Pine View School

2014-15 School Improvement Plan

Pine View School

1 PYTHON PATH, Osprey, FL 34229

www.sarasotacountyschools.net/pineview

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Combination	No	11%

Alternative/ESE Center	Charter School	Minority
Yes	No	26%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	A	A

School Board Approval

This plan was approved by the Sarasota County School Board on 11/18/2014.

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.

Table of Contents

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
- Prevent – currently C
- 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)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	Jim Browder

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Pine View School is to provide a qualitatively different learning environment that nurtures a passion for intellectual curiosity, that encourages risk-taking, independence and innovation, and that is committed to a tradition of academic excellence and social responsibility.

Provide the school's vision statement

N/A

School Environment

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

Orientation Programs
Peer leadership activities
WEB Program (Where Everyone Belongs)
Diversity Club
High School mentors and Middle School Mentors
Parent programs - Open House/ Parent Coffee/ Book Study
Humanities evening programs
Celebration of Exceptional Student Education (ESE) Weeks (Oct. 1 - 15)

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

Prevention programs such as anti-bullying forums, personal safety programs which includes internet safety, harassment laws and education as well as forums to address stress management are held during the school day. Programs are also facilitated by our School Resource officer which include DARE and classroom instruction regarding safety and the law. Pine View employees additional campus security aides to ensure the safety of all students and staff on our open campus.

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

We facilitate Functional Behavior Assessment (FBA) plans, Positive Behavior Support (PBS) and uphold the academic honesty policy which includes a contract signed by all of our students. Additionally, teachers participate in classroom management workshops and begin the year with clear expectations that are signed by parents and students. Classroom rules are discussed and posted in all classrooms.

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

In order to meet the needs of our gifted population, book studies and trainings are offered to parents and staff. The Pine View Foundation provided funding for a special speaker series. Pine View has a social worker and school psychologist on staff. Pine View provides the opportunity for older students

to mentor younger students. Additionally, Pine View uses outside agencies to work with students who have experienced a loss, students of lower socio-economic status which includes Take Stock in Children recipients. The guidance counselors provide small and large group counseling opportunities for students in need.

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).

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

Attendance below 90%, regardless if the absence is excused or the result of an out-of-school suspension
One or more suspensions, whether in school or out-of-school
Course failure in English Language Arts or Mathematics
A Level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics

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

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

Indicator	Grade Level											Total
	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	3	5	10	9	13	14	11	16	10	16	28	135
One or more suspensions	0	0	0	0	0	0	1	0	0	0	0	1
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	
Deferred Expulsion	0	0	0	0	0	0	0	1	0	0	0	1

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

N/A

Family and Community Involvement
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).

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).

Will the school use its PIP to satisfy this question?
No

PIP Link

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

Description

Pine View's parental involvement targets include both classroom and school events. At the classroom level, parental involvement includes assistance such as "Sunshine Math" and "Picture Person." At the school level, parents attend orientation nights (Open House), participate in Pine View PRIDE, and various other school-wide events.
Pine View Association
School Advisory Council
PineViews publication
Elementary and Secondary newspapers
Parent Education Programs
Pine View Foundation

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

The following organizations support parent and community initiatives and communication:
School Advisory Council
Parent Coffee's
Parent/ Teacher / Student Conferences
Pine View Fair
Pinnacle
Peramathon
PALS program
Character Education Program - Where each class focuses on giving to a cause in the community
United Way
Food Bank food drives
Veteran's Day Celebration - Adopt a veteran.
Habitat for Humanity House

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).

School Leadership Team

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

Name	Title
Covert, Stephen	Principal
Nzeza, Jennifer	Assistant Principal
Dorn, Janel	Assistant Principal
Fair, Sue	Assistant Principal
Wheatley, Lisa	Assistant Principal

Duties

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

The expectations of the administrative team is to be instructional leaders and assist in the overall implementation of best practices through Pine View's targeted initiatives.
Grade 2-5 - Lisa Wheatley, Elementary Assistant Principal; Mary Cantillo, Elementary School Counselor
Grade 6/7 - Sue Fair, Assistant Principal; Kate McManus, School Counselor
Grade 8/9 - Janel Dorn, Assistant Principal, Paula Lindsey, School Counselor
Grade 10-12 - Jennifer Nzeza, Assistant Principal, Lynn Halcomb, School Counselor
All Grades - Tim Gissal-School Psychologist; Diane Andrew-Occupational Therapist; Ellen Cabrera-Speech-Language Clinician; Linda Lyons- ESE Liaison; Kim Ellis-ESE Liaison, Kristin McCombie-Test Coordinator, Asheley Emmett-Social Worker

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

The MTSS Leadership Team meets to formally collaborate as a School Wide Support Team (SWST) either once per week (elementary) or twice monthly (middle/high). Guidance counselors set the agenda for SWST meetings. Summative and formative assessment data is examined to identify school, class, or individual student needs relative to attendance, behavior, and/or academics. Discussions also focus on the implementation of interventions and progress monitoring. If necessary, students of concern are brought up to Children At Risk in Education (CARE). The MTSS Leadership Team provides pertinent data related to attendance, behavior and academics.
Pine View administrators and the MTSS Team assist teachers in the MTSS process. Assistant Principals and Guidance Counselors facilitate the discussion of students of concern, beginning interventions, and monitoring intervention fidelity. Our Differentiated Instruction team will continue to model methods for increasing differentiation in the classroom this school year. Differentiating instruction is an essential component of MTSS three-tiered model of interventions.
The district provides support and funding for a separate full-time gifted program at Pine View. We use our AP and Title II funding to support our overall school curriculum as well as professional learning opportunities for staff and faculty. PVA and PVF as well as district funds support technology initiatives and curriculum projects.

School Advisory Council (SAC)

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

Name	Stakeholder Group
	Student
Andrea Tirabassi	Teacher
Pamela Gavette	Business/Community
Stephen Covert	Principal
Sophia Fong	Teacher
John Koda	Parent
Quinn Daily	Student
Tim Sweeney	Student
Hollie Braun	Student
Serena Hawley	Parent
Carole McLaughlin	Education Support Employee
Jake Hartvigsen	Parent
Christine Braun	Teacher
Sho Szczepaniuk	Student
Ray Murphy	Parent
Alla Lazareva	Teacher
Leslie Jackson	Parent

Duties

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

Evaluation of last year's school improvement plan

The School Improvement Plan was distributed to SAC members at the October 14, 2013 meeting. Input from members was given. The addition of two goals was recommended and a vote was taken to approve the SIP.

Development of this school improvement plan

During the course of the year, SAC reviewed the School Improvement Plan and had the opportunity to make any recommendations that the SAC members felt necessary. The direction of SAC was in support of SIP.

