

Duval County Public Schools

Pinedale Elementary School



2015-16 School Improvement Plan

Pinedale Elementary School

4229 EDISON AVE, Jacksonville, FL 32254

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

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	78%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	86%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	A	B	B

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Duval County School Board on 12/7/2015.

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 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. The school learns of various cultures during the registration process to ensure that support and are provided to all families. If translators are needed, typically someone on staff is able to assist parents and students and the ESOL office is contacted for additional translation support for IEP's, etc...

The school highlights the various cultures from Hispanic, Native American, Black History, Women's History month, etc... that highlight the contributions of each culture/group to society.

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 develops their own classroom rules and expectations. The school-wide behavior management plan (color coded system) and the "Get on the Bus/VIP Game Day" behavioral campaigns will be consistently used among all grade levels PreK-5th grade. Rituals and routines will be reviewed, implemented and revised as often as necessary to maintain fidelity of the instructional time.

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 and provides preventative strategies and resources to all students on a bi-weekly basis. Guidance services and counseling sessions take place for all K-5 students for 1 hr. covering Bully Prevention, Character Counts, Conflict resolution, building self-esteem and drug awareness, just to name a few. The counselor may often times use the Second Step program to provide students with appropriate skills and strategies to use in and out of the classroom.

With our mentoring program, Level 1 and Level 2 performing students are assigned a mentor to monitor and track academics, behavior and peer relationships through the Each One, Reach One Mentoring program. The mentoring program build positive relationships between faculty/staff and students that yield great success; all while students having a safe haven and person available to provide added motivation and attention to them and build their self-esteem to take pride in their work. This mentoring program will allow the students and the adults to build effective relationships that foster building self-esteem, incorporates data chats, a check-in/check-out system that encourages the use of appropriate behavioral strategies to use on a daily basis.

Students and families who have needs beyond the school's realm of expertise are usually referred to the Full Service program that provides parents who have limited resources and skills with the much needed support. Support is given for behavioral management, psychological services, mental health services and resources, as well as parenting skills and transportation to appointments and meetings.

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
- Students with low performing iReady scores and grades.

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	50	39	31	24	15	9	168
One or more suspensions	2	1	4	3	4	0	14
Course failure in ELA or Math	9	3	5	3	2	0	22
Level 1 on statewide assessment	19	20	24	20	26	20	129

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	57	46	35	35	23	19	215

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. 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 RtI data indicates the needed 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 Full Service Program 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:

Name	Title
Hinson, Alicia	Principal
Brown, Marlow	Instructional Coach
Gary, Shaniqua	Teacher, K-12
Reese, Collondra	Guidance Counselor
Jackson, Nikki	Instructional Coach
Burton, LaToya	Assistant Principal

Duties

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

The Rtl Leadership Team meets every other week to engage in school-wide problem solving. The Rtl 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 Rtl 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 2015-2016 school year, the Rtl 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. VE Resource Teacher
5. District Support
6. General Ed. Teachers/Exceptional Student Education/Interventionist

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 IReady Teacher Toolbox, DAR TTS lessons, FCRR activities, 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 a formal letter of the need for additional support and what, when and how will support each student through the parent reports that are generated by the assessment programs (iReady and Achieve 3000). 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. Teachers will also generate Progress Monitoring Plans based on student data and need for intensive interventions and support.

Title I funds are used to employ the reading and math interventionist. Documentation will be kept by the Guidance Counselor/RtI 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:

Name	Stakeholder Group
Alicia Hinson	Principal
Ruby Cazeau	Parent
Sue Hightower	Teacher
Ann Wilson	Parent
Sacostia King	Parent
Wade Johnson	Business/Community
Deborah Hendley	Education Support Employee
Belinda Gammage-Floyd	Business/Community

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. PBIS for student recognition
2. Teacher resources such as phonics material for students to assist in reading
3. Updated library books for the media center
3. Support for our school theme: S.T.E.A.M. (technology, science materials/resources, etc...)

