

Duval County Public Schools

Pine Forest Elementary School



2015-16 School Improvement Plan

Pine Forest Elementary School

3929 GRANT RD, Jacksonville, FL 32207

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

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	45%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	55%

School Grades History

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

**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

Pine Forest School of the Arts will provide all students with a rigorous arts and academic education to meet the high-quality levels of arts/academic expectations at the middle school level, while fostering each student's creative talent.

Provide the school's vision statement

Pine Forest Elementary School of the Arts will become a world class elementary arts school, where every student prepares for lifelong involvement in the arts community.

School Environment

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

At the beginning of the school year, teachers did a review of the cumulative folders to acknowledge socioeconomic factors (free lunch, divorce, etc.), health issues, previous retention/promotion, etc. Two-way communication through planners, email, parent conferences and teacher websites are available throughout the year. Pine Forest is a dedicated magnet which eliminates much of the "revolving door" syndrome that happens in other elementary schools. Our population is fairly stable throughout the year, and from year to year, provides the opportunity for students to connect with former teachers, as well as the rest of the faculty. Another way relationships are built is through the six resource teachers. Through the study of the arts and PE, students are challenged outside the academic classroom and thought of as being part of the family at Pine Forest. A fairly stable resource faculty has given us the opportunity to teach many siblings and also the children of former students. This has created knowledge of family histories. Many cultures are represented at Pine Forest because of our magnet program. Students learn to respect other cultures as they bond together in the various classrooms.

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

Before school, there is a morning extended day run by the faculty of Pine Forest. Students are able to go to breakfast for free in the cafeteria and are monitored by a teacher. The two hallways are monitored by two teachers, as well as 5th grade patrols.

During the day, the outside doors are locked and visitors must check in and obtain a visitor badge if they are going in the hallway or to a classroom. Tardy students must be signed in by an adult. All classroom doors are locked. Volunteers are approved through the county and are given an ID. A school-wide CHAMPS system provides the teachers and students uniformity of expectations in the classroom and common gathering areas.

After school, at dismissal time, students are escorted and supervised by the faculty. Extended Day and Team-Up are two after-school options for students. There are also after-school performing arts programs offered including, Dance Ensemble, Art, Drama and Strings for students. These are taught by trained personnel. Students in these programs are signed out by adults each day.

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

CHAMPs is practiced in all classrooms. Each grade level has a common behavior management system that is age-appropriate for the grade level. Established protocols for behavior are changing district-wide. The district is implementing a Positive Behavior Plan that will be implemented at the individual school level with input from the staff. Class 1 Code of Conduct violations have specific interventions before a referral is written. New teachers are trained through the MINT program. See the Positive Behavior Management System Plan for more information.

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 Forest has a full-time guidance counselor. She facilitates Second Step lessons, which is a program that addresses bullying and other social issues. The lessons are embedded during the Reading/Social Studies block and taught by the guidance counselor and/or the classroom teachers. The Counselor also makes referrals for counseling to full service schools and meets with individual students and groups of students based on teacher, student or parent requests.

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

Early Warning Signs are: Attendance- 5 absences in a 30 day period or 10 absences in a 90 day period and excessive tardies; Behavior- chronic behavior and disciplinary problems; and Academics- poor school performance in all academic areas Grades- U, N, D, F and below 60% on district assessments and level 1 or 2 on state assessments.

At-risk students are identified during the regular analysis of student academic and behavioral data (e.g., absenteeism, grades, discipline) through tracking devices and a school-wide Response to Intervention (RtI) process. The school counselor monitors attendance daily to determine students who are on the path of chronic absences. Parents are contacted to make sure the absences are valid. She continues to monitor those students to ensure there are no recurrences.

Administrators and teachers monitor students' academic progress through various tracking devices (report cards, progress reports, daily assignments and school, district and state assessments). Teachers complete tracking forms and use observation checklists to monitor progress. Administrators monitor students' progress by meeting with teachers during weekly PLCs and quarterly data chats. Based on the information and data collected, interventions are provided (tutoring, modifying instruction, etc.) and students are referred for additional services, such as, hearing and vision testing and/or the RtI process, which involves the implementation, documentation and modification (if necessary) of interventions.

Discipline data is collected and tracked through the district's uniform referral and Code of Conduct, in addition to the behavior management system that is implemented in each classroom. Teachers meet and discuss students who are identified as at-risk and to determine next steps. This is an on-going process.

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	4	6	3	5	6	4	28
One or more suspensions	1	1	0	0	0	1	3
Course failure in ELA or Math	1	3	2	1	0	4	11
Level 1 on statewide assessment	0	0	0	8	0	0	8

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

There are many interventions that are in place to help increase struggling students' skills and scores in all academic subjects. Dedicated Rtl time is built into every teacher's schedule. This allows each teacher to work on specific skills and strategies daily in addition to regular core instruction. We have one full-time ESE teacher who push into the classroom to support instruction. These students are serviced in small groups and/ or one-on-one instruction. The general education classroom teacher and ESE teacher monitor instruction and collect data to plan and make adjustments as needed. Assessments are given to determine if the students are being successful with the interventions that are being implemented. After data is collected from the assessments, the lessons are differentiated based on the needs of the students. There are more opportunities given to re-teach a concept or provide more intensive instruction for each learner. This process is repeated, as necessary, for the continuous improvement of student learning.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

As a dedicated arts magnet school with students traveling from various areas of town, it is often difficult for parents to return to school for workshops planned by school staff. Daytime workshops are prohibitive as most of the parents work during these hours. It is important that parental workshops are combined and/or scheduled before/after other preferred events (i.e. orientation, student performances, Open House). In order to encourage participation in parent events, the school will offer incentives for attendance, including the following: door prizes, snacks, class incentives, and homework passes.

