



Pasco County Schools SIP

School:	Mittyte P.Locke Elementary School	Region:	Southwest
Initial Plan Development Date:	Aug-15	Review Date:	Review Date:
Review Date:	Review Date:	Review Date:	Review Date:

Goal 1: By the end of 2015 - 2016, teachers will plan for and students will engage in rigorous instruction in ELA and Math.

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

What student achievement targets does the goal support?

- Targets for goal: ELA 1a)** By the end of 2015-2016, MPLES will increase the percentage of classrooms consistently engaging in close reading and based discussions to 50%.
- ELA 1b)** By the end of 2015-2016, MPLES will increase mean benchmark scores in writing according to a 4 point rubric (primary point rubric (intermediate) by 10% over the 2014-2015 school year
- Math 2)** By the end of 2015-2016, our goal is to increase the percentage of classrooms consistently implementing math best-a minimum of 50%.

Goal Monitoring

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

Evidence of progress monitoring	Person who leads progress monitoring	Tools/data for progress monitoring	Timeframe, frequency of progress monitoring
Student data, Classroom observations, and planning evidence will indicate progress	Administration, Learning Design Coach, PLC Facilitators, Classroom Teachers	Walkthrough tools, Observation tools, Writing Benchmark	Writing Benchmark 3X Year, Walkthrough and Classroom Observations Ongoing

Strategy Implementation

What is the strategy to overcome/reduce barriers to goal attainment? Teachers will plan for and students will engage in close reading and evidence-based discussions.

	Evidence of action step occurring	Person who leads action step	What will be done in action step	Timeframe for action step
Action Step 1	Staff PD (Agenda/Sign-In/Reflections)	Admin/Regional Support	Staff will engage in close reading professional development	Bi-Monthly
Action Step 2	Accountable Talk Routines Posted in Classroom	PLC Facilitators	GL Teams will develop common accountable talk routines and procedures	Sep-15
Action Step 3	Students will engage in multiple source close reading	Admin/Learning Design Coach/Classroom Teachers	School will secure resources and materials to support close reading	Ongoing
Action Step 4	Lesson observations document student evidence-based discussions.	Administration, Regional Support, Classroom Teachers	Professional Growth refresher training including student collaboration will be integrated with all ELA PD	Ongoing

Strategy Implementation Monitoring (Fidelity)

Evidence of strategy implementation monitoring	Person who ensures strategy was implemented as planned	Method by which strategy implementation is monitored	Timeframe for monitoring strategy implementation
PLC Facilitators Meetings to Monitor Data for	Administration, PLC Facilitators,	PLC Logs, Lesson Plans	Monthly

Implementation Progress (Facilitator and Leadership Agenda/Minutes)	Classroom Teachers		
Strategy Effectiveness Monitoring			
Evidence of strategy effectiveness monitoring	Person who monitors effectiveness of strategy	Method by which strategy effectiveness is monitored	Timeframe for monitoring strategy effectiveness
PLC Facilitators and Leadership Team Meetings will discuss results of Classroom Walkthrough Data (Facilitator and Leadership	Administration, PLC Facilitators	Classroom Walkthrough Tool, PD Monitoring Guide	Monthly
Strategy Implementation (Strategy 2 Goal 1)			
What is the strategy to overcome/reduce barriers to goal attainment?		Teachers will plan for and students will engage in writing from multiple sources.	
	Evidence of action step	Person who leads action step	What will be done in action step
Action Step 1	ELA PD Monitoring Guide	Admin/Regional Support	Staff will engage in writing from multiple sources professional development
Action Step 2	PLC Teams will utilize a variety of appropriate multiple source material during planning and instruction.	Admin/Learning Design Coach/Classroom Teachers	School will secure additional resources and materials to support writing from multiple sources.
Strategy Implementation Monitoring (Fidelity)			
Evidence of strategy implementation monitoring	Person who ensures strategy was implemented as planned	Method by which strategy implementation is monitored	Timeframe for monitoring strategy implementation
Leadership Team will distribute and facilitate information concerning PD and Resources	Leadership Team/Grade Level Teams	Purchasing and Subscription Records, PLC Logs, Lesson Plans	Ongoing
Strategy Effectiveness Monitoring			
Evidence of strategy effectiveness monitoring	Person who monitors effectiveness of strategy	Method by which strategy effectiveness is monitored	Timeframe for monitoring strategy effectiveness
Students will engage in writing from multiple sources with improved proficiency.	Leadership Team/Grade Level Teams	Writing Quarterly Assessment	Quarterly
Strategy Implementation (Strategy 3 Goal 1)			
What is the strategy to overcome/reduce barriers to goal attainment?		Teachers will plan for and students will engage in standards-based mathematics best practices.	
	Evidence of action step	Person who leads action step	What will be done in action step
Action Step 1	Math PD Monitoring Guide	Admin/Regional Support	Grade 2 and Grade 4 teacher teams will plan collaboratively and engage in coaching cycles on mathematics best-practices with the Regional Math Coach.
Action Step 2	Lesson observations document student collaboration during math	Admin/Regional Support	Professional Growth refresher training including student collaboration will be integrated with all Mathematics PD

