

Sarasota County Schools

Phillippi Shores Elementary School



2016-17 School Improvement Plan

Phillippi Shores Elementary School

4747 S TAMIAMI TRL, Sarasota, FL 34231

www.sarasotacountyschools.net/phillippi

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Elementary School KG-5	No	46%
Primary Service Type (per MSID File)	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	34%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	A	A*	A	A

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Sarasota County School Board.

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
- 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)

2016-17 DA Category and Statuses

DA Category	Region	RED
Not In DA	Southwest	Jim Browder
Former F	Turnaround Status	
No	None	

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

The family of Phillippi Shores Elementary School strives to grow inward, outward, and upward as we inquire, think, communicate, and take creative risks.

b. Provide the school's vision statement

Phillippi Shores Elementary School has a universal vision of continually improving the quality of learning opportunities for students. Students develop academically, emotionally, and physically to their highest potential in an environment that is stimulating, caring, and supportive. Constructed on a foundation of trust, respect, and high expectations, our students become knowledgeable, principled, caring, open-minded, and well-balanced. The collaborative effort of parents and staff enables each student to strive for excellence, to build a positive self-image, and to develop a love for learning.

2. School Environment

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

As an International Baccalaureate school, Phillippi Shores promotes intercultural understanding and respect, not as an alternative to a sense of cultural and national identity, but as an essential part of life in the 21st century. The IB mission is to develop inquiring, knowledgeable, and caring young people who help create a better and more peaceful world through intercultural understanding and respect.

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

Phillippi Shores staff and students have developed Essential Agreements for everyone on campus to follow. Essential Agreements provide a sense of direction and involve input from students and staff members. The school-wide Essential Agreements are: treat all classmates and school staff members with respect; keep hands, feet and objects to yourself; use kind words; walk at all times; and use "conversational" voices. They are posted throughout the school campus as reminders.

Each class develops its own set of agreements; they are posted in the individual classrooms.

c. 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

Phillippi Shores implements a school-wide PBS (positive behavior support) plan. This sets clear consistent behavioral expectations for all environments on campus. Students are expected to be respectful, be responsible, and be an IB star at all times. Staff members are provided PBS trainings at staff meetings. The PBS team meets monthly to discuss the plan and make any additions/changes.

When teachers have a student not meeting the behavioral expectations they follow the 5 step disciplinary plan. Teachers follow 5 steps in an effort to mitigate the inappropriate teacher-managed

behaviors. Staff members will call for behavioral support on an "as needed basis" for office managed behaviors. Teachers are given instruction on the disciplinary plan at the beginning of the year.

d. 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 at Phillippi Shores receive classroom guidance services on an "as needed basis" from our guidance counselor. Students may also receive small group or individual counseling services, as deemed appropriate. The counselor works to facilitate good relationships between parents and school personnel. On occasion, this may include a letter home or conference to inform parents of their child's progress or a flyer being sent home to encourage parental participation in a school activity.

3. 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).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system

Student behavior and attendance is tracked biweekly. Interventions are planned to support students when necessary. Tier 2 and Tier 3 academic, behavioral, and attendance interventions are monitored. Interventions are adjusted as needed. The SWST/CARE team process is used to problem solve early warning signs. Communication with families occurs throughout this process.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	5	17	17	14	10	19	0	0	0	0	0	0	0	82
One or more suspensions	10	7	4	4	3	6	0	0	0	0	0	0	0	34
Course failure in ELA or Math	0	0	2	3	4	4	0	0	0	0	0	0	0	13
Level 1 on statewide assessment	0	0	0	7	12	8	0	0	0	0	0	0	0	27

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators		0	1	1	2	1	1	0	0	0	0	0	0	6

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

The school-based Multi-Tiered System of Support (MTSS) leadership team meets once a week to review summative and formative data and identify school, grade, and individual student academic, attendance and behavioral needs. Based on the data review, instructional strategies will be identified and a timeline of implementation will be constructed. Student progress will be monitored and individual cases reviewed periodically to determine progress and reassess instructional interventions.

B. Family and Community Engagement

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).

1. 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).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

2. Description

Parent participation is highly encouraged at Phillippi Shores. Informational events are held for parents throughout the year so information can be communicated to them directly. Frequent school emails are also sent to inform parents of upcoming events and how they can be involved. Our parents and PTA provide support of recognition programs, attend parent training, attend planned parent conferences (especially for targeted students), and participate at special family nights.

Parents have access to an online parent portal at all times to view student grades and attendance.

2. 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

Phillippi's leadership team meets regularly with the PTA board and attends monthly PTA general meetings to share information pertaining to academic and operational needs. Maintaining the high level of parent/community involvement is targeted by working with the PTA and staff to offer many volunteer opportunities at our school for our parents.