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

Pine Forest's process for building and sustaining partnerships with the community is a collaborative interaction between educators and families in activities that promote student learning and positive youth development at home, in school, and in the community, including but not limited to regular, two-way, and meaningful communication between parents and school personnel; outreach to families; parent education; volunteering; school decision making; and advocacy.

Staff, parents, and community members of Pine Forest sustain the partnerships by working toward the following goals:

- ~School staff shall strive to work with family and community volunteers in the school in ways that are beneficial to students (Quarterly Parent-Teacher Data Chats);
- ~We shall ensure that families have access to a description and explanation of the curriculum in use at the school, the different forms of assessment used to measure and track student progress, the proficiency levels students are expected to meet, training, and community resources available to parents to work with their children to improve student learning and positive child and youth development (Quarterly Parent-Teacher Data Chats, Parent Nights for each subject area, Family Literacy Night);
- ~We are dedicated to inviting and encouraging all family members to attend regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children (School Advisory Council, PTA, Friends of Pine Forest Foundation);
- ~We will coordinate parent and family engagement opportunities with community-based organizations (Green Apple Day of Service Project, Community Nutcracker, LaVilla Orchestra Concert, Douglas Anderson Childrens Dance Concert).

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
Jackson, Stephanie	Principal
Momberg, Sarah	Teacher, K-12
Moore, Debra	Teacher, K-12
Ledoux, Laurel	Teacher, K-12
Mattiace, Johna	Teacher, K-12
Bent, Nancy	Guidance Counselor
Smith, Cynthia	Assistant Principal
Smith, Rachel	Teacher, K-12
Davis, Lauren	Teacher, K-12

Duties

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

The school-based Leadership Team leads the faculty in a review of the data and, with input from building instructional teams and PLC's, assists in developing the initial draft of the School Improvement Plan. A draft of the SIP is then presented to the School Advisory Council for review and recommendations. The Rtl Leadership Team finalizes the plan.

The School Improvement Plan becomes the guiding document for monitoring the progress toward school goals. The RtI Leadership Team regularly revises and updates the plan as the needs of students shift throughout the school year. The plan includes a formal review process, which demonstrates how the school has used RtI to inform instruction and how mid-course adjustments are made as data are analyzed.

The assignments of the school-based leadership team members are:

Mrs. Jackson, the principal, provides a common vision for the school, uses data-based decision making, ensures that the school's instructional staff is using Florida Standards for instruction and assessment, and that all classrooms have a system for differentiated instruction. Additionally, the principal conducts assessment of the school-based RtI system, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Mrs. C. Smith, the Assistant Principal, leads and evaluates school core content standards and programs. In addition, she identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole-school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Dr. Bent, the Guidance Counselor and RtI Committee Chairperson, leads the school multi-disciplinary team in problem-solving whenever a student is having behavioral or academic issues. She conducts classroom guidance lessons for all classes to ensure social and emotional wellness, as well as, provides small-group lessons on study skills, bullying and social skills. As the RtI Committee Chairperson, the counselor participates in student data collection; integrates core instructional activities/materials into Tier 3 instruction; collaborates with general education teachers through such activities as co-teaching; and provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students.

Teachers: Robin Momberg, Rachel Smith, Olga Napoleon, and Laurel Ledoux serve as lead teachers in Literacy, Math, Writing, and Science. They attend district trainings on newly adopted initiatives and provide professional development through modeling, collaborative planning, and workshops during weekly PLCs and early dismissal days. The teacher leaders also serve as mentors, assist in focus walks, and provide valuable feedback to administrators about teacher 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 Leadership team meets monthly. The focus of meetings is on the following:

- Defining criteria for student achievement across the content areas.
- Analyzing on-going assessment data sources.
- Monitoring and analyzing data from monthly progress monitoring notebooks.
- Strategizing classroom and/or school interventions and strategies for those students who do not meet

achievement criteria.

- Examining relevant evidence of achievement, such as assessment data from Achieve 3000, DAR, iReady, Curriculum Guide Assessments, running records, teacher-created assessments, and diagnostic testing.

The team engages in review of universal screening data and link to instructional decisions and the review of 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. Based on the above information, the team determines what professional development and resources are

necessary for better meeting the needs of students. The team collaborates regularly, engages in problem-solving, shares effective practices, evaluates effectiveness of intervention implementation, makes decisions as to necessary adjustments in interventions, and practices new processes and skills necessary to monitor and adjust Tier II and Tier III Interventions. The team facilitates the process of building consensus and making decisions about Rtl implementation.

