Pine Crest Elementary School

2014-15 School Improvement Plan

Pine Crest Elementary School

405 W 27TH ST, Sanford, FL 32773

http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0141

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	89%

Alternative/ESE Center	Charter School	Minority
No	No	68%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	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

The mission of Seminole County Public Schools is to ensure that all Early Childhood Program and PreK-Grade 12 students acquire the knowledge, skills, and attitudes to be productive citizens in our great country and in the global economy.

Provide the school's vision statement

Seminole County Public Schools will be the premier school district in the State of Florida and will be recognized nationally for high standards, academic performance and offering students customized educational pathways 24/7/365.

School Environment

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

Pine Crest Faculty and Staff is provided with detailed information about students at Pine Crest through weekly Professional Learning Communities and Data discussions. Teachers are provided professional development in all academic areas, and in cultural relevant instruction. Throughout the school year there are multiple family nights for teachers, students and families to work together.

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

Pine Crest is in it's second year of implementation of Positive Behavior Support. A school wide program is in place that focusses on the 4 Ps: Prompt, Polite, Prepared and Productive.

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 Crest has a Positive Behavior Support Plan. Our guiding principal revolves around the 4 Ps - Prompt, Polite, Prepared and Productive. Our incentive program is schoolwide. Students earn Paw Prints for demonstrating the 4 Ps. The students may use the Paw Prints to purchase items in the PBS Store.
PBS Team:
Behavior Intervention Team:
Olanthia Stallworth
Erica Hills
Eric Cameron
Maria Katz
Kelly Mitchell
PBS Prevention Plan:
Greet students daily
Class meeting
Behavior goals posted
Practice and review procedures

Create a cool off zone in classroom
Making Connections:
During the first week of school phone home with one positive comment about each student. You may leave a message.
Starting off on a positive note will help build a great working relationship with the student.
For many students this will be the first time they have ever received a positive phone call.
Everyday is a new day:
Make sure to begin each day on a positive note.
Everyone starts on Green!
Move all students back to their cooperative groups.
When assistance is needed – please call Ms. Stallworth first – if she is busy – call any of the behavior intervention team members.
We will come directly to your room to assist – goal is to keep students in classroom.
We will provide classroom support.
Talk to students.
Sit with student to complete work.
Take student on walk.
PBS Club:
Every Monday at 8:30am the Behavior Intervention Team will meet with our Tier 3 behavior students and any student that was in the UpZone the previous week.
The students will report to the UpZone for a class meeting/social skills lesson.
On Friday you will receive an email of the students that must report to our Monday meeting.
We will begin this Monday, August 18th.
Students will be removed from classroom and taken to the UpZone to do the following:
Complete classroom work
Complete grade level packet
Work on iReady
Complete work detail – cafeteria/grounds
Parents will be contacted.
Other Options:
Wednesday Detention
Saturday School
Miss lunch/specials

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

Pine Crest students participate in many different counseling groups throughout the school year provided by our school counselor and social worker. In addition, many outside agencies work with our students to provide support. We work with Seminole State College to provide mentors for our students in need. In addition, this school year we have started a club called "Polishing Panthers" to work with our students with Tier 3 behavior concerns. Each Monday we meet with these students to provide social skills lessons and create goals to have a positive week.

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

The EdInsight program is utilized to track early warning indictors for students. A student "risk score" is provided and monitored based upon early warning factors such as frequent absences, discipline infractions and suspensions, below-level performance on assessments, grades, free and reduced

lunch status, MTSS tiers, and previous retentions. Students with above average risk scores are monitored closely throughout the school year, allowing appropriate interventions to occur in a timely manner.

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
	1	2	3	4	5	
Attendance below 90 percent	1	1	2	6	1	11
One or more suspensions	1	1	0	0	0	2
Course failure in ELA or Math	0	0	0	0	0	
Level 1 on statewide assessment	0	0	1	6	1	8

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	1	1	2	6	1	11

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

Tier 2 and 3 Reading and Math Intervention provided by classroom teachers and interventionist.
Before school tutorial program.
I Ready and Fast Forward Lab for K-5 students.
Positive Behavior Support school wide
Behavior Intervention team working with all Tier 3 behavior students
Follow detail truancy procedures to constantly track students who have missed 3, 5 and 10 days.

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 available at the school site.

Description

Parents attend one face to face parent conference.
Parents attend student lead conference night
Parents participate in one school wide activity with a focus on academics.
Parents log into Skyward Parent Portal at least once during each trimester.
Monthly newsletter is sent home to parents.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The school works with local businesses creating business partnerships to both assist with school wide events but also provide support to the community.

