progress monitoring to determine which students needed additional supports. With the shift to closer alignment between the Florida Standards Access Points and our instruction, we are in the process of determining which ongoing progress monitoring system we will use to best inform our additional support of students. We use discipline referral data to determine which students need more intensive supports for behavior management.

High Expectations for All

6. How does your school leadership ensure that all staff members have high expectations for the success of all students by providing learning opportunities that are rigorous and equitable?

Administrators continue to provide opportunities and establish expectations for teachers to align instruction to the Florida Standards Access Points. This is monitored through classroom walkthroughs and observations and review of lesson plans. Implementation of the newly-developed pacing guides for instruction will strengthen our ability to provide rigorous and equitable learning opportunities for all students through consistency across classrooms.

 **School Culture / SWBP / Key Strategies**

Goal 1: What is your primary goal and strategy to improve the overall culture, climate at your school?

Goal: To facilitate a shift to a more rigorous academic culture.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Increasing teacher content knowledge and comfort level in planning and delivering more rigorous instruction.	Administrators & Instructional Coach
Goal 2: What is your primary goal and strategy for reducing the discipline and learning gaps between Black and Non-Black students in your school? You may also address other related subgroups if needed.	
Goal: Continue to use our current system to reduce discipline and learning issues for all, as we currently do not have a gap between our Black and Non-Black students.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Effective and timely monitoring of our data to ensure ongoing success.	Administrators & Behavior specialists
Optional Goal: Describe any other goal you may have related to school culture or behavior. Use only if needed.	
Goal:	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible



Standards-Based Instruction for Learning

Connections: District Strategic Plan • Goals 1,2,4,5
Marzano Leadership • Domain 1,2,3,4

7. Describe your school’s efforts to align instruction to state standards, increase academic rigor and student engagement. What successes have you seen to date? What data did you review to measure your success?

Our instructional coach provided each teacher with resources outlining the standards for the courses they teach and professional development was provided in accessing online resources detailing the access points and instructional tools available. Tools were developed to provide a framework for teaching teams to meet collaboratively and develop standards-based lesson plans, based on the access points for the courses. Professional development was provided in working collaboratively to develop standards-based learning goals and scales that would lead to more rigorous instruction aligned to the standards. Classroom walkthroughs and formal observations have revealed expanded integration of the standards for the access courses into daily instruction.

8. In aligning instruction to state standards and increasing rigor and student engagement, what are the key areas for improvement in your school? What data did you review in reaching these conclusions?

The key areas for improvement are implementing a well-developed pacing guide aligned to the Florida Standards Access Points and that takes into consideration the test specifications for the current state standardized assessments (the district ESE curriculum resource team is currently working on creating this). Also, teacher content knowledge is an area for improvement, in order for teachers to effectively utilize the pacing/curriculum guides to plan and deliver standards-based instruction. Data used to determine these conclusions were classroom observation data, lesson plan review, and feedback from teachers during professional development and collaborative planning sessions.

9. Describe how teachers in your school measure student growth in meeting state standards. Discuss your staff’s use of student data (ex. assessment, goals and scales) to measure learning and inform instruction.

Previously teachers utilized ULS as an assessment and instructional system that aligned with the standardized testing format and standards that would be assessed. During 2015-2016, teachers learned how

to develop standards-based learning goals and scales; these will be used as ongoing progress monitoring tools for teachers to measure student growth in meeting state standards. As the FSAA was a new assessment in 2015-2016 and we have never had the ability to conduct an item analysis of the previous assessment (FAA), we will be working with the district ESE resource staff to determine what means will be available once we receive our scores on this baseline administration of the FSAA.

10. Describe how your school supports all students in reaching grade level proficiency and transitioning from one school level to the next (elementary to middle, middle to high school and high school to college/career).

The IEP development process is used to establish plans for supporting students in moving to students' identified next levels of achievement. Articulation occurs between teachers and staff as students move from elementary to middle school to high school to extended transition.