In addition to the oversight work of the Rtl Leadership Team, other building leadership and instructional teams (such as professional learning communities, vertical learning communities, grade-level teams, and/or content-specific teams) carry the work forward with individual and smaller groups of students. This academic and behavioral work includes the following, beginning with Tier 1 (core/universal instruction) and continuing through Tier 3 (supplemental instruction/intensive intervention):

- Identifying and analyzing systematic patterns of student needs
- Identifying appropriate evidence-based differentiation and intervention strategies
- Implementing and overseeing progress monitoring
- Analyzing progress monitoring data
- Problem solving
- Determining next steps

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Marlo Zarka	Business/Community
Stephanie Jackson	Principal
Johna Mattiace	Teacher
Sarah Cantor	Parent
Valarie Williams	Education Support Employee
Cristina Parcell	Student
Denise Valaer	Teacher
Hilda Ettedgui	Parent
	Parent
Stacey Henderson	Student
Nicole Simmons	Teacher
Cynthia Smith	Education Support Employee
Kelly Peck	Parent
Michael EWhelan	Parent
Dawn Houston	Parent
MaryLynn Kirkland	Parent
Scott Smith	Parent
Rezell Carbert	Student
Laura Draga	Parent
Dawn Lovejoy	Parent
Valerie Williams	Parent
Aunerial Wynn	Parent

Duties

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

Evaluation of last year's school improvement plan

The SAC will engage in the following for the purpose of evaluating the 14-15 school improvement plan:

- 1) Review the the SIP Goals and Details pages
- 2) Identify what goals have been met and those that need to be revisited
- 3) Conduct causal analysis of goals that were not met; identify needs based on analysis
- 3) Plan with teachers to engage in the 8-step process for developing new goals based on needs identified

Development of this school improvement plan

SAC will review school performance data and assist in determining the cause of declining performance. SAC will also provide input on the development and monitoring of the 2015-2016 School Improvement Plan.

Preparation of the school's annual budget and plan

The SAC will play an active role in helping to establish remediation and enrichment safety net programs for the students at Pine Forest. Each budget item identified will align with the student achievement goals outlined in the School Improvement Plan.

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

School improvement funds were used to purchase Reading intervention materials from Curriculum Associates.

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
Jackson, Stephanie	Principal
Momberg, Sarah	Teacher, K-12
Mattiace, Johna	Teacher, K-12
Bent, Nancy	Guidance Counselor
Moser, Michelle	Teacher, K-12
Davis, Lauren	Teacher, K-12
Beaumont, Joy	Instructional Media
Belanger, Brittany	Teacher, K-12
Hammock, Laura	Teacher, K-12
Montoto, Cristina	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

~Identify ongoing professional development needs/opportunities for teachers to ensure that tasks, activities, and assessments meet the cognitive complexity of the Florida Standards.

~Assist in the process of aligning test specifications (through common planning and PLCs) with literacy standards in grades K-5

~A member of the LLT participates on the Rtl committee meetings monthly

~Assess and align faculty professional development needs and to formulate plans on effective implementation of targeted reading goals within our school.

Our main goal is to continuously address the instructional rigor and alignment to current reading demands in our core curriculum and the manner in which tiered instruction is being delivered across content areas and grade levels to provide next steps for improving the academic achievement of all of our students.

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

Dedicating time for grade-level meetings, common planning, professional learning communities (PLCs), and vertical learning communities (VLCs) is built in to the master schedule for Pine Forest teachers. During these meetings, teachers are given the opportunity to collaborate with colleagues for the purpose of developing common lessons, establishing common systems for remediation and interventions, and analyzing student assessment data. In addition, teachers were offered a choice of what school-based committees and VLCs they wanted to participate in. There are only two non-negotiables for these committees and VLCs: Collaboration during these meetings must help teachers put what they learn into action, and they must provide an emotionally safe place where teachers are free to take professional risks.

The newly-adopted job-embedded professional development model allows teachers to serve as each others' main resource for learning, making successful collaboration key to professional growth. The job-embedded professional learning/development at Pine Forest looks like:

PLCs: Teacher collaboration meetings to analyze classroom practice, learn new instructional strategies and tactics, field-test them in the classroom and report the results to each other.

~Teacher observations: Frequent observations by a peer linked with deep conversations about the art and craft of teaching that takes one's practice to a higher level of performance.

~Coaching: A peer that provides ongoing consistent follow-up with teachers by way of demonstrations, observations, and conversations as teachers implement new strategies and knowledge.

~Mentoring: A peer support relationship with a new teacher in real-time classroom support to increase teacher effectiveness with instruction and classroom best practices.

~Examining student work: A process that enables teachers to develop common understanding of quality student work, identify student misconceptions and evaluate their teaching methods.

~Data teams and assessment development: Teachers who meet together and analyze results for standardized tests or teacher-created assessments and use the evidence to determine teaching strategies that will improve student achievement

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

The school's strategies to recruit highly qualified teachers involve the following:

- Attractive website highlighting school achievement and involvement in the arts community.
- Communication with district office to inquire about highly qualified applicants to fill vacancies.
- Extracurricular community involvement.

- Communication with outgoing school administration.
- The school's strategies for retaining highly qualified teachers involve the following:
- Provide differentiated professional development, as outlined by CAST observation/feedback.
 - Assign all new teachers a mentor with experience/specialization in their particular subject area/grade level.
 - Provide peer support and lesson study opportunities.
 - Develop teacher leaders within the school.

The individuals responsible for implementation of recruitment and retention strategies are the Principal and Assistant Principal.

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

The school's teacher mentoring program/plan involves the following planned mentoring activities:

-Daily and/or weekly meetings to review past and current lesson plans.

