

Sarasota County Schools

Pine View School



2015-16 School Improvement Plan

Pine View School

1 PYTHON PATH, Osprey, FL 34229

www.sarasotacountyschools.net/pineview

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Combination	No	12%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
Yes	No	29%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	A	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 Sarasota County School Board on 12/8/2015.

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	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Pine View School is to provide a qualitatively different learning environment that nurtures a passion for intellectual curiosity, that encourages risk-taking, independence and innovation, and that is committed to a tradition of academic excellence and social responsibility.

Provide the school's vision statement

N/A

School Environment

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

Orientation Programs
Peer leadership activities
WEB Program (Where Everyone Belongs)
Diversity Club
High School Mentors and Middle School Mentors
Parent programs - Open House/ Parent Coffee/ Book Study
Humanities evening programs
Celebration of Exceptional Student Education (ESE) Week

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

Prevention programs such as anti-bullying forums, personal safety programs which includes internet safety, harassment laws and education as well as forums to address stress management are held during the school day. Programs are also facilitated by our School Resource officer which include DARE and classroom instruction regarding safety and the law. Pine View employs additional campus security aides to ensure the safety of all students and staff on our open campus. Students are encouraged to be active bystanders as well as write witness statements if any bully behavior has taken place. Additionally, the elementary school program has a safety patrol program with duties throughout the playground as well as before and after school.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Pine View facilitates Functional Behavior Assessment (FBA) and develops Behavior Improvement Plans (BIP), Positive Behavior Support (PBS) and uphold the academic honesty policy which includes a contract signed by all of our students. Additionally, teachers participate in classroom management workshops and begin the year with clear expectations that are signed by parents and students. Classroom rules are discussed and posted in all classrooms.

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

In order to meet the needs of our gifted population, book studies and trainings are offered to parents and staff. The Pine View Foundation provided funding for a special speaker series. Pine View has an accessible social worker and school psychologist on staff. Pine View provides the opportunity for older students to mentor younger students. Additionally, Pine View uses outside agencies and resources to work with students who have experienced a loss, students who need mental health services, and students of lower socio-economic status which includes Take Stock in Children recipients. The guidance counselors provide small and large group counseling opportunities for students in need. Additional, students of concerned are discussed at School-Wide Support Team (SWST) meetings which are held twice a month or as needed.

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

- Attendance below 90%, regardless if the absence is excused or the result of an out-of-school suspension
- One or more suspensions, whether in school or out-of-school
- Course failure in English Language Arts or Mathematics
- A Level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level											Total
	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	3	5	10	9	13	14	11	16	10	16	28	135
One or more suspensions	0	0	0	0	0	0	1	0	0	0	0	1
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	
Deferred Expulsion	0	0	0	0	0	0	0	1	0	0	0	1

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

N/A

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

Pine View's parental involvement targets include both classroom and school events. At the classroom level, parental involvement includes assistance such as "Sunshine Math" and "Picture Person." At the school level, parents attend orientation nights (Open House), participate in Pine View PRIDE, and various other school-wide events.

- Pine View Association
- School Advisory Council
- PineViews publication
- Elementary and Secondary newspapers
- Parent Education Programs
- Pine View Foundation

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

The following organizations support parent and community initiatives and communication:

- School Advisory Council
- Parent Coffees
- Parent/ Teacher / Student Conferences
- Pine View Fair
- Pinnacle
- Peramathon
- PALS program
- Character Education Program - Where each class focuses on giving to a cause in the community
- United Way
- Food Bank food drives
- Veteran's Day Celebration - Adopt a veteran.
- Habitat for Humanity House

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
Covert, Stephen	Principal
Nzeza, Jennifer	Assistant Principal
Dorn, Janel	Assistant Principal
Fair, Sue	Assistant Principal
Del Castillo, Erin	Assistant Principal

Duties

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

The expectations of the administrative team is to be instructional leaders and assist in the overall implementation of best practices through Pine View's targeted initiatives.