Action Step 3	Teacher Surveys and Participation Evidence	Administration	Voluntary professional development and sharing sessions focusing on the MAFS K12 Mathematical Practices	Bi-Monthly
Strategy Implementation Monitoring (Fidelity)				
Evidence of strategy implementation monitoring	Person who ensures strategy was implemented as planned	Method by which strategy implementation is monitored	Timeframe for monitoring strategy implementation	
Teachers will plan for and implement instruction based on mathematics instruction best practices	Admin/PLC Facilitators	Math Evidence Guide/Math PD Guide, PLC Logs and Lesson Plans	Ongoing	
Strategy Effectiveness Monitoring				
Evidence of strategy effectiveness monitoring	Person who monitors effectiveness of strategy	Method by which strategy effectiveness is monitored	Timeframe for monitoring strategy effectiveness	
Students will engage in lessons based on mathematics instruction best practices	Administration/Classroom Teachers	Observations, Walkthrough Data, PD Monitoring Guide	Ongoing	

Mid Year Reflection

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

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

Goal 1: By the end of 2015 - 2016, teachers will plan for and students will engage in rigorous instruction in ELA and Math.

Has the goal been achieved?

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

If the goal has not been achieved, is desired progress being made to accomplish the goal by the end of the year?

If desired progress is being made, describe the evidence that indicates this: (This completes the narrative for the goal.)

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

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

If the barriers have not been eliminated/reduced, are the strategies being implemented with fidelity as designed?

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

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



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Goal 2: By the end of 2015-2016, MPLES will strengthen MTSS structures and processes for Tier I, II, and II academic and behavior problem-solving.

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

What student achievement targets does the goal support?

Targets for goal:

Academic: By the end of 2015-2016, MPLES will utilize IRLA K-5 for inquiry-based problem solving and data-based decision strengthen Tier II and Tier III reading supports.

Behavior: By the end of 2015-2016, MPLES will develop an effective Multi-Tiered System of Supports to increase positive student behaviors.

Problem-Solving: By the end of 2015-2016, MPLES will establish and maintain a Leadership Team that regularly analyzes school- and monitors the implementation and effectiveness of Tier I improvement strategies.

Goal Monitoring

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

Evidence of progress monitoring	Person who leads progress monitoring	Tools/data for progress monitoring	Timeframe, frequency of progress monitoring
Increased data collection and analysis within strengthened MTSS structures - Agendas, PBS Logs	Administration/Leadership Team	Problem-Solving Database, PBS Team Logs, SchoolPace Reports, Leadership Minutes and Action Plans	Ongoing

Strategy Implementation (Strategy 1 Goal 2)

What is the strategy to overcome/reduce barriers to goal attainment? MPLES staff will expand their knowledge and skill in utilizing IRLA in data-based decision making to drive instruction.