Preparation of the school's annual budget and plan

Matters of the budget as pertaining to SAC were not specifically addressed, as there were no issues that individual members brought to the attention of SAC

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

School Improvement Funds are projected to be used for the following purposes:
1. Compensate teacher leaders for time planning/creating, facilitating, or presenting Professional Development activities. Examples include: Common Core, Literacy Team, or Differentiated Instruction Team planning days; building/developing/presenting Literacy Team Modules online or "Snack and Strats"; building/developing/presenting Differentiated Instruction Team "Make and Takes"; and Common Core Committee building/developing/presenting Professional Day Disciplinary Literacy

professional development.
2. Purchase professional resources related to/needed in creating professional development activities listed above; book studies, etc.
3. Projects approved included the Tom Krause Memorial Garden - $3,000
4. Landscape beautification - $500.

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

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

Literacy Leadership Team (LLT)

Membership
Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Wheatley, Lisa	Assistant Principal
Dorn, Janel	Assistant Principal
Chaillou , Stacey	Teacher, K-12
Chapman, Paige	Teacher, K-12
Crowley, Cara	Teacher, K-12
Delaney, Debbie	Teacher, K-12
DeMichieli, Kim	Teacher, K-12
Drown, Melissa	Teacher, K-12
Francis, Jack	Teacher, PreK
Guay, Kristin	Teacher, K-12
McCombie, Kristin	Instructional Coach
Melton, Robin	Teacher, K-12
Moyer, Lori	Teacher, K-12
Quinn, Kyla	Teacher, K-12
Rienhoff, Charlie	Teacher, K-12
Shannon, Bridgid	Teacher, K-12
spielman, tara	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT collaborates with members of the Differentiated Instruction Committee to provide professional development which aligns with the Florida Standards and engages all stakeholders through literacy strategies that support instructional frameworks for all learners.
1. Continue to create, and generate more participation in, a series of professional development segments through Blackboard, Faculty Meetings, and PLCs.
2. Model literacy strategies in classrooms for teachers to observe practice in action.
3. Expand parent awareness of reading strategies and data literacy through PineViews and the Pine View website.

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).

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

- Professional Learning Communities (PLCs)
- Faculty Meetings
- Master Schedule created to allow for common planning time.

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

-SCIP (Sarasota County Induction Program) Mentors for beginning teachers - SCIP mentors and lead mentor
-Develop leadership capacity through instructional coaching and professional development - Principal and Assistant Principals
-Provide professional development opportunities - Literacy Team, Differentiated Instruction Team, and Common Core Committee
-Revamp focus of Professional Learning Communities - Department Chairs, Team Leaders, and Classroom Teachers
-Hire highly-qualified teachers - Principal and Assistant Principals

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

Pine View will use SCIP (Sarasota County Induction Program) Mentors for beginning teachers. These mentors meet with their "mentee" to review Sarasota County requirements related to first and second year teaching. Topics covered include:
-Lesson Planning
-Open House
-Classroom Management
-PRIDE Rubric and all Domains
-Professional Development
-Creating a culture for Learning
-Differentiation for Special Populations
-Special populations
-Collaboration
-Culture

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Pine View School ensures its core instructional program and materials are aligned to Florida's standards by facilitating time for grade level teachers to collaborate and align curriculum with the Florida Standards. Summer curriculum workshops provide time to reflect on best practices, the Scope and Sequence of grade level curriculum standards and revision of material for each new school year. Training workshops are held after school for team leaders and department chairs to learn strategies for "unpacking" the standards to disseminate to their team teachers. Regularly scheduled

Professional Learning Community (PLC) meetings for academic content teachers as well as grade level teams provide time to address the standards for each of the instructional content areas. Teachers are proactive in their use of instructional workshops, professional organizations, conferences, current literature and Florida's Department of Education websites to adapt their instruction to ensure all students are effectively taught the Florida Curriculum standards in their classroom.

Instructional Strategies

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

- Purchased supplementary resources (flip charts/workbooks) for Common Core.
- Professional Development provided on campus to prepare for information on the coming changes in assessment and rigor, ongoing training using Depth of Knowledge (DOK).
- Departments meet to plan vertical alignment of the curriculum
- Scaffolding to support lower achieving students
- Reviewed formative and summative assessments that are teacher developed
- Differentiate instruction for highly gifted students
- Provide graphic organizers as scaffolding for students
- Offer diverse levels in literature circles or for assigned outside reading
- Offer off-site (Institute) training for Advanced Placement teachers, as well as on-going job embedded training on-site.
-Unpacking Florida State Assessment (FSA) standards

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: After School Program

Minutes added to school year:

Due to the nature of the school - a district-wide choice school for gifted students - an extended day is not supported at our school. Pine View teachers provide assistance to students during the school day where needed and also offer over 100 after-school Club choices, which provide enrichment for interested students.

Strategy Rationale

Pine View's unique schedule allows for students to receive additional enrichment and acceleration of the curriculum with teachers during 30 minutes of their 1 hour lunch period. Students also have the option to participate in academic clubs that support the enrichment of our core academic classes, such as: Chemistry Club, Robotics, Literature Club, etc.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
McCombie, Kristin, kristin.mccombie@sarasotacountyschools.net

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

Teachers maintain records of students they provide additional enrichment activities to throughout the school year.

Student Transition and Readiness

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).

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

The following is a list of programs and interventions that support the transition from one school level to another:
Elementary:
-Summer Math Camp
-Meet the Teacher
-Open House
Middle School:
-Summer Math Camp
-W.E.B. (Where Everyone Belongs) Student Organization provides activities to welcome new students
-Writing Camp
High School:
-Peer Mentoring
-Open House
-Grade Level Forums

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Grade-level Guidance Counselors organize:
Small group sessions for career planning in grades 8-9
Large and small group Guidance meetings for career exploration and planning (Grade 9)
Small group sessions which combine academic and career planning in grade 10;
Individual sessions with grades 11-12
College Visits throughout the year 11-12
Use of Naviance Succeed Career and College Exploration software (Grades 9-12)
Guided and independent use of college website resources
College & Career Counselors

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

Pine View offers an Externship class which allows students to partner with a professional mentor in their field of interest. Students and mentors organize a schedule which ensures maximum exposure to real-world application of work in the field. The CTE students are eligible for industry certification in Applied Robotics. Elementary school students go to Biztown and participate in Career Day every year. Pine View also brings in outside speakers sponsored through the Pine View Foundation on College and Career Readiness and Character Education topics to build an awareness for community. Pine View has a yearly school-wide service learning project specialized by grade level.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Pine View offers a Science, Technology, Engineering, and Mathematics (STEM) Club for grades 2-12, a Robotics Club and Competition Team, and a Microsoft Career courses for Career and Technical Education.

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

Students can take a variety of college preparation courses such as Advanced Placement Courses and Dual Enrollment. SAT and ACT test prep workshops are offered throughout the year for grades 9-11.

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. 100% of Pine View students are college ready upon graduation from high school.

G2. Increase attendance rate and decrease tardy rates in grades 10-12.

G3. Math: Maintain or demonstrate a two-percentage point increase in the percent proficient across Levels 3,4,5 or the equivalent for the new Florida Standard Assessments and/or End of Course Exams.