-Provide individualized, ongoing assistance with lesson planning and all aspects of classroom management

-Weekly monitoring of lesson plans to ensure they are current and aligned with learning schedules and curricula, include appropriate classroom management strategies, and involve the utilization of appropriate supports and differentiated instructional strategies.

Mrs. Jaspe (1st year returning to Duval County; 3 years of previous teaching experience): Mrs. Piltz will provide assistance with lesson planning, familiarization with curriculum, behavior management strategies, time management, and successful completion of the MINT program.

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

Job-embedded professional development is the basis for the implementation of core instructional programs at Pine Forest. Teachers are provided differentiated professional learning opportunities focused on unpacking of a content standards and developing activities/tasks aligned with the appropriate complexity. Florida Standards Assessment (FSA) Test Item Specifications are utilized during common planning to guide teachers development of learning activities/tasks, questions for discussion, and assessments.

The implementation of district-approved curriculum and supplemental materials is monitored and evaluated by the Principal and Assistant Principal.

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

Differentiated instruction is a strategy that is implemented at Pine Forest Elementary to meet the needs of all learners. All teachers use this strategy to reach our students who are of diverse cultures, learning styles, and academic challenges. We have implemented the following to ensure the needs of all our students are being met.

1. Pace of Instruction: This allows struggling students to receive additional time on assignments and assessments. Our more advance learners amount of depth is increased and they move at a faster pace.

2. Ability-Based Lessons and Activities: Provide step-by-step instructions, repeat information when needed, and students are given fewer questions or tasks.
3. Student Interest: Assignments are given on real world experiences and personal life hobbies.
4. Gifted Learners: For our more advanced learners, they are given more complex texts and tasks. They are also given more independent projects.

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: 48,600

During the AM and PM Extended Day Program, students are given additional time to work on computer- based academic programs and are provided enrichment activities by a certified teacher.

Strategy Rationale

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

Person(s) responsible for monitoring implementation of the strategy

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

Students involved in this program are tracked monthly using data from assessments, online computer programs and classroom grades. Students are monitored and grouped accordingly to determine if the program is having a positive impact on their academic performance.

Strategy: Extended School Day

Minutes added to school year: 29,100

By participating in the PM Team Up Program, students receive one hour of tutoring by a certified teacher to enhance their academic performance in both Reading and Math. Teachers use approved aligned curriculum that is grade level appropriate for each student.

Strategy Rationale

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

Person(s) responsible for monitoring implementation of the strategy

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

Students involved in this program are tracked monthly using data from assessments, online computer programs and classroom grades. Students are monitored and grouped accordingly to determine if the program is having a positive impact on their academic performance.

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

All Kindergarten teachers will administer FLKRS and ECHOS assessments to formally and informally assess students' literacy skill sets. During the first quarter of the school year, Kindergarten teachers will consistently establish classroom/school rituals and routines to maximize academic learning and social growth. Kindergarten teachers will administer district baseline assessments to determine readiness and to differentiate student learning within the context of the classroom.

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 #1- The lowest performing students are not making growth in reading and math.

Problem #2- Fifty percent or less of our students met or exceeding grade-level expectations on district assessments (iReady and Achieve 3000).

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 teachers increase the quality and effectiveness of teacher-led small group instruction that supports individualized student learning, there will be a decrease in the number of students needing Tier 2 and Tier 3 interventions.

- G2.** If teachers increase supportive instructional opportunities for students to practice critical reading, critical thinking, and critical writing about information across paired complex texts, the number of students scoring proficient will increase.

- G3.** If Arts and Academic teachers, authentically collaborate to enhance arts integration school-wide, then student achievement will increase.

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 teachers increase the quality and effectiveness of teacher-led small group instruction that supports individualized student learning, there will be a decrease in the number of students needing Tier 2 and Tier 3 interventions. 1a

G072031

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	70.0
Math Lowest 25% Gains	70.0

Resources Available to Support the Goal 2

- 1. Research-based center resources and materials
- 2. Professional development opportunities
- 3. Common planning/PLC meetings
- 4. Magnet Instructional Specialist
- 5. Blending Learning platforms/student achievement data (iReady, Achieve 3000)

Targeted Barriers to Achieving the Goal 3

- Teacher knowledge of how to effectively differentiate instruction for individual students and small groups.

Plan to Monitor Progress Toward G1. 8

The principal and assistant principal will monitor instruction and analyze student work and assessment data to determine if the differentiated instruction provided meets the individual needs of students.

Person Responsible

Stephanie Jackson

Schedule

Daily, from 10/28/2015 to 6/3/2016

Evidence of Completion

Classroom observation data; lesson plans; student work samples/portfolios; assessment data

G2. If teachers increase supportive instructional opportunities for students to practice critical reading, critical thinking, and critical writing about information across paired complex texts, the number of students scoring proficient will increase. 1a

G072032

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	75.0

Resources Available to Support the Goal 2

- 1. Magnet Instructional Specialist
- 2. Rigorous Duval Reads and Duval Math curriculum
- 3. Job-embedded professional development opportunities
-
-
-
-
-
-

Targeted Barriers to Achieving the Goal 3

- Lack of sufficient practice in reading and critical thinking about information across complex texts, across subject areas.