Phillippi is fortunate to maintain and build upon a strong foundation of community business support that funds several school based program, projects, and events. The PTA also offers many opportunities for local businesses to sponsor school events. These events are great ways for local businesses to promote themselves to the families of Phillippi Shores.

C. 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).

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Foster, Allison	Principal
Slattery, Tina	Teacher, K-12
Haddad, Shannon	Other
Jarvis, Kristi	Assistant Principal
Barnes, Aimee	Guidance Counselor
Marsh, Jill	Teacher, K-12
Sarazen, Bill	Teacher, K-12
Matthews, Ann	Teacher, K-12
Feaster, Cheri	Teacher, K-12
Achille, Lisa	Teacher, K-12
McCormack, Brandy	Teacher, K-12
Quinones, Lisa	Teacher, K-12
Santoro, Daniella	Administrative Support
Stephen, Lisa	Teacher, K-12

b. Duties

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

The school based School Leadership Team is comprised of general education personnel that facilitate PBS/Rtl as a related but distinct process from the CARE (Children At Risk in Education) eligibility determination process. At Phillippi Shores Elementary, the Rtl Leadership Team is comprised of:

The Principal & Assistant Principal: Provide a common vision for the use of data-based decision making; ensure that the school-based team is implementing Rtl; ensure implementation of intervention support and documentation to make sure adequate professional development is offered to support Rtl implementation; communicate with parents regarding schoolbased Rtl plans and activities.

General Education Teachers: All provide information about core instruction; participate in student data collection; provide Tier 1 instruction and interventions; collaborate with other staff to implement Tier 2 interventions; integrate Tier 1 materials/instruction with Tier 2/3 activities. Teachers are also provided a case manager that has vast experience in the intervention process and support them in the research-based lessons dependent on the level of student need (e.g. size of instructional group, duration of intervention, and length of sessions)

The Leadership Team at Phillippi Shores Elementary school will do the following to develop and implement our SIP:

- Analyze relevant school profile data for the purpose of problem analysis
 - Review and revise Rtl infrastructure already established
 - Analyze data in order to identify trends and groups in need of more intervention
- On a monthly basis, team leaders in collaboration with support staff will oversee the implementation of the SIP plan.

2. 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

Analysis of student performance data including reading, mathematics, behavior, attendance, etc. is completed by the Leadership Team in collaboration with grade level teams. Effectiveness of core instruction is measured by data sources such as FAIR and recorded on the progress monitoring sheets. Resources to support MTSS structures are allocated based on student needs and performance on the grade-level assessment instruments. Funding and staffing are defined by when students require more intensive instruction and reviewed by the School-wide Support Team (SWST). Teachers are supported in designing and evaluating Tier interventions by both Team Leaders, Case Managers, and RtI Leadership Team members. The system developed for supporting Tier 1-3 interventions is monitored by the Assistant Principal through observations and collaborative discussions with teams and individual teachers.

The administrative team meets weekly and the leadership team meets twice a month to discuss resources and professional development needs and to conduct problem-solving activities to determine how to apply resources for the highest impact. The ideas are then presented to the district, SAC, and/or PTA to have funds allocated to provide necessary professional development training.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Judy Aquila	Teacher
Rachel Williamson	Parent
Allison Foster	Principal
Donna Fowler	Business/Community
Kristi Jarvis	Principal
Lona Voight	Business/Community
Petie Brown	Teacher
Ines Rivero	Parent
Dina Neyman	Parent
Susan Fairey	Teacher
Ren Hardman Schrock	Parent
Cindy Jaramillo	Parent
Christine Sutherly	Education Support Employee
Ventzi Petrov	Parent
Deirdre D'Silva	Parent
Cori Rogney	Parent
Kristy Ochsendorf	Parent
	Student

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

The School Advisory Council reviews the previous SIP goals and the student performance data related to those goals at the 1st SAC meeting of the year. Teachers also align their Individual Professional Development Plan (IPDP) to SIP.

b. Development of this school improvement plan

The School Advisory Council (SAC) is the sole body responsible for final decision making at the school relating to the implementation of the provisions of Sections 1001.42(16) and 1008.345, F.S. activities and duties are described in the guidelines and by-laws established by each School Advisory Council. These bylaws also detail the procedure for the election and appointment of SAC members. The SIP is reviewed at the 1st SAC meeting of the year for discussion and subsequent approval.

c. Preparation of the school's annual budget and plan

The SAC reviews fund allocations, schedules, and professional development activities to ensure alignment with SIP focus areas and goals.