G4. Reading: Demonstrate a two-percentage point increase for students scoring at Levels 3, 4, or 5 where 90% or more students are currently demonstrating proficiency in reading or the equivalent for the new Florida Standard Assessments.

G5. Writing: Maintain or demonstrate a two-percentage point increase in the percent proficient across Levels 3.5 or above. Any subgroup that is 90% or higher must maintain or demonstrate an increase in the percent proficient or the equivalent for the new Florida Standard Assessments Writing Portion of the FSA Reading Score.

G6. Civics: Demonstrate at least a two-percentage point increase in the percent proficient when students score less than 90% at Levels 1, 2, or 3 on the End of Course Exam with a focus on reading skills based on past state and district reading data.

G7. Science: Demonstrate a minimum four-percentage point increase for all student subgroups when less than 80% are currently demonstrating proficiency across Levels 3,4,5 and/or End of Course Exams or a two-percentage point increase in the percent proficient across Levels 3, 4, 5 above 80%.

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. 100% of Pine View students are college ready upon graduation from high school. `1a`

🔍 G038316

Targets Supported `1b`

Indicator	Annual Target
Postsecondary Enrollments	100.0

Resources Available to Support the Goal `2`

- Rigorous course work.

- Multiple opportunities to enroll in advanced placement course work.

- College and Career Counseling

- Naviance

Targeted Barriers to Achieving the Goal `3`

- New state standards

Plan to Monitor Progress Toward G1. `8`

Summative and formative student assessment data.

Person Responsible
Jennifer Nzeza

Schedule
Semiannually, from 9/11/2014 to 4/16/2015

Evidence of Completion
Summative and formative assessment data will be used to reveal student success with new standards.

G2. Increase attendance rate and decrease tardy rates in grades 10-12. `1a`

🔍 G038317

Targets Supported `1b`

Indicator	Annual Target
Attendance rate	98.0

Resources Available to Support the Goal `2`

- Attendance data from SIS.

- Early Morning Wake-up Club

Targeted Barriers to Achieving the Goal `3`

- Lack of a unified system between teachers and attendance secretary.

Plan to Monitor Progress Toward G2. `8`

Attendance Secretary will monitor attendance more closely with feedback from teachers.

Person Responsible
Jennifer Nzeza

Schedule
Daily, from 10/1/2014 to 5/1/2015

Evidence of Completion
Improved attendance for grades 10-12

G3. Math: Maintain or demonstrate a two-percentage point increase in the percent proficient across Levels 3,4,5 or the equivalent for the new Florida Standard Assessments and/or End of Course Exams. `1a`

🔍 G038318

Targets Supported `1b`

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	100.0
Algebra I EOC Pass Rate	100.0
Geometry EOC Pass Rate	100.0

Resources Available to Support the Goal `2`

- Elementary - Success Maker morning club for math - daily
- Elementary, Middle, High - Differentiated Instruction Training with the Differentiated Instruction Team.
- Elementary - Small group assistance with volunteer weekly at 3rd grade
- PD for new Test Configurations
- STEM Smart Classrooms of Tomorrow
- DOK Training and Webinars

Targeted Barriers to Achieving the Goal `3`

- Teachers continuing to align the curriculum map to Florida State Standards and finding resources to meet the needs of the more rigorous standards.
- Varied levels of proficiency/use of Differentiated Instructional strategies in classrooms.
- Students not able to attend the Success Maker morning club.

Plan to Monitor Progress Toward G3. `8`

Data reports including state, district and teacher-created common assessments, chapter tests, running records, portfolios, Success Maker, FAIR, and/or EOC assessments; attendance in Morning club and small group sessions.

Person Responsible
Kristin McCombie

Schedule
Monthly, from 9/1/2014 to 5/1/2015

Evidence of Completion
Increased proficiency on state and district math assessments; Increased scores on chapter or teacher-made assessments

G4. Reading: Demonstrate a two-percentage point increase for students scoring at Levels 3, 4, or 5 where 90% or more students are currently demonstrating proficiency in reading or the equivalent for the new Florida Standard Assessments. 1a

🔑 G038319

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	99.0

Resources Available to Support the Goal 2

- Literacy Team, Common Core Committee, and Differentiated Instruction Team materials: presentations on professional days, professional development modules online, Book Studies, "Snacks and Strats," and "Make and Takes." Each of these provide teaching and learning strategies to increase teacher effectiveness and target specific reading skills needed for content mastery. For example: accessing challenging texts across subject areas; active learning, accountable talk, academic vocabulary, 3Q3R, RAFT, Text-dependent and higher-order questioning, and more.

- Elementary - Reading Wonders and Success Maker morning club for individualizing instruction in reading at the elementary level.

- Differentiated Instruction Training Team

- DOK Training and Webinars

- PD with new Test Configurations

- Springboard Training for Grades 5-11

Targeted Barriers to Achieving the Goal 3

- Collection of and timely access to formative (benchmark) assessment data; Timely analysis of data; Ability to use the data to drive instruction.

- Attendance in professional development modules online, Book Studies, "Snacks and Strats," and "Make and Takes."

- Transfer of learning to classroom practice.

- Inability of some students to attend the morning club.

Plan to Monitor Progress Toward G4. 8

Benchmark assessments, EOC and FCAT data, FAIR, Success Maker, classroom formative and summative assessment data

Person Responsible
Kristin McCombie

Schedule
Monthly, from 9/1/2014 to 5/1/2015

Evidence of Completion
Increased scores on formative and summative classroom assessments;

G5. Writing: Maintain or demonstrate a two-percentage point increase in the percent proficient across Levels 3.5 or above. Any subgroup that is 90% or higher must maintain or demonstrate an increase in the percent proficient or the equivalent for the new Florida Standard Assessments Writing Portion of the FSA Reading Score. `1a`

Targets Supported `1b`

🔑 G038320

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	99.0

Resources Available to Support the Goal `2`

- District writing specialist, Catherine Cocozza
- DOK Training and Webinars
- PD with new Test Configurations
- Springboard Training for Grades 5-11

Targeted Barriers to Achieving the Goal `3`

- Implementation of best practices for teaching writing.

Plan to Monitor Progress Toward G5. `8`

Benchmark assessments/Writing Simulation, classroom formative and summative assessment data

Person Responsible
Kristin McCombie

Schedule
Monthly, from 9/1/2014 to 5/1/2015

Evidence of Completion
classroom formative and summative assessment data

G6. Civics: Demonstrate at least a two-percentage point increase in the percent proficient when students score less than 90% at Levels 1, 2, or 3 on the End of Course Exam with a focus on reading skills based on past state and district reading data. 1a

🔍 G038321

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	99.0

Resources Available to Support the Goal 2

- Test Specifications & CPALMS
- Instructional Focus Guide

Targeted Barriers to Achieving the Goal 3

- Receiving timely access to formative (benchmark) assessment given by the district; Timely analysis of data; Ability to use the data to drive instruction

Plan to Monitor Progress Toward G6. 8

classroom formative and summative assessment data and district Benchmark assessments

Person Responsible
Kristin McCombie

Schedule
Monthly, from 9/1/2014 to 5/1/2015

Evidence of Completion
Performance on Benchmark Assessments & EOC

G7. Science: Demonstrate a minimum four-percentage point increase for all student subgroups when less than 80% are currently demonstrating proficiency across Levels 3,4,5 and/or End of Course Exams or a two-percentage point increase in the percent proficient across Levels 3, 4, 5 above 80%. `1a`

🔍 G038322

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	98.0
Bio I EOC Pass	99.0

Resources Available to Support the Goal `2`

- PD with new Test Configurations

- DOK Training and Webinars

- STEM Smart Classroom of Tomorrows

- Test Specifications for Biology and CPALMS and IFG for Middle School Science

Targeted Barriers to Achieving the Goal `3`

- Varied use of Differentiated Instruction strategies in classrooms.

