

Pinedale Elementary School

4229 EDISON AVE, Jacksonville, FL 32254

<http://www.duvalschools.org/pinedale>

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
76%

Alternative/ESE Center
No

Charter School
No

Minority
84%

School Grades History

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

School Board Approval

This plan was approved by the Duval County School Board on 11/4/2014.

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>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- 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	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

We at Pinedale Elementary School embrace cultural diversity and student learning styles which enable us to encourage, motivate, and celebrate student achievement.

Provide the school's vision statement

Pinedale Elementary will produce responsible and respectful lifelong learners who are academically competitive with elementary students across the nation by setting and reaching goals for teacher, parent, and student accountability.

School Environment

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

Teachers and students build relationships through mentoring activities, learning style inventories and through daily conversations.

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

School-wide expectations are set, taught and reiterated throughout the school year regarding behavioral expectations in the common areas and assemblies are held to discuss appropriate behaviors in and outside of the classroom. Explicit instruction during rotations through the common areas by the resource teachers and classroom teachers highlight movement, conversation levels, asking for assistance, explain the present activity and person to ask for assistance. Teachers and students are aware of the buddy system when moving about the campus and how to conduct themselves when moving around and about. Periodic drills are conducted so that everyone in the building will know how to conduct themselves during drills to be safe and secure. Staff members are trained on safety procedures and expectations in controlling the immediate environment for safety.

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

Each classroom has a color coded behavior chart that highlights positive behavioral expectations with a clip moving system. Intermediate teachers use a traveling yard stick due to departmentalization to track behaviors in other classrooms with similar color codes. Expectations for behavior and consequences are clearly written in the Code of Student Conduct developed by the district. Teachers communicate daily to parents the behavior grades through the use of student agendas.

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

There is a full-time guidance counselor that works directly with students and teachers with appropriate strategies to decrease student misbehavior. All Level 1 and Level 2 performing students in grades 3-5 are assigned a mentor to monitor and track academics, behavior and peer relationships through the Each One, Reach One Mentoring program.

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

Pinedale's early warning system identifies and intervenes with students who have poor academics, attendance and/or behavior. The indicators used to identify these students include:

- Students absent 18+ days (<90% attendance rate)
- Students who received 1 or more days of out-of-school suspension
- Students who received U's or F's as the final grade in Reading or Mathematics
- 3rd - 5th grade students who achieved a level one on the Florida Comprehensive Achievement Test (FCAT) in reading 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
	K	1	2	3	4	5	
Attendance below 90 percent	12	16	15	6	1	13	63
One or more suspensions	0	14	6	27	12	22	81
Course failure in ELA or Math	3	4	4	3	3	0	17
Level 1 on statewide assessment	0	0	0	6	5	9	20

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

Indicator	Grade Level					Total
	1	2	3	4	5	
Students exhibiting two or more indicators	3	2	1	1	2	9

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

Students who are identified by the early warning systems as receiving a failing grade in reading or math have been placed into Tier III intervention during our daily intensive reading hour. Early identification allows for interventions to begin sooner vs. awaiting results of baseline assessments. Intervention data is collected for these students to determine the effectiveness of the intervention or the need for any changes (frequency, program or focus). Any student whose Rtl data indicates the need for more intensive interventions is referred to the school's Multi-disciplinary Referral Team (MRT) to explore eligibility for exceptional student services. With students who have the conduct indicator as an early warning sign, parent/teacher/administrator/counselor conferences have been conducted to offer the outside resource of Paxon Full Service to assist parents with addressing on-going behavior concerns. Students in grades 3-5 are per-identified to participate in the school-based mentoring program. This will connect them with someone within the school who can assist them with behavior, social skills and academics.

Students identified as truant (missing 10 days within a 90 day period or 5 within 30) are referred to the attendance intervention team and placed on a contract. These contracts are monitored. Any contracts that are not adhered to are referred directly to the State Attorney's Offices Truancy Department. For students who are not considered "truant" by DCPS guidelines, parent/teacher/counselor conferences are conducted to address attendance. Although contracts can not be issued

for these cases, the importance of regular attendance is impressed upon parents, along with receiving an attendance warning.

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/190415>.

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

Partnerships with the local community and various agencies are forged through phone calls, face-to-face meetings, letters and/or emails. Through the availability of family services and resources, the needs of the families are usually specific in nature such as counseling services, food and clothing needs, gifts for the holiday and/or housing services. Administration, faculty and staff solicit participation of local businesses and agencies regularly and is highlighted at the end of the school year, of their contributions and in-kind services. We diligently seek support services in our immediate community so that the parents are aware of locations and services that are easily accessible to them.