	Evidence of action step occurring	Person who leads action step	What will be done in action step	Timeframe for action step
Action Step 1	Agenda/Sign-In/Reflection	Administration/LDC/Regional Support	Staff will engage in IRLA PD.	Bi-Monthly
Action Step 2	Level Check Data/Action Plans	Administration/IRLA Team/Regional Support	IRLA level checks with follow-up feedback sessions and action planning will be conducted.	Quarterly
Action Step 3	Purchasing Records/Receipts	Administration/Learning Design Coach	Additional IRLA resources will be purchased to support instruction	BOY and As Needed

Strategy Implementation Monitoring (Fidelity)

Evidence of strategy implementation monitoring	Person who ensures strategy was implemented as planned	Method by which strategy implementation is monitored	Timeframe for monitoring strategy implementation

IRLA Level Checks/Problem-Solving Database/PLC Logs/TBIT Logs	Administration/IRLA Team	Action Plans/ Walkthrough/Observations/SchoolPace and Level Checks	Ongoing
Strategy Effectiveness Monitoring			
Evidence of strategy effectiveness monitoring	Person who monitors effectiveness of strategy	Method by which strategy effectiveness is monitored	Timeframe for monitoring strategy effectiveness
MTSS Intervention Problem-Solving Database	Administration/Leadership Team	Action Plans/ Walkthrough/Observations/SchoolPace and Level Checks	Ongoing

Strategy Implementation (Strategy 2 Goal 2)			
What is the strategy to overcome/reduce barriers to goal attainment?		MPLES staff will strengthen the consistency and effectiveness of MTSS for PBS.	
	Evidence of action step	Person who leads action step	Timeframe for action step
Action Step 1	On-Line Module Evidence and Reflections	Administration/LDC	August - May 2015
Action Step 2	Lesson Plans/Walkthroughs	Administration/Teachers	Daily
Action Step 3	Mentor Logs	Student Success Coach/Student Services Team	Daily
Action Step 4	Parent Contact Logs	Administration/Parent Involvement Assistant	Daily
Strategy Implementation Monitoring (Fidelity)			
Evidence of strategy implementation monitoring	Person who ensures strategy was implemented as planned	Method by which strategy implementation is monitored	Timeframe for monitoring strategy implementation
Leadership Minutes/MTSS PBS PLC Action Plan	Administration/Leadership Team	PBS Database, MPLES Discipline Data, EWS Reports	Ongoing
Strategy Effectiveness Monitoring			
Evidence of strategy effectiveness monitoring	Person who monitors effectiveness of strategy	Method by which strategy effectiveness is monitored	Timeframe for monitoring strategy effectiveness
Leadership Minutes/MTSS PBS PLC Logs	Administration/MTSS PBS PLC	PBS Database, MPLES Discipline Data, EWS Reports	Ongoing

Strategy Implementation (Strategy 3 Goal 2)			
What is the strategy to overcome/reduce barriers to goal attainment?		MPLES Leadership Team will regularly analyze school-wide data and monitor implementation and effectiveness of tiered academic and behavior interventions.	
	Evidence of action step	Person who leads action step	Timeframe for action step
Action Step 1	Leadership Team Meeting Dates, Agenda, Minutes, Sign-In Sheets	Administration	Monthly

Action Step 2	Attendance Records, Follow-Up Activities, Action Plans	School-Based Student Services Team	Staff will engage in PD on MTSS, PBS Tier I and II in order to utilize district	As Needed
Strategy Implementation Monitoring (Fidelity)				
Evidence of strategy implementation monitoring	Person who ensures strategy was implemented as planned	Method by which strategy implementation is monitored	Timeframe for monitoring strategy implementation	
Problem-Solving Database, Leadership Team Minutes	Administration/Leadership Team	Leadership Team Action Plans	Monthly	
Strategy Effectiveness Monitoring				
Evidence of strategy effectiveness monitoring	Person who monitors effectiveness of strategy	Method by which strategy effectiveness is monitored	Timeframe for monitoring strategy effectiveness	
Problem-Solving Database, Leadership Team Minutes	Administration/Leadership Team	Leadership Team Action Plans, MPLES Discipline Data, EWS Reports, Schoolpace, Quarterly Assessment Reports	Monthly	

Mid Year Reflection

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

Goal 2: By the end of 2015-2016, MPLES will strengthen MTSS structures and processes for Tier I, II, and III academic and behavior problem-solving.

