

Pine Villa Elementary School



2014-15 School Improvement Plan

Pine Villa Elementary School

21799 SW 117TH CT, Miami, FL 33170

<http://pinevilla.dadeschools.net/>

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
99%

Alternative/ESE Center
No

Charter School
No

Minority
99%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	B	F	D	C

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	18
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	22
Appendix 1: Implementation Timeline	36
Appendix 2: Professional Development and Technical Assistance Outlines	38
Professional Development Opportunities	39
Technical Assistance Items	42
Appendix 3: Budget to Support Goals	43

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
Monitoring Only	5	Gayle Sitter
Former F	Turnaround Status	
Yes		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our mission is to encourage an open, honest and positive climate comprised of passionate stakeholders. Through collaboration and support we will empower each other with the common purpose of unleashing every child's potential to be successful lifelong learners in a digital society.

Provide the school's vision statement

Through the passion and commitment of our stakeholders, we will collaboratively work together to build a school culture that will empower our teacher quality, accelerate curricular expertise and promote shared sustained leadership which will foster lifelong student success.

School Environment

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

Pine Villa Elementary School provides the families of our students with numerous activities and events throughout the school year in an effort to learn about our students' cultures and to build a bridge between the school and the home. Each month, Parent Academy meetings are held at our school site to assist our parents in learning about all the necessary tools available to ensure the academic success of our students. Parent-teacher conferences are held during the nine week grading period to keep our parents abreast of the progress of their child. All cultures are celebrated during the school year through interactive and creative activities. Our parents are encouraged to volunteer at the school through our volunteer program. It is our goal to foster a bond with our community that will build our students academically, emotionally and socially.

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

The students of Pine Villa Elementary feel safe on our campus. Our campus is a closed campus and is monitored by the security staff throughout the day. Each morning the students are greeted as they enter the building for breakfast. Only the students of Pine Villa Elementary are allowed in the cafeteria. Parents and other visitors are only allowed in the Main Office after they have signed in at the security desk. The students are transported to their classes by the Assistant Principal, the head of the security team and other key staff members monitor the corridors until the late bell commences the start of the instructional day. There is security on site at all times during the day, before school and after school. Before school and after school programs are offered to the students to promote their healthy development. During the school day, the classroom teachers promote the use of the students opinions during classroom discussions and learning opportunities. The students of Pine Villa Elementary are encouraged to use their voice as a powerful tool.

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

Pine Villa Elementary is a Positive Behavior Support (PBS) School that implements a systematic school wide behavior plan. Students across grade-levels are provided with the same rewards and

consequences in order to promote a positive learning environment. In addition to the unified classroom management system, the school also uses a point tracking system to implement PBS. In order to provide behavioral incentives to all students, the school has created a "Ramsmart" store where students can redeem their behavior points for store items on a weekly basis. As a result of using the PBS and the point monitoring system, an increase in positive behavior has been noted.

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

The students of Pine Villa Elementary receive counseling services through outside support programs as well as on site counseling that exists for the students that are in need of individual counseling. Such programs as the 5000 Role Models and DARE are being implemented this school year through a partnership with the community leaders and our school police. Through RTi B and our Positive Behavior System, the students needs are met through tailored counseling services.

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

Students who are identified as exhibiting a pattern of truancy will be referred to the Schools Support Team and the RTi Team. The team will meet with the teachers on a monthly basis to monitor attendance, academic progress, and behavioral patterns. Adjustments to student interventions will be made at such time. Parent conferences will be held by the school administrator for all students in danger of being retained. Through the Positive Behavior System, an alternative to suspensions plan was developed.

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
	K	1	2	3	4	5	
Attendance below 90 percent	18	12	9	16	3	10	68
One or more suspensions	0	0	0	2	0	0	2
Course failure in ELA or Math	17	21	11	13	4	10	76
Level 1 on statewide assessment	0	0	0	29	15	30	74

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	10	9	6	7	2	3	37

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

The students are provided with counseling services by support staff personnel and are monitored on a weekly basis. The parents of the students are informed and are invited to attend counseling meetings and conferences with the classroom teacher and administration. Home visit will occur when

needed and the school social worker will be deployed. The areas of concern are addressed and monitored to ensure students are in attendance and that satisfactory progress is being made.

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?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/226709>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

Pine Villa Elementary collaborates with the local community coalition. The administrative team attends the monthly meetings. Many of the local leaders attend the monthly community meetings where the needs of the school are addressed. A report on the school's activities and achievements are shared with the stakeholders. The community has donated resources to the school. Such resources include, school uniforms, school supplies and paper goods.