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
Hinson, Alicia	Principal
Bennett, Tabatha	Assistant Principal
Brown, Marlow	Instructional Coach
Gary, Shaniqua	Teacher, K-12
Smalls-Holland, Elena	Teacher, K-12
Reese, Collondra	Guidance Counselor
Hardison, Jill	Instructional Coach

Duties

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

The RtI Leadership Team meets every other Friday to engage in school-wide problem solving. The RtI team will focus meetings around the following academic and behavioral questions:

1. What do we expect the students to learn?
2. How do we know they have or have not learned what was expected?
3. What will we do when they do or do not learn?
4. What evidence do we have to support our responses?

The team meets to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

In addition to the oversight work of the RtI Team, other building instructional teams (School Improvement Plan and grade level teams) carry the work forward with smaller groups of students. This academic and behavioral work will include the following, beginning with Tier 1 (core/universal instruction) and continuing through Tier 2 (supplemental instruction/intervention):

- a. Identifying and analyzing systematic patterns of student need
- b. Identifying appropriate evidence-based differentiation and intervention strategies
- c. Implementing and overseeing progress monitoring
- d. Analyzing progress monitoring data and determining next steps

For the most intensive interventions at Tier 3 in the 2014-2015 school year, the RtI Team structure will be used collaboratively with the building instructional teams (grade level teams, and/or content area teams) to provide support for students from the Reading and Math Interventionist and the VE Resource teacher that is trained in the district's adopted intervention program. Tier II and some Tier III support will be provided by the classroom teacher, tutor and/or trained paraprofessional for any additional personnel needs.

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 RtI Team includes these key positions:

1. Principal/AP
2. Academic Coaches
3. Guidance Counselor/ RtI Facilitator
4. ESE Site Coach if needed
5. District Support
6. General Ed. Teachers/Exceptional Student Education

Tier I--district adopted curriculum and resources will be used by all teachers and academic coaches

Tier II--district adopted curriculum and resources along with research based curriculum/programs such as Jr. Great Books, Soar To Success, Comprehension Tool-kits, SRA Direct Instruction, Fountas and Pinnell, etc..

Tier III--Reading Interventionist, VE Resource teacher, CSS teachers as well as Kindergarten and First grade teachers will use the Barton Intervention program to assist the most academically challenged students in small group settings and the intensive reading block.

All parents of identified Tier II and Tier III students will be notified through the student agenda and/or formal letter of the need for additional support and what, when and how will support each student.

Parents will be given a data sheet during parent conferences that highlight areas of concern and how

they can assist the child and the teacher for more accountability and greater impact and sign the parent compact form from Title I.

Title I funds are used to employ the reading and math interventionist. Documentation will be kept by the Guidance Counselor/Rtl Facilitator and will eventually travel with the students' cumulative records to ensure the next school has appropriate data and information to continue support if they leave the school.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Alicia Hinson	Principal
Belinda Gammage	Business/Community
Stephanie Bowman	Business/Community
Sandy Jackson	Parent
Ruby Cazeau	Parent
Tony Cazeau	Parent
Sue Hightower	Teacher
Deborah Hendley	Education Support Employee
Javonne Johnson	Education Support Employee

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

Each member receives a copy of the SIP from the previous year along with the school's data. After discussing the needs assessment, the members are asked for input based on what is presented from the development of the SIP by administration, faculty and staff. Discussion is held as to the resources, tools and personnel that are in place to increase or maintain our school proficiency level.

Development of this school improvement plan

The members of the SAC team will be provided trend and current data to determine the needs of the school to maintain student achievement and continue to focus on targeted sub-groups for improvement. The SAC team will also determine if needed, the monetary allocations that are aligned with improving student achievement.

Preparation of the school's annual budget and plan

The annual budget is based on the needs of the SIP and what is allotted from the state.

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

1. Student composition books for interactive journals
2. Provide student agendas school-wide \$1810.00
3. Supporting the school theme: S.T.E.A.M
4. Attendance recognition

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
Smalls-Holland, Elena	Teacher, K-12
Hardison, Jill	Instructional Coach
Brady, Samantha	Teacher, K-12
Coutu, Lauren	Teacher, K-12
Douglas, Lamnette	Teacher, K-12
Jones, Shemeka	Teacher, K-12
McCray, L. Nicole	Teacher, K-12
Rushing, Angela	Teacher, PreK
Walden, Steven	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team reviews student data (at the state, district, and classroom level) and communicates ideas and/or concerns with administration to make decisions about curriculum practices in reading and writing school wide and/or at grade level.