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
Katz, Maria	Principal
Cowl, Gretchen	Instructional Coach
Curran, Carissa	Instructional Coach
Kalahar, Shelly	Instructional Coach
Mitchell, Kelly	Assistant Principal

Duties

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

Administration - attends meetings to give input. Can monitor interventions and the effectiveness of the interventionist during walkthroughs and observations.
School Counselor - Facilitates meetings and schedules meetings. Keeper of the records and making copies as needed. Adds new students to cycles at the request of Parents, Teachers, Coaches, Leadership Team, and Administration. Keeps a brief summary of meetings for reference. Asks for and documents the necessary student data on the correct forms. Addresses any emotional concerns that arise. Attends parent conferences as needed. Makes referrals as needed.
Reading Coach - Attends meetings to address concerns with Reading. Gives suggestions on interventions that can be used. Helps determine if student's Tier needs to be changed. Coordinates Reading groups and assigning students to groups based on their need. Assigns Tier 3 students to SIPPS. Keeps track of Reading data and shares as appropriate.
Math Coach - Attends meetings to address concerns with Math. Gives suggestions on interventions that can be used. Helps determine if student's Tier needs to be changed. Coordinates Math groups and assigning students to groups based on their need. Assigns Tier 3 students to additional time in Success Maker lab. Keeps track of Math data and shares as appropriate.
Teachers - Attends meetings to review student's progress. Brings student data to the meetings. Helps determine if Tier needs to be changed. Puts interventions in place in the classroom and documents their progress with data. Turns in all intervention data with documenting the subject area, intervention, dates of intervention, interventionist, frequency of intervention, size of groups, and level of intervention. Completes Behavioral Observations as needed. Sends home a brief summary of the meeting to parents. Schedules and holds Parent/Teacher Conferences to review student's progress and data.
Dean - Attends meetings where Behavior is a concern. Discusses behavioral interventions that can be implemented. Reviews times that student has been sent to the Dean's Office. Helps develop Behavior Plans as needed, especially for Tier 3 students.

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 school has a core Multi-Tiered System of Supports (MTSS) problem solving team, comprised of members with expertise in academic and behavioral domains. The MTSS team utilizes the continuous problem solving process to identify students who are at-risk in academics and/or behavior and determines why the problem is occurring. The MTSS team designs and implements research-based interventions and regularly monitors student progress/response to interventions. The school utilizes the online MTSS module to document all interventions, meetings, and parent involvement in the process.

Pine Crest Elementary School will coordinate Title I, Supplemental Academic Instruction, and Exceptional Student Education funds to provide additional academic tutorial and/or intervention time for students in need of remediation. These funding sources are coordinated to maximize the number of students and the amount of services available for academic interventions. In addition, the school district coordinates IDEA and Title I funds to provide our school additional paraprofessionals that facilitate small group instruction during the school day. The coordination and integration of these funds and services ensure students are provided the time and support needed to master the standards and improve academic achievement.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Maria Katz	Principal
Maria Waters	Teacher
Rebecca Boggs	Teacher
Krystal Smith	Teacher
Connie Cain	Parent
Rosa Malagon	Parent
Crystal Lamson	Parent
Miriam Rivera	Parent
Terri Daniels	Parent
Alicia Lewis	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

SIP was reviewed. We maintained the same goal and continue to work on action plan.

Development of this school improvement plan

The SAC Team consistently meets to discuss plans for school improvement at Pine Crest Elementary. They reviewed the 2013-2014 school data and assisted with the development of the targets and goals.

Preparation of the school's annual budget and plan

SAC Budget was discussed at first SAC meeting.

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

The School Improvement Funds will be used for the following:
Professional Development related to specific Targets and Goals
Materials and supplies for on-going support of classroom instruction

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
Mitchell, Kelly	Assistant Principal
Curran, Carissa	Instructional Coach
Kalahar, Shelly	Instructional Coach
Katz, Maria	Principal
Cowl, Gretchen	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the Literacy Leadership Team will be to provide teachers with professional development on the new Florida ELA and Math standards for 3rd - 5th grade. In addition, to work with grade-level teams to review on-going progress monitoring data and creating intervention groups to meet individual students' needs.

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 participate in weekly PLCs to plan collaboratively throughout the school year. In addition, grade level teams have one early release Wednesday to collaboratively plan.