Has the goal been achieved?

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

If the goal has not been achieved, is desired progress being made to accomplish the goal by the end of the year?

If desired progress is being made, describe the evidence that indicates this: (This completes the narrative for the goal.)

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

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

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

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



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Goal 3: By the end of 2015-2016, MPLES will work collaboratively to implement strategies to increase student emotional and academic engagement.

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

What student achievement targets does the goal support?

Targets for goal: Emotional Engagement: By the end of 2015-2016, the percentage of students who are Hopeful according to Gallup will increased to 63% or above.

Academic Engagement: By the end of 2015-2016, the percentage of AVID certified teachers/classrooms will increase by 50% or more.

Goal Monitoring

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

Evidence of progress monitoring	Person who leads progress monitoring	Tools/data for progress monitoring	Timeframe, frequency of progress monitoring
3a. Gallup student engagement data. 3b. AVID certification data.	Administration, AVID Site Team, and Leadership Team	3a. Gallup Student Engagement Data Results 3b. AVID Certification Collection Tool	3a. Yearly 3b. 2 times yearly

Strategy Implementation (Strategy 1 Goal 3)

What is the strategy to overcome/reduce barriers to goal attainment? Teachers will strengthen their ability to collaboratively engage students academically and

	Evidence of action step occurring	Person who leads action step	What will be done in action step	Timeframe for action step
Action Step 1	AVID Certification Tool	Administration, AVID Leadership Team	Selected staff members will attend AVID Summer Institute	July 7 - 9, 2015
Action Step 2	AVID Certification	Administration, AVID Leadership Team	Staff members will implement AVID	Bi-weekly
Action Step 3	Gallup Strengths Finder Report	Administration, 5th Grade PLC Facilitator	Staff members will be trained to administer and implement the Gallup Strengths Finder with students.	Sep-15

Strategy Implementation Monitoring (Fidelity)

Evidence of strategy implementation monitoring	Person who ensures strategy was implemented as planned	Method by which strategy implementation is monitored	Timeframe for monitoring strategy implementation
Teacher will complete AVID individual action	Administration and AVID Leadership	AVID Walkthrough Tool	Bi-weekly

plan.	Team		
Strategy Effectiveness Monitoring			
Evidence of strategy effectiveness monitoring	Person who monitors effectiveness of strategy	Method by which strategy effectiveness is monitored	Timeframe for monitoring strategy effectiveness
Demonstration of AVID individual action plan	Administration and AVID Leadership Team	Self Reflection, AVID site team meetings, lesson plans	on-going

Strategy Implementation (Strategy 2 Goal 3)				
What is the strategy to overcome/reduce barriers to goal attainment?		Students will become more aware of personal future opportunities for career and college paths.		
	Evidence of action step	Person who leads action step	What will be done in action step	Timeframe for action step
Action Step 1	College corners in classrooms	Administration, Classroom Teachers	Teachers will set up and maintain college corner in classroom	on-going
Action Step 2	College campus field trips	Administration	Each grade level will attend a college campus field trip	2015 - 2016 school year
Action Step 3				
Strategy Implementation Monitoring (Fidelity)				
Evidence of strategy implementation monitoring		Person who ensures strategy was implemented as planned	Method by which strategy implementation is monitored	Timeframe for monitoring strategy implementation
College Campus Permission Slips, Classroom Walkthroughs		Administration, Classroom Teachers	Classroom Walkthrough	on-going
Strategy Effectiveness Monitoring				
Evidence of strategy effectiveness monitoring		Person who monitors effectiveness of strategy	Method by which strategy effectiveness is monitored	Timeframe for monitoring strategy effectiveness
Results of Gallup Survey - Hope Subcategory		Administration	Gallup Survey Results	on-going