Literacy Leadership Team initiatives are:

1. Florida State Common Core Implementation
2. Increase opportunities to read more through use of novels and articles
3. Use of Ipads to encourage/increase reading
4. Book It! Program
5. Accelerated Reader Program coordinated/monitored by Media Specialist
6. Celebrate National Young Reader's Week and Literacy Week
8. Celebrate Dr. Seuss' Birthday
9. iReady Reading
10. Achieve 3000
11. Write to Learn
12. Jr. Great Books

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

Teachers are encouraged to collaboratively plan and work together to enhance their teaching and learning skills. Academic support from the school-based reading coach is available and upon request, support is available from district personnel.

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

1. Recruiting: District recruitment and postings, school interview teams; interviewing questions specific to position--Principal and Leadership Team
2. Pre-planning training/Team Building--Administration/Coaches
3. Certified mentors assigned to novice teachers--Professional Development Facilitator (PDF)
4. Coaching Support--School-based/District Coaches

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

Mentors are paired with novice teachers to build capacity and support within the school by offering times to meet and collaborate, complete paperwork based on district timeline and to answer any questions or concerns that may arise. Mentors were selected based on years of experience, CET certification, leadership experience and subject/content area expertise. Meetings are planned to document and review/reflect observations, provide support in implementing effective instructional strategies, classroom management, analyzing and utilizing data and differentiated instruction.

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

All core instructional materials and resources are provided by the district, to include technology resources to help with instruction, tracking and monitoring progress and data collection.

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

Small group instruction is provided to all students based on testing data during the reading, math and science block using identified district curriculum. The intensive reading hour is also based on student data, teacher expertise and knowledge in grouping students appropriately using district assigned materials. Periodic assessments will be reviewed to check for progress and possible movement of students to higher performing groups or need for Rtl and/or MRT referral.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 54,000

Students will be grouped in intensive/enrichment groups based on i-Ready data points and reviewed periodically to determine effectiveness of skills/content being taught. Students are immersed in academics for (1) hour a day (4) days a week that is aligned with the data from the school day, targeting areas of needed improvement. Resources such as iReady lessons, Achieve 3000, teacher led groups, Jr. Great Books lessons, etc... are used to teach students attending the after-school program

Strategy Rationale

To target intensive instructional needs for all students

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Hinson, Alicia, hinsona@duvalschools.org

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

i-Ready data will be analyzed to determine effectiveness and groupings may/may not change.

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

Florida requires that communities and schools collaborate to prepare children and families for children's success in school. Pinedale Elementary has a "blended" 4 year old preschool program consisting of a classroom ratio of 10 basic students and 8 ESE students. The program is funded through Title I and each year children are invited to the school for an orientation visit from local preschool and daycare programs. Money is allocated for field trips, classroom supplies, manipulatives, literacy activities, and a classroom library. Staff consists of a certified classroom teacher and full-time paraprofessional, with support from Title I coaching staff. The program provides instruction in pre-readiness skills in preparation for entering kindergarten and follows the state adopted standards for prekindergarten. An open line of communication exists between the teacher and parents. Students are assessed three times a year using the VPK assessment to determine their readiness for kindergarten. The teacher conferences with parents after each assessment as needed. Teachers will also implement the Nemours BrightStart curriculum to eligible students for intensive support.

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

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

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

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

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.** Increase student engagement in all content areas.
- G2.** Implement procedures for school-wide student writing across the grade levels.

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. Increase student engagement in all content areas. 1a

G037827

Targets Supported 1b

Indicator	Annual Target
Math Gains	78.0
Math Lowest 25% Gains	90.0
FAA Reading Proficiency	88.0
ELA/Reading Gains	80.0
ELA/Reading Lowest 25% Gains	90.0
FAA Science Proficiency	50.0
AMO Math - All Students	69.0
FCAT 2.0 Science Proficiency	53.0
AMO Reading - All Students	55.0
FAA Writing Proficiency	50.0
FAA Mathematics Proficiency	50.0
2+ Behavior Referrals	5.0