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
Lee, Renita	Principal
Wood, Kim	Assistant Principal

Duties

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

School Site Administrators: Renita Lee, Principal and Kim Wood, Assistant Principal
Facilitates the establishment of the Multi-Tiered Support System/ RtI team; actively leads the data analysis process; creates a culture of data-based decision making and continuous improvement; provides and ensures program fidelity; plans school-wide professional development based on data analysis of staff; directs reading coach and teachers to collaborate with parents in building understanding, trust, and support.

Instructional Coaches: Reading, Math: Tahirah Jackson /Reading Coach and Bryan Sharpe /Math

Coach

Coordinates the screening/progress monitoring of the students in the school; collaboratively analyzes data; supports teachers in implementing interventions prescribed for their students; assist in establishing small group instruction and interventions for identified students; assist in the whole school screening programs that provide early intervening services for children to be considered “at risk”; participates in the design and delivery of professional development; provides support for assessment and implementation monitoring.

School Psychologists : Astrid Schutt-aine

Actively participates in the analysis of data at the school, grade, classroom, and student level; coordinates the collection of ongoing Progress Monitoring (OPM) data of at risk students; monitors the effectiveness of interventions using progress monitoring and ongoing progress monitoring data; coordinates the administration and analysis of diagnostic assessments.

General Education Teacher; Classroom Teachers

Conducts and collects data from students; examines on-going progress monitoring; analyzes data and uses the data for classroom planning; consults with the ST2 team members to discuss data and guide classroom instruction and interventions; provides appropriate interventions

Interventionists:

Conducts and collects Progress Monitoring and Ongoing Progress Monitoring data; makes recommendations to MTSS/RtI team regarding changing student needs based on Ongoing Progress Monitoring data; works with identified at-risk students to deliver small group interventions using Voyager Passport Florida; Participates in skills building professional development; conducts progress monitoring and on-going progress monitoring.

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 Multi-Tiered Support System (MTSS)/Response to Intervention (RtI) Leadership Team examines issues and concerns through an ongoing, systematic examination of data with the goal of impacting student achievement, attendance, literacy and student social/emotional well being. The MTSS Leadership Team emphasizes the use of ongoing progress monitoring and focused interventions to target learning that meets the specific instructional needs of the students. The model provides an effective mechanism using data to identify student needs and promptly deliver student interventions as identified in the Response to Intervention Plan.

Title I, Part A

Services are provided to ensure students requiring additional remediation. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk;” assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation. Other components that are integrated into the school wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students. RtI schools are provided with the support from a Professional Development Curriculum Support Specialist which is funded from Title I, part A funds.

Title I, Part C- Migrant

The school provides services and support to migrant students and parents. The District Migrant

liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met.

Title I, Part D

N/A

Title II

N/A

Title III

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and immigrant students by providing funds to implement an after school tutorial program. Title III funds are also used to purchase supplemental materials.

Title VI, Part B – N/A

Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

The school offers non-violence and anti-drug programs to students such as Youth Crime Watch, DARE, Anti-Bullying Program, and a Character Building Program that incorporate community service and counseling.

Nutrition Programs

- 1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness.

Housing Programs - N/A

Head Start

Head Start programs are co-located in several Title I schools and/or communities. Pine Villa Elementary School houses Head Start at the Issac A. Withers Center. Joint activities, including professional development and transition processes are shared.

Adult Education
 N/A

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Renita Lee	Principal
Ollie Mike	Teacher
Gary McKenzie	Teacher
Vinnie Simpson	Education Support Employee
Maria Perez	Parent
Maria Paz	Parent
Ana Olguin	Teacher
Allison McMillon	Education Support Employee
Maria Munoz	Parent
Anna Harris	Teacher
Carmen Flores	Parent
Paul Lanier	Parent
Bianca Castillo	Student
Jaylen Lanier	Student
Teresa Wong	Business/Community
John Laskis	Business/Community
Lawanda Williams	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 of 2013 - 2014 was reviewed by the School Advisory Council. The council reviewed the data to determine if the targets were met. Suggestions were made to improve upon attendance incentives. The team came to a consensus that the goals were met and a discussion on improvements for the upcoming school year took place.

Development of this school improvement plan

The School Advisory Council involved all stakeholders in the development of the School Improvement Plan. This included topics relative to the core academic areas, parental involvement, attendance, budget, professional development training, instructional materials, student support services and ongoing monitoring of the school improvement plan were addressed. Additionally the School Advisory Council will provide the final approval of the School Improvement Plan at the next scheduled meeting.

Preparation of the school's annual budget and plan

The school improvement funds through the SAC will be used to support the school positive behavior plan, educational field trips and to increase school attendance through incentives.

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

The School Advisory Council plans to budget some of the funds for academic student incentives, classroom libraries and student rewards.

