EVERY-THING YOU CAN IMAGINE IS REAL

PABLO PICASSO

2016-17

Pinellas County Schools

School Improvement Plan

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change+

{ SIP Quick Start Guide }

Vision and Direction

School Culture for Learning

Standards-Based Instruction for Learning

Student Success

Family and Community Engagement

Collaboration for Professional Growth

Instructional Leadership

Office of Assessment, Accountability and Research   Pinellas County Schools

School Improvement Planning / Key Areas for Growth

Vision and Direction

- Create linkages to the District Strategic Plan
- Develop continuous improvement processes
- Center priorities around student learning
- Encourage a growth mindset
- Monitor for success

School Culture for Learning

- Establish high expectations for students, staff
- Build strong processes for success (MTSS, etc.)
- Implement positive, supportive systems (PBIS)
- Ensure a culturally responsive environment
- Celebrate student and staff success

District Strategic Focus
- Safety / Security / Climate
- Positive Behavior and Intervention
- Discipline Policies / Practices
- Cultural Responsiveness / Equity

Key Performance Indicators
- Climate Survey Results
- Number of Referrals
- Number of Suspensions
- Discipline Disparity / Equity Data

Standards-Based Instruction for Learning

- Implement a guaranteed, viable curriculum
- Monitor for rigor / cognitive complexity
- Establish student-centered learning
- Provide cognitive student engagement
- Focus on data-driven instruction

District Strategic Focus
- Standards-Based Curriculum
- Rigorous / Relevant Materials
- Reliable Student Assessment
- Data-Based Interventions
- Student Ownership / Personalization
- College-Career Opportunities
- Cultural Responsiveness / Equity

Key Performance Indicators
- Graduation Rates
- Student Proficiency Rates
- Student Learning Gains
- College-Career Course Enrollment

Central Hexagon Diagram

- Vision and Direction
- School Culture for Learning
- Standards-Based Instruction for Learning
- Student Success
- Family and Community Engagement
- Collaboration for Professional Growth
- Instructional Leadership

Family and Community Engagement

- Connect families with school data / systems
- Communicate student growth expectations
- Empower families to take part in learning
- Establish opportunities to build relationships

District Strategic Focus
- Parent Activities tied to Learning
- Parent Awareness of Student Growth
- School Attendance / Involvement
- Student Involvement / Interventions
- Student Involvement / Enrichment

Key Performance Indicators
- Climate Survey Results
- School Attendance Rates
- Teacher / Parent Communication
- Parent Activities / Involvement
- Extended Learning Attendance
- Sports / Clubs Involvement

Collaboration for Professional Growth

- Ensure collaborative structures are in place
- Provide focused professional development
- Engage in observation and feedback cycles
- Establish systems for supporting teachers

District Strategic Focus
- Teacher Recruitment / Retention
- Professional Development
- Teacher PLCs / Data Review
- Teacher Evaluation / Support
- Instructional Coaching

Key Performance Indicators
- Climate Survey Results
- Teacher Performance Data
- Hiring / Retention Data
- Diversity / Equity Data

Exceptional Instructional Leadership

- Lead for transformational change
- Build school-based leadership capacity
- Focus on strategic hiring / retention
- Utilize time, resources to support learning

SIP 2016-17 / FAQ Support

- **Frequently Asked Questions**
- **Dates / Deadlines**
- **Tech Support**

Dates / Deadlines / Support

- **The completed SIP is due as a final draft by August 1st.** Please see the attached SIP calendar and stay tuned to further communications from Dr. Mary Beth Corace and your Area Superintendent.

- **Section 1 of the SIP is due in first draft form to your Area Superintendent by June 7th.** Section 1 references your schoolwide areas of focus and training for the coming year. Pages 3 through 6 are the most critical as the Area Superintendents would like to see this information communicated to your teachers before they leave for the summer. Still, this is draft only. Further changes can be made throughout the summer as school data come in and school improvement discussions continue.