Grade 2-5 - Erin del Castillo, Elementary Assistant Principal; Mary Cantillo, Elementary School Counselor

Grade 6/7 - Sue Fair, Assistant Principal; Kate McManus, School Counselor

Grade 8/9 - Janel Dorn, Assistant Principal, Paula Lindsey, School Counselor

Grade 10-12 - Jennifer Nzeza, Assistant Principal, Lynn Halcomb, School Counselor

All Grades - Tim Gissal-School Psychologist; Diane Andrew-Occupational Therapist; Eileen Cabrera-Speech-Language Clinician; Linda Lyons- ESE Liaison; Kim Ellis-ESE Liaison, Kristin McCombie-Test Coordinator, Deana Gozder-Social Worker

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 MTSS Leadership Team meets to formally collaborate as a School Wide Support Team (SWST) either once per week (elementary) or twice monthly (middle/high). Guidance counselors set the agenda for SWST meetings. Summative and formative assessment data is examined to identify school, class, or individual student needs relative to attendance, behavior, and/or academics.

Discussions also focus on the implementation of interventions and progress monitoring. If necessary, students of concern are brought up to Children At Risk in Education (CARE). The MTSS Leadership Team provides pertinent data related to attendance, behavior and academics.

Pine View administrators and the MTSS Team assist teachers in the MTSS process. Assistant Principals and Guidance Counselors facilitate the discussion of students of concern, beginning interventions, and monitoring intervention fidelity. Our Differentiated Instruction team will continue to model methods for increasing differentiation in the classroom this school year. Differentiating instruction is an essential component of MTSS' three-tiered model of interventions.

The district provides support and funding for a separate full-time gifted program at Pine View. We use our AP and Title II funding to support our overall school curriculum as well as professional learning opportunities for staff and faculty. Pine View Association and Pine View Foundation as well as district funds support technology initiatives and curriculum projects. Pine View Association also provides the needed funding to allow Pine View to purchase additional staffing.

School Advisory Council (SAC)**Membership:**

Name	Stakeholder Group
Stephen Covert	Principal
Christine Braun	Teacher
Alla Lazareva	Teacher
Carole McLaughlin	Education Support Employee
Mary Cantillo	Teacher
Jake Hartvigsen	Parent
Ray Murphy	Parent
Paula Ippolito	Parent
Karen Kushkin	Parent
Mary McCarrick	Parent
Renee Ryckman	Parent
Pamela Gavette	Parent
John Koda	Parent
Dr. Mike Sanders	Business/Community
Gabriel Hamnet	Business/Community
Zach Balashinsky	Student
Katarina Jurczyk	Student
Nicole Uthuppan	Student
Valerik Roumi	Student
Hollie Braun	Student

Duties

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

Evaluation of last year's school improvement plan

The School Improvement Plan was distributed to SAC members at the October 12, 2015 meeting. Input from members was given. The addition of two goals was recommended and a vote was taken to approve the SIP.

Development of this school improvement plan

During the course of the year, SAC reviewed the School Improvement Plan and had the opportunity to make any recommendations that the SAC members felt necessary. The direction of SAC was in support of SIP.

Preparation of the school's annual budget and plan

Matters of the budget as pertaining to SAC were not specifically addressed, as there were no issues that individual members brought to the attention of SAC

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

School Improvement Funds are projected to be used for the following purposes:

1. Compensate teacher leaders for time planning/creating, facilitating, or presenting Professional

Development activities. Examples include: Common Core, Literacy Team, or Differentiated Instruction Team planning days; building/developing/presenting Literacy Team Modules online or "Snack and Strats"; building/developing/presenting Differentiated Instruction Team "Make and Takes"; and Common Core Committee building/developing/presenting Professional Day Disciplinary Literacy professional development.