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
Lee, Renita	Principal
Wood, Kim	Assistant Principal
Jackson, Tahirah	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

In order to create capacity of reading knowledge within the school building, teachers and students alike must be excited about literacy. The team will discuss the implementation of the following activities: conducting daily read out loud in all content area classes, conducting monthly mini-workshops during faculty meetings or on professional development days, forming study groups, researching strategies to address concerns, providing materials and resources to promote literacy, and providing incentives to promote reading programs. Additionally, in order to improve literacy in the school, a focus on vocabulary words will be targeted. Students will learn key vocabulary words that will be addressed school wide in order to enhance prior knowledge and ultimately assist students with comprehension. Students in third through fifth grade will participate in novel based instruction in order to increase literature awareness and build comprehension skills.

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

The teachers of Pine Villa Elementary School work collaboratively during common planning with the support of the instructional coaches to develop lesson plans, unwrap benchmarks and implement an instructional framework. Differentiated Instruction is planned for in a collegial manner. Each grade level and subject area maintains a partnership in the development of the best practices of content delivery.

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

Through District hosted recruitment events and postings on the Human Resource website, we plan to recruit and retain highly qualified instructional personnel that will effectively prepare our students to be successful life-long learners. All newly recruited teachers will be mentored by a veteran classroom instructor. The school site will provide opportunities for ongoing job embedded professional learning communities that will promote collegial discourse and active participation in the implementation of the instructional best practices. The methodology of the Coaching Cycle will be utilized to ensure the development of our teachers.

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

Teachers with less than five years' experience are paired up with a mentor teacher within the same Grade Level or Department. Some of the mentoring activities include Common Planning Sessions, Side-by-Side Coaching, Classroom Walkthroughs and Note Taking/Note Making sessions.

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

In an effort to ensure that the instructional programs and materials are aligned to the Florida standards, the teachers utilize the District's instructional pacing guide as the foundation of their lesson plans. The District's pacing guide is adhered to with fidelity. All instructional materials are aligned to the Florida Standards.

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

Pine Villa Elementary follows the District's testing calendar which includes Interim Assessment, the Fair-FS Assessment, the STAR Assessment as well as school based assessments to monitor the students progress through data analysis. The students are placed in groups according to level. Students are remediated, re-taught or provided with enrichment opportunities. Additionally, students not achieving on grade level are placed in a intervention group where additional support is provided.

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: Before School Program

Minutes added to school year: 10,800

An intervention program is provided for all students in grades K-5. In order for the school to increase the amount and quality of learning time while maintaining an enriched and accelerated curriculum, the following will be implemented as extended learning opportunities:

1. After School Tutoring
2. Before School Tutoring
3. Teacher Push-In Collaboration during Differentiated Instruction
4. Pull-Out Tutoring

Strategy Rationale

Students needing additional Reading support will receive an additional thirty minutes of Reading Intervention each day. Tutoring sessions are offered to further assist in giving the student an opportunity to meet the Florida Standards.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Wood, Kim, woodk1@dadeschools.net

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

Data in the areas of Behavior, Reading, Writing, Math, and Science is collected on a monthly basis. Data is reported to the school Principal by the Instructional Coaches. The data is disaggregated through Data Chats conducted by the School Principal.

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

Pine Villa Elementary School has one VPK classroom. To facilitate the transition from Pre-School to Kindergarten, Pine Villa Elementary provides helpful resources to introduce parents to the school and Kindergarten programs. These resources contain information pertaining to the Kindergarten program as well as ways to prepare children for Kindergarten. Reading and Math activities are part of the resources in order to prepare children for basic skills needed in Kindergarten. These resources are given to area Head Start Programs and Day Care Centers for distribution to parents of upcoming Kindergarten students. In addition, in order to facilitate the transition into Kindergarten, the Isaac Wither Head Start classes visit Pine Villa Elementary School two times during the school year. These visits consist of the students experiencing a day in Kindergarten. The incoming students interact with the teachers and students while learning the Kindergarten routine including lunch and lessons covering all areas of the curriculum. Once the students enter Kindergarten, they will be screened for Kindergarten readiness in Reading and Math. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core Kindergarten academic instruction includes daily explicit

instruction, modeling, guided practice and independent practice of all academic skills provided by screening data. Screening tools will be re-administered mid-year and at the end of the year in order to determine student learning gains and if changes need to be made to the instructional and/or intervention programs.

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

N/A

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

N/A

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

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** To increase student achievement by improving core instruction in all content areas.
- G2.** To improve students attendance across all grade levels.
- G3.** To increase the opportunities for students to participate in STEM related experiences.
- G4.** See Title 1 PIP

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. To increase student achievement by improving core instruction in all content areas. 1a

G048285

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	55.0
AMO Math - All Students	58.0
FCAT 2.0 Science Proficiency	65.0

Resources Available to Support the Goal 2

- McGraw-Hill Wonders Reading/WonderWorks, ELA Pacing Guides, Florida Language Arts Standards, Item Specifications, Imagine Learning, MyOn Reader and iReady.
- Mathematics Florida Standards, Item Specifications, Pacing Guides, and Go Math Florida.
- Pacing Guides, FCAT Item Specifications, Essential Labs, JJ BootCamp, Discovery Education, Explore Learning GIZMO, CER Tasks

Targeted Barriers to Achieving the Goal 3

- There is limited understanding of how to align instruction to the Language Arts Florida Standards.
- There is a limited understanding of how to align instruction to the Math Florida Standards.
- There is inconsistent use of the Science Next Generation Sunshine State Standards (NGSSS) to ensure standards based instruction is aligned to the cognitive complexity of the standard.