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

Seminole County Public Schools is always looking for highly qualified, certified teachers to teach our students. The method of recruitment is defined based on the need. Seminole County Public Schools reputation of being an "A" school district brings to us thousands of highly qualified applicants. One of our recruitment strategies is our partnership with State and private colleges and universities. We welcome university and college interns and field study students to our district not only from the State of Florida university system but also out of State. Annually our district participates in many university job fairs and minority and veteran job fairs. This year we have gone out of the United States and are bringing on board a few teachers from Spain to teach the dual language classes.

The district supports all teachers but especially new teachers with mentoring programs. We also provide in-services and workshops. New teachers with zero years of experience are assigned a one on one mentor. This support is provided beyond the first year.

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

Our school has a school-wide mentor who works with administration to coordinate all mentoring activities on our campus. This school-wide mentor is trained by our county's new teacher facilitator and is given materials and agendas to support the new teachers during this calendar year. Before school begins, our school-wide mentor meets the new teachers at our school and gives a campus tour while orienting our new teachers to important procedures and policies that will affect them as they begin the school year. Once school begins, our new teachers meet regularly with the mentor(s) who best fits their needs and follow an agenda of recommended topics that are appropriate for their given situations. Whether the new teacher is working with a school-wide mentor, peer teacher, or alternative certification mentor, he or she is working with an individual who has been trained by our county to support the teacher's various needs. Each of these mentor roles are fine-tuned each year based on the feedback from our new teachers the year before.

Additionally, our school arranges for each new teacher to be accompanied by a well-chosen mentor for visits to classrooms of highly effective teachers. Both this mentor and the new teacher utilize a classroom visitation sheet to guide their post-visit discussions around our county's instruction model, room arrangements, and classroom management. The goal of these visits is to provide models of instructional practice and time for reflection that will allow the new teacher to fine-tune his or her teaching abilities.

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

The core curricula of Seminole County Public Schools are comprehensive systems employing research-based best-practices, rigorous content, and instructional materials organized in comprehensive instructional plans. Delivery modes and methods require explicit differentiated instruction to the depth of 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

All students in K-5th grade complete both District and School assessments to monitor their academic growth throughout the school year. During PLCs both District and School data is discussed. Goals

are written based on the data. Students are placed in Acceleration Groups (intervention) based on their area of need. Acceleration groups take place in K-5 each day for 30 additional minutes. On Monday and Tuesday the focus is reading, and on Thursday and Friday, the focus is math. Wednesday's Acceleration time is used to conduct mini-benchmark assessments on the specific skill they are working on in their Acceleration Group. The Acceleration Groups are fluid, every three weeks the students may move to a new group based on progress.

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: 105

After school tutorial program for Second - Fifth Grade Tier 2 and 3 students.
After school tutorial program for Second - Fifth Grade ESE students.
Students will work in the I Ready Lab for 45 minutes.
Students will work in small groups of no more than 10 students with one teacher on reading, math and writing skills.

Strategy Rationale

Strategy Purpose(s)

- Instruction in core academic subjects

Person(s) responsible for monitoring implementation of the strategy
Katz, Maria, maria_katz@scps.k12.fl.us

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

iReady data will be analyzed weekly.
Discovery Education probes will be used to determine success on specific skills.

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

Students in the Voluntary Pre-K (VPK) Program visit the kindergarten classrooms at the end of the school year to learn about what to expect in kindergarten. During the summer, students entering kindergarten in selected Title I Schools can attend Ready Set Learn to help prepare them for success in kindergarten. Schools offer an Open House before school starts and kindergarten teachers are available for individual conferences. The VPK Assessment Grant was used to provide private and faith based kindergartens transition in elementary catchment areas.

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

na

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

na

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

na

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

na

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   ◦Increase student engagement during instructional delivery through the use of best instructional practice to increase reading, writing, and math to 50th percentile on 2015 Florida Standards Assessment.

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 during instructional delivery through the use of best instructional practice to increase reading, writing, and math to 50th percentile on 2015 Florida Standards Assessment. `1a`

🔍 G056028

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - All Students	64.0
AMO Math - All Students	60.0

Resources Available to Support the Goal `2`

- Three Instructional Coaches (Reading/Writing/Math)

- Two Reading intervention teachers and two math interventionists

- Four Kindergarten/First Grade Paraprofessionals

- ELL Support

- District Reading/Writing/Math Specialist

- SLD Support

- Tier Two Material - I Ready, Imagination Station, Reading RTI Kit, Build Up, Spiral Up, Fast Track Phonics, Word Power, 95% Group, Fast Forward, FCRR Phonics, Quick Reads, Comprehension Tool Kit, Reading Eggs

- Tier Three Materials - My Sidewalks (Pearson), SIPs, Making Meaning Professional Development

- Professional Development

- Grade Level PLCs

- Data Chats

- Guidance Counselors

- Behavior Interventionist

- In school Tutorial Program

Targeted Barriers to Achieving the Goal `3`

- Lack of student engagement

- Florida Standards Assessment

Plan to Monitor Progress Toward G1. 8

PIne Crest Leadership Team will meet weekly to address student achievement and instructional practice. Based on assessment data on school, district and state assessments actions steps will be determined to ensure progress toward goal.