2. Purchase professional resources related to/needed in creating professional development activities listed above; book studies, etc. - \$2,500

3. Family Night - \$5,000

4. 5k Run - \$1,000

5. STEM Classroom - \$25,000

6. Mental Health Assemblies and guest speakers relating to gifted children - \$3,000

7. Accountable Talk posters for all classrooms - \$2,500

8. Naviance - \$3,500

9. Faculty Book Study "Content Area Conversations" - \$2,500

10. On-Hold and phone services related to communications and wake-up service - \$3,000

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
Del Castillo, Erin	Assistant Principal
Chaillou, Stacey	Teacher, K-12
Chapman, Paige	Teacher, K-12
Crowley, Cara	Teacher, K-12
Delaney, Debbie	Teacher, K-12
DeMichieli, Kim	Teacher, K-12
Drown, Melissa	Teacher, K-12
Francis, Jack	Teacher, PreK
McCombie, Kristin	Instructional Coach
Melton, Robin	Teacher, K-12
Moyer, Lori	Teacher, K-12
Quinn, Kyla	Teacher, K-12
Rienhoff, Charlie	Teacher, K-12
Shannon, Bridgid	Teacher, K-12
Ellis, Kim	Teacher, ESE
Grandusky, Susy	Teacher, K-12
O'Mahony, Megan	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT collaborates with members of the Differentiated Instruction Committee to provide professional development which aligns with the Florida Standards and engages all stakeholders through literacy strategies that support instructional frameworks for all learners.

1. Continue to create, and generate more participation in, a series of professional development segments through Blackboard, Faculty Meetings, and PLCs.
2. Model literacy strategies in classrooms for teachers to observe practice in action.
3. Expand parent awareness of reading strategies and data literacy through PineViews and the Pine View website.

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

- Professional Learning Communities (PLCs)
- Faculty Meetings
- Master Schedule created to allow for common planning time.

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

- SCIP (Sarasota County Induction Program) Mentors for beginning teachers - SCIP mentors and lead mentor
- Develop leadership capacity through instructional coaching and professional development - Principal and Assistant Principals
- Provide professional development opportunities - Literacy Team, Differentiated Instruction Team, and Common Core Committee
- Revamp focus of Professional Learning Communities - Department Chairs, Team Leaders, and Classroom Teachers
- Hire highly-qualified teachers - Principal and Assistant Principals

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

Pine View will use SCIP (Sarasota County Induction Program) Mentors for beginning teachers. These mentors meet with their "mentee" to review Sarasota County requirements related to first and second year teaching. Topics covered include:

- Lesson Planning
- Open House
- Classroom Management
- PRIDE Rubric and all Domains
- Professional Development
- Creating a culture for Learning
- Differentiation for Special Populations
- Special populations
- Collaboration
- Culture

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

Pine View School ensures its core instructional program and materials are aligned to Florida's standards by facilitating time for grade level teachers to collaborate and align curriculum with the Florida Standards. Summer curriculum workshops provide time to reflect on best practices, the Scope and Sequence of grade level curriculum standards and revision of materials for each new school year. Training workshops are held after school for team leaders and department chairs to learn strategies for "unpacking" the standards to disseminate to their team teachers. Regularly scheduled Professional Learning Community (PLC) meetings for academic content teachers as well as grade level teams provide time to address the standards for each of the instructional content areas. Teachers are proactive in their use of instructional workshops, professional organizations, conferences, current literature and Florida's Department of Education websites to adapt their instruction to ensure all students are effectively taught the Florida Curriculum standards in their classroom. The incorporation of the following instructional programs: Spring Board, iReady, and Go Math!

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**

- Professional Development provided on campus to prepare teachers for assessment and rigor of curriculum
- ongoing training in the use of Depth of Knowledge (DOK) and Accountable Talk
- Departments meet to plan vertical alignment of the curriculum
- Reviewed formative and summative assessments that are teacher developed
- Differentiate instruction for highly gifted students
- Provide graphic organizers as scaffolding for lower-achieving students
- Offer diverse levels of texts for literature circles or for assigned outside reading
- Offer off-site (Institute) training for Advanced Placement teachers, as well as on-going job embedded training on-site.
- Unpacking Florida State Assessment (FSA) standards
- Standards-based Instructional design
- Explicit academic vocabulary instruction
- Accountable Talk activities

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: After School Program

Minutes added to school year:

Due to the nature of the school - a district-wide choice school for gifted students - an extended day is not supported at our school. Pine View teachers provide assistance to students during the school day where needed and also offer over 100 after-school Club choices, which provide enrichment for interested students.