Plan to Monitor Progress Toward G1. 8

Data that is derived from weekly assessments and District Interim assessments will be used to determine the level of success in increasing the core instruction.

Person Responsible

Renita Lee

Schedule

Weekly, from 9/3/2014 to 6/3/2015

Evidence of Completion

Student weekly assessment results and the Interim data

G2. To improve students attendance across all grade levels. 1a

G050392

Targets Supported 1b

Indicator	Annual Target
Attendance rate	97.0

Resources Available to Support the Goal 2

- Registrar, Community Involvement Specialist, Classroom Teachers and Parents

Targeted Barriers to Achieving the Goal 3

- A lack of understanding of the importance of daily school attendance.

Plan to Monitor Progress Toward G2. 8

The daily attendance rate will be monitored

Person Responsible

Renita Lee

Schedule

Weekly, from 9/8/2014 to 6/3/2015

Evidence of Completion

The rate of attendance

G3. To increase the opportunities for students to participate in STEM related experiences. 1a

G050427

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	65.0
AMO Math - All Students	58.0

Resources Available to Support the Goal 2

- Lab materials, inquiry based labs. classroom teacher, instructional coach, sponsors, funds for field trips and competitions.

Targeted Barriers to Achieving the Goal 3

- A low level of student participation in STEM activities.

Plan to Monitor Progress Toward G3. 8

Weekly assessments and District Interim Assessments

Person Responsible

Kim Wood

Schedule

Weekly, from 10/31/2014 to 6/3/2015

Evidence of Completion

student data

G4. See Title 1 PIP 1a

G050817

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

Targeted Barriers to Achieving the Goal 3

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. To increase student achievement by improving core instruction in all content areas. **1**

 G048285

G1.B1 There is limited understanding of how to align instruction to the Language Arts Florida Standards. **2**

 B120382

G1.B1.S1 Plan for and deliver instruction that is based on standards and/or specific course benchmarks. **4**

 S132265

Strategy Rationale

To provide students with the opportunity to experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths based on the benchmarks

Action Step 1 **5**

Provide Professional Development on effective standard based planning that will include the use of higher order thinking questions that are aligned to the LAFS.

Person Responsible

Tahirah Jackson

Schedule

On 11/5/2014

Evidence of Completion

Lesson Plans, Coaches Log, Agenda and Classroom Observations

Action Step 2 5

Participate in weekly planning sessions with the Literacy Instructional Coach that include the use of higher order thinking questions that are aligned to the LAFS.

Person Responsible

Tahirah Jackson

Schedule

Weekly, from 9/22/2014 to 6/3/2015

Evidence of Completion

Lesson Plans, Coaches Log, Agenda and Classroom Observations

Action Step 3 5

Co-teach and model an effective instructional delivery of the of the lessons based on the standards and/or specific benchmark.

Person Responsible

Tahirah Jackson

Schedule

Weekly, from 9/2/2014 to 6/3/2015

Evidence of Completion

Coaching logs, weekly reflections, classroom walkththroughs and debriefing notes

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

Classroom walk throughs will take place

Person Responsible

Renita Lee

Schedule

Daily, from 9/2/2014 to 9/2/2014

Evidence of Completion

Notes will be taken of the outcomes of the classroom walkthroughs

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

Informal observations will take place where corrective feedback can be provided to the classroom teacher.

Person Responsible

Renita Lee

Schedule

Weekly, from 9/2/2014 to 6/3/2015

Evidence of Completion

Debriefing notes

G1.B1.S2 Implement academic writing as a part of an instructional framework to support students in the production of coherent writing about text through the use of the writing process, by explicitly teaching various modalities and genres of writing. 4

 S132266

Strategy Rationale

To provide students with opportunities to be able to analyze, interpret, compare and evaluate text using clear and relevant evidence and incorporate problem solving into writing.

Action Step 1 5

Provide professional development on the different modalities of writing.

Person Responsible

Kim Wood

Schedule

On 10/22/2014

Evidence of Completion

Lesson Plans, Coaches Log, and Agenda

Action Step 2 5

Increase explicit instruction in writing.