Standards-Based Instruction / Key Strategies

Provide the following information on the key strategies that your school will use to increase the amount and quality of learning time. List the school-wide strategies that will be your focus for the coming year.

Instructional Strategy 1	
Involving Routine Events (DQ1#1) & (DQ6 #4)	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Classroom walkthroughs and formal observations	Administrators & Instructional Coach
Instructional Strategy 2	
Chunking Content into "Digestible Bite" (DQ2 #9)	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Classroom walkthroughs, formal observations, and review of lesson plans	Administrators & Instructional Coach
Instructional Strategy 3	
Noticing When Students are Not Engaged (DQ5 #24)	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Classroom walkthroughs and formal observations	Administrators & Instructional Coach



Collaboration for Professional Growth

Connections: District Strategic Plan ●Goals 1,2,4,5
Marzano Leadership ●Domain 2, 4

11. Describe your school's efforts to encourage a positive working relationship between teachers, staff and administrators. Please reference specific lessons or growth areas found from a review of your school's AdvancED climate survey that supports your plan to improve professionalism, collegiality and trust.

Emphasis will be placed this year on helping teachers to support each other professionally and positively as changes ensue. We will also continue to demonstrate the value of the classroom associates by providing

monthly support staff professional development in academic areas and add professional development aligned with behavioral goals and strategies. Our school survey scores in this area range from 3.91 to 4.31

12. Describe your school’s plan for supporting teacher collaboration via PLCs and/or common planning. Include reference to a school schedule that provides time for teachers to collaborate and review student data.

Professional development was provided in 2015-2016 focusing on collaborative planning, and PLC times were specifically designated for time when teachers could implement this process. Content-based teams have been developed with common planning time scheduled so that team members have access to each other before school during PLC meeting times, as well as during planning time during the course of the school day.

Professional Development

13. Describe the focus areas for teacher professional development over the past year. Have you seen evidence that the training has led to increased teacher effectiveness and student learning? What are your next steps?

Over the past year, focus areas for teacher professional development have been standards-based instructional planning, developing and implementing communication-based interventions for students, and orientation to the Marzano appraisal tool and elements, including the development of standards-based learning goals and scales. Next steps include a continued focus on these same areas, to increase teacher proficiency as well as moving from compliance to purposeful implementation. Developing and implementing communication-based strategies will move from a smaller focus group of teachers/classrooms to an increased number of teachers included in this work.

Provide a list of the key professional development opportunities that you have planned as part of your school’s sustained professional development model. Connect these trainings to a review of your classroom observation data and teacher Deliberate Practice goals (ex. Marzano Key Instructional Elements, Culturally Responsive Instruction or Data Driven Instruction).

Targeted Trainings / Teacher and Staff Growth Areas

Key trainings planned for summer / fall related to teacher, staff growth needs.	When? Summer, Pre-School?	Participants? Targeted Group?	Expected Outcomes?
Standards-based instructional planning	Summer	Group of teacher leaders	Core group trained to facilitate further work
Use of district-developed pacing/curriculum guides	Pre-School DWT	All classroom teachers	Ability to use the tools for effective standards-based instructional planning
Environmental Communication Training	During school year	Multidisciplinary team	To expand the work that the first team began in 2015-2016
Planning & instruction for communication growth	During school year	Elem/MS teachers	To solidify the work with communication

			consultant Philip Schweigert and expand it into middle school classrooms
Marzano strategies	During school year	All teachers	To continuously improve teacher demonstration of the elements on the Marzano appraisal
Implementing learning goals and scales	During school year	All teachers	More comprehensive implementation throughout instruction
TEACCH model	During school year	Teachers of ASD	To allow teachers of students with ASD to improve upon element Establishing Classroom Routines
Strategies for facilitating home visits	During pre-school	All teachers	Teachers able to confidently conduct home visits



Family and Community Engagement

Connections: **District Strategic Plan** • Goals 1,3,6,7
Marzano Leadership • Domain 4, 5, 6

14. Describe your school’s plan to build positive relationships with families and community members. Please reference specific lessons or growth areas found from a review of your school’s AdvancED climate survey, formal or informal feedback from parents and a review of family participation at school events (especially those linked to student learning).