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

The SAC had \$8,656.08 to spend last year, and the committee voted to use the funds to update the media library.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Foster, Allison	Principal
Jarvis, Kristi	Assistant Principal
Santoro, Daniella	Other
Matthews, Ann	Administrative Support
Barnes, Aimee	Guidance Counselor
Slattery, Tina	
Cantillo, Mary	Guidance Counselor

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

There will be three major initiatives this year: 1. To disaggregate progress monitoring data to develop and assist in the implementation of one-on-one and small group interventions; 2. to provide support to students who scored in the lowest quartile on FSA make annual learning gains; and 3. to provide staff development on accountable talk, IB units, Multi-Tiered Student Support training, and math instruction.

D. 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).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Teachers in the same grade level are provided daily collaborative planning time. The grade level teams have a formal meeting, Collaborative Planning Time (CPT), facilitated by team leaders, weekly. Resources and teacher supports are a regular part of Collaborative Planning Time (CPT). Teachers plan lessons that are aligned to the Florida Standards along with discussing ways in which teachers can provide interventions to support struggling students. Throughout the school year teams participate in professional development days and instructional days with subs in the classrooms.

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

Regular and ongoing meetings with new teachers are completed by the principal and assistant principal. The Sarasota County Induction Program (SCIP) program orients new teachers to the county through mentorship. We use collegial support, coaching, conversations and professional growth activities to help new hires. Mentorship is a reciprocal relationship; new teachers learn from experienced teachers and experienced teachers learn from new teachers. We help new teachers weekly, in meetings, to discuss all sorts of topics, from professional development, parent conferences, PRIDE evaluations, to daily routines and questions about students. Tina Slattery is the lead mentor, who works directly with the mentors/mentees. It is up to the principal to determine mentor assignments. New teachers to the district are formally observed in accordance with district evaluation procedures. This includes an observation in the first 20 days, a pre-observation and post-observation meeting, a mid-year review, and end of year evaluation.

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

A trained mentor provides modeling and coaching as well as visitations to other model classroom teachers. A mentor also assists in developing classroom procedures and instructional materials. Time is given for the feedback, coaching and planning. Mentors were selected based on their knowledge of the mentee's grade level curriculum, understanding of best practices, and demonstration of exemplary coaching skills.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The school uses materials provided by Sarasota County to cover the Florida Standards. Additional resources are used to meet individual student needs. All materials are approved by the district prior to being purchased and used in the classroom.

b. Instructional Strategies

1. 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

Analysis of student performance data including reading, mathematics, writing, science, behavior, attendance, etc. is completed by the RtI/MTSS Leadership Team in collaboration with grade level teams. Effectiveness of core instruction is measured by data sources such as iReady and recorded on the school-wide progress monitoring sheets. Resources to support MTSS structures are allocated based on student needs and performance on the grade-level assessment instruments. Teachers are supported in designing and evaluating Tier interventions by both Team Leaders, Case Managers, and RtI/MTSS Leadership Team members. The system developed for supporting Tier 2 and Tier 3 interventions is monitored by the Assistant Principal through observations and collaborative discussions with teams and individual teachers.

2. 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: 4,500

Morning computer lab sessions (8:00-8:30) allow students to work on iReady, MobyMax, or IXL aligned with grade level curriculum and state standards. Special emphasis is placed on students in 3rd-5th grade who scored either Levels 1 or 2 in last year's Reading and/or Mathematics FSA or, if in 3rd grade, scored below 40th percentile on the Reading SAT 10. Incentives and progress monitoring is used to motivate students to not only attend these sessions, but complete sessions.

Strategy Rationale

Students are given many opportunities throughout the school year to participate in additional academic instruction through the programs offered in the computer lab.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Jarvis, Kristi, kristi.jarvis@sarasotacountyschools.net

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

Reports are generated by the iReady program to determine student performance in areas such as phonemic awareness, phonics, comprehension, vocabulary, math standards, etc. The current course levels are compared to the target levels needed for FSA success at the completion of the school year.

Strategy: Extended School Day

Minutes added to school year: 9,000

Phillippi Shores offers a number of before and after school enrichment clubs including the following:

- Chess
- Art
- Guitar
- Violin
- Mile (Running Club)
- Chorus
- Science
- Cheerleading
- Self-Defense
- Math Club
- Marine Science
- PYP Sticks
- Garden Club

The students had the opportunity to participate in the clubs to enrich their learning experience and receive a more well-rounded educational experience.

Strategy Rationale

Students are given many opportunities throughout the school year to participate in extracurricular activities focusing on the development of the whole child through the study of arts, health, physical education, academic extension and support.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Foster, Allison, allison.foster@sarasotacountyschools.net

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

The school collects attendance data to determine if students are interested in the clubs that are offered. The school gets input from parents and students about the interest and effectiveness of the different offerings.