Person Responsible

Schedule

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

Evidence of Completion

Student Assessment Data - school, district and state assessments (Baseline reading, math tests, district writing prompts, District Discovery Education K-5, Success Maker Lab progress reports, ongoing progress monitory of direct instruction skills in acceleration groups and FCAT 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 during instructional delivery through the use of best instructional practice to increase reading, writing, and math to 50th percentile on 2015 Florida Standards Assessment. [1]

🔑 G056028

G1.B7 Lack of student engagement [2]

🔑 B141307

G1.B7.S1 Provide Professional development on the following: Noticing and reacting when students are not engaged Using academic games Managing response rates Using physical movement Maintaining a lively pace Demonstrating intensity and enthusiasm Using friendly controversy among students Providing opportunities for students to appropriately talk about themselves Presenting unusual or intriguing information [4]

🔑 S153593

Strategy Rationale

Action Step 1 [5]

Provide professional development instructional strategies to increase student engagement.

Person Responsible

Maria Katz

Schedule

Weekly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Collect sign in sheets, learning logs and agendas. Classroom walkthrough iObservation feedback.

Plan to Monitor Fidelity of Implementation of G1.B7.S1 `6`

Create walkthrough Look For list to monitor teacher use of instructional strategies for student engagement

Person Responsible

Maria Katz

Schedule

Weekly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Increased student engagement indicated in iObservation walkthrough feedback

Plan to Monitor Effectiveness of Implementation of G1.B7.S1 `7`

Over 50% of students will be engaged during classroom lessons

Person Responsible

Maria Katz

Schedule

Weekly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Increased academic improvement on Disctrict and State Assessments

G1.B11 Florida Standards Assessment 2

🔍 B141311

G1.B11.S1 Provide Professional Development on new FSA 4

🔍 S153603

Strategy Rationale

Action Step 1 5

Weekly PLCs

Person Responsible

Kelly Mitchell

Schedule

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

Evidence of Completion

PLC Reflection Logs/Student Assessment Data

Action Step 2 5

The Core Six Wednesday Staff Development

Person Responsible

Kelly Mitchell

Schedule

Monthly, from 9/10/2014 to 2/4/2015

Evidence of Completion

Sign-in logs from staff development trainings, student achievement gains based upon reading data: PSI/PASI, SRI, DE, DRA, FSA, iObservation data to reflect teacher application of Core Six instructional practices in classrooms, team PLC logs will reflect collaborative planning related to training.

Plan to Monitor Fidelity of Implementation of G1.B11.S1 `6`

Professional Development scheduled throughout the year on Mondays with PLCs and specific Wednesdays - unpacking the Florida Standards and learning the FSA Specs.

Person Responsible

Maria Katz

Schedule

Weekly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Sign-in sheets, learning logs, and reflections will be collected. Presentation material will be saved.

Plan to Monitor Effectiveness of Implementation of G1.B11.S1 `7`

To monitor understanding of Florida Standards and FSA teacher lesson plans and student work will be reviewed to ensure it matches both standards and rigor of new assessment.

Person Responsible

Maria Katz

Schedule

Weekly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Teacher Lesson Plans and Student assignments

G1.B11.S2 Each Grade Level, ESE, ESOL and Special Area Team completes Sample FSA test on FSA Portal. Teams complete reflection. 4

Strategy Rationale

S153604

Action Step 1 5

Complete FSA Sample Test

Person Responsible

Maria Katz

Schedule

On 9/12/2014

Evidence of Completion

Teams complete Reflection sheet to discuss at PLC.

Plan to Monitor Fidelity of Implementation of G1.B11.S2 6

Teachers will complete the FSA sample test with grade level team and complete a reflection sheet.

Person Responsible

Maria Katz

Schedule

On 9/12/2014

Evidence of Completion

Teachers will meet with administration during PLC to discuss FSA Sample test and review reflection sheet.