Every teacher sends home a daily behavior note that allows for communication with families. Our active PTA provides many family-oriented activities designed to build community and give parents the opportunity to get to know each other. Plans are underway for a “Meet and Greet” event prior to the first day of school so parents can meet their child’s teacher for the year in a more informal setting. Plans are also underway to facilitate home visits by teachers to establish stronger relationships with parents.

15. Describe how your school provides parents, families and communities with the necessary academic tools to increase student achievement. Please make reference to your school’s attempts to support families in how to interpret and use student data via trainings, data chats or student-led conferences.

Teachers send home information about the upcoming ULS units to be taught so that they can support that content and vocabulary at home. Homework is developed from the ULS units and sent home with students as well. During IEP meetings student data is shared and explained with parents for both academic and behavior goals. Progress reports detailing progress on IEP goals are sent home with report cards.

Family Engagement / Planning Inventory

Please rate the following items per your best estimate. The scale below is intended only for your planning purposes. Use the data to support your goals and strategies to better connect with families.

Planning Inventory	Very few of our families	Some of our families	Most of our families	Nearly all of our families
Families who have a parent PORTAL account and password	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who regularly log onto PORTAL to check student grades / progress	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who are in regular contact with teachers in person or by phone, text or email	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Families who regularly visit the campus for meetings, conferences or school events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Families who report feeling welcome when visiting the campus or contacting the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

*Note: Please use your own school data resources or best estimates in completing this inventory.

 **Family Engagement / Key Strategies**

Goal 1: What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
Goal: Provide more comprehensive information to parents about community resources.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Include community events and resources in every newsletter.	Curriculum Technology Teacher
Goal 2: What is your primary goal and strategy to increase your school’s involvement in the community by visiting family homes, neighborhood centers, taking part in community events or connecting to community resources?	
Goal: Teachers will conduct home visits with at least 10% of their students’ families.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Training for conducting home visits.	School social worker
Optional Goal: Describe any other goal you may have related to family / community engagement. Use if needed.	
Goal:	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

 **Section 2** – School Goals / Action Steps

Academic Goal

Constructing a measurable objective for an academic goal is a six-step process.

WHAT
PROPORTION? of WHO? will do WHAT? by WHEN? as MEASURED BY?

<ul style="list-style-type: none"> Count Percentage Percentage Increase Percentage Decrease 	<ul style="list-style-type: none"> All Students OR Gender Grade Level Subgroup 	<ul style="list-style-type: none"> Content Area & Collaborate to... Complete a portfolio or performance... Demonstrate a behavior... Demonstrate a proficiency... 	Select date using calendar	Narrative Box
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Please be sure that your goals are written as SMART goals. Provide actions and steps to implement those goals, including what your school will do to reduce potential barriers. Include a data source.

ELA / Reading Goal	Goal Manager: Cindy Rekort, InD Coach
Increase the percentage of students making learning gains in ELA as measured by the 2017 FSAA by 5%.	
Actions / Activities in Support of ELA Goal	Evidence to Measure Success
Teachers will complete and utilize the Communication Matrix in order to identify individual communication strategies for each student. Communication Training for Elementary and Middle School Teams on identified students.	Strategies will be referenced in the students' IEP and in the Lesson Plan for Unique Skills: Communication course. Communication Building Worksheets on identified students.
Training will be provided for teachers on the use of the Marzano's Instructional Framework (Collaborative Planning & development of goals and scales) as it relates to the ELA ACCESS course requirements.	Lesson Plans and Scales