Plan to Monitor Progress Toward G7. `8`

classroom formative and summative assessment data and Benchmark Assessment Data

Person Responsible
Kristin McCombie

Schedule
Monthly, from 9/1/2014 to 5/1/2015

Evidence of Completion
Performance on FCAT Science and District EOC

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. 100% of Pine View students are college ready upon graduation from high school. 1

🔑 G038316

G1.B1 New state standards 2

🔑 B091982

G1.B1.S1 Professional development at the school and county level related to the new standards. 4

🔑 S102888

Strategy Rationale

Action Step 1 5

Professional development will be provided in relation to new state standards.

Person Responsible

Jennifer Nzeza

Schedule

Semiannually, from 9/11/2014 to 4/16/2015

Evidence of Completion

Student success on standardized assessments.

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

12th Grade students meet with College and Career Counselor at least once a semester to review plan.

Person Responsible

Lance Bergman

Schedule

Semiannually, from 10/1/2014 to 5/29/2015

Evidence of Completion

Information provided on Naviance.

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

Students participate in Externship program exploring possible career opportunities post high school.

Person Responsible

Lori Moyer

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Attendance in program and feedback from employers.

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

Students participate in AP program to enhance preparation for college.

Person Responsible

Jennifer Nzeza

Schedule

Daily, from 8/18/2014 to 5/29/2015

Evidence of Completion

AP test results provide information on student readiness for collegiate coursework and guide teacher instructional strategies to continue preparing students for college.

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

Monitor the use and effectiveness of Naviance in the college preparatory and selection process.

Person Responsible

Lance Bergman

Schedule

Weekly, from 10/1/2014 to 5/29/2015

Evidence of Completion

Student use of Naviance to apply to colleges and prepare for entrance exams.

G2. Increase attendance rate and decrease tardy rates in grades 10-12. `1`

🔑 G038317

G2.B1 Lack of a unified system between teachers and attendance secretary. `2`

🔑 B091984

G2.B1.S1 Form an attendance committee consisting of administration, teachers, and attendance secretary. `4`

🔑 S102889

Strategy Rationale

Action Step 1 `5`

Attendance secretary provides attendance data daily for teachers to review.

Person Responsible

Jennifer Nzeza

Schedule

Daily, from 10/1/2014 to 5/1/2015

Evidence of Completion

Teachers will have access to and utilize the daily report of student absences.

Action Step 2 5

Administration will address consistency in consequences during AP PLC.

Person Responsible

Jennifer Nzeza

Schedule

Quarterly, from 10/1/2014 to 5/29/2015

Evidence of Completion

Administrative PLC meeting log notes.

Action Step 3 5

Increased involvement by guidance counselors at all levels.

Person Responsible

Jennifer Nzeza

Schedule

Quarterly, from 10/1/2014 to 5/29/2015

Evidence of Completion

Parent and/or student contact information regarding tardies and unexcused absences.

Action Step 4 5

Students with chronic tardies or absences will be part of the Wake Up Club.

Person Responsible

Jennifer Nzeza

Schedule

Quarterly, from 10/1/2014 to 5/29/2015

Evidence of Completion

List of students participating in the Wake Up Club.

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

Administration will create uniform consequences for tardies and absences.

Person Responsible

Jennifer Nzeza

Schedule

Monthly, from 10/1/2014 to 5/1/2015

Evidence of Completion

review of SIP and agenda from meetings.

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

Review attendance data monthly to look for trends.

Person Responsible

Jennifer Nzeza

Schedule

Monthly, from 10/1/2014 to 5/1/2015

Evidence of Completion

attendance reports

G3. Math: Maintain or demonstrate a two-percentage point increase in the percent proficient across Levels 3,4,5 or the equivalent for the new Florida Standard Assessments and/or End of Course Exams. [1]

🔑 G038318

G3.B1 Teachers continuing to align the curriculum map to Florida State Standards and finding resources to meet the needs of the more rigorous standards. [2]

🔑 B091986

G3.B1.S1 Strategic discussions during department meeting time, PLCs, or Team Meetings to discuss how to ensure alignment and sharing of strategies. [4]

🔑 S102893

Strategy Rationale

Action Step 1 [5]

Data and DOK discussions

Person Responsible

Kristin McCombie

Schedule

Monthly, from 9/1/2014 to 5/1/2015

Evidence of Completion

PLC agendas and minutes

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

Record of discussions will be kept for monthly meetings

Person Responsible

Jennifer Nzeza

Schedule

Monthly, from 10/1/2014 to 5/1/2015

Evidence of Completion

List of strategies shared and how they align to standards

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

Classroom observations by administrators

Person Responsible

Stephen Covert

Schedule

Quarterly, from 10/1/2014 to 5/1/2015

Evidence of Completion

Data observed during classroom observations of DI strategies used.

G3.B2 Varied levels of proficiency/use of Differentiated Instructional strategies in classrooms. 2

🔑 B091987

G3.B2.S1 Use the Differentiated Instruction team to train Elementary and Middle/High teachers throughout the year. 4

🔑 S102894

Strategy Rationale

Action Step 1 5

Differentiated Instruction Training - Whole School, DOK Training, and STEM Smart Classrooms of Tomorrow.

Person Responsible

Jennifer Nzeza

Schedule

Monthly, from 9/1/2014 to 5/1/2015

Evidence of Completion

Attendance and increased use of DI strategies in classes

Plan to Monitor Fidelity of Implementation of G3.B2.S1 `6`

Differentiated Instruction Team will Survey Teachers

Person Responsible

Jennifer Nzeza

Schedule

Monthly, from 10/1/2014 to 5/1/2015

Evidence of Completion

Use of teacher feedback will continue to guide the team's mission in providing DI strategies to teachers across content areas.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 `7`

Classroom observations by administrators

Person Responsible

Stephen Covert

Schedule

Quarterly, from 10/1/2014 to 5/1/2015

Evidence of Completion

Data observed during classroom observations of DI strategies used.

G3.B2.S2 Continue to use the knowledge of the Differentiated Team members who are also Math teachers. Presentations at Department Chair, PLC, or Team meetings 4

🔑 S102895

Strategy Rationale

Action Step 1 5

DI Team members will visit different PLCs and/or department meetings and provide strategies related to math instruction.