Strategy Implementation (Strategy 3 Goal 3)				
What is the strategy to overcome/reduce barriers to goal attainment?		Staff and Students will become aware of and work to develop a growth mindset.		
	Evidence of action step	Person who leads action step	What will be done in action step	Timeframe for action step
Action Step 1	Teacher reflection on Growth Mindset	Administration	Professional Development on Growth Mindset	August 17th
Action Step 2	Teacher implementation strategies	Administration/FLDOE	Growth Mindset Bookstudy	Jan-16
Action Step 3				
Strategy Implementation Monitoring (Fidelity)				
Evidence of strategy implementation monitoring		Person who ensures strategy was implemented as planned	Method by which strategy implementation is monitored	Timeframe for monitoring strategy implementation
Classroom observations and Gallup Survey		Administration	Gallup Survey	Ongoing

Results			
Strategy Effectiveness Monitoring			
Evidence of strategy effectiveness monitoring	Person who monitors effectiveness of	Method by which strategy effectiveness	Timeframe for monitoring strategy
Results of classroom observations and gallup survey results	Administration	Gallup Survey, Classroom Observations	On-going

Mid Year Reflection

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

Goal 3: #REF!

Has the goal been achieved?

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

If the goal has not been achieved, is desired progress being made to accomplish the goal by the end of the year?

If desired progress is being made, describe the evidence that indicates this: (This completes the narrative for the goal.)

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

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Goal 4: By the end of 2015-2016, MPLES will increase Parent and Community Involvement.

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

What student achievement targets does the goal support?

Targets for goal: By the end of 2015-2016, 80% of our families will participate in a school sponsored training/event.

Goal Monitoring

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

Evidence of progress monitoring	Person who leads progress monitoring	Tools/data for progress monitoring	Timeframe, frequency of progress monitoring
Event attendance data, completed event surveys	Administration and Parent Involvement Coordinator	Title I parent involvement database	on-going 2015-2016 school year

Strategy Implementation (Strategy 1 Goal 2)

What is the strategy to overcome/reduce barriers to goal attainment? Families will be encouraged to participate in relevant, engaging school sponsored trainings and

	Evidence of action step occurring	Person who leads action step	What will be done in action step	Timeframe for action step
Action Step 1	Parent Involvement Program	Parent Involvement Assistant	Establish a Parent Involvement Program	2015 - 2016 School Year
Action Step 2	Key Trainings for Families	Parent Involvement Assistant and Grade Level Facilitators	Identify Topics and conduct trainings for parents	2015 - 2016 School Year
Action Step 3	Parent Communications	Parent Involvement Coordinator	Increase Parent Communications	2015 - 2016 School Year

Strategy Implementation Monitoring (Fidelity)

Evidence of strategy implementation monitoring	Person who ensures strategy was implemented as planned	Method by which strategy implementation is monitored	Timeframe for monitoring strategy implementation
Event Flyers, Event Surveys, Attendance Data	Administration and Parent Involvement Assistant	Title I parent involvement database	2015 - 2016 School Year

Strategy Effectiveness Monitoring

Evidence of strategy effectiveness monitoring	Person who monitors effectiveness of strategy	Method by which strategy effectiveness is monitored	Timeframe for monitoring strategy effectiveness
Parent Event Surveys, Event Attendance Data	Administration	Parent Event Surveys	2015 - 2016 School Year



Mid Year Reflection

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School:	Mittye P.Locke Elementary School
vision:	All our students achieving success in college, career, and life
mission:	At MPLES, we take pride in facilitating growth and achievement for ALL in a positively focused learning environment.