Resources Available to Support the Goal 2

- Technology Interests Making Connections Time for Kids Robotics Labs (Science, Math, Computer) Visuals TEAM UP Books/Textbooks Picture Perfect Science Field Trips Cooperative Groups Manipulatives Interactive Components Center Activities Coaches and Interventionists Interactive Journals i-Ready Achieve 3000 Computer Ramp Up Gizmos Investigations CPalms Making Words Write to Learn extra math MAFS and item specs

Targeted Barriers to Achieving the Goal 3

- Use district, state, and classroom data and resources (i-ready, CGA, DAR,FCAT, etc) with fidelity to drive instruction
- Teacher lack of knowledge on content standards

Plan to Monitor Progress Toward G1. 8

Reviewing assessment results throughout the year, surveying of students and parents, and review Gallup survey/climate results.

Person Responsible

Alicia Hinson

Schedule

Annually, from 9/2/2014 to 5/27/2015

Evidence of Completion

Rise in student growth scores

G2. Implement procedures for school-wide student writing across the grade levels. 1a

G037828

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	55.0
FAA Reading Proficiency	87.0
ELA/Reading Gains	79.0
ELA/Reading Lowest 25% Gains	89.0
FAA Science Proficiency	50.0
FCAT 2.0 Science Proficiency	53.0
FAA Writing Proficiency	50.0

Resources Available to Support the Goal 2

- Technology Interests Making Connections Time for Kids Labs (Science, Math, Computer) Visuals TEAM UP Books/Textbooks Field Trips Cooperative Groups Interactive Components Center Activities Coaches and Interventionists Interactive Journals i-Ready Achieve 3000 Computer Ramp Up CPalms Write to Learn Step Up To writing State Item Specifications State Writing Rubrics District Checklists Common Core Appendix A

Targeted Barriers to Achieving the Goal 3

- Teachers and students lack of understanding of the expected components for writing.
- Low expectations for student performance in writing.
- Lack of experience with writing in the content areas school-wide utilizing new format and expectations for writing

Plan to Monitor Progress Toward G2. 8

Student writing samples will be analyzed during common planning on grade level and vertically to track progress

Person Responsible

Tabatha Bennett

Schedule

Monthly, from 10/22/2014 to 5/25/2015

Evidence of Completion


Students will be proficient on district and state assessments.

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. Increase student engagement in all content areas. **1**

 G037827

G1.B1 Use district, state, and classroom data and resources (i-ready, CGA, DAR,FCAT, etc) with fidelity to drive instruction **2**

 B090986

G1.B1.S1 use data to create goals and drive instruction **4**

 S101801

Strategy Rationale

data provides a way to assess what students are learning and the extent to which students are making progress toward goals; data based decision making increases student achievement

Action Step 1 **5**

Provide time for teachers to use previous data and baselines to set class-wide and individual goals.

Person Responsible

Tabatha Bennett

Schedule

Biweekly, from 9/2/2014 to 5/27/2015

Evidence of Completion

data pulled from previous year, growth expected this year through class-wide and individual goals (charts, student data sheets, data charts, etc.)

Action Step 2 5

Teachers will utilize student data from various reports in Performance Matters and/or i-Ready to differentiate instruction by content, process, and/or product during grade level departmentalize/vertical common planning with Coach/interventionist support

Person Responsible

Alicia Hinson

Schedule

Biweekly, from 9/2/2014 to 5/27/2015

Evidence of Completion

products (lesson plans and activities)

Action Step 3 5

Lesson Study cycle with grade level teachers (using data) to develop centers

Person Responsible

Tabatha Bennett

Schedule

On 11/14/2014

Evidence of Completion

student grouped according to data; centers address student needs; centers reflected in lesson plans

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

Grade level collaborative planning dedicated to disaggregating data.

Person Responsible

Tabatha Bennett

Schedule

Biweekly, from 9/2/2014 to 5/27/2015

Evidence of Completion

collaborative planning agendas, professional learning journal (optional), students rotating through centers addressing their deficiencies; fluid centers

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

Increased student test scores

Person Responsible

Tabatha Bennett


Schedule

Biweekly, from 9/2/2014 to 5/27/2015


Evidence of Completion

CGA's, i-Ready, teacher made assessments, student work

G1.B2 Teacher lack of knowledge on content standards 2

 B090987

G1.B2.S1 Use Understanding by Design (UbD) to enhance teacher content knowledge 4

 S101804

Strategy Rationale

implementing UbD will enhance teacher capacity increasing student engagement and student learning