Person Responsible

tara spielman

Schedule

Monthly, from 10/1/2014 to 5/1/2015

Evidence of Completion

Teachers will share effectiveness of strategies used in classroom.

Plan to Monitor Fidelity of Implementation of G3.B2.S2 6

Differentiated Instruction Team will Survey Teachers

Person Responsible

Jennifer Nzeza

Schedule

Monthly, from 10/1/2014 to 5/1/2015

Evidence of Completion

Use of teacher feedback will continue to guide the team's mission in providing DI strategies to teachers across content areas.

Plan to Monitor Effectiveness of Implementation of G3.B2.S2 `7`

Classroom observations by administrators

Person Responsible

Stephen Covert

Schedule

Quarterly, from 10/1/2014 to 5/1/2015

Evidence of Completion

Data observed during classroom observations of DI strategies used

G3.B3 Students not able to attend the Success Maker morning club. `2`

`B091988`

G3.B3.S1 Students are offered to attend three times per week during their recess time. `4`

`S102896`

Strategy Rationale

Action Step 1 `5`

Success Maker for math

Person Responsible

Lisa Wheatley

Schedule

Daily, from 9/22/2014 to 4/10/2015

Evidence of Completion

Attendance in the sessions and increased scores.

Plan to Monitor Fidelity of Implementation of G3.B3.S1 `6`

Attendance and Student Data

Person Responsible

Lisa Wheatley

Schedule

Weekly, from 9/22/2014 to 4/10/2015

Evidence of Completion

Review student data to see if student progress goals are being met.

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 `7`

Review student data provided by Success Maker

Person Responsible

Lisa Wheatley

Schedule

Weekly, from 9/22/2014 to 4/10/2015

Evidence of Completion

Data will provide evidence of student growth in Math on Success Maker

G4. Reading: Demonstrate a two-percentage point increase for students scoring at Levels 3, 4, or 5 where 90% or more students are currently demonstrating proficiency in reading or the equivalent for the new Florida Standard Assessments. 1

🔍 G038319

G4.B1 Collection of and timely access to formative (benchmark) assessment data; Timely analysis of data; Ability to use the data to drive instruction. 2

🔍 B091989

G4.B1.S1 Meet in PLCs to discuss data when it arrives; share Success Maker and FAIR data with teachers. 4

🔍 S102897

Strategy Rationale

Action Step 1 5

Data analysis during PLCs; data analysis and tracking of Success Maker, FAIR, the use of the FSA Training Tests, DOK and Springboard Trainings (grades 5-11).

Person Responsible

Kristin McCombie

Schedule

Monthly, from 10/1/2014 to 5/1/2015

Evidence of Completion

Charts, graphs, lesson plan ideas, etc.; increased Lexile scores

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

Review student data provided by Success Maker, FAIR, and feedback from the FSA Training Tests.

Person Responsible

Lisa Wheatley

Schedule

Monthly, from 10/1/2014 to 5/1/2015

Evidence of Completion

Review student data to see if student progress goals are being met and used to guide teacher instruction.

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

Classroom Observations

Person Responsible

Stephen Covert

Schedule

Monthly, from 10/1/2014 to 5/1/2015

Evidence of Completion

Data from observations that show teachers are adjusting instruction based on data provided by Success Maker and FAIR.

G4.B2 Attendance in professional development modules online, Book Studies, "Snacks and Strats," and "Make and Takes." `2`

🔑 B091990

G4.B2.S1 "Advertise" the professional development modules and literacy strategies at Faculty Meetings; Hosting an "Open House" the day of the modules; Revamp the focus of Professional Learning Community, Team, and Department meetings to maintain more of an instructional focus by placing a member of these committees on each agenda. `4`

🔑 S102898

Strategy Rationale

Action Step 1 `5`

Attend monthly meetings to discuss ideas, create activities, and review DOK strategies; implement at specific meetings (by grade level), and facilitate discussions.

Person Responsible

Lisa Wheatley

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Increased enrollment in the Professional Development Modules on Blackboard; increased use of strategies in classrooms

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

Participation in professional development opportunities.

Person Responsible

Jennifer Nzeza

Schedule

Monthly, from 10/1/2014 to 5/1/2015

Evidence of Completion

Increased attendance.

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

Literacy Leadership Team will Survey Teachers

Person Responsible

Lisa Wheatley

Schedule

Monthly, from 10/1/2014 to 5/1/2015

Evidence of Completion

Use of teacher feedback will continue to guide the team's mission in providing Literacy strategies to teachers across content areas.

G4.B4 Inability of some students to attend the morning club. [2]

B091992

G4.B4.S1 Offer the same opportunity three times per week during recess time. [4]

S102900

Strategy Rationale

Action Step 1 [5]

Success Maker morning club.

Person Responsible

Lisa Wheatley

Schedule

Weekly, from 9/22/2014 to 4/10/2015

Evidence of Completion

Attendance in sessions and increased Lexile scores.

Plan to Monitor Fidelity of Implementation of G4.B4.S1 [6]

Attendance in the sessions and increased scores.

Person Responsible

Lisa Wheatley

Schedule

Weekly, from 9/22/2014 to 4/10/2015

Evidence of Completion

Review student data to see if student progress goals are being met.

Plan to Monitor Effectiveness of Implementation of G4.B4.S1 `7`

Parent contact

Person Responsible

Lisa Wheatley

Schedule

Weekly, from 9/22/2014 to 4/10/2015

Evidence of Completion

Attendance increases in Success Maker Club

G5. Writing: Maintain or demonstrate a two-percentage point increase in the percent proficient across Levels 3.5 or above. Any subgroup that is 90% or higher must maintain or demonstrate an increase in the percent proficient or the equivalent for the new Florida Standard Assessments Writing Portion of the FSA Reading Score. `1`

🔍 G038320

G5.B1 Implementation of best practices for teaching writing. `2`

🔍 B091993

G5.B1.S1 Utilize Collaborative Learning time to discuss the development of writing elements and analyze writing data; use the FSA Simulation data to guide instruction as it pertains to the new Florida Standards Assessment Writing Test. `4`

🔍 S102901

Strategy Rationale

Action Step 1 `5`

Provide training and information to acclimate teachers to the new FSA Writing Test, practice the FSA Writing Simulation, and Springboard trainings (grades 5-11).

Person Responsible

Jennifer Nzeza

Schedule

Monthly, from 10/1/2014 to 2/27/2015

Evidence of Completion

Teachers will share data from formal and informal writing assessments.

Plan to Monitor Fidelity of Implementation of G5.B1.S1 `6`

Record of discussions will be kept for monthly meetings

Person Responsible

Jennifer Nzeza

Schedule

Monthly, from 10/1/2014 to 5/1/2015

Evidence of Completion

List of strategies shared and how they align to new FSA Writing Test

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 `7`

Classroom observations by administrators

Person Responsible

Stephen Covert

Schedule

Monthly, from 10/1/2014 to 5/1/2015

Evidence of Completion

Data observed during classroom observations of writing instruction and its alignment to new standards and assessment.