1 Dropout Prevention and Academic Intervention

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

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

Our Student Success Coach works collaboratively with Administration, the School Counselor and Parent Involvement Assistant to monitor and engage students both academically and behaviorially through Multi-Tiered Systems of Support including a school-wide PBS along with targeted interventions for small groups and individual students. MPLES has integrated the AVID Elementary program to promote a college culture and explicitly instructe students in college readiness skills such as organization and notetaking. School events such a a college field trip for each grade level and The Great American Teach-In expose students to college and career

2 Early Warning Systems/SB850

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

Use the following indicators to complete this section:

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

How many students exhibit 2 or more of the indicators?

Twenty-five students exhibit two or more indicators.

How many students by grade level exhibit each indicator?

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Attendance below 90%	6	13	14	9	10	7
1 or more suspensions	0	1	4	4	4	4
Course failure in ELA or mathematics	2	4	14	7	4	13
Level 1 in ELA or mathematics	0	0	0	0	4	15

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

MPLES utilizes a multi-tiered PBS approach to encourage appropriate behavior, attendance, and academic achievement for all students. This includes a school-wide plan of rewards and incentives (Caught ya Being Good, Good Lunch Eaters, Leaders of Locke leveled system) and a school-wide adopted social-emotional curriculum (Second Step). These initiatives are in line with Pasco County Schools' focus on deeper learning through the development of standards instruction, 21st century skills, and social-emotional learning. A variety of programs are in place for those students identified by EWS indicators who need additional tiers of support. A mentoring program pairs staff members with targeted students. Students meet weekly with their mentor to provide additional support and feedback to students. A number of afterschool programs encourage and support students to maintain positive behaviors and attendance. These include boys and girls sports clubs, homework support, and an art club. Students are invited to continue to participate in these afterschool activities if they maintain attendance and behavior expectations. In addition, students new to Locke during the year are welcomed with an induction program during school that helps them be more familiar with their new school.

3 Collaborative Teaching

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

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

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

MPLES is committed to the collaborative work embodied in the Professional Learning Community. Grade Level Teams meet 80 minutes weekly. These teams strengthen the fidelity of Tier I instruction as they progress through the DuFour PLC guiding questions to engage in cycles of instructional analysis, planning, reflection, and modification for student learning based on data collection. In addition, grade level problem-solving teams meet 45 minutes weekly to analyze grade level assessment data and identify those students needing additional tiers of targeted intervention. A separate School-Based Intervention Team meets weekly, consisting of additional support personnel, to problem solve at the Tier III level for those students who have not responded to previous additional targeted intervention. One way MPLES has integrated project-based and digital learning is through the implementation of one-to-one computer classrooms. The fifth grade has two laptop classrooms. These teachers are implementing best practice use of technology by collaborating to combine project-based and evidence-based learning.

4 Student Transition and Readiness

*Pasco Schools require this for **all** schools.*

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

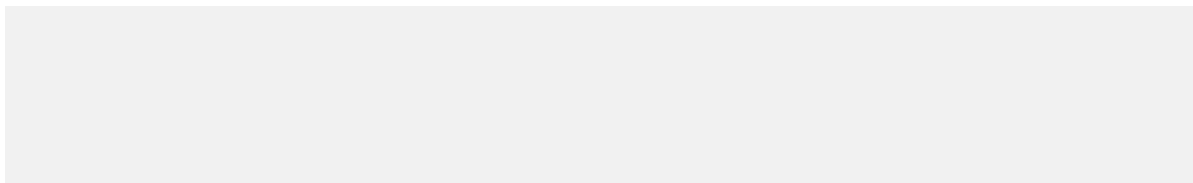
MPLES utilizes a layered approach to kindergarten readiness. We house Headstart and VE/TALK PreK programs which have outreach sessions to parents through Registration, Orientation, parent meetings, home visits, IEP meetings and conferences. Students are assessed to monitor their progress throughout the PreK programs and their progress toward specific academic and social emotional goals with kindergarten readiness in mind. The transition into kindergarten is facilitated by the PreK and Kindergarten teachers through cooperative end of year activities that introduce and preview kindergarten for PreK students. IEP meetings for ESE PreK are facilitated cooperatively when articulating to Kg. At the beginning of kindergarten, teachers administer statewide student assessments (FLKRS) as well as reading readiness assessments (IRLA) to determine student instructional needs. Older classes partner with Kg classes to read to students (IRLA RTM Action Plan). The feeder pattern works together through the AVID program to provide middle and high school students as peer tutors and volunteers in our fifth grade classrooms. Fifth grade students travel to the middle school they are assigned in May to visit and tour the campus. Articulation is facilitated by our school counselor to assist students and parents to make course selections and