Plan to Monitor Progress Toward G2. 8

Administrators will conduct quarterly data chats with teachers to discuss student performance data. The goal is for increased students reading and comprehending at grade level (proficiency)

Person Responsible

Stephanie Jackson

Schedule

Quarterly, from 11/9/2015 to 5/27/2016

Evidence of Completion

Student assessment data; increased lexile levels; increased student performance on standardized tests

G3. If Arts and Academic teachers, authentically collaborate to enhance arts integration school-wide, then student achievement will increase. 1a

G072033

Targets Supported 1b

Indicator	Annual Target
Instructional Minutes	
Instructional Minutes	

Resources Available to Support the Goal 2

- Trained arts department
- LAFS and MAFS
- Duval Reads and Duval Math curriculum

Targeted Barriers to Achieving the Goal 3

- Demands of core curriculum implementation

Plan to Monitor Progress Toward G3. 8

Classroom observation data, with a specific focus on student engagement and demonstration of understanding, will be gathered bi-weekly to monitor progress toward increased arts integration in core classes.

Person Responsible

Stephanie Jackson

Schedule

Biweekly, from 10/26/2015 to 6/3/2016

Evidence of Completion

Classroom observation data, lesson plans, student work samples (tasks, activities, assessments/projects)

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 teachers increase the quality and effectiveness of teacher-led small group instruction that supports individualized student learning, there will be a decrease in the number of students needing Tier 2 and Tier 3 interventions. **1**

 G072031

G1.B1 Teacher knowledge of how to effectively differentiate instruction for individual students and small groups. **2**

 B187828

G1.B1.S1 Teachers participate in a professional book study utilizing “How to Differentiate Instruction in Mixed-Ability Classrooms” by Carol Ann Tomlinson. **4**

 S199376

Strategy Rationale

The professional development survey completed by teachers indicate that the 2nd most preferred method of professional development was engaging in a professional book study with colleagues.

Action Step 1 **5**

Teachers will meet during monthly vertical learning communities (VLCs) to engage in dialogue around differentiated instruction that targets the specific needs of students daily.

Person Responsible

Stephanie Jackson

Schedule

Monthly, from 10/21/2015 to 6/10/2016

Evidence of Completion

VLC meeting agenda and minutes Book study guides

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

An administrator and/or instructional coach will attend each VLC session to monitor the implementation of the book study monthly, the participation of teachers, and depth of dialogue around how to differentiate instruction daily.

Person Responsible

Stephanie Jackson

Schedule

Monthly, from 10/21/2015 to 6/10/2016

Evidence of Completion

Classroom observations that focus on how effectively teachers deliver daily differentiated instruction that targets the needs of individual and small groups of students.

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

Teachers will implement daily instruction using the strategies, ideas, and/or resources shared through the dialogue.

Person Responsible

Stephanie Jackson

Schedule

Daily, from 10/28/2015 to 6/3/2016

Evidence of Completion

Classroom observations Examination of artifacts (lesson plans, data trackers, etc.)

G1.B1.S2 Provide job-embedded professional development to teachers focused on Response to Intervention, specifically progress monitoring and data-based decision making. 4

 S199377

Strategy Rationale

Increasing teachers' knowledge of effective progress monitoring and data-based decision making can improve their practice of using instructional strategies that constantly measure a students' progress to determine the effectiveness of the strategies.

Action Step 1 5

Teachers will participate in professional development on Response to Intervention (Rtl), with a specific focus on progress monitoring and data-based decision making.

Person Responsible

Nancy Bent

Schedule

Monthly, from 10/7/2015 to 3/9/2016

Evidence of Completion

Progress Monitoring data Differentiated lesson plans Sample student tasks, activities, assessments, etc. that are differentiated to meet varying needs of students

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

Administrators will review lesson plans, tasks, activities, and assessments, and progress monitoring data to determine if the Rtl professional development was delivered with fidelity.

Person Responsible

Stephanie Jackson

Schedule

Monthly, from 10/21/2015 to 5/25/2016

Evidence of Completion

Classroom observation data; lesson plans; student work, and student data tracking forms

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

Student work, data tracking forms/plans, and Tier II and Tier III intervention resources/materials utilized will be reviewed to monitor the effectiveness of the professional development provided.

Person Responsible

Stephanie Jackson

Schedule

Biweekly, from 10/5/2015 to 6/3/2016

Evidence of Completion

Student work samples; progress monitoring data; intervention resources; and lesson plans

G1.B1.S3 Teachers participate in job-embedded professional development through weekly common planning, monthly vertical learning communities, and bi-weekly early release trainings. 4

 S199378

Strategy Rationale

Research says that professional development should be ongoing and interactive; therefore, time must be provided for teachers to engage in professional learning that is grounded in their day-to-day teaching practice.

Action Step 1 5

Teachers will meet weekly to engage in job-embedded professional development that is differentiated to meet their professional needs.

Person Responsible

Stephanie Jackson

Schedule

Weekly, from 9/10/2015 to 6/3/2016

Evidence of Completion

Common planning minutes; lesson plans; classroom observation data; student performance data

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

The administrators and/or instructional specialists will facilitate common planning and professional development sessions to ensure fidelity of implementation.

Person Responsible

Stephanie Jackson

Schedule

Biweekly, from 10/8/2015 to 5/25/2016

Evidence of Completion

Lesson plans; math and literacy center resources and materials; classroom observations; student data

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Classroom observations will be conducted weekly to monitor the quality of teacher-led small group instruction and student data will be tracked and analyzed to evaluate the effectiveness of the differentiated instruction provided.