G6. Civics: Demonstrate at least a two-percentage point increase in the percent proficient when students score less than 90% at Levels 1, 2, or 3 on the End of Course Exam with a focus on reading skills based on past state and district reading data. 1

🔍 G038321

G6.B1 Receiving timely access to formative (benchmark) assessment given by the district; Timely analysis of data; Ability to use the data to drive instruction 2

🔍 B091994

G6.B1.S1 Meet in PLCs to discuss past reading data and how it can be used to increase Civics EOC scores. 4

🔍 S102902

Strategy Rationale

Action Step 1 5

Analyze reading Data and determine its relation to increasing Civics EOC scores

Person Responsible

Kristin McCombie

Schedule

Monthly, from 10/1/2014 to 5/1/2015

Evidence of Completion

Review student data to see if student progress goals are being met and used to guide teacher instruction.

Plan to Monitor Fidelity of Implementation of G6.B1.S1 6

Review student data to see if student progress goals are being met and used to guide teacher instruction.

Person Responsible

Kristin McCombie

Schedule

Monthly, from 10/1/2014 to 5/1/2015

Evidence of Completion

Use reading data to guide teacher instruction in Civics as it pertains to the specific content area.

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 `7`

Classroom observations by administrators

Person Responsible

Stephen Covert

Schedule

Quarterly, from 10/1/2014 to 5/29/2015

Evidence of Completion

Data observed during classroom observations of content area reading instruction and its alignment to new standards and assessment.

G7. Science: Demonstrate a minimum four-percentage point increase for all student subgroups when less than 80% are currently demonstrating proficiency across Levels 3,4,5 and/or End of Course Exams or a two-percentage point increase in the percent proficient across Levels 3, 4, 5 above 80%. `1`

🔍 G038322

G7.B1 Varied use of Differentiated Instruction strategies in classrooms. `2`

🔍 B091995

G7.B1.S1 Focus discussions at PLC, Team meeting, and/or Department meeting times to focus on implementing differentiated strategies within the science classroom. `4`

🔍 S102903

Strategy Rationale

Action Step 1 `5`

Provide Differentiated Instruction Activities to Science teachers

Person Responsible

Stacey Chaillou

Schedule

Monthly, from 10/1/2014 to 5/1/2015

Evidence of Completion

Teachers will share strategies used in their lessons and their effectiveness as related to students understanding of content area benchmarks.