Action Step 1 5

Teachers will create a binder and/or digital resource that contains standards, item specifications and curriculum guides on their content area that will be used and/or reviewed during collaborative planning

Person Responsible

Tabatha Bennett

Schedule

Weekly, from 9/30/2014 to 5/5/2015

Evidence of Completion

binder

Action Step 2 5

Teachers will utilize their deeper understanding of the standards to align district curriculum, instruction and student tasks

Person Responsible

Tabatha Bennett

Schedule

Daily, from 9/25/2014 to 5/27/2015

Evidence of Completion

Action Step 3 5

Grades 3-5 teachers will attend an unpacking the standards training

Person Responsible

Alicia Hinson

Schedule

On 9/24/2014

Evidence of Completion

Action Step 4 5

Coaches will provide training beginning with the end in mind through unpacking the standards. Through prompting and support the coaches will assist teachers as they discuss a learning continuum for instruction which scaffolds student learning as appropriate.

Person Responsible

Tabatha Bennett

Schedule

Biweekly, from 9/16/2014 to 5/5/2015

Evidence of Completion

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

Grade level planning dedicated to lesson planning

Person Responsible

Alicia Hinson

Schedule

Biweekly, from 9/2/2014 to 5/27/2015

Evidence of Completion

KUD maps (unpacking the standards), sign-in sheets, agendas

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

Alignment of district curriculum, instruction and student work evident

Person Responsible

Tabatha Bennett

Schedule

Weekly, from 9/29/2014 to 5/27/2015

Evidence of Completion

lesson plans, student work

G2. Implement procedures for school-wide student writing across the grade levels. 1

G037828

G2.B1 Teachers and students lack of understanding of the expected components for writing. 2

B108071

G2.B1.S1 Professional Development for teachers and coaches to understand the components and expectations of writing across grade levels.. 4

S130310

Strategy Rationale

Receiving training in the area of the new components and expectations of the LAFS writing will allow teachers to determine grade level procedures and school wide guidelines to address all components of writing. to implement best practices in their teaching. Coach training will allow for content area teachers to receive school based training for ways to implement the writing into their curriculum.

Action Step 1 5

Coach will attend district training on writing.

Person Responsible

Jill Hardison

Schedule

Monthly, from 9/24/2014 to 5/25/2015

Evidence of Completion

Grade level, content area procedures and school wide guidelines are developed with a plan of how to implement them.

Action Step 2 5

Grade level collaborative planning dedicated to unwrapping LAFS K - 5 writing standards

Person Responsible

Jill Hardison

Schedule

Biweekly, from 9/24/2014 to 5/25/2015

Evidence of Completion

Documentation of standards unwrapped

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

Grade level procedures and school wide guidelines are developed with a plan of how to implement them.

Person Responsible

Jill Hardison

Schedule

Biweekly, from 9/24/2014 to 5/25/2015

Evidence of Completion

Documents showing unwrapped standard components. Components and expectations developed into school grade level plan. Lessons that reflect grade level expectations and rubrics appropriate for that grade

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

Development and use of grade-level checklists and rubrics

Person Responsible

Jill Hardison

Schedule

Biweekly, from 9/24/2014 to 5/25/2015

Evidence of Completion

K - 5 Writing Rubrics

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

Increased teacher understanding of writing expectations

Person Responsible

Tabatha Bennett

Schedule

Biweekly, from 10/22/2014 to 5/25/2015

Evidence of Completion

School wide plan for the implementation of LAFS writing standards K - 5

G2.B2 Low expectations for student performance in writing. 2

B118558

G2.B2.S1 Increase teacher knowledge of K-5 expectations writing. 4

S130312

Strategy Rationale

By informing teachers about the expectations of writing students will benefit from more accurate model writing.

Action Step 1 5

Create vertical grade-level strategy and skill expectations (using 4/5 state released rubrics, test specs and district checklists) of writing via questions and prompts.

Person Responsible

Jill Hardison

Schedule

Biweekly, from 9/24/2014 to 12/12/2014

Evidence of Completion

Vertical itemization of nouns, verbs, and performance standards for grade level writing.

Action Step 2 5

Development of K – 3 student rubrics that align with grade 4 and 5 rubrics

Person Responsible

Jill Hardison

Schedule

Biweekly, from 9/24/2014 to 11/25/2014

Evidence of Completion

K - 3 staff created rubrics

Action Step 3 5

Provide opportunities/and or samples of types of writing for students to understand and connect to real world purposes for writing.