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:

Name	Title
Smalls-Holland, Elena	Teacher, K-12
Jones, Shemeka	Teacher, K-12
Rushing, Angela	Teacher, PreK
Badger, Pearstina	Teacher, K-12
Trombetta, Julia	Teacher, K-12
Vandyke, Tera	Teacher, K-12
Smith, Sharlay	Teacher, K-12
Jackson, Nikki	Instructional Coach

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 Standards 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. Increase usage of non-fiction text in the classroom
6. Celebrate National Young Reader's Week and Literacy Week
7. Celebrate Dr. Seuss' Birthday
8. iReady Reading
9. Achieve 3000
10. Superintendent's 25 Book Challenge

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. The focus should be solely lesson planning and pulling resources to align with the day-to-day instructional expectations to providing rigorous instructional delivery of the lessons. Weekly common planning time is afforded to teachers once a week and common planning time for teachers that is directed by them occur daily. Meeting minutes are emailed to administration to answer and clarify questions/concerns.

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. New Teacher training program developed by administration provides support to novice teachers to build capacity and strengthen their passion for teaching .
5. 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.

Administration will implement a new teacher program to support novice teachers to develop skills and strategies to sustain their passion for teaching and gain support from administrators.

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. With frequent monitoring, planning and implementation of the new core curriculum, teachers will receive adequate support for appropriate and rigorous instruction.

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

Teachers, coaches, interventionists and administration analyze, track and monitor student performance data to plan for differentiated instruction with each core subject area instructional blocks. Students are provided intensive support by the teacher and interventionists based on triangulated data sources such as iReady, DAR, Achieve 3000, teacher made assessments, district mid/end of unit assessments and teacher observation. Students are progressed monitored monthly by using the available web-based programs and DAR TTS lessons as needed, iReady lessons and iReady Teacher toolbox. Teachers target specific benchmarks and skills that are not proficient and need to be addressed intensively through small group center rotations and activities that strategically align with the data sources using a variety of resources as well as the district's curriculum/resources. iReady lessons are used to differentiate instruction for reading and math that specifically meets the needs of each student based on their performance of non-proficient skills. Students that have been identified by various assessments may also receive intensive support from the reading interventionist using the Barton System and the math interventionist using other resources. If students are still demonstrating difficulties at attaining mastery are referred to the RtI team.

Teachers employ a variety of instructional strategies that have proven to be successful in meeting the needs of low-performing students to close the academic achievement gap. Strategies that are engaging and of interest to students yield more positive results. Effective and consistent use of these strategies allows for students to build a repertoire of skills to be used in the future.

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

Strategy: Before School Program

Minutes added to school year: 3,000

Students have been identified for extra support through the computer ramp up sessions for grades 3-5 for iReady usage. These students are monitored and encouraged to complete as many lessons within a 30 minute timeframe to show growth over the course of the school year.

Strategy Rationale

To target intensive instructional needs for identified students to meet their instructional needs.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Gary, Shaniqua, garys@duvalschools.org

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

i-Ready progress monitoring data will be analyzed to determine effectiveness of the additional support given in which groupings may/may not change. Also, the usage of Achieve 3000 and adjusted level sets should show an increase.

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 12 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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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.** If we increase comprehension and writing skills across the curriculum/grade levels, then we will see an increase in student achievement.

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. If we increase comprehension and writing skills across the curriculum/grade levels, then we will see an increase in student achievement. 1a

G071784

Targets Supported 1b

Indicator	Annual Target
Math Achievement District Assessment	50.0
FAA Mathematics Achievement	50.0
ELA Achievement District Assessment	50.0
FAA Reading Proficiency	55.0
FAA Science Proficiency	50.0
FCAT 2.0 Science Proficiency	60.0
FAA Writing Proficiency	53.0
2+ Behavior Referrals	89.0

Resources Available to Support the Goal 2

- Technology Interests Making Connections Robotics Labs (Science, Computer) Visuals TEAM UP Books/Textbooks Picture Perfect Science Learning A-Z 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 Reflex Math PITSCO Science Lab EiE Modules AIMS

Targeted Barriers to Achieving the Goal 3

- Use district, state, and classroom data and resources (i-ready, DAR, Achieve 3000, mid/end of unit assessments, teacher assessments, etc) with fidelity to drive instruction
- Lack of teacher implementation with utilizing all available resources.