Strategy Rationale

Pine View's unique schedule allows for students to receive additional enrichment and acceleration of the curriculum with teachers during 30 minutes of their 1 hour lunch period. Students also have the option to participate in academic clubs that support the enrichment of our core academic classes, such as: Chemistry Club, Robotics, Literature Club, etc.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

McCombie, Kristin, kristin.mccombie@sarasotacountyschools.net

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

Teachers maintain records of students they provide additional enrichment activities to throughout the school year.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Pine View has a unique population of students in that we service grades 2-12. When students leave Pine View, an exit packet is completed by the parent. A conversation with the receiving school is done as needed depending on any existing concerns deemed informational to the receiving school. The following is a list of programs and interventions that support the transition from one school level to another:

Elementary:

- Summer Math Camp
- Meet the Teacher
- Open House

Middle School:

- Summer Math Camp
- W.E.B. (Where Everyone Belongs) Student Organization provides activities to welcome new students
- Writing Camp

High School:

- Peer Mentoring
- Open House
- Grade Level Forums

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

Lance Bergman serves as a College & Career advisor for the 12th grade

Grade-level Guidance Counselors organize:

Small group sessions for career planning in grades 8-9

Large and small group Guidance meetings for career exploration and planning (Grade 9)

Small group sessions which combine academic and career planning in grade 10;

Individual sessions with grades 11-12

College Visits throughout the year 11-12

Use of Naviance Succeed Career and College Exploration software (Grades 9-12)

Guided and independent use of college website resources

College and Career Resource Website www.pvscollegecounseling.com

Externship program where seniors are matched and placed in professional/business settings as interns

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

Pine View offers an Externship class which allows students to partner with a professional mentor in their field of interest. Students and mentors organize a schedule which ensures maximum exposure to real-world application of work in the field. The CTE students are eligible for industry certification in Applied Robotics. Elementary school students go to Biztown and participate in Career Day every year. Pine View also brings in outside speakers sponsored through the Pine View Foundation on College and Career Readiness and Character Education topics to build an awareness for community. Pine View has a yearly school-wide service learning project specialized by grade level.

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

Pine View offers a Science, Technology, Engineering, and Mathematics (STEM) Club for grades 2-12, a Robotics Club and Competition Team, and a Microsoft Career courses for Career and Technical Education.

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

Students can take a variety of college preparation courses such as Advanced Placement Courses and Dual Enrollment. SAT and ACT test prep workshops are offered throughout the year for grades 9-11.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase the use of Accountable Talk strategies campus-wide.
- G2.** 100% of Pine View students are college ready upon graduation from high school.
- G3.** Increase attendance rate, and decrease tardy rates in grades 10-12.
- G4.** Math: Maintain or demonstrate a two-percentage point increase in the percent proficient across Levels 3,4,5 on the Florida Standard Assessments and/or End of Course Exams.
- G5.** Reading: Demonstrate a two-percentage point increase for students scoring at Levels 3, 4, or 5 where 90% or more students are currently demonstrating proficiency in reading on the new Florida Standard Assessments.
- G6.** Civics: Demonstrate at least a two-percentage point increase in the percent proficient when students score less than 90% at Levels 1, 2, or 3 on the End of Course Exam with a focus on reading skills based on past state and district reading data.
- G7.** Science: Demonstrate a minimum four-percentage point increase for all student subgroups when less than 80% are currently demonstrating proficiency across Levels 3,4,5 and/or End of Course Exams or a two-percentage point increase in the percent proficient across Levels 3, 4, 5 above 80%.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Increase the use of Accountable Talk strategies campus-wide. 1a

G072391

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	100.0
FSA Mathematics - Achievement	100.0

Resources Available to Support the Goal 2

- Accountable talk posters.
- Team leader and department chair training.
- PLC discussion.