Person Responsible

Kim Wood

Schedule

Weekly, from 10/1/2014 to 6/3/2015

Evidence of Completion

Lesson Plans and Agenda

Action Step 3 5

Progress monitor the students' writing using the writing rubric.

Person Responsible

Kim Wood

Schedule

Weekly, from 10/1/2014 to 6/3/2015

Evidence of Completion

Coaching Log and Student Journals

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Review student work samples during classroom walkthroughs and student data derived from assessments

Person Responsible

Tahirah Jackson

Schedule

Biweekly, from 9/17/2014 to 9/17/2014

Evidence of Completion

Student scores and data, feedback, debriefing notes

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Student data from assessment provided in writing

Person Responsible

Tahirah Jackson


Schedule

Biweekly, from 9/17/2014 to 6/3/2015

Evidence of Completion

student data reports

G1.B2 There is a limited understanding of how to align instruction to the Math Florida Standards. 2

 B120392

G1.B2.S1 Utilize the Mathematics Florida Standards when planning for and delivering instruction. 4

 S132281

Strategy Rationale

To ensure that the MAFS are aligned to the instruction in an effort to ensure that standards based instruction is taking place.

Action Step 1 5

Provide professional Development on the effective implementation of the Florida Mathematical Practice Standards

Person Responsible

Bryan Sharpe

Schedule

On 10/1/2014

Evidence of Completion

Lesson Plans and Observations

Action Step 2 5

Utilizing Common Planning to unwrap the standards to ensure that instructional delivery is aligned to content.

Person Responsible

Kim Wood

Schedule

Weekly, from 9/26/2014 to 6/3/2015

Evidence of Completion

Lesson Plans, Coaching Logs and Classroom Observations

Action Step 3 5

Model and co-teach lessons that are aligned to the standard as well as observe the instructional profession during instructional delivery.

Person Responsible

Bryan Sharpe

Schedule

Weekly, from 9/26/2014 to 6/3/2015

Evidence of Completion

Lesson Plans, Coaching Logs and Classroom Observations

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Consistently monitor common planning.

Person Responsible

Kim Wood

Schedule

Weekly, from 9/2/2014 to 6/3/2015

Evidence of Completion

Notes, weekly reflection and debriefing notes with the instructional coach

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Data derived from weekly student assessments as well as District Interim Assessments

Person Responsible

Bryan Sharpe

Schedule

Weekly, from 9/17/2014 to 6/3/2015

Evidence of Completion

student data

G1.B2.S2 Use the Gradual Release of Responsibility Model as an instructional framework. 4

 S132282

Strategy Rationale

To support students in content, skills, and strategy acquisition in order for students to gain learning independence, develop critical thinking abilities, and complete increasingly complex mathematical tasks

Action Step 1 5

Provide professional development for the effective utilization of the Gradual Release for Responsibility Model.

Person Responsible

Kim Wood

Schedule

On 9/17/2014

Evidence of Completion

Lesson Plans and Observations

Action Step 2 5

Monitor the instructional framework that incorporates the Gradual Release of Responsibility Model.

Person Responsible

Kim Wood

Schedule

Daily, from 9/17/2014 to 6/3/2015

Evidence of Completion

Action Step 3 5

Consistently monitor common planning

Person Responsible

Kim Wood

Schedule

Weekly, from 9/17/2014 to 6/3/2015

Evidence of Completion

Lesson Plans, Coaching Logs and Classroom Observations

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Classroom walkthroughs

Person Responsible

Kim Wood

Schedule

Weekly, from 10/8/2014 to 6/3/2015

Evidence of Completion

Debriefing notes, lesson plans, reflection log

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Student data results from weekly assessment and District Interim Assessments

Person Responsible

Bryan Sharpe


Schedule

Weekly, from 9/17/2014 to 6/3/2015

Evidence of Completion

student data

G1.B3 There is inconsistent use of the Science Next Generation Sunshine State Standards (NGSSS) to ensure standards based instruction is aligned to the cognitive complexity of the standard. 2

 B120394

G1.B3.S1 Utilize the Science Next Generation Sunshine State Standards (NGSSS) when planning for and delivering instruction. 4

 S132284

Strategy Rationale

To ensure that effective planning is taking place and that the standard is the focus of the lesson.

Action Step 1 5

Provide professional development on the utilization of the resources available that will assist in the planning and instructional delivery

Person Responsible

Kim Wood

Schedule

On 10/22/2014

Evidence of Completion

Lesson Plans, Agenda, Sign-in Sheet and

Action Step 2 5

Create an Instructional Framework through the use of the Gradual Release of Responsibility

Person Responsible

Kim Wood

Schedule

On 9/17/2014

Evidence of Completion

Lesson Plans, Common Planning and Classroom Observations

Action Step 3 5

Implement and monitor the use of technology resources during the Science instructional block

Person Responsible

Kim Wood

Schedule

Daily, from 10/1/2014 to 6/3/2015

Evidence of Completion

Curriculum Support Specialist and the Assistant Principal

Action Step 4 5

Provide professional development on the effective use and implementation of student Science journals.