Person Responsible

Stephanie Jackson

Schedule

Biweekly, from 10/5/2015 to 5/25/2016

Evidence of Completion

Classroom observation data; lesson plans; student tasks, activities, and assessments; and student data

G2. If teachers increase supportive instructional opportunities for students to practice critical reading, critical thinking, and critical writing about information across paired complex texts, the number of students scoring proficient will increase. 1

G072032

G2.B1 Lack of sufficient practice in reading and critical thinking about information across complex texts, across subject areas. 2

B187834

G2.B1.S1 Provide job-embedded professional development to teachers focused on close reading using complex texts. 4

S199381

Strategy Rationale

Teachers can use the evidence of learning from peers to improve their own instructional practices.

Action Step 1 5

Teachers will engage in professional development focused on the close reading process.

Person Responsible

Stephanie Jackson

Schedule

Evidence of Completion

Close reading lesson plans

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

The academic leadership team meets monthly. During this time we discuss areas of focus, possible barriers, and next steps in increasing opportunities for students to engage in critical reading, critical thinking, and critical writing across subjects areas.

Person Responsible

Stephanie Jackson

Schedule

Monthly, from 11/25/2015 to 5/25/2016

Evidence of Completion

Exit tickets will be collected at the conclusion of the professional development session to check teacher understanding or lack thereof. All professional development plans will be based on this formative data sets.

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

Administrators will conduct observations daily to monitor the delivery, effectiveness, and fidelity close reading lessons using complex texts.

Person Responsible

Stephanie Jackson

Schedule

Daily, from 11/23/2015 to 5/30/2016

Evidence of Completion

Classroom observation data; lesson plans; paired texts, student work samples

G2.B1.S4 Increase explicit and systematic instruction of academic and discipline-specific vocabulary across all subjects. 4

 S199384

Strategy Rationale

Vocabulary instruction is an important part of reading and language arts classes, as well as content-area classes such as science and social studies. By giving students explicit instruction in vocabulary, teachers help them learn the meaning of new words and strengthen their independent skills of constructing the meaning of complex texts.

Action Step 1 5

Math and Science teachers will participate in job-embedded professional development focused on explicit vocabulary instruction.

Person Responsible

Stephanie Jackson

Schedule

Monthly, from 11/4/2015 to 5/18/2016

Evidence of Completion

Exit tickets for each session will be completed by teachers to check their understanding of the lack thereof. Follow-up activities will be assigned and follow-up coaching support will be provided.

Action Step 2 5

Teachers will incorporate opportunities explicit instruction of academic and discipline-specific vocabulary instruction as a part of daily instruction.

Person Responsible

Stephanie Jackson

Schedule

Daily, from 11/9/2015 to 6/3/2016

Evidence of Completion

Examination of artifacts: lesson plans and student work samples Classroom observation data Completed common planning template (minutes form meetings not facilitated by an administrator)

Plan to Monitor Fidelity of Implementation of G2.B1.S4 6

The administrators will conduct walk-throughs and focused walks to determined the fidelity of the explicit vocabulary instruction.

Person Responsible

Stephanie Jackson

Schedule

Daily, from 11/9/2015 to 6/3/2016

Evidence of Completion

Classroom observation data; examination of lesson plans; student work samples

Plan to Monitor Effectiveness of Implementation of G2.B1.S4 7

The leadership team will conduct instructional rounds to determine if teachers are applying new vocabulary instructional strategies as a part of daily instruction.

Person Responsible

Stephanie Jackson

Schedule

Monthly, from 11/11/2015 to 5/11/2016

Evidence of Completion

Observation data; student tasks/activities; lesson plans

G3. If Arts and Academic teachers, authentically collaborate to enhance arts integration school-wide, then student achievement will increase. 1

G072033

G3.B2 Demands of core curriculum implementation 2

B187839

G3.B2.S1 Increase opportunities to develop and implement arts-integrated lessons, activities, and projects in core academic classes. 4

S199391

Strategy Rationale

More opportunities to incorporate arts-theme project into rigorous core curriculum promotes increased student engagement, which positively impacts student achievement. These opportunities should be implemented through common planning, professional learning communities, and vertical learning communities.

Action Step 1 5

Arts and academic teachers will meet during weekly common planning sessions, bi-weekly professional learning communities, and monthly vertical learning communities to plan lesson that include an arts-integrated theme.

Person Responsible

Stephanie Jackson

Schedule

Biweekly, from 10/28/2015 to 6/3/2016

Evidence of Completion

Lesson plans will document outcomes of these sessions and student work will indicate incorporation of arts tasks, activities, and projects implemented.

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

The administration will review lesson plans on a bi-weekly basis to determine if arts themes are being incorporated. EQuIP Student Work Protocol will be used to analyze student work and ensure alignment to the MAFS, LAFS, and NGSSS Science standards.

Person Responsible

Stephanie Jackson

Schedule

Biweekly, from 10/29/2015 to 6/2/2016

Evidence of Completion

Lesson plans; student tasks, activities, and assessments/projects; EQuIP Student Work analysis

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

The administration will collaborate with teachers to review observation data and student data to determine if student engagement increases and academic achievement improves.