Mathematics Goal	Goal Manager: Randi Latzke, Asst Principal
Increase the percentage of students making learning gains in Math as measured by the 2017 FSAA by 5%.	
Actions / Activities in Support of Math Goal	Evidence to Measure Success
Teachers will complete and utilize the Communication Matrix in order to identify individual communication strategies for each student. Communication Training for Elementary and Middle School Teams on identified students.	Strategies will be referenced in the students' IEP and in the Lesson Plan for Unique Skills: Communication course. Communication Building Worksheets on identified students.
Training will be provided for teachers on the use of the Marzano's Instructional Framework (Collaborative Planning & development of goals and scales) as it relates to the Math ACCESS course requirements.	Lesson Plan and scales

Science Goal	Goal Manager: Kathy Watson, Vocational Teacher
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Increase the percentage of students making learning gains in Science as measured by the 2017 FSAA by 5%.	
Actions / Activities in Support of Science Goal	Evidence to Measure Success
Staff will integrate the use of the Scientific Method throughout lessons leading to the implementation of a class experiment.	% of teachers participating in Classroom Science Fair Projects Implementation.
Teachers will be trained to use the Scope and Sequence for their Science course to lesson plan.	Lesson plans and scales

Other School Goals*

*All schools are required to complete a Healthy Schools goal.

*High schools are required to complete a college readiness goal pursuant to Section 1008.37(4), F.S.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: Healthy Schools Goal – Work towards Bronze Level recognition with the Alliance for a Healthier Generation.	Goal Manager: Stacie Vereb, PE teacher
Actions / Activities in Support of Goal	Evidence to Measure Success
In 2015-16, school was eligible for national recognition in 4 out of 6 Alliance for a Healthier Generation’s Healthy Schools Program Assessment modules. For 2016-17, the Healthy School Team will review all assessment items to determine the most feasible item(s) to improve in one module to achieve recognition level. And then develop an action plan for that items) by November 2016. Target for 2016-17, is to become eligible for national recognition in 5 out of 6 Alliance for a Healthier Generation’s Healthy School Program Assessment Modules.	By April 1, 2017, the Healthy School Team will edit the school’s Healthy Schools Program Assessment in the action plan item(s) to document improvement/achievement of one module that is now eligible for national recognition.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name:	Goal Manager:
Actions / Activities in Support of Goal	Evidence to Measure Success

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)
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Goal Name:	Goal Manager:
Actions / Activities in Support of Goal	Evidence to Measure Success

Academic Achievement Gap

Subgroup Goal (Black)	Goal Manager:
The FSAA for 2015-16 was a new assessment. The data provided by the state does not provide information on proficiency levels or learning gains.	

Actions / Activities in Support of Black Goal	Evidence to Measure Success

Subgroup Goal (ELL)	Goal Manager:
NA	

Actions / Activities in Support of ELL Goal	Evidence to Measure Success

Subgroup Goal (ESE)	Goal Manager:
100% of our students are ESE so they are not a subgroup.	

Actions / Activities in Support of ESE Goal	Evidence to Measure Success

Subgroup Goal (If Needed)	Goal Manager:
Enter Goal Name	

Actions / Activities in Support of Goal	Evidence to Measure Success

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Early Warning Systems (EWS) -- Data and Goals

Early Warning Indicator* (Number of students by grade level)	Grade K	Grade 1st	Grade 2nd	Grade 3rd	Grade 4th	School	
						#	%
Students scoring at FSA Level 1 (ELA or Math)	NA	NA	NA	NA	NA	NA	NA
Students with attendance below 90 %	4	3	8	5	2	See pg 17	See pg 17
Students with excessive referrals**	0	0	0	0	0	0	0
Students with excessive course failures**	NA	NA	NA	NA	NA	NA	NA
Students exhibiting two or more indicators	0	0	0	0	0	0	0

*Required per Section 1001.42(18)(a)2.,F.S. ** Definitions provided by district (may be different per level). Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data will be provided via School Profiles dashboard. Enter only relevant grade levels as needed per your school site.