Person Responsible

Kim Wood

Schedule

On 10/22/2014

Evidence of Completion

Lesson Plans, Agenda, Sign-in Sheet and

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Classroom walkthroughs

Person Responsible

Kim Wood

Schedule

Daily, from 9/2/2014 to 6/3/2015

Evidence of Completion

Debriefing notes

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Data derived from weekly assessments and Interim assessments as well as essential labs

Person Responsible

Kim Wood

Schedule

Weekly, from 9/2/2014 to 6/3/2015

Evidence of Completion

Student data, lab reports

G2. To improve students attendance across all grade levels. 1

G050392

G2.B1 A lack of understanding of the importance of daily school attendance. 2

B126231

G2.B1.S1 Students who are identified as exhibiting a pattern of truancy will be referred to the school's MTSS/Rti Team. 4

S138212

Strategy Rationale

To provide an intervention plan for students that are not attending school in an effort to assist in areas of need.

Action Step 1 5

The MTSS/RTi Team will meet to identify and refer the students that are in need of intervention.

Person Responsible

Kim Wood

Schedule

Monthly, from 9/30/2014 to 6/3/2015

Evidence of Completion

Daily Attendance Report

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

Attendance will be monitored along with the excessive absences

Person Responsible

Renita Lee

Schedule

Weekly, from 9/1/2014 to 6/3/2015

Evidence of Completion

Attendance bulletin, grade book attendance and PARIS reports

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

Checking of the attendance bulletin for the percent of students present in school for excessive absences

Person Responsible

Renita Lee

Schedule

Daily, from 9/1/2014 to 6/3/2015


Evidence of Completion

97% of higher on the attendance bulletin and excessive absences forms from the attendance clerk.


G3. To increase the opportunities for students to participate in STEM related experiences. 1

 G050427

G3.B1 A low level of student participation in STEM activities. 2

 B126309

G3.B1.S1 To provide the students with opportunities to participate in STEM activities in an effort to increase the students knowledge in Math and Science through technology. 4

 S138267

Strategy Rationale

To increase the students' Math and Science skills through STEM opportunities.

Action Step 1 5

Provide Professional Development on the use of technological programs and student competitions that are offered by the District.

Person Responsible

Kim Wood

Schedule

On 11/19/2014

Evidence of Completion

Agenda, sign-in sheet and follow up activity

Action Step 2 5

Through common planning, develop lessons that provide students with opportunities to utilize Science, Technology and Math during the instructional block.

Person Responsible

Bryan Sharpe

Schedule

Weekly, from 9/22/2014 to 6/3/2015

Evidence of Completion

Lesson Plans, classroom walkthroughs, essential labs

Action Step 3 5

Create a weekly Science Club where the students will prepare to compete in the District Science Fair.

Person Responsible

Mike Ollie

Schedule

Weekly, from 10/8/2014 to 2/4/2015

Evidence of Completion

Student attendance log and the number of students that compete in the Science Fair.