2. Student Transition and Readiness

a. 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).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

The school provides a Kindergarten Round Up each year to assist incoming Kindergartners and their parents in the transition. Additionally, preschools are encouraged to bring their incoming kindergartners to Phillippi for a tour where students eat in the cafeteria, participate in reading centers, specials, listen to a story in the media, and play on the playground. During the tours the school provides enrollment information and answers school-related questions. The school also offers a "Boot Camp" for incoming parents and students to learn the policies and procedures at Phillippi prior to the

start of the school year.

Fifth graders are also provided with tours of the local middle schools in an effort to transition well from 5th to 6th grade.

b. College and Career Readiness

1. 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

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

N/A

3. 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

4. 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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

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.** Concluding the 2016-2017 school year, there will be a 2% increase in reading proficiency for all general education students and 4% increase for student with disabilities.
- G2.** Concluding the 2016-2017 school year, there will be a 2% increase in math proficiency for all general education students and a 2% increase for students with disabilities.
- G3.** Concluding the 2016-2017 school year, there will be a 2% increase in science proficiency for all general education students and a 4% increase for students with disabilities.
- G4.** By the year 2017, there will be a reduction by 10% in chronic absenteeism and suspension, through targeted interventions and the school Positive Behavior Support (PBS) program.

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. Concluding the 2016-2017 school year, there will be a 2% increase in reading proficiency for all general education students and 4% increase for student with disabilities. 1a

G079826

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	87.0
AMO Reading - Hispanic	90.0
AMO Reading - SWD	74.0
ELA/Reading Lowest 25% Gains	

Targeted Barriers to Achieving the Goal 3

- The teachers will need to be familiar with the new Florida Standards and the Florida Standards Assessment to maximize the instructional impact.

Resources Available to Support the Goal 2

- Reading Wonders - The school will utilize the resources and support of our new reading series.
- Florida Standards - The teachers will be trained in how to effectively utilize the new Florida Standards, vocabulary instruction, and accountable talk to increase student achievement.
- Progress Monitoring - The teachers and leadership team will monitor and provide additional support to the below level students. The teachers and/or leadership team will provide instructional interventions and incentives to encourage the students to take advantage of additional computer time before school.

Plan to Monitor Progress Toward G1. 8

The classroom teachers will use the progress monitoring sheets throughout the year to determine if the students are achieving at a proficient level. The administrative team will meet with teachers throughout the year to determine how students are progressing.

Person Responsible

Allison Foster

Schedule

Quarterly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Progress monitoring sheets will reflect the performance of the students throughout the year. The end of the year assessments will be used to determine if students are reading at a proficient level.

G2. Concluding the 2016-2017 school year, there will be a 2% increase in math proficiency for all general education students and a 2% increase for students with disabilities. 1a

G079827

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	87.0
AMO Math - Hispanic	84.0
AMO Math - White	89.0
AMO Math - SWD	81.0

Targeted Barriers to Achieving the Goal 3

- Teachers are being trained this year on Math Fluency, Number Talks, Problem of the Day, Number of the Day, and how these components support the Florida Standards.

Resources Available to Support the Goal 2

- GoMath! Mathematics Instructional Focus Guides Administrative Team and District Support Grade Level Teams Florida Standards to drive instruction District Workshops

Plan to Monitor Progress Toward G2. 8

The effectiveness of the goal will be determined by the FSA Math results.

Person Responsible

Allison Foster

Schedule

On 6/6/2017

Evidence of Completion

End of the Year - FSA Math Results

G3. Concluding the 2016-2017 school year, there will be a 2% increase in science proficiency for all general education students and a 4% increase for students with disabilities. 1a

G079828

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	80.0

Targeted Barriers to Achieving the Goal 3

- There are many demands with the new Florida Standards in ELA and Math; it is difficult to find enough time to provide instruction at the depth and complexity of the science standards and curriculum.

Resources Available to Support the Goal 2

- Science Fusion Instructional Focus Guide

Plan to Monitor Progress Toward G3. 8

The effectiveness of the goal will be determined by the FCAT 2.0 Science results.

Person Responsible

Kristi Jarvis

Schedule

Monthly, from 8/22/2016 to 6/30/2017

Evidence of Completion

End of the Year - FCAT 2.0 Science Assessment (test in May, results in June)

G4. By the year 2017, there will be a reduction by 10% in chronic absenteeism and suspension, through targeted interventions and the school Positive Behavior Support (PBS) program. 1a

G079829

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	7.0
One or More Suspensions	3.0
2+ Behavior Referrals	3.0

Targeted Barriers to Achieving the Goal 3

- With limited staff, it is more difficult to provide proactive programs and interventions to prevent suspensions.
- At the elementary level, students are often tardy or absent due to their parents. The school has to develop proactive incentives that also encourage the parents to increase their child's attendance.