Plan to Monitor Effectiveness of Implementation of G1.B11.S2 `7`

Lesson plans and student work will be monitored for understanding and implementation of Florida Standards and FSA assessment.

Person Responsible

Maria Katz

Schedule

Weekly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Lesson Plans and student work samples will be collected and reviewed.

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.B7.S1.A1	Provide professional development instructional strategies to increase student engagement.	Katz, Maria	8/11/2014	Collect sign in sheets, learning logs and agendas. Classroom walkthrough iObservation feedback.	5/29/2015 weekly
G1.B11.S1.A1	Weekly PLCs	Mitchell, Kelly	9/1/2014	PLC Reflection Logs/Student Assessment Data	5/29/2015 weekly
G1.B11.S2.A1	Complete FSA Sample Test	Katz, Maria	9/2/2014	Teams complete Reflection sheet to discuss at PLC.	9/12/2014 one-time
G1.B11.S1.A2	The Core Six Wednesday Staff Development	Mitchell, Kelly	9/10/2014	Sign-in logs from staff development trainings, student achievement gains based upon reading data: PSI/PASI, SRI, DE, DRA, FSA, iObservation data to reflect teacher application of Core Six instructional practices in classrooms, team PLC logs will reflect collaborative planning related to training.	2/4/2015 monthly
G1.MA1	PIne Crest Leadership Team will meet weekly to address student achievement and instructional practice. Based on assessment data on school, district and state assessments actions steps will be determined to ensure progress toward goal.		9/1/2014	Student Assessment Data - school, district and state assessments (Baseline reading, math tests, district writing prompts, District Discovery Education K-5, Success Maker Lab progress reports, ongoing progress monitory of direct instruction skills in acceleration groups and FCAT assessments)	5/29/2015 weekly
G1.B7.S1.MA1	Over 50% of students will be engaged during classroom lessons	Katz, Maria	8/11/2014	Increased academic improvement on Disctrict and State Assessments	5/29/2015 weekly
G1.B7.S1.MA1	Create walkthrough Look For list to monitor teacher use of instructional strategies for student engagement	Katz, Maria	8/11/2014	Increased student engagement indicated in iObservation walkthrough feedback	5/29/2015 weekly
G1.B11.S1.MA1	To monitor understanding of Florida Standards and FSA teacher lesson plans and student work will be reviewed to ensure it matches both standards and rigor of new assessment.	Katz, Maria	8/11/2014	Teacher Lesson Plans and Student assignments	5/29/2015 weekly
G1.B11.S1.MA1	Professional Development scheduled throughout the year on Mondays with PLCs and specific Wednesdays -	Katz, Maria	8/11/2014	Sign-in sheets, learning logs, and reflections will be collected. Presentation material will be saved.	5/29/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	unpacking the Florida Standards and learning the FSA Specs.				
G1.B11.S2.MA1	Lesson plans and student work will be monitored for understanding and implementation of Florida Standards and FSA assessment.	Katz, Maria	8/11/2014	Lesson Plans and student work samples will be collected and reviewed.	5/29/2015 weekly
G1.B11.S2.MA1	Teachers will complete the FSA sample test with grade level team and complete a reflection sheet.	Katz, Maria	8/11/2014	Teachers will meet with administration during PLC to discuss FSA Sample test and review reflection sheet.	9/12/2014 one-time

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G1. ◦Increase student engagement during instructional delivery through the use of best instructional practice to increase reading, writing, and math to 50th percentile on 2015 Florida Standards Assessment.

G1.B11 Florida Standards Assessment

G1.B11.S1 Provide Professional Development on new FSA

PD Opportunity 1

Weekly PLCs

Facilitator

Maria Katz/Kelly Mitchell

Participants

Grade Level, ESE, ESOL, and Specials Teams

Schedule

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

Technical Assistance Items

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

Budget Rollup

Summary	
Description	**Total**
Goal 1: ◦Increase student engagement during instructional delivery through the use of best instructional practice to increase reading, writing, and math to 50th percentile on 2015 Florida Standards Assessment.	1,526
Grand Total	**1,526**

Goal 1: ◦Increase student engagement during instructional delivery through the use of best instructional practice to increase reading, writing, and math to 50th percentile on 2015 Florida Standards Assessment.		
Description	**Source**	**Total**
B7.S1.A1 - Purchased the following books: Engaging Students with Poverty In Mind The Power of Smart Goals The Art and Science of Teaching The Core Six	General Fund	1,526
Total Goal 1		**1,526**