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

Classroom Observations

Person Responsible

Kim Wood

Schedule

Weekly, from 10/8/2014 to 6/3/2015

Evidence of Completion

notes taken during walkthroughs, weekly reflection log, lesson plans

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

Weekly assessment, District Interim Assessments and inquiry based labs

Person Responsible

Kim Wood

Schedule

Weekly, from 10/8/2014 to 6/3/2015

Evidence of Completion

student data reports, essential labs

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	Provide Professional Development on effective standard based planning that will include the use of higher order thinking questions that are aligned to the LAFS.	Jackson, Tahirah	11/5/2014	Lesson Plans, Coaches Log, Agenda and Classroom Observations	11/5/2014 one-time
G1.B1.S2.A1	Provide professional development on the different modalities of writing.	Wood, Kim	10/22/2014	Lesson Plans, Coaches Log, and Agenda	10/22/2014 one-time
G1.B2.S1.A1	Provide professional Development on the effective implementation of the Florida Mathematical Practice Standards	Sharpe, Bryan	10/1/2014	Lesson Plans and Observations	10/1/2014 one-time
G1.B2.S2.A1	Provide professional development for the effective utilization of the Gradual Release for Responsibility Model.	Wood, Kim	9/17/2014	Lesson Plans and Observations	9/17/2014 one-time
G1.B3.S1.A1	Provide professional development on the utilization of the resources available that will assist in the planning and instructional delivery	Wood, Kim	10/22/2014	Lesson Plans, Agenda, Sign-in Sheet and	10/22/2014 one-time
G2.B1.S1.A1	The MTSS/RTI Team will meet to identify and refer the students that are in need of intervention.	Wood, Kim	9/30/2014	Daily Attendance Report	6/3/2015 monthly
G3.B1.S1.A1	Provide Professional Development on the use of technological programs and student competitions that are offered by the District.	Wood, Kim	11/19/2014	Agenda, sign-in sheet and follow up activity	11/19/2014 one-time
G1.B1.S1.A2	Participate in weekly planning sessions with the Literacy Instructional Coach that include the use of higher order thinking questions that are aligned to the LAFS.	Jackson, Tahirah	9/22/2014	Lesson Plans, Coaches Log, Agenda and Classroom Observations	6/3/2015 weekly
G1.B1.S2.A2	Increase explicit instruction in writing.	Wood, Kim	10/1/2014	Lesson Plans and Agenda	6/3/2015 weekly
G1.B2.S1.A2	Utilizing Common Planning to unwrap the standards to ensure that instructional delivery is aligned to content.	Wood, Kim	9/26/2014	Lesson Plans, Coaching Logs and Classroom Observations	6/3/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S2.A2	Monitor the instructional framework that incorporates the Gradual Release of Responsibility Model.	Wood, Kim	9/17/2014		6/3/2015 daily
G1.B3.S1.A2	Create an Instructional Framework through the use of the Gradual Release of Responsibility	Wood, Kim	9/17/2014	Lesson Plans, Common Planning and Classroom Observations	9/17/2014 one-time
G3.B1.S1.A2	Through common planning, develop lessons that provide students with opportunities to utilize Science, Technology and Math during the instructional block.	Sharpe, Bryan	9/22/2014	Lesson Plans, classroom walkthroughs, essential labs	6/3/2015 weekly
G1.B1.S1.A3	Co-teach and model an effective instructional delivery of the of the lessons based on the standards and/or specific benchmark.	Jackson, Tahirah	9/2/2014	Coaching logs, weekly reflections, classroom walkththroughs and debriefing notes	6/3/2015 weekly
G1.B1.S2.A3	Progress monitor the students' writing using the writing rubric.	Wood, Kim	10/1/2014	Coaching Log and Student Journals	6/3/2015 weekly
G1.B2.S1.A3	Model and co-teach lessons that are aligned to the standard as well as observe the instructional profession during instructional delivery.	Sharpe, Bryan	9/26/2014	Lesson Plans, Coaching Logs and Classroom Observations	6/3/2015 weekly
G1.B2.S2.A3	Consistently monitor common planning	Wood, Kim	9/17/2014	Lesson Plans, Coaching Logs and Classroom Observations	6/3/2015 weekly
G1.B3.S1.A3	Implement and monitor the use of technology resources during the Science instructional block	Wood, Kim	10/1/2014	Curriculum Support Specialist and the Assistant Principal	6/3/2015 daily
G3.B1.S1.A3	Create a weekly Science Club where the students will prepare to compete in the District Science Fair.	Ollie, Mike	10/8/2014	Student attendance log and the number of students that compete in the Science Fair.	2/4/2015 weekly
G1.B3.S1.A4	Provide professional development on the effective use and implementation of student Science journals.	Wood, Kim	10/22/2014	Lesson Plans, Agenda, Sign-in Sheet and	10/22/2014 one-time
G1.MA1	Data that is derived from weekly assessments and District Interim assessments will be used to determine the level of success in increasing the core instruction.	Lee, Renita	9/3/2014	Student weekly assessment results and the Interim data	6/3/2015 weekly
G1.B1.S1.MA1	Informal observations will take place where corrective feedback can be provided to the classroom teacher.	Lee, Renita	9/2/2014	Debriefing notes	6/3/2015 weekly
G1.B1.S1.MA1	Classroom walk throughs will take place	Lee, Renita	9/2/2014	Notes will be taken of the outcomes of the classroom walkthroughs	9/2/2014 daily
G1.B2.S1.MA1	Data derived from weekly student assessments as well as District Interim Assessments	Sharpe, Bryan	9/17/2014	student data	6/3/2015 weekly
G1.B2.S1.MA1	Consistently monitor common planning.	Wood, Kim	9/2/2014	Notes, weekly reflection and debriefing notes with the instructional coach	6/3/2015 weekly
G1.B3.S1.MA1	Data derived from weekly assessments and Interim assessments as well as essential labs	Wood, Kim	9/2/2014	Student data, lab reports	6/3/2015 weekly
G1.B3.S1.MA1	Classroom walkthroughs	Wood, Kim	9/2/2014	Debriefing notes	6/3/2015 daily
G1.B1.S2.MA1	Student data from assessment provided in writing	Jackson, Tahirah	9/17/2014	student data reports	6/3/2015 biweekly
G1.B1.S2.MA1	Review student work samples during classroom walkthroughs and student data derived from assessments	Jackson, Tahirah	9/17/2014	Student scores and data, feedback, debriefing notes	9/17/2014 biweekly
G1.B2.S2.MA1	Student data results from weekly assessment and District Interim Assessments	Sharpe, Bryan	9/17/2014	student data	6/3/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S2.MA1	Classroom walkthroughs	Wood, Kim	10/8/2014	Debriefing notes, lesson plans, reflection log	6/3/2015 weekly
G2.MA1	The daily attendance rate will be monitored	Lee, Renita	9/8/2014	The rate of attendance	6/3/2015 weekly
G2.B1.S1.MA1	Checking of the attendance bulletin for the percent of students present in school for excessive absences	Lee, Renita	9/1/2014	97% of higher on the attendance bulletin and excessive absences forms from the attendance clerk.	6/3/2015 daily
G2.B1.S1.MA1	Attendance will be monitored along with the excessive absences	Lee, Renita	9/1/2014	Attendance bulletin, grade book attendance and PARIS reports	6/3/2015 weekly
G3.MA1	Weekly assessments and District Interim Assessments	Wood, Kim	10/31/2014	student data	6/3/2015 weekly
G3.B1.S1.MA1	Weekly assessment, District Interim Assessments and inquiry based labs	Wood, Kim	10/8/2014	student data reports, essential labs	6/3/2015 weekly
G3.B1.S1.MA1	Classroom Observations	Wood, Kim	10/8/2014	notes taken during walkthroughs, weekly reflection log, lesson plans	6/3/2015 weekly