Person Responsible

Tabatha Bennett

Schedule

Monthly, from 9/24/2014 to 5/25/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Continued updating on state developments regarding writing changes or additions

Person Responsible

Jill Hardison

Schedule

Weekly, from 9/24/2014 to 5/25/2015

Evidence of Completion

Record of updated documents posted by the state or district

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Student Writing Portfolios

Person Responsible

Tabatha Bennett


Schedule

Monthly, from 10/11/2014 to 5/25/2015


Evidence of Completion

Teacher/Student Writing Conference Logs

G2.B3 Lack of experience with writing in the content areas school-wide utilizing new format and expectations for writing **2**

 B118559

G2.B3.S1 Utilize professional learning across the content areas through collaborative modeling and classroom utilization of writing practices. **4**

 S130315

Strategy Rationale

Creating grade-level and school-wide writing rituals will allow for students to become proficient in their writing practice.

Action Step 1 **5**

Opportunities for teachers to receive support in implementation of writing from Teachers/Coaches modeling different types of writing and the skills and strategies designated for excellent writing in each category for colleagues and students.

Person Responsible

Alicia Hinson

Schedule

Monthly, from 10/24/2014 to 5/25/2015

Evidence of Completion

anchor charts and teacher observation and reflection

Action Step 2 **5**

Provide time for grade level teams to analyze student writing products to differentiate instruction

Person Responsible

Alicia Hinson

Schedule

Monthly, from 9/25/2014 to 5/25/2015

Evidence of Completion

Action Step 3 5

Make reference to rubrics and expectations in lesson plans and instruction.

Person Responsible

Tabatha Bennett

Schedule

Monthly, from 9/25/2014 to 5/25/2015

Evidence of Completion

Action Step 4 5

Utilization of teacher collaboratively created procedures (annotation and note-taking, planning, writing using evidence AND elaboration, and revision) resources to teach writing.

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Monitoring implementation of all reading and writing across the content areas (Observation)

Person Responsible

Tabatha Bennett

Schedule

Weekly, from 9/25/2014 to 5/25/2015

Evidence of Completion

Anchor charts, rubrics, checklists

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Student Work Evaluation

Person Responsible

Tabatha Bennett

Schedule

Monthly, from 11/3/2014 to 5/25/2015

Evidence of Completion

Student Writing Portfolios and Rubrics

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 time for teachers to use previous data and baselines to set class-wide and individual goals.	Bennett, Tabatha	9/2/2014	data pulled from previous year, growth expected this year through class-wide and individual goals (charts, student data sheets, data charts, etc.)	5/27/2015 biweekly
G1.B2.S1.A1	Teachers will create a binder and/or digital resource that contains standards, item specifications and curriculum guides on their content area that will be used and/or reviewed during collaborative planning	Bennett, Tabatha	9/30/2014	binder	5/5/2015 weekly
G2.B1.S1.A1	Coach will attend district training on writing.	Hardison, Jill	9/24/2014	Grade level, content area procedures and school wide guidelines are developed with a plan of how to implement them.	5/25/2015 monthly
G2.B2.S1.A1	Create vertical grade-level strategy and skill expectations (using 4/5 state released rubrics, test specs and district checklists) of writing via questions and prompts.	Hardison, Jill	9/24/2014	Vertical itemization of nouns, verbs, and performance standards for grade level writing.	12/12/2014 biweekly
G2.B3.S1.A1	Opportunities for teachers to receive support in implementation of writing from Teachers/Coaches modeling different types of writing and the skills and strategies designated for excellent writing in each category for colleagues and students.	Hinson, Alicia	10/24/2014	anchor charts and teacher observation and reflection	5/25/2015 monthly
G1.B1.S1.A2	Teachers will utilize student data from various reports in Performance Matters and/or i-Ready to differentiate instruction by content, process, and/or product during grade level departmentalize/vertical common planning with Coach/interventionist support	Hinson, Alicia	9/2/2014	products (lesson plans and activities)	5/27/2015 biweekly
G1.B2.S1.A2	Teachers will utilize their deeper understanding of the standards to align district curriculum, instruction and student tasks	Bennett, Tabatha	9/25/2014		5/27/2015 daily