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

As an AVID Elementary school, MPLES develops a college culture on campus through school-wide explicit instruction in organization skills, notetaking, goal setting, and reflection. Various careers are explored during The Great American Teach-In event. In addition, all grade levels will take a college/career field trip this year. Fifth grade will visit USF Tampa; fourth grade USF St. Petersburg, third grade St. Leo University, second grade St. Petersburg College Tarpon Campus, first grade and Kindergarten will visit the Land O'Lakes High School Culinary Academy.

For High Schools only:

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



Checklist Section

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

High Schools only

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

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

All Schools

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

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

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

- Ensure the SAC is in compliance and assisted in the preparation and evaluation of the school improvement plan required pursuant to s. 1001.42(18). Section 1001.452, F. S. (District and school advisory councils)
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- Each school that establishes a dropout prevention and academic intervention program at that school site must reflect the program in its school improvement plan. Section 1006.53, F. S. (Dropout prevention and academic intervention)
-

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

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

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

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Mittye P.Locke Elementary School

2015-16 SIP Executive Summary

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

The mission: At MPLES, we take pride in facilitating growth and achievement for ALL in a positively focused learning environment.

Mittye P.Locke Elementary School has the following goal(s) and targets:

Goal 1:

By the end of 2015 - 2016, teachers will plan for and students will engage in rigorous instruction in ELA and Math.

Targets for Goal 1:

ELA 1a) By the end of 2015-2016, MPLES will increase the percentage of classrooms consistently engaging in close reading and evidence-based discussions to 50%.

ELA 1b) By the end of 2015-2016, MPLES will increase mean benchmark scores in writing according to a 4 point rubric (primary) and 10 point rubric (intermediate) by 10% over the 2014-2015 school year

Math 2) By the end of 2015-2016, our goal is to increase the percentage of classrooms consistently implementing math best-practices to a minimum of 50%.

Goal 2:

By the end of 2015-2016, MPLES will strengthen MTSS structures and processes for Tier I, II, and III academic and behavior problem-solving.

Targets for Goal 2:

Academic: By the end of 2015-2016, MPLES will utilize IRLA K-5 for inquiry-based problem solving and data-based decision making to strengthen Tier II and Tier III reading supports.

Behavior: By the end of 2015-2016, MPLES will develop an effective Multi-Tiered System of Supports to increase positive student behaviors.

Problem-Solving: By the end of 2015-2016, MPLES will establish and maintain a Leadership Team that regularly analyzes school-wide data and monitors the implementation and effectiveness of Tier I improvement strategies.

Goal 3:

By the end of 2015-2016, MPLES will work collaboratively to implement strategies to increase student emotional and academic engagement.

Targets for Goal 3:

Emotional Engagement: By the end of 2015-2016, the percentage of students who are Hopeful according to Gallup will increase to 63% or more.

Academic Engagement: By the end of 2015-2016, the percentage of AVID certified teachers/classrooms will increase by 50% or more.

Goal 4:

By the end of 2015-2016, 80% of our families will participate in a school sponsored training/event.

Some strategies included in this plan are:

Teachers will plan for and students will engage in close reading and evidence-based discussions.

MPLES staff will expand their knowledge and skill in utilizing IRLA in data-based decision making to drive instruction.

Teachers will strengthen their ability to collaboratively engage students academically and emotionally.

Families will be encouraged to participate in relevant, engaging school sponsored trainings and events.

Mitty P.Locke

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