Resources Available to Support the Goal 2

- Guidance- Second Step Recognition Program (rewards/incentives from business partners)
Positive Behavior Support Plan (rewards/incentives from business partners)

Plan to Monitor Progress Toward G4. 8

The Recognition committee will monitor attendance and discipline data to determine if the recognition program, PBS plan, and interventions are leading to fewer absences and fewer referrals.

Person Responsible

Kristi Jarvis

Schedule

Weekly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Attendance and Referral Data

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. Concluding the 2016-2017 school year, there will be a 2% increase in reading proficiency for all general education students and 4% increase for student with disabilities. **1**

 G079826

G1.B1 The teachers will need to be familiar with the new Florida Standards and the Florida Standards Assessment to maximize the instructional impact. **2**

 B210524

G1.B1.S1 The administration and leadership team will provide training and support to help the teachers with the new standards and assessments. **4**

 S222466

Strategy Rationale

Action Step 1 **5**

The administrative team will provide professional development training on the following:

- Florida Standards
- Florida Standards Assessment
- Depth of Knowledge
- Vocabulary Instruction
- Accountable Talk

Person Responsible

Ann Matthews

Schedule

Quarterly, from 8/22/2016 to 6/6/2017

Evidence of Completion

The teachers will complete the trainings and apply the information in their classroom instruction. The principal/assistant principal will monitor the effectiveness of the trainings by observing classroom instruction and analyzing progress monitoring data.

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

Trainings to Support Vocabulary Instruction, deeper understanding of Florida Standards, ELA grading system, and Webb's Depth of Knowledge

Person Responsible

Allison Foster

Schedule

Quarterly, from 8/22/2016 to 6/6/2017

Evidence of Completion

The principal/assistant principal will observe the implementation of the discussed information in classroom instruction.

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

Person Responsible

Schedule

Evidence of Completion

G2. Concluding the 2016-2017 school year, there will be a 2% increase in math proficiency for all general education students and a 2% increase for students with disabilities. 1

G079827

G2.B1 Teachers are being trained this year on Math Fluency, Number Talks, Problem of the Day, Number of the Day, and how these components support the Florida Standards. 2

B210525

G2.B1.S1 The grade level teams will work together to plan how to successfully cover the new Florida standards. Also, 3rd, 4th, and 5th will use departmentalization to help the math teachers provide in-depth math lessons to increase proficiency. 4

S222467

Strategy Rationale

Action Step 1 5

The teachers will provide additional support and differentiate instruction to help all students demonstrate learning gains. In 3rd, 4th, and 5th, the teachers will departmentalize so lessons and instruction can be maximized for all learners. Grades K-5 math teachers will receive additional training to help struggling learners in math.

Person Responsible

Allison Foster

Schedule

Quarterly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Lesson Plans Collaborative Planning Notes

Action Step 2 5

Math teachers from each grade level will attend a math training with Sue D'Angelo. Subs will be provided by the district.

Person Responsible

Allison Foster

Schedule

Quarterly, from 8/22/2016 to 6/6/2017

Evidence of Completion

District Trainings

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

The teachers will discuss the new Florida Standards and GoMath! materials and apply the information in their classroom instruction. The principal/assistant principal will monitor by observing classroom instruction and analyzing progress monitoring data.

Person Responsible

Allison Foster

Schedule

Daily, from 8/22/2016 to 6/6/2017

Evidence of Completion

The principal will observe the implementation of the discussed information in classroom instruction. The grade level and administrative teams will analyze progress monitoring sheets to determine if students are successfully making learning gains in math.

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

The effectiveness of the goal will be determined by the FSA Math results.

Person Responsible

Allison Foster

Schedule

On 6/6/2017

Evidence of Completion

End of the Year - FSA Math Results

G3. Concluding the 2016-2017 school year, there will be a 2% increase in science proficiency for all general education students and a 4% increase for students with disabilities. 1

G079828

G3.B1 There are many demands with the new Florida Standards in ELA and Math; it is difficult to find enough time to provide instruction at the depth and complexity of the science standards and curriculum. 2

B210526

G3.B1.S1 In fourth and fifth, the teams will departmentalize to provide adequate time and instruction to all subject areas including science. In kindergarten, first, second, and third science will be integrated into the reading block. Also, the teachers at all grade levels will apply IB inquiry strategies to their science lessons. 4

S222468

Strategy Rationale

Action Step 1 5

IB Training

Person Responsible

Tina Slattery

Schedule

Monthly, from 8/22/2016 to 6/6/2017

Evidence of Completion

The teachers will successfully complete the IB Scope and Sequence documents and training. Lesson plans will demonstrate use of inquiry-based strategies in instruction.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Teachers will cover the science standards and use inquiry-based strategies in their instruction.