Plan to Monitor Progress Toward G1. 8

iReady, Achieve 3000, student exit tickets and end of unit assessments will be used to monitor student progress

Person Responsible

Alicia Hinson

Schedule

Monthly, from 9/7/2015 to 5/27/2016

Evidence of Completion

Exit tickets, program reports, data reflection guides

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. If we increase comprehension and writing skills across the curriculum/grade levels, then we will see an increase in student achievement. **1**

 G071784

G1.B1 Use district, state, and classroom data and resources (i-ready, DAR, Achieve 3000, mid/end of unit assessments, teacher assessments, etc) with fidelity to drive instruction **2**

 B187135

G1.B1.S1 Professional Development on engagement strategies and application, QAR strategies and Whole Brain Learning. **4**

 S198582

Strategy Rationale

By providing a bank of instructional strategies across the curriculum/grade level, all teachers become vested in the goal of increasing comprehension and writing skills therefore increasing 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

Alicia Hinson

Schedule

Weekly, from 9/7/2015 to 5/27/2016

Evidence of Completion

PD agenda's, sign-in sheets, Exit tickets, data analysis guide

Action Step 2 5

Conduct informal/formal class visits to ensure implementation

Person Responsible

Alicia Hinson

Schedule

Biweekly, from 9/7/2015 to 5/27/2016

Evidence of Completion

products (lesson plans and activities)

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

Allow teachers to participate in data analysis activities that allow them to track and monitor students' instructional needs using I-Ready data, mid/end of module assessments, observation data/anecdotal notes, and class work. This data will be used to customize a differentiation instruction plan (folder) of activities for each student to work on during center rotations.

Person Responsible

Alicia Hinson

Schedule

Evidence of Completion

Students center rotation folders, Feedback forms from administrative walkthroughs, teacher-student data chat forms, teacher-admin data chat forms

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

Periodically we will check for student comprehension of i-Ready skills taught based on the disaggregated data and teacher led center using an assessment tailored to the needs of the students identified in the differentiated groups. From these assessments teachers will be able to understand who needs more remediation/reteach or focused instruction.

Person Responsible

LaToya Burton

Schedule

Quarterly, from 10/26/2015 to 5/13/2016

Evidence of Completion

Early Release/ PD agenda, center rotation lesson plans, Excel spreadsheets created by teachers based on data, monthly i-Ready growth data and mid-year and end of year i-Ready assessment data.

G1.B1.S2 Analyze data points to improve student proficiency scores and gains in all content areas. 4

 S198583

Strategy Rationale

All stakeholders (parents, students, teachers and admin) take ownership of improving critical academic areas of need through various district/school based processes (i.e. Rtl, MRT, PMP's, intensive interventions) as well as data chats during collaborative planning and early release days.

Action Step 1 5

Regular data chat conferences held with admin/teacher, teacher/student, teacher/coach and teacher/parent/student will drive instruction and plan for interventions/small group instruction

Person Responsible

Alicia Hinson

Schedule

Weekly, from 9/7/2015 to 5/27/2016

Evidence of Completion

Data chat forms, small group lesson plans, anecdotal notes

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

Weekly collaboration with teachers during collaborative planning sessions

Person Responsible

Alicia Hinson

Schedule

Weekly, from 9/7/2015 to 5/27/2016

Evidence of Completion

Informal/formal observations and walk-throughs with feedback to teachers, coaching cycle schedule

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

Monitor small group lesson plans for fluidity and targeted needs of each individual student

Person Responsible

Alicia Hinson

Schedule

Weekly, from 9/7/2015 to 5/27/2016

Evidence of Completion

Teacher lesson plan for small group instruction with anecdotal notes

G1.B2 Lack of teacher implementation with utilizing all available resources. 2

 B187136

G1.B2.S1 Utilize the EQUIP student work protocol 4

 S198584

Strategy Rationale

Examining student work will provide evidence of teaching, understanding and mastery of the instructional strategies aligned with Florida standards.

Action Step 1 5

Train and effectively utilize the EQUIP student work protocol to improve the task and related instructional materials.