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S1.A2	Development of K – 3 student rubrics that align with grade 4 and 5 rubrics	Hardison, Jill	9/24/2014	K - 3 staff created rubrics	11/25/2014 biweekly
G2.B1.S1.A2	Grade level collaborative planning dedicated to unwrapping LAFS K - 5 writing standards	Hardison, Jill	9/24/2014	Documentation of standards unwrapped	5/25/2015 biweekly
G2.B3.S1.A2	Provide time for grade level teams to analyze student writing products to differentiate instruction	Hinson, Alicia	9/25/2014		5/25/2015 monthly
G1.B2.S1.A3	Grades 3-5 teachers will attend an unpacking the standards training	Hinson, Alicia	9/24/2014		9/24/2014 one-time
G2.B2.S1.A3	Provide opportunities/and or samples of types of writing for students to understand and connect to real world purposes for writing.	Bennett, Tabatha	9/24/2014		5/25/2015 monthly
G2.B3.S1.A3	Make reference to rubrics and expectations in lesson plans and instruction.	Bennett, Tabatha	9/25/2014		5/25/2015 monthly
G1.B1.S1.A3	Lesson Study cycle with grade level teachers (using data) to develop centers	Bennett, Tabatha	11/3/2014	student grouped according to data; centers address student needs; centers reflected in lesson plans	11/14/2014 one-time
G1.B2.S1.A4	Coaches will provide training beginning with the end in mind through unpacking the standards. Through prompting and support the coaches will assist teachers as they discuss a learning continuum for instruction which scaffolds student learning as appropriate.	Bennett, Tabatha	9/16/2014		5/5/2015 biweekly
G2.B3.S1.A4	Utilization of teacher collaboratively created procedures (annotation and note-taking, planning, writing using evidence AND elaboration, and revision) resources to teach writing.			5/25/2015 weekly	
G1.MA1	Reviewing assessment results throughout the year, surveying of students and parents, and review Gallup survey/climate results.	Hinson, Alicia	9/2/2014	Rise in student growth scores	5/27/2015 annually
G1.B1.S1.MA1	Increased student test scores	Bennett, Tabatha	9/2/2014	CGA's, i-Ready, teacher made assessments, student work	5/27/2015 biweekly
G1.B1.S1.MA1	Grade level collaborative planning dedicated to disaggregating data.	Bennett, Tabatha	9/2/2014	collaborative planning agendas, professional learning journal (optional), students rotating through centers addressing their deficiencies; fluid centers	5/27/2015 biweekly
G1.B2.S1.MA1	Alignment of district curriculum, instruction and student work evident	Bennett, Tabatha	9/29/2014	lesson plans, student work	5/27/2015 weekly
G1.B2.S1.MA1	Grade level planning dedicated to lesson planning	Hinson, Alicia	9/2/2014	KUD maps (unpacking the standards), sign-in sheets, agendas	5/27/2015 biweekly
G2.MA1	Student writing samples will be analyzed during common planning on grade level and vertically to track progress	Bennett, Tabatha	10/22/2014	Students will be proficient on district and state assessments.	5/25/2015 monthly
G2.B1.S1.MA1	Increased teacher understanding of writing expectations	Bennett, Tabatha	10/22/2014	School wide plan for the implementation of LAFS writing standards K - 5	5/25/2015 biweekly
G2.B1.S1.MA1	Grade level procedures and school wide guidelines are developed with a plan of how to implement them.	Hardison, Jill	9/24/2014	Documents showing unwrapped standard components. Components and expectations developed into school grade level plan. Lessons that reflect grade level expectations and rubrics appropriate for that grade	5/25/2015 biweekly
G2.B1.S1.MA3	Development and use of grade-level checklists and rubrics	Hardison, Jill	9/24/2014	K - 5 Writing Rubrics	5/25/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S1.MA1	Student Writing Portfolios	Bennett, Tabatha	10/11/2014	Teacher/Student Writing Conference Logs	5/25/2015 monthly
G2.B2.S1.MA1	Continued updating on state developments regarding writing changes or additions	Hardison, Jill	9/24/2014	Record of updated documents posted by the state or district	5/25/2015 weekly
G2.B3.S1.MA1	Student Work Evaluation	Bennett, Tabatha	11/3/2014	Student Writing Portfolios and Rubrics	5/25/2015 monthly
G2.B3.S1.MA1	Monitoring implementation of all reading and writing across the content areas (Observation)	Bennett, Tabatha	9/25/2014	Anchor charts, rubrics, checklists	5/25/2015 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. Increase student engagement in all content areas.

G1.B1 Use district, state, and classroom data and resources (i-ready, CGA, DAR,FCAT, etc) with fidelity to drive instruction

G1.B1.S1 use data to create goals and drive instruction

PD Opportunity 1

Provide time for teachers to use previous data and baselines to set class-wide and individual goals.