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 Opportunities

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

G1. To increase student achievement by improving core instruction in all content areas.

G1.B1 There is limited understanding of how to align instruction to the Language Arts Florida Standards.

G1.B1.S1 Plan for and deliver instruction that is based on standards and/or specific course benchmarks.

PD Opportunity 1

Provide Professional Development on effective standard based planning that will include the use of higher order thinking questions that are aligned to the LAFS.

Facilitator

Instructional Coach and the Curriculum Support Specialist

Participants

Instructional Staff

Schedule

On 11/5/2014

G1.B1.S2 Implement academic writing as a part of an instructional framework to support students in the production of coherent writing about text through the use of the writing process, by explicitly teaching various modalities and genres of writing.

PD Opportunity 1

Provide professional development on the different modalities of writing.

Facilitator

Instructional Coach and the Curriculum Support Specialist

Participants

Instructional Staff

Schedule

On 10/22/2014

G1.B2 There is a limited understanding of how to align instruction to the Math Florida Standards.

G1.B2.S1 Utilize the Mathematics Florida Standards when planning for and delivering instruction.

PD Opportunity 1

Provide professional Development on the effective implementation of the Florida Mathematical Practice Standards

Facilitator

Mathematics Instructional Coach and the Curriculum Support Specialist

Participants

Instructional Staff

Schedule

On 10/1/2014

G1.B2.S2 Use the Gradual Release of Responsibility Model as an instructional framework.

PD Opportunity 1

Provide professional development for the effective utilization of the Gradual Release for Responsibility Model.

Facilitator

Mathematics Instructional Coach and the Curriculum Support Specialist

Participants

Instructional Staff

Schedule

On 9/17/2014

G1.B3 There is inconsistent use of the Science Next Generation Sunshine State Standards (NGSSS) to ensure standards based instruction is aligned to the cognitive complexity of the standard.

G1.B3.S1 Utilize the Science Next Generation Sunshine State Standards (NGSSS) when planning for and delivering instruction.

PD Opportunity 1

Provide professional development on the utilization of the resources available that will assist in the planning and instructional delivery

Facilitator

Curriculum Support Specialist and the Assistant Principal

Participants

Instructional Staff

Schedule

On 10/22/2014

G3. To increase the opportunities for students to participate in STEM related experiences.

G3.B1 A low level of student participation in STEM activities.

G3.B1.S1 To provide the students with opportunities to participate in STEM activities in an effort to increase the students knowledge in Math and Science through technology.

PD Opportunity 1

Provide Professional Development on the use of technological programs and student competitions that are offered by the District.

Facilitator

Kim Wood

Participants

Instructional Math and Science Teachers

Schedule

On 11/19/2014

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: To increase student achievement by improving core instruction in all content areas.	1,500
Goal 3: To increase the opportunities for students to participate in STEM related experiences.	2,500
Grand Total	4,000

Goal 1: To increase student achievement by improving core instruction in all content areas.

Description	Source	Total
B1.S1.A3 - Instructional material	Title I Part A	1,500
Total Goal 1		1,500

Goal 3: To increase the opportunities for students to participate in STEM related experiences.

Description	Source	Total
B1.S1.A2 - Field Trips for hands on Science.	Title I Part A	2,000
B1.S1.A3 - Lab materials	Title I Part A	500
Total Goal 3		2,500