Person Responsible

Allison Foster

Schedule

Daily, from 7/25/2016 to 6/6/2017

Evidence of Completion

Lesson plans Observations of science instruction Units of Study

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

The effectiveness of the goal will be determined by the FCAT 2.0 Science.

Person Responsible

Allison Foster

Schedule

On 6/2/2017

Evidence of Completion

End of the Year - FCAT 2.0 Assessment

G4. By the year 2017, there will be a reduction by 10% in chronic absenteeism and suspension, through targeted interventions and the school Positive Behavior Support (PBS) program. 1

G079829

G4.B1 With limited staff, it is more difficult to provide proactive programs and interventions to prevent suspensions. 2

B210527

G4.B1.S1 Phillippi will continue to offer a recognition program to reward positive behavior. Also, the school will continue to promote the PBS plan to clearly communicate expectations. The staff will utilize the RTI/MTSS process to provide interventions for struggling students. 4

S222469

Strategy Rationale

Action Step 1 5

Phillippi will continue to promote the PBS plan and offer an extensive recognition program. The staff will use RTI/MTSS process to offer interventions to struggling students

Person Responsible

Kristi Jarvis

Schedule

Daily, from 8/22/2016 to 6/6/2017

Evidence of Completion

Fewer referrals, fewer suspensions, higher student attendance

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

The PBS committee will monitor discipline data to determine if the recognition program, PBS plan, and interventions are leading to fewer referrals and suspensions.

Person Responsible

Kristi Jarvis

Schedule

Monthly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Discipline Data - Referrals and suspensions will decrease. Student attendance will increase.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

The PBS committee will monitor discipline data to determine if the recognition program, PBS plan, and interventions are leading to fewer referrals and suspensions.

Person Responsible

Kristi Jarvis

Schedule

Monthly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Discipline Data - Referrals and suspensions will decrease.

G4.B1.S2 The school purchased a guidance program called Second Step. Our guidance counselors will use the program to help students develop their social-emotional skills -- including making friends, managing emotions, building empathy, and solving problems -- to set them on the path for social success and academic readiness. 4

 S222470

Strategy Rationale

Action Step 1 5

Our guidance counselor will provide guidance lessons to help students make good choices at school and in the classroom.

Person Responsible

Aimee Barnes

Schedule

Quarterly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Aimee Barnes

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

The number of referrals will be monitored to see if they decrease based on the proactive guidance lessons.

Person Responsible

Kristi Jarvis

Schedule

Quarterly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Fewer referrals and fewer suspensions

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7

The number of referrals will be monitored to see if they decrease based on the proactive guidance lessons.

Person Responsible

Kristi Jarvis

Schedule

Quarterly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Fewer suspensions and referrals

G4.B2 At the elementary level, students are often tardy or absent due to their parents. The school has to develop proactive incentives that also encourage the parents to increase their child's attendance. 2

 B210528

G4.B2.S1 The school provide a recognition program that includes absences and tardies as part of the criteria. 4

 S222472

Strategy Rationale

Action Step 1 5

SWST will monitor attendance with the help of our truancy worker. Teachers will follow attendance procedures about when to contact the parent.

Person Responsible

Kristi Jarvis

Schedule

Weekly, from 8/22/2016 to 6/6/2017

Evidence of Completion

The number of absences will decrease.

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

SWST will monitor attendance with the help of our truancy worker.

Person Responsible

Kristi Jarvis

Schedule

Weekly, from 8/22/2016 to 6/6/2017

Evidence of Completion

The SWST team will run weekly reports on attendance and discuss.

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

SWST will monitor attendance with the help of our truancy worker.