Plan to Monitor Fidelity of Implementation of G7.B1.S1 `6`

Record of discussions will be kept for monthly meetings

Person Responsible

Kristin McCombie

Schedule

Monthly, from 10/1/2014 to 5/1/2015

Evidence of Completion

List of strategies shared and how they align to standards

Plan to Monitor Effectiveness of Implementation of G7.B1.S1 `7`

Classroom observations by administrators

Person Responsible

Stephen Covert

Schedule

Monthly, from 10/1/2014 to 5/1/2015

Evidence of Completion

Data observed during classroom observations of DI strategies used.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Professional development will be provided in relation to new state standards.	Nzeza, Jennifer	9/11/2014	Student success on standardized assessments.	4/16/2015 semiannually
G2.B1.S1.A1	Attendance secretary provides attendance data daily for teachers to review.	Nzeza, Jennifer	10/1/2014	Teachers will have access to and utilize the daily report of student absences.	5/1/2015 daily
G3.B1.S1.A1	Data and DOK discussions	McCombie, Kristin	9/1/2014	PLC agendas and minutes	5/1/2015 monthly
G3.B2.S1.A1	Differentiated Instruction Training - Whole School, DOK Training, and STEM Smart Classrooms of Tomorrow.	Nzeza, Jennifer	9/1/2014	Attendance and increased use of DI strategies in classes	5/1/2015 monthly
G3.B3.S1.A1	Success Maker for math	Wheatley, Lisa	9/22/2014	Attendance in the sessions and increased scores.	4/10/2015 daily
G4.B1.S1.A1	Data analysis during PLCs; data analysis and tracking of Success Maker, FAIR, the use of the FSA	McCombie, Kristin	10/1/2014	Charts, graphs, lesson plan ideas, etc.; increased Lexile scores	5/1/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	Training Tests, DOK and Springboard Trainings (grades 5-11).				
G4.B2.S1.A1	Attend monthly meetings to discuss ideas, create activities, and review DOK strategies; implement at specific meetings (by grade level), and facilitate discussions.	Wheatley, Lisa	9/1/2014	Increased enrollment in the Professional Development Modules on Blackboard; increased use of strategies in classrooms	5/29/2015 monthly
G4.B4.S1.A1	Success Maker morning club.	Wheatley, Lisa	9/22/2014	Attendance in sessions and increased Lexile scores.	4/10/2015 weekly
G5.B1.S1.A1	Provide training and information to acclimate teachers to the new FSA Writing Test, practice the FSA Writing Simulation, and Springboard trainings (grades 5-11).	Nzeza, Jennifer	10/1/2014	Teachers will share data from formal and informal writing assessments.	2/27/2015 monthly
G3.B2.S2.A1	DI Team members will visit different PLCs and/or department meetings and provide strategies related to math instruction.	spielman, tara	10/1/2014	Teachers will share effectiveness of strategies used in classroom.	5/1/2015 monthly
G7.B1.S1.A1	Provide Differentiated Instruction Activities to Science teachers	Chaillou , Stacey	10/1/2014	Teachers will share strategies used in their lessons and their effectiveness as related to students understanding of content area benchmarks.	5/1/2015 monthly
G6.B1.S1.A1	Analyze reading Data and determine its relation to increasing Civics EOC scores	McCombie, Kristin	10/1/2014	Review student data to see if student progress goals are being met and used to guide teacher instruction.	5/1/2015 monthly
G2.B1.S1.A2	Administration will address consistency in consequences during AP PLC.	Nzeza, Jennifer	10/1/2014	Administrative PLC meeting log notes.	5/29/2015 quarterly
G2.B1.S1.A3	Increased involvement by guidance counselors at all levels.	Nzeza, Jennifer	10/1/2014	Parent and/or student contact information regarding tardies and unexcused absences.	5/29/2015 quarterly
G2.B1.S1.A4	Students with chronic tardies or absences will be part of the Wake Up Club.	Nzeza, Jennifer	10/1/2014	List of students participating in the Wake Up Club.	5/29/2015 quarterly
G1.MA1	Summative and formative student assessment data.	Nzeza, Jennifer	9/11/2014	Summative and formative assessment data will be used to reveal student success with new standards.	4/16/2015 semiannually
G1.B1.S1.MA1	Monitor the use and effectiveness of Naviance in the college preparatory and selection process.	Bergman, Lance	10/1/2014	Student use of Naviance to apply to colleges and prepare for entrance exams.	5/29/2015 weekly
G1.B1.S1.MA1	12th Grade students meet with College and Career Counselor at least once a semester to review plan.	Bergman, Lance	10/1/2014	Information provided on Naviance.	5/29/2015 semiannually
G1.B1.S1.MA3	Students participate in Externship program exploring possible career opportunities post high school.	Moyer, Lori	8/18/2014	Attendance in program and feedback from employers.	5/29/2015 weekly
G1.B1.S1.MA4	Students participate in AP program to enhance preparation for college.	Nzeza, Jennifer	8/18/2014	AP test results provide information on student readiness for collegiate coursework and guide teacher instructional strategies to continue preparing students for college.	5/29/2015 daily
G2.MA1	Attendance Secretary will monitor attendance more closely with feedback from teachers.	Nzeza, Jennifer	10/1/2014	Improved attendance for grades 10-12	5/1/2015 daily
G2.B1.S1.MA1	Review attendance data monthly to look for trends.	Nzeza, Jennifer	10/1/2014	attendance reports	5/1/2015 monthly
G2.B1.S1.MA1	Administration will create uniform consequences for tardies and absences.	Nzeza, Jennifer	10/1/2014	review of SIP and agenda from meetings.	5/1/2015 monthly
G3.MA1	Data reports including state, district and teacher-created common assessments,	McCombie, Kristin	9/1/2014	Increased proficiency on state and district math assessments; Increased	5/1/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	chapter tests, running records, portfolios, Success Maker, FAIR, and/or EOC assessments; attendance in Morning club and small group sessions.			scores on chapter or teacher-made assessments	
G3.B1.S1.MA1	Classroom observations by administrators	Covert, Stephen	10/1/2014	Data observed during classroom observations of DI strategies used.	5/1/2015 quarterly
G3.B1.S1.MA1	Record of discussions will be kept for monthly meetings	Nzeza, Jennifer	10/1/2014	List of strategies shared and how they align to standards	5/1/2015 monthly
G3.B2.S1.MA1	Classroom observations by administrators	Covert, Stephen	10/1/2014	Data observed during classroom observations of DI strategies used.	5/1/2015 quarterly
G3.B2.S1.MA1	Differentiated Instruction Team will Survey Teachers	Nzeza, Jennifer	10/1/2014	Use of teacher feedback will continue to guide the team's mission in providing DI strategies to teachers across content areas.	5/1/2015 monthly
G3.B3.S1.MA1	Review student data provided by Success Maker	Wheatley, Lisa	9/22/2014	Data will provide evidence of student growth in Math on Success Maker	4/10/2015 weekly
G3.B3.S1.MA1	Attendance and Student Data	Wheatley, Lisa	9/22/2014	Review student data to see if student progress goals are being met.	4/10/2015 weekly
G3.B2.S2.MA1	Classroom observations by administrators	Covert, Stephen	10/1/2014	Data observed during classroom observations of DI strategies used	5/1/2015 quarterly
G3.B2.S2.MA1	Differentiated Instruction Team will Survey Teachers	Nzeza, Jennifer	10/1/2014	Use of teacher feedback will continue to guide the team's mission in providing DI strategies to teachers across content areas.	5/1/2015 monthly
G4.MA1	Benchmark assessments, EOC and FCAT data, FAIR, Success Maker, classroom formative and summative assessment data	McCombie, Kristin	9/1/2014	Increased scores on formative and summative classroom assessments;	5/1/2015 monthly
G4.B1.S1.MA1	Classroom Observations	Covert, Stephen	10/1/2014	Data from observations that show teachers are adjusting instruction based on data provided by Success Maker and FAIR.	5/1/2015 monthly
G4.B1.S1.MA1	Review student data provided by Success Maker, FAIR, and feedback from the FSA Training Tests.	Wheatley, Lisa	10/1/2014	Review student data to see if student progress goals are being met and used to guide teacher instruction.	5/1/2015 monthly
G4.B2.S1.MA1	Literacy Leadership Team will Survey Teachers	Wheatley, Lisa	10/1/2014	Use of teacher feedback will continue to guide the team's mission in providing Literacy strategies to teachers across content areas.	5/1/2015 monthly
G4.B2.S1.MA1	Participation in professional development opportunities.	Nzeza, Jennifer	10/1/2014	Increased attendance.	5/1/2015 monthly
G4.B4.S1.MA1	Parent contact	Wheatley, Lisa	9/22/2014	Attendance increases in Success Maker Club	4/10/2015 weekly
G4.B4.S1.MA1	Attendance in the sessions and increased scores.	Wheatley, Lisa	9/22/2014	Review student data to see if student progress goals are being met.	4/10/2015 weekly
G5.MA1	Benchmark assessments/Writing Simulation, classroom formative and summative assessment data	McCombie, Kristin	9/1/2014	classroom formative and summative assessment data	5/1/2015 monthly
G5.B1.S1.MA1	Classroom observations by administrators	Covert, Stephen	10/1/2014	Data observed during classroom observations of writing instruction and its alignment to new standards and assessment.	5/1/2015 monthly
G5.B1.S1.MA1	Record of discussions will be kept for monthly meetings	Nzeza, Jennifer	10/1/2014	List of strategies shared and how they align to new FSA Writing Test	5/1/2015 monthly
G6.MA1	classroom formative and summative assessment data and district Benchmark assessments	McCombie, Kristin	9/1/2014	Performance on Benchmark Assessments & EOC	5/1/2015 monthly
G6.B1.S1.MA1	Classroom observations by administrators	Covert, Stephen	10/1/2014	Data observed during classroom observations of content area reading	5/29/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				instruction and its alignment to new standards and assessment.	
G6.B1.S1.MA1	Review student data to see if student progress goals are being met and used to guide teacher instruction.	McCombie, Kristin	10/1/2014	Use reading data to guide teacher instruction in Civics as it pertains to the specific content area.	5/1/2015 monthly
G7.MA1	classroom formative and summative assessment data and Benchmark Assessment Data	McCombie, Kristin	9/1/2014	Performance on FCAT Science and District EOC	5/1/2015 monthly
G7.B1.S1.MA1	Classroom observations by administrators	Covert, Stephen	10/1/2014	Data observed during classroom observations of DI strategies used.	5/1/2015 monthly
G7.B1.S1.MA1	Record of discussions will be kept for monthly meetings	McCombie, Kristin	10/1/2014	List of strategies shared and how they align to standards	5/1/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G3. Math: Maintain or demonstrate a two-percentage point increase in the percent proficient across Levels 3,4,5 or the equivalent for the new Florida Standard Assessments and/or End of Course Exams.

G3.B2 Varied levels of proficiency/use of Differentiated Instructional strategies in classrooms.

G3.B2.S1 Use the Differentiated Instruction team to train Elementary and Middle/High teachers throughout the year.

PD Opportunity 1

Differentiated Instruction Training - Whole School, DOK Training, and STEM Smart Classrooms of Tomorrow.

Facilitator

Differentiated Instruction Team

Participants

PV teachers

Schedule

Monthly, from 9/1/2014 to 5/1/2015

G4. Reading: Demonstrate a two-percentage point increase for students scoring at Levels 3, 4, or 5 where 90% or more students are currently demonstrating proficiency in reading or the equivalent for the new Florida Standard Assessments.