EWS - Attendance

Attendance Goal	Please ensure that your goal is written as a SMART goal.
Increase Daily Student attendance to 90% or more or reduce students' absences by 5% by May 2017 as measured by Average Daily Attendance. According to the district EWS, the Average Daily Attendance for 2015-16 was <u>87.06</u> %	
Actions / Activities in Support of Attendance Goal	Evidence to Measure Success
Teachers will contact parents after a student is absent three days in a row and document reason for the Social Worker. The Child Study Team will review the attendance referrals provided to the Social Worker to determine next steps.	Referrals to Social Worker, CST Minutes

EWS - Discipline

Discipline Goal		Please ensure that your goal is written as a SMART goal.
There were no students who were identified in the Early Warning System as having had excessive referrals.		
Actions / Activities in Support of Discipline Goal		Evidence to Measure Success
NA		

Discipline Goal – Other (as needed)		Please ensure that your goal is written as a SMART goal.
Specify		
Actions / Activities in Support of Goal		Evidence to Measure Success

EWS – Academic Intervention

Describe your school’s established early intervention, dropout prevention and/or extended learning programs as required by Section 1003.53(2)(b), F.S. Please refer to the data sources you use in identifying academic intervention.

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Early Intervention / Extended Learning Goal
Please ensure that your goal is written as a SMART goal
Goal: NA

Actions / Activities in Support of Goal	Evidence to Measure Success
NA	



{Section 3} – Required Items / Resources

Instructional Employees

Current Instructional Staff Members			
# of Instructional Employees	42	% with advanced degrees	
% receiving effective rating or higher	93	% first-year teachers	
% highly qualified (HQT)*	100	% with 1-5 years of experience	
% certified in-field**	99	% with 6-14 years of experience	
% ESOL endorsed	100	% with 15 or more years of experience	

*as defined in 20 U.S.C. 7801 (23). **as defined in Section 1012.2315(2), F.S.

Describe your school’s efforts to recruit and retain a highly qualified instructional staff.

Pinellas County School District has processes in place which assures all schools recruit highly qualified teachers. Paul B Stephens interviews all prospective candidates by a team comprised of teachers from which the grade level is being filled. First year teachers are paired with a mentor. When filling a position for a specific exceptionality, SVE, PVE and ASD. Paul B. Stephens looks for candidates that have experience in working with students with those disabilities.

SAC Membership

SAC Member / First Name	SAC Member / Last Name	Race	Stakeholder Group
Matt	Moskalczyk	White	Business/Community
Christine	Small	White	Parent
Filomena	McDonald	Hispanic	Business/Community
John	Evans	White	Business/Community
BJ	Hill	White	Business/Community
Joyce	Vitraelli	White	Teacher
Letha	Wilcher	Black	Support Employee
Ileana	Liss	Hispanic	Other Instructional Employee
Gail	Cox	White	Principal
		Select	
		Select	
		Select	

SAC Compliance

Is your school in compliance with Section 1001.452, F.S. regarding the make-up and duties of SAC?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <i>(Describe the measures being taken to meet compliance below.)</i>

Did your school SAC committee review, provide feedback and formally vote to approve your School Improvement Plan?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Committee Approval Date:
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SBLT / MTSS Leadership Team

Is there an SBLT / MTSS school-based team established?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Chairperson: Gail Cox, Principal
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State Days / Intervals that Team meets below.
MTSS meets on Thursdays twice a month.

Budget / SIP Funds

Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school's annual budget plan.

TDE's will be used for Collaborative Planning in Nov/Dec to prepare lesson plans related to the ELA and Math Pacing Calendars for 2 nd semester.

Use this space to paste budget, if desired.

Early Warning Indicator*										
(Number of students by grade level)										
	5 th grade	6 th grade	7 th grade	8 th grade	9 th grade	10 th grade	11 th grade	12 th grade plus ET	#	%
Students scoring at										

FSA Level 1 (ELA or Math)	NA									
Students with attendance below 90 %	6	6	4	7	3	5	2	19	74	34
Students with excessive referrals**	0	0	0	0	0	0	0	0	0	0
Students with excessive course failures**	NA									
Students exhibiting two or more indicators	NA									