Person Responsible

Alicia Hinson

Schedule

Biweekly, from 9/7/2015 to 5/27/2016

Evidence of Completion

Student work samples, EQUIP protocol form, PD agenda's, sign-in sheets

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

Select student work samples to utilize the EQUIP Protocol to analyze the work

Person Responsible

Alicia Hinson

Schedule

Biweekly, from 9/7/2015 to 5/27/2016

Evidence of Completion

EQUIP Protocol sheet

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

Consistent monitoring of lesson plan implementation and student feedback on work completed

Person Responsible

Alicia Hinson

Schedule

Weekly, from 9/7/2015 to 5/27/2016

Evidence of Completion

lesson plans, student work

G1.B2.S2 Creating a direct correlation between the standard, instruction and student work will increase student achievement as we focus on comprehension and writing skills. 4

 S198585

Strategy Rationale

Student work should be aligned with the rigor required to obtain the desired learning outcomes of each Florida standard.

Action Step 1 5

Train, implement and monitor usage and alignment of the item specs and Florida Standards.

Person Responsible

Nikki Jackson

Schedule

Weekly, from 9/7/2015 to 5/27/2016

Evidence of Completion

PD agenda's, sign-in sheets, small group lesson plans, informal/formal classroom visits

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

Continuous review of the curriculum guides to support teachers in lesson planning and appropriate interventions/support for students

Person Responsible

LaToya Burton

Schedule

Weekly, from 9/7/2015 to 5/27/2016

Evidence of Completion

PD notes and next steps for monitoring, exit tickets, informal/formal observations with feedback

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

Informal/formal observations with specific feedback on targeted focus of the week

Person Responsible

LaToya Burton

Schedule

Weekly, from 9/7/2015 to 5/27/2016

Evidence of Completion

Feedback (formal/informal) with recommendations/commendations

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.	Hinson, Alicia	9/7/2015	PD agenda's, sign-in sheets, Exit tickets, data analysis guide	5/27/2016 weekly
G1.B1.S2.A1	Regular data chat conferences held with admin/teacher, teacher/student, teacher/coach and teacher/parent/ student will drive instruction and plan for interventions/small group instruction	Hinson, Alicia	9/7/2015	Data chat forms, small group lesson plans, anecdotal notes	5/27/2016 weekly
G1.B2.S1.A1	Train and effectively utilize the EQUIP student work protocol to improve the task and related instructional materials.	Hinson, Alicia	9/7/2015	Student work samples, EQUIP protocol form, PD agenda's, sign-in sheets	5/27/2016 biweekly
G1.B2.S2.A1	Train, implement and monitor usage and alignment of the item specs and Florida Standards.	Jackson, Nikki	9/7/2015	PD agenda's, sign-in sheets, small group lesson plans, informal/formal classroom visits	5/27/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A2	Conduct informal/formal class visits to ensure implementation	Hinson, Alicia	9/7/2015	products (lesson plans and activities)	5/27/2016 biweekly
G1.MA1	iReady, Achieve 3000, student exit tickets and end of unit assessments will be used to monitor student progress	Hinson, Alicia	9/7/2015	Exit tickets, program reports, data reflection guides	5/27/2016 monthly
G1.B1.S1.MA1	Periodically we will check for student comprehension of i-Ready skills taught based on the disaggregated data and teacher led center using an assessment tailored to the needs of the students identified in the differentiated groups. From these assessments teachers will be able to understand who needs more remediation/reteach or focused instruction.	Burton, LaToya	10/26/2015	Early Release/ PD agenda, center rotation lesson plans, Excel spreadsheets created by teachers based on data, monthly i-Ready growth data and mid-year and end of year i-Ready assessment data.	5/13/2016 quarterly
G1.B1.S1.MA1	Allow teachers to participate in data analysis activities that allow them to track and monitor students' instructional needs using I-Ready data, mid/end of module assessments, observation data/ anecdotal notes, and class work. This data will be used to customize a differentiation instruction plan (folder) of activities for each student to work on during center rotations.	Hinson, Alicia	9/7/2015	Students center rotation folders, Feedback forms from administrative walkthroughs, teacher-student data chat forms, teacher-admin data chat forms	weekly
G1.B2.S1.MA1	Consistent monitoring of lesson plan implementation and student feedback on work completed	Hinson, Alicia	9/7/2015	lesson plans, student work	5/27/2016 weekly
G1.B2.S1.MA1	Select student work samples to utilize the EQUIP Protocol to analyze the work	Hinson, Alicia	9/7/2015	EQUIP Protocol sheet	5/27/2016 biweekly
G1.B1.S2.MA1	Monitor small group lesson plans for fluidity and targeted needs of each individual student	Hinson, Alicia	9/7/2015	Teacher lesson plan for small group instruction with anecdotal notes	5/27/2016 weekly
G1.B1.S2.MA1	Weekly collaboration with teachers during collaborative planning sessions	Hinson, Alicia	9/7/2015	Informal/formal observations and walk-throughs with feedback to teachers, coaching cycle schedule	5/27/2016 weekly
G1.B2.S2.MA1	Informal/formal observations with specific feedback on targeted focus of the week	Burton, LaToya	9/7/2015	Feedback (formal/informal) with recommendations/commendations	5/27/2016 weekly
G1.B2.S2.MA1	Continuous review of the curriculum guides to support teachers in lesson planning and appropriate interventions/ support for students	Burton, LaToya	9/7/2015	PD notes and next steps for monitoring, exit tickets, informal/formal observations with feedback	5/27/2016 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. If we increase comprehension and writing skills across the curriculum/grade levels, then we will see an increase in student achievement.