G4.B2 Attendance in professional development modules online, Book Studies, "Snacks and Strats," and "Make and Takes."

G4.B2.S1 "Advertise" the professional development modules and literacy strategies at Faculty Meetings; Hosting an "Open House" the day of the modules; Revamp the focus of Professional Learning Community, Team, and Department meetings to maintain more of an instructional focus by placing a member of these committees on each agenda.

PD Opportunity 1

Attend monthly meetings to discuss ideas, create activities, and review DOK strategies; implement at specific meetings (by grade level), and facilitate discussions.

Facilitator

Literacy Team Module Facilitators

Participants

Pine View teachers

Schedule

Monthly, from 9/1/2014 to 5/29/2015

G5. Writing: Maintain or demonstrate a two-percentage point increase in the percent proficient across Levels 3.5 or above. Any subgroup that is 90% or higher must maintain or demonstrate an increase in the percent proficient or the equivalent for the new Florida Standard Assessments Writing Portion of the FSA Reading Score.

G5.B1 Implementation of best practices for teaching writing.

G5.B1.S1 Utilize Collaborative Learning time to discuss the development of writing elements and analyze writing data; use the FSA Simulation data to guide instruction as it pertains to the new Florida Standards Assessment Writing Test.

PD Opportunity 1

Provide training and information to acclimate teachers to the new FSA Writing Test, practice the FSA Writing Simulation, and Springboard trainings (grades 5-11).

Facilitator

Jen Nzeza

Participants

ELA Teachers Grades 4-11

Schedule

Monthly, from 10/1/2014 to 2/27/2015

Technical Assistance Items

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

G3. Math: Maintain or demonstrate a two-percentage point increase in the percent proficient across Levels 3,4,5 or the equivalent for the new Florida Standard Assessments and/or End of Course Exams.

G3.B1 Teachers continuing to align the curriculum map to Florida State Standards and finding resources to meet the needs of the more rigorous standards.

G3.B1.S1 Strategic discussions during department meeting time, PLCs, or Team Meetings to discuss how to ensure alignment and sharing of strategies.

PD Opportunity 1

Data and DOK discussions

Facilitator

Department Chairs

Participants

Teachers

Schedule

Monthly, from 9/1/2014 to 5/1/2015

G4. Reading: Demonstrate a two-percentage point increase for students scoring at Levels 3, 4, or 5 where 90% or more students are currently demonstrating proficiency in reading or the equivalent for the new Florida Standard Assessments.

G4.B1 Collection of and timely access to formative (benchmark) assessment data; Timely analysis of data; Ability to use the data to drive instruction.

G4.B1.S1 Meet in PLCs to discuss data when it arrives; share Success Maker and FAIR data with teachers.

PD Opportunity 1

Data analysis during PLCs; data analysis and tracking of Success Maker, FAIR, the use of the FSA Training Tests, DOK and Springboard Trainings (grades 5-11).

Facilitator

PLC Leaders

Participants

Teachers

Schedule

Monthly, from 10/1/2014 to 5/1/2015

Budget Rollup

Summary	
Description	**Total**
Goal 1: 100% of Pine View students are college ready upon graduation from high school.	500
Goal 2: Increase attendance rate and decrease tardy rates in grades 10-12.	1,500
Goal 3: Math: Maintain or demonstrate a two-percentage point increase in the percent proficient across Levels 3,4,5 or the equivalent for the new Florida Standard Assessments and/or End of Course Exams.	3,850
Goal 4: Reading: Demonstrate a two-percentage point increase for students scoring at Levels 3, 4, or 5 where 90% or more students are currently demonstrating proficiency in reading or the equivalent for the new Florida Standard Assessments.	700
Goal 5: Writing: Maintain or demonstrate a two-percentage point increase in the percent proficient across Levels 3.5 or above. Any subgroup that is 90% or higher must maintain or demonstrate an increase in the percent proficient or the equivalent for the new Florida Standard Assessments Writing Portion of the FSA Reading Score.	1,000
Goal 6: Civics: Demonstrate at least a two-percentage point increase in the percent proficient when students score less than 90% at Levels 1, 2, or 3 on the End of Course Exam with a focus on reading skills based on past state and district reading data.	100
Goal 7: Science: Demonstrate a minimum four-percentage point increase for all student subgroups when less than 80% are currently demonstrating proficiency across Levels 3,4,5 and/or End of Course Exams or a two-percentage point increase in the percent proficient across Levels 3, 4, 5 above 80%.	100
Grand Total	**7,750**

Goal 1: 100% of Pine View students are college ready upon graduation from high school.		
Description	**Source**	**Total**
B1.S1.A1	General Fund	500
Total Goal 1		**500**

Goal 2: Increase attendance rate and decrease tardy rates in grades 10-12.		
Description	**Source**	**Total**
B1.S1.A1	General Fund	250
B1.S1.A2	General Fund	250
B1.S1.A3	Title II	500
B1.S1.A4	General Fund	500
Total Goal 2		**1,500**

Goal 3: Math: Maintain or demonstrate a two-percentage point increase in the percent proficient across Levels 3,4,5 or the equivalent for the new Florida Standard Assessments and/or End of Course Exams.		
Description	**Source**	**Total**
B1.S1.A1	General Fund	100
B2.S1.A1	Title II	2,500
B2.S2.A1	General Fund	250

Goal 3: Math: Maintain or demonstrate a two-percentage point increase in the percent proficient across Levels 3,4,5 or the equivalent for the new Florida Standard Assessments and/or End of Course Exams.

Description	Source	Total
B3.S1.A1	General Fund	1,000
Total Goal 3		**3,850**

Goal 4: Reading: Demonstrate a two-percentage point increase for students scoring at Levels 3, 4, or 5 where 90% or more students are currently demonstrating proficiency in reading or the equivalent for the new Florida Standard Assessments.

Description	Source	Total
B1.S1.A1	General Fund	100
B2.S1.A1	General Fund	500
B4.S1.A1	General Fund	100
Total Goal 4		**700**

Goal 5: Writing: Maintain or demonstrate a two-percentage point increase in the percent proficient across Levels 3.5 or above. Any subgroup that is 90% or higher must maintain or demonstrate an increase in the percent proficient or the equivalent for the new Florida Standard Assessments Writing Portion of the FSA Reading Score.

Description	Source	Total
B1.S1.A1	General Fund	1,000
Total Goal 5		**1,000**

Goal 6: Civics: Demonstrate at least a two-percentage point increase in the percent proficient when students score less than 90% at Levels 1, 2, or 3 on the End of Course Exam with a focus on reading skills based on past state and district reading data.

Description	Source	Total
B1.S1.A1	General Fund	100
Total Goal 6		**100**

Goal 7: Science: Demonstrate a minimum four-percentage point increase for all student subgroups when less than 80% are currently demonstrating proficiency across Levels 3,4,5 and/or End of Course Exams or a two-percentage point increase in the percent proficient across Levels 3, 4, 5 above 80%.

Description	Source	Total
B1.S1.A1	General Fund	100
Total Goal 7		**100**