- **Sections 2 and 3 of the SIP should be completed after your 2015-16 school assessment data arrives this summer and your staffing plans for next year are finalized.**

- **Who to contact?** The district SIP team is happy to help anytime. Please don't hesitate to contact us.

  Dr. Mary Beth Corace — Director. Deadlines. Summer Workshops, etc. **Phone:** 588-6559 or email

  Leanna Bolyard — AdvancED survey needs, school training support. **Phone:** 588-6000 x1892 or email

  Karen Stapler — Tech support. Document formatting, etc. **Phone:** 588-6000 x1894 or email

Changes from 2015-16 Document

- **The new SIP document is similar to the old one but the order is different.** The new PCS document is separated into three sections.

  Section 1 — Schoolwide Reflections / Strategies

  Section 2 — Specific Goals / Actions Steps

  Section 3 — Related Support Items — SAC roster, SIP budget, etc.

- **The new document does not require that you complete the problem-solving worksheets embedded within the document, but schools are expected to complete the problem-solving processes at their school sites** before the SIP goals and strategies are completed. See the attached Strategic Planning document to help your school develop a strong plan. All goals should begin with a review of school data, trends, barriers and previous action steps. Please be prepared to provide your problem-solving process if requested by a reviewer from the state or district.

- **The new document is the same for all schools and all levels.** Still, schools should adapt the document to fit their needs as the SIP belongs to the schools and should work to meet the school's needs. Though we request that schools not alter the document or delete fields, schools can add a goal if needed and space has been provide to do so. Any item that does not pertain to your school site can be answered with an "NA" - "Not Applicable."

SIP 2016-17 / FAQ Support

- **Frequently Asked Questions**
- **Dates / Deadlines**
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Consistency / Brevity / Alignment

- **When completing the document, please attempt to be thorough but brief** when responding to the reflective questions and when outlining strategies and action steps. Though schools are welcome to write longer responses to the questions, it is reasonable to expect that a few sentences (a paragraph or two) will suffice.

- **When completing the document, please write in complete sentences unless you are writing a bulleted list.** In the case of bulleted lists, please be brief and consistent as to the style and length of the bulleted items.

- **Except for your school name, it is okay to use common acronyms or product names that are recognizable throughout the school district.** As for your school name, please try to avoid your school acronym as too many schools have similar names (ex. CHS could be interpreted as Clearwater High School or Countryside High School).

- PBIS (for Positive Behavioral Interventions and Supports). Please use PBIS and not PBS.

- Other common acronyms that don't need to be spelled out: ESE, ELL, FSA, EOC, MTSS

- If you are not sure whether to use an acronym or not, we suggest that you spell it out.

- **School names should include the word "school"** - as in Gulfport Elementary School and not Gulfport Elementary.

Data Entry / Data Access / Alignment

- **At present, we are asking schools to enter their own data into the SIP.** We may consider pre-populating the SIP in future versions of the document but we are not there yet.

- **Additionally, you find a lot fewer data entry requirements in this version of the document** (making data entry less burdensome than in previous years).

- **Our SIP team also believes strongly that schools should interact and plan around their data** and, in this way, pre-populating the data may make things easier on schools but may also lead to school teams not reviewing or checking the data and that is not consistent with best practices around school improvement.

- **We expect all data this year to be included in the School Profiles Dashboard** that TIS, AAR and the MTSS specialists are teaming up to provide as a strong, consistent data source. Most data sources are already in place on the dashboard (school enrollment, discipline data, etc.) but the TIS team is finalizing another release for this summer that will include other data points, including School Grade data and instructional and support staff data.

- **Schools may certainly use whatever data are available to them at present** in drafting some initial goals and strategies for next year but final data points will not be available until the state releases school assessment data in late June or early July. For consistency, we ask that you refrain from including the staffing information for next year until after July 1st. Further updates will be provided after that date.