G1.B1 Use district, state, and classroom data and resources (i-ready, DAR, Achieve 3000, mid/end of unit assessments, teacher assessments, etc) with fidelity to drive instruction

G1.B1.S1 Professional Development on engagement strategies and application, QAR strategies and Whole Brain Learning.

PD Opportunity 1

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

Facilitator

LaToya McGhee, Nikki Jackson, Alicia Hinson

Participants

Teachers, Administrators, Interventionists, Academic Coaches

Schedule

Weekly, from 9/7/2015 to 5/27/2016

PD Opportunity 2

Conduct informal/formal class visits to ensure implementation

Facilitator

LaToya McGhee and Alicia Hinsib

Participants

Teachers, Administrators, Interventionists, Academic Coaches

Schedule

Biweekly, from 9/7/2015 to 5/27/2016

G1.B1.S2 Analyze data points to improve student proficiency scores and gains in all content areas.

PD Opportunity 1

Regular data chat conferences held with admin/teacher, teacher/student, teacher/coach and teacher/parent/student will drive instruction and plan for interventions/small group instruction

Facilitator

LaToya McGhee

Participants

Teachers, Coaches, Administration and Interventionists

Schedule

Weekly, from 9/7/2015 to 5/27/2016

G1.B2 Lack of teacher implementation with utilizing all available resources.

G1.B2.S1 Utilize the EQUIP student work protocol

PD Opportunity 1

Train and effectively utilize the EQUIP student work protocol to improve the task and related instructional materials.

Facilitator

Nikki Jackson

Participants

Teachers, Administration and Interventionists

Schedule

Biweekly, from 9/7/2015 to 5/27/2016

G1.B2.S2 Creating a direct correlation between the standard, instruction and student work will increase student achievement as we focus on comprehension and writing skills.

PD Opportunity 1

Train, implement and monitor usage and alignment of the item specs and Florida Standards.

Facilitator

Nikki Jackson, LaToya McGhee and Alicia Hinson

Participants

Teacher, Administration, Interventionists

Schedule

Weekly, from 9/7/2015 to 5/27/2016

Technical Assistance Items

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

Budget

Budget Data			
1	G1.B1.S1.A1	Provide time for teachers to use previous data and baselines to set class-wide and individual goals.	\$0.00
2	G1.B1.S1.A2	Conduct informal/formal class visits to ensure implementation	\$0.00
3	G1.B1.S2.A1	Regular data chat conferences held with admin/teacher, teacher/student, teacher/coach and teacher/parent/student will drive instruction and plan for interventions/small group instruction	\$0.00
4	G1.B2.S1.A1	Train and effectively utilize the EQUIP student work protocol to improve the task and related instructional materials.	\$0.00
5	G1.B2.S2.A1	Train, implement and monitor usage and alignment of the item specs and Florida Standards.	\$0.00
			Total: \$0.00