Person Responsible

Stephanie Jackson

Schedule

Quarterly, from 10/30/2015 to 6/3/2016

Evidence of Completion

Observation data; student achievement data

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	Teachers will meet during monthly vertical learning communities (VLCs) to engage in dialogue around differentiated instruction that targets the specific needs of students daily.	Jackson, Stephanie	10/21/2015	VLC meeting agenda and minutes Book study guides	6/10/2016 monthly
G1.B1.S2.A1	Teachers will participate in professional development on Response to Intervention (RtI), with a specific focus on progress monitoring and data-based decision making.	Bent, Nancy	10/7/2015	Progress Monitoring data Differentiated lesson plans Sample student tasks, activities, assessments, etc. that are differentiated to meet varying needs of students	3/9/2016 monthly

Duval - 1591 - Pine Forest Elementary School - 2015-16 SIP
Pine Forest Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S3.A1	Teachers will meet weekly to engage in job-embedded professional development that is differentiated to meet their professional needs.	Jackson, Stephanie	9/10/2015	Common planning minutes; lesson plans; classroom observation data; student performance data	6/3/2016 weekly
G2.B1.S1.A1	Teachers will engage in professional development focused on the close reading process.	Jackson, Stephanie	11/18/2015	Close reading lesson plans	one-time
G2.B1.S4.A1	Math and Science teachers will participate in job-embedded professional development focused on explicit vocabulary instruction.	Jackson, Stephanie	11/4/2015	Exit tickets for each session will be completed by teachers to check their understanding of the lack thereof. Follow-up activities will be assigned and follow-up coaching support will be provided.	5/18/2016 monthly
G3.B2.S1.A1	Arts and academic teachers will meet during weekly common planning sessions, bi-weekly professional learning communities, and monthly vertical learning communities to plan lesson that include an arts-integrated theme.	Jackson, Stephanie	10/28/2015	Lesson plans will document outcomes of these sessions and student work will indicate incorporation of arts tasks, activities, and projects implemented.	6/3/2016 biweekly
G2.B1.S4.A2	Teachers will incorporate opportunities explicit instruction of academic and discipline-specific vocabulary instruction as a part of daily instruction.	Jackson, Stephanie	11/9/2015	Examination of artifacts: lesson plans and student work samples Classroom observation data Completed common planning template (minutes form meetings not facilitated by an administrator)	6/3/2016 daily
G1.MA1	The principal and assistant principal will monitor instruction and analyze student work and assessment data to determine if the differentiated instruction provided meets the individual needs of students.	Jackson, Stephanie	10/28/2015	Classroom observation data; lesson plans; student work samples/portfolios; assessment data	6/3/2016 daily
G1.B1.S1.MA1	Teachers will implement daily instruction using the strategies, ideas, and/or resources shared through the dialogue.	Jackson, Stephanie	10/28/2015	Classroom observations Examination of artifacts (lesson plans, data trackers, etc.)	6/3/2016 daily
G1.B1.S1.MA1	An administrator and/or instructional coach will attend each VLC session to monitor the implementation of the book study monthly, the participation of teachers, and depth of dialogue around how to differentiate instruction daily.	Jackson, Stephanie	10/21/2015	Classroom observations that focus on how effectively teachers deliver daily differentiated instruction that targets the needs of individual and small groups of students.	6/10/2016 monthly
G1.B1.S2.MA1	Student work, data tracking forms/plans, and Tier II and Tier III intervention resources/materials utilized will be reviewed to monitor the effectiveness of the professional development provided.	Jackson, Stephanie	10/5/2015	Student work samples; progress monitoring data; intervention resources; and lesson plans	6/3/2016 biweekly
G1.B1.S2.MA1	Administrators will review lesson plans, tasks, activities, and assessments, and progress monitoring data to determine if the RtI professional development was delivered with fidelity.	Jackson, Stephanie	10/21/2015	Classroom observation data; lesson plans; student work, and student data tracking forms	5/25/2016 monthly
G1.B1.S3.MA1	Classroom observations will be conducted weekly to monitor the quality of teacher-led small group instruction and student data will be tracked and analyzed to evaluate the effectiveness of the differentiated instruction provided.	Jackson, Stephanie	10/5/2015	Classroom observation data; lesson plans; student tasks, activities, and assessments; and student data	5/25/2016 biweekly
G1.B1.S3.MA1	The administrators and/or instructional specialists will facilitate common planning and professional development sessions to ensure fidelity of implementation.	Jackson, Stephanie	10/8/2015	Lesson plans; math and literacy center resources and materials; classroom observations; student data	5/25/2016 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.MA1	Administrators will conduct quarterly data chats with teachers to discuss student performance data. The goal is for increased students reading and comprehending at grade level (proficiency)	Jackson, Stephanie	11/9/2015	Student assessment data; increased lexile levels; increased student performance on standardized tests	5/27/2016 quarterly
G2.B1.S1.MA1	Administrators will conduct observations daily to monitor the delivery, effectiveness, and fidelity close reading lessons using complex texts.	Jackson, Stephanie	11/23/2015	Classroom observation data; lesson plans; paired texts, student work samples	5/30/2016 daily
G2.B1.S1.MA1	The academic leadership team meets monthly. During this time we discuss areas of focus, possible barriers, and next steps in increasing opportunities for students to engage in critical reading, critical thinking, and critical writing across subjects areas.	Jackson, Stephanie	11/25/2015	Exit tickets will be collected at the conclusion of the professional development session to check teacher understanding or lack thereof. All professional development plans will be based on this formative data sets.	5/25/2016 monthly
G2.B1.S4.MA1	The leadership team will conduct instructional rounds to determine if teachers are applying new vocabulary instructional strategies as a part of daily instruction.	Jackson, Stephanie	11/11/2015	Observation data; student tasks/ activities; lesson plans	5/11/2016 monthly
G2.B1.S4.MA1	The administrators will conduct walk-throughs and focused walks to determined the fidelity of the explicit vocabulary instruction.	Jackson, Stephanie	11/9/2015	Classroom observation data; examination of lesson plans; student work samples	6/3/2016 daily
G3.MA1	Classroom observation data, with a specific focus on student engagement and demonstration of understanding, will be gathered bi-weekly to monitor progress toward increased arts integration in core classes.	Jackson, Stephanie	10/26/2015	Classroom observation data, lesson plans, student work samples (tasks, activities, assessments/projects)	6/3/2016 biweekly
G3.B2.S1.MA1	The administration will collaborate with teachers to review observation data and student data to determine if student engagement increases and academic achievement improves.	Jackson, Stephanie	10/30/2015	Observation data; student achievement data	6/3/2016 quarterly
G3.B2.S1.MA1	The administration will review lesson plans on a bi-weekly basis to determine if arts themes are being incorporated. EQuIP Student Work Protocol will be used to analyze student work and ensure alignment to the MAFS, LAFS, and NGSSS Science standards.	Jackson, Stephanie	10/29/2015	Lesson plans; student tasks, activities, and assessments/projects; EQuIP Student Work analysis	6/2/2016 biweekly