Person Responsible

Kristi Jarvis

Schedule

Weekly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Attendance reports

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2016					
G3.B1.S1.MA1 M278341	Teachers will cover the science standards and use inquiry-based strategies in their instruction.	Foster, Allison	7/25/2016	Lesson plans Observations of science instruction Units of Study	6/6/2017 daily
G2.B1.S1.MA1 M278338	The teachers will discuss the new Florida Standards and GoMath! materials and apply the information...	Foster, Allison	8/22/2016	The principal will observe the implementation of the discussed information in classroom instruction. The grade level and administrative teams will analyze progress monitoring sheets to determine if students are successfully making learning gains in math.	6/6/2017 daily
G4.B1.S2.MA1 M278345	The number of referrals will be monitored to see if they decrease based on the proactive guidance...	Jarvis, Kristi	8/22/2016	Fewer suspensions and referrals	6/6/2017 quarterly
G4.MA1 M278349	The Recognition committee will monitor attendance and discipline data to determine if the...	Jarvis, Kristi	8/22/2016	Attendance and Referral Data	6/6/2017 weekly
G4.B2.S1.A1 A280641	SWST will monitor attendance with the help of our truancy worker. Teachers will follow attendance...	Jarvis, Kristi	8/22/2016	The number of absences will decrease.	6/6/2017 weekly
G1.B1.S1.MA1 M278335	Trainings to Support Vocabulary Instruction, deeper understanding of Florida Standards, ELA grading...	Foster, Allison	8/22/2016	The principal/assistant principal will observe the implementation of the discussed information in classroom instruction.	6/6/2017 quarterly
G1.B1.S1.A1 A280634	The administrative team will provide professional development training on the following: - Florida...	Matthews, Ann	8/22/2016	The teachers will complete the trainings and apply the information in their classroom instruction. The principal/assistant principal will monitor the effectiveness of the trainings by observing classroom instruction and analyzing progress monitoring data.	6/6/2017 quarterly
G4.B2.S1.MA1 M278348	SWST will monitor attendance with the help of our truancy worker.	Jarvis, Kristi	8/22/2016	The SWST team will run weekly reports on attendance and discuss.	6/6/2017 weekly
G4.B1.S2.MA1 M278346	The number of referrals will be monitored to see if they decrease based on the proactive guidance...	Jarvis, Kristi	8/22/2016	Fewer referrals and fewer suspensions	6/6/2017 quarterly
G2.B1.S1.A1 A280635	The teachers will provide additional support and differentiate instruction to help all students...	Foster, Allison	8/22/2016	Lesson Plans Collaborative Planning Notes	6/6/2017 quarterly
G2.B1.S1.A2 A280636	Math teachers from each grade level will attend a math training with Sue D'Angelo. Subs will be...	Foster, Allison	8/22/2016	District Trainings	6/6/2017 quarterly
G4.B2.S1.MA1 M278347	SWST will monitor attendance with the help of our truancy worker.	Jarvis, Kristi	8/22/2016	Attendance reports	6/6/2017 weekly
G1.MA1 M278336	The classroom teachers will use the progress monitoring sheets throughout the year to determine if...	Foster, Allison	8/22/2016	Progress monitoring sheets will reflect the performance of the students throughout the year. The end of the year assessments will be used to determine if students are reading at a proficient level.	6/6/2017 quarterly
G3.B1.S1.A1 A280638	IB Training	Slattery, Tina	8/22/2016	The teachers will successfully complete the IB Scope and Sequence documents and training. Lesson plans will demonstrate use of inquiry-based strategies in instruction.	6/6/2017 monthly

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Phillippi Shores Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S1.MA1 M278343	The PBS committee will monitor discipline data to determine if the recognition program, PBS plan,...	Jarvis, Kristi	8/22/2016	Discipline Data - Referrals and suspensions will decrease.	6/6/2017 monthly
G4.B1.S1.MA1 M278344	The PBS committee will monitor discipline data to determine if the recognition program, PBS plan,...	Jarvis, Kristi	8/22/2016	Discipline Data - Referrals and suspensions will decrease. Student attendance will increase.	6/6/2017 monthly
G4.B1.S1.A1 A280639	Phillippi will continue to promote the PBS plan and offer an extensive recognition program. The...	Jarvis, Kristi	8/22/2016	Fewer referrals, fewer suspensions, higher student attendance	6/6/2017 daily
G4.B1.S2.A1 A280640	Our guidance counselor will provide guidance lessons to help students make good choices at school...	Barnes, Aimee	8/22/2016	Aimee Barnes	6/6/2017 quarterly
G3.MA1 M278342	The effectiveness of the goal will be determined by the FCAT 2.0 Science results.	Jarvis, Kristi	8/22/2016	End of the Year - FCAT 2.0 Science Assessment (test in May, results in June)	6/30/2017 monthly
G1.B1.S1.MA1 M291951	[no content entered]		No Start Date		No End Date one-time
2017					
G2.B1.S1.MA1 M278337	The effectiveness of the goal will be determined by the FSA Math results.	Foster, Allison	4/10/2017	End of the Year - FSA Math Results	6/6/2017 one-time
G3.B1.S1.MA1 M278340	The effectiveness of the goal will be determined by the FCAT 2.0 Science.	Foster, Allison	5/1/2017	End of the Year - FCAT 2.0 Assessment	6/2/2017 one-time
G2.MA1 M278339	The effectiveness of the goal will be determined by the FSA Math results.	Foster, Allison	5/1/2017	End of the Year - FSA Math Results	6/6/2017 one-time

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Concluding the 2016-2017 school year, there will be a 2% increase in reading proficiency for all general education students and 4% increase for student with disabilities.

G1.B1 The teachers will need to be familiar with the new Florida Standards and the Florida Standards Assessment to maximize the instructional impact.