Facilitator

Jill Hardison and Shaniqua Gary

Participants

Teachers, Administrators, Interventionists, Academic Coaches

Schedule

Biweekly, from 9/2/2014 to 5/27/2015

PD Opportunity 2

Teachers will utilize student data from various reports in Performance Matters and/or i-Ready to differentiate instruction by content, process, and/or product during grade level departmentalize/vertical common planning with Coach/interventionist support

Facilitator

Jill Hardison and Shaniqua Gary

Participants

Teachers, Administrators, Interventionists, Academic Coaches

Schedule

Biweekly, from 9/2/2014 to 5/27/2015

PD Opportunity 3

Lesson Study cycle with grade level teachers (using data) to develop centers

Facilitator

Jill Hardison and Shaniqua Gary

Participants

Teachers, Administrators, interventionists, academic coach

Schedule

On 11/14/2014

G1.B2 Teacher lack of knowledge on content standards

G1.B2.S1 Use Understanding by Design (UbD) to enhance teacher content knowledge

PD Opportunity 1

Teachers will create a binder and/or digital resource that contains standards, item specifications and curriculum guides on their content area that will be used and/or reviewed during collaborative planning

Facilitator

Jill Hardison

Participants

Teachers, Administrators

Schedule

Weekly, from 9/30/2014 to 5/5/2015

PD Opportunity 2

Teachers will utilize their deeper understanding of the standards to align district curriculum, instruction and student tasks

Facilitator

Jill Hardison

Participants

Teachers

Schedule

Daily, from 9/25/2014 to 5/27/2015

PD Opportunity 3

Grades 3-5 teachers will attend an unpacking the standards training

Facilitator

Administrators and Coaches

Participants

Teachers

Schedule

On 9/24/2014

PD Opportunity 4

Coaches will provide training beginning with the end in mind through unpacking the standards. Through prompting and support the coaches will assist teachers as they discuss a learning continuum for instruction which scaffolds student learning as appropriate.

Facilitator

Jill Hardison and Shaniqua Gary

Participants

Teachers, Administrators

Schedule

Biweekly, from 9/16/2014 to 5/5/2015

G2. Implement procedures for school-wide student writing across the grade levels.

G2.B1 Teachers and students lack of understanding of the expected components for writing.

G2.B1.S1 Professional Development for teachers and coaches to understand the components and expectations of writing across grade levels..

PD Opportunity 1

Coach will attend district training on writing.

Facilitator

Jill Hardison

Participants

Content Area Teachers

Schedule

Monthly, from 9/24/2014 to 5/25/2015

PD Opportunity 2

Grade level collaborative planning dedicated to unwrapping LAFS K - 5 writing standards

Facilitator

Jill Hardison

Participants

Grade-level teams and whole staff

Schedule

Biweekly, from 9/24/2014 to 5/25/2015

G2.B2 Low expectations for student performance in writing.

G2.B2.S1 Increase teacher knowledge of K-5 expectations writing.

PD Opportunity 1

Create vertical grade-level strategy and skill expectations (using 4/5 state released rubrics, test specs and district checklists) of writing via questions and prompts.

Facilitator

Jill Hardison

Participants

grade level teams / whole staff

Schedule

Biweekly, from 9/24/2014 to 12/12/2014

PD Opportunity 2

Development of K – 3 student rubrics that align with grade 4 and 5 rubrics

Facilitator

Jill Hardison

Participants

grade level teams and whole staff

Schedule

Biweekly, from 9/24/2014 to 11/25/2014

G2.B3 Lack of experience with writing in the content areas school-wide utilizing new format and expectations for writing

G2.B3.S1 Utilize professional learning across the content areas through collaborative modeling and classroom utilization of writing practices.

PD Opportunity 1

Opportunities for teachers to receive support in implementation of writing from Teachers/Coaches modeling different types of writing and the skills and strategies designated for excellent writing in each category for colleagues and students.

Facilitator

Jill Hardison and various teachers

Participants

School-wide teachers

Schedule

Monthly, from 10/24/2014 to 5/25/2015

PD Opportunity 2

Provide time for grade level teams to analyze student writing products to differentiate instruction

Facilitator

Jill Hardison

Participants

School-wide staff

Schedule

Monthly, from 9/25/2014 to 5/25/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	Total
Grand Total	0