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 teachers increase the quality and effectiveness of teacher-led small group instruction that supports individualized student learning, there will be a decrease in the number of students needing Tier 2 and Tier 3 interventions.

G1.B1 Teacher knowledge of how to effectively differentiate instruction for individual students and small groups.

G1.B1.S1 Teachers participate in a professional book study utilizing “How to Differentiate Instruction in Mixed-Ability Classrooms” by Carol Ann Tomlinson.

PD Opportunity 1

Teachers will meet during monthly vertical learning communities (VLCs) to engage in dialogue around differentiated instruction that targets the specific needs of students daily.

Facilitator

VLC chairpersons

Participants

All teachers

Schedule

Monthly, from 10/21/2015 to 6/10/2016

G1.B1.S2 Provide job-embedded professional development to teachers focused on Response to Intervention, specifically progress monitoring and data-based decision making.

PD Opportunity 1

Teachers will participate in professional development on Response to Intervention (RtI), with a specific focus on progress monitoring and data-based decision making.

Facilitator

Nancy Bent

Participants

All teachers

Schedule

Monthly, from 10/7/2015 to 3/9/2016

G1.B1.S3 Teachers participate in job-embedded professional development through weekly common planning, monthly vertical learning communities, and bi-weekly early release trainings.

PD Opportunity 1

Teachers will meet weekly to engage in job-embedded professional development that is differentiated to meet their professional needs.

Facilitator

Administrators Magnet Instructional Specialist District Math Specialist

Participants

All teachers

Schedule

Weekly, from 9/10/2015 to 6/3/2016

G2. If teachers increase supportive instructional opportunities for students to practice critical reading, critical thinking, and critical writing about information across paired complex texts, the number of students scoring proficient will increase.

G2.B1 Lack of sufficient practice in reading and critical thinking about information across complex texts, across subject areas.

G2.B1.S1 Provide job-embedded professional development to teachers focused on close reading using complex texts.

PD Opportunity 1

Teachers will engage in professional development focused on the close reading process.

Facilitator

Magnet Instructional Specialist

Participants

All teachers

Schedule

G2.B1.S4 Increase explicit and systematic instruction of academic and discipline-specific vocabulary across all subjects.

PD Opportunity 1

Math and Science teachers will participate in job-embedded professional development focused on explicit vocabulary instruction.

Facilitator

Bonnie Stitz

Participants

Math and Science teachers

Schedule

Monthly, from 11/4/2015 to 5/18/2016

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	Teachers will meet during monthly vertical learning communities (VLCs) to engage in dialogue around differentiated instruction that targets the specific needs of students daily.				\$453.25
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	510-Supplies	1591 - Pine Forest Elementary School	School Improvement Funds		\$453.25
<i>Notes: How to Differentiate Instruction in Mixed-Ability Classrooms by Carol Ann Tomlinson Purchase price: 12.95 (www.ascd.com)</i>						
2	G1.B1.S2.A1	Teachers will participate in professional development on Response to Intervention (Rtl), with a specific focus on progress monitoring and data-based decision making.				\$0.00
3	G1.B1.S3.A1	Teachers will meet weekly to engage in job-embedded professional development that is differentiated to meet their professional needs.				\$0.00
4	G2.B1.S1.A1	Teachers will engage in professional development focused on the close reading process.				\$0.00
5	G2.B1.S4.A1	Math and Science teachers will participate in job-embedded professional development focused on explicit vocabulary instruction.				\$0.00
6	G2.B1.S4.A2	Teachers will incorporate opportunities explicit instruction of academic and discipline-specific vocabulary instruction as a part of daily instruction.				\$0.00
7	G3.B2.S1.A1	Arts and academic teachers will meet during weekly common planning sessions, bi-weekly professional learning communities, and monthly vertical learning communities to plan lesson that include an arts-integrated theme.				\$0.00
					Total:	\$453.25