G1.B1.S1 The administration and leadership team will provide training and support to help the teachers with the new standards and assessments.

PD Opportunity 1

The administrative team will provide professional development training on the following: - Florida Standards - Florida Standards Assessment - Depth of Knowledge - Vocabulary Instruction - Accountable Talk

Facilitator

Allison Foster, Kristi Jarvis, Tina Slattery

Participants

All Classroom Reading Teachers

Schedule

Quarterly, from 8/22/2016 to 6/6/2017

G2. Concluding the 2016-2017 school year, there will be a 2% increase in math proficiency for all general education students and a 2% increase for students with disabilities.

G2.B1 Teachers are being trained this year on Math Fluency, Number Talks, Problem of the Day, Number of the Day, and how these components support the Florida Standards.

G2.B1.S1 The grade level teams will work together to plan how to successfully cover the new Florida standards. Also, 3rd, 4th, and 5th will use departmentalization to help the math teachers provide in-depth math lessons to increase proficiency.

PD Opportunity 1

The teachers will provide additional support and differentiate instruction to help all students demonstrate learning gains. In 3rd, 4th, and 5th, the teachers will departmentalize so lessons and instruction can be maximized for all learners. Grades K-5 math teachers will receive additional training to help struggling learners in math.

Facilitator

GoMath! grade level training - Sue D'Angelo Florida Standards - Administrative Team and Team Leaders

Participants

All Teachers

Schedule

Quarterly, from 8/22/2016 to 6/6/2017

PD Opportunity 2

Math teachers from each grade level will attend a math training with Sue D'Angelo. Subs will be provided by the district.

Facilitator

Sue D'Angelo

Participants

Grade level math teachers

Schedule

Quarterly, from 8/22/2016 to 6/6/2017

G3. Concluding the 2016-2017 school year, there will be a 2% increase in science proficiency for all general education students and a 4% increase for students with disabilities.

G3.B1 There are many demands with the new Florida Standards in ELA and Math; it is difficult to find enough time to provide instruction at the depth and complexity of the science standards and curriculum.

G3.B1.S1 In fourth and fifth, the teams will departmentalize to provide adequate time and instruction to all subject areas including science. In kindergarten, first, second, and third science will be integrated into the reading block. Also, the teachers at all grade levels will apply IB inquiry strategies to their science lessons.

PD Opportunity 1

IB Training

Facilitator

Tina Slattery

Participants

Instructional Staff

Schedule

Monthly, from 8/22/2016 to 6/6/2017

VI. Technical Assistance Items

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

VII. Budget

Budget Data

1	G1.B1.S1.A1	The administrative team will provide professional development training on the following: - Florida Standards - Florida Standards Assessment - Depth of Knowledge - Vocabulary Instruction - Accountable Talk				\$7,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	Other		\$7,500.00
<i>Notes: PTA and School General Funds will be used to provide substitutes for professional development training days to cover information on the new standards and assessments.</i>						
2	G2.B1.S1.A1	The teachers will provide additional support and differentiate instruction to help all students demonstrate learning gains. In 3rd, 4th, and 5th, the teachers will departmentalize so lessons and instruction can be maximized for all learners. Grades K-5 math teachers will receive additional training to help struggling learners in math.				\$0.00
3	G2.B1.S1.A2	Math teachers from each grade level will attend a math training with Sue D'Angelo. Subs will be provided by the district.				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	Title II		\$1,500.00
<i>Notes: The district will provide substitutes for the teachers to attend the county math training with Sue D'Angelo.</i>						
4	G3.B1.S1.A1	IB Training				\$7,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	Title II		\$7,000.00
<i>Notes: All new teachers to Phillippi or the IB program will take one of the following IB courses: Making the PYP Happen or Inquiry.</i>						
5	G4.B1.S1.A1	Phillippi will continue to promote the PBS plan and offer an extensive recognition program. The staff will use RTI/MTSS process to offer interventions to struggling students				\$6,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0171 - Phillippi Shores Elem. School	Other		\$6,000.00
<i>Notes: PTA funds will be used to provide an extensive school-wide recognition program as well as community business partners</i>						
6	G4.B1.S2.A1	Our guidance counselor will provide guidance lessons to help students make good choices at school and in the classroom.				\$500.00

Budget Data						
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0171 - Phillippi Shores Elem. School	General Fund		\$500.00
			<i>Notes: Kelso Choices was updated in August 2016 and additional picture books were purchased to help support Guidance on the wheel.</i>			
7	G4.B2.S1.A1	SWST will monitor attendance with the help of our truancy worker. Teachers will follow attendance procedures about when to contact the parent.				\$0.00
					Total:	\$22,500.00