Targeted Barriers to Achieving the Goal 3

- Possible reluctance to release responsibility.

Plan to Monitor Progress Toward G1. 8

Use of accountable talk in classrooms by students

Person Responsible

Jennifer Nzeza

Schedule

On 5/2/2016

Evidence of Completion

Observe students participating in more student-centered accountable talk discussions and less teacher lead discussions.

G2. 100% of Pine View students are college ready upon graduation from high school. 1a

G072392

Targets Supported 1b

Indicator	Annual Target
Postsecondary Enrollments	100.0

Resources Available to Support the Goal 2

- Rigorous course work.
- Multiple opportunities to enroll in advanced placement course work.
- College and Career Counseling
- Naviance

Targeted Barriers to Achieving the Goal 3

- State standards

Plan to Monitor Progress Toward G2. 8

Summative and formative student assessment data.

Person Responsible

Jennifer Nzeza

Schedule

Semiannually, from 9/11/2015 to 4/16/2016

Evidence of Completion

Summative and formative assessment data will be used to reveal student success with new standards.

G3. Increase attendance rate, and decrease tardy rates in grades 10-12. 1a

G072393

Targets Supported 1b

Indicator	Annual Target
Attendance rate	98.0
Attendance Below 90%	68.0

Resources Available to Support the Goal 2

- Attendance data from SIS.
- Early Morning Wake-up Club

Targeted Barriers to Achieving the Goal 3

- Lack of a unified system between teachers and attendance secretary.

Plan to Monitor Progress Toward G3. 8

Attendance Secretary will monitor attendance more closely with feedback from teachers.

Person Responsible

Jennifer Nzeza

Schedule

Daily, from 9/28/2015 to 5/2/2016

Evidence of Completion

Improved attendance for grades 10-12 and students who missed 2 or more days of school during the first 20 days.

G4. Math: Maintain or demonstrate a two-percentage point increase in the percent proficient across Levels 3,4,5 on the Florida Standard Assessments and/or End of Course Exams. 1a

G072394

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics - Achievement	100.0
Algebra I EOC Pass Rate	100.0
Geometry EOC Pass Rate	100.0
Algebra II EOC Pass Rate	100.0

Resources Available to Support the Goal 2

- Elementary - Small group assistance with volunteer weekly at 3rd grade
- Elementary, Middle, High - Differentiated Instruction Training with the Differentiated Instruction Team.
- DOK Training and Webinars
- PD for new Test Specifications
- STEM Smart Classrooms of Tomorrow

Targeted Barriers to Achieving the Goal 3

- Teachers continuing to align the curriculum map to Florida State Standards and finding resources to meet the needs of the more rigorous standards.
- Varied levels of proficiency/use of Differentiated Instructional strategies in classrooms.

Plan to Monitor Progress Toward G4. 8

Data reports including state, district and teacher-created common assessments, chapter tests, running records, portfolios, I-Ready, and/or EOC assessments; small group sessions.

Person Responsible

Kristin McCombie

Schedule

Monthly, from 9/1/2015 to 5/2/2016

Evidence of Completion

Increased proficiency on state and district math assessments; Increased scores on chapter or teacher-made assessments

G5. Reading: Demonstrate a two-percentage point increase for students scoring at Levels 3, 4, or 5 where 90% or more students are currently demonstrating proficiency in reading on the new Florida Standard Assessments. 1a

G072395

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	99.0

Resources Available to Support the Goal 2

- Literacy Team, Common Core Committee, and Differentiated Instruction Team materials: presentations on professional days, professional development modules online, Book Studies, "Snacks and Strats," and "Make and Takes." Each of these provide teaching and learning strategies to increase teacher effectiveness and target specific reading skills needed for content mastery. For example: accessing challenging texts across subject areas; active learning, accountable talk, academic vocabulary, 3Q3R, RAFT, Text-dependent and higher-order questioning, and more.
- Elementary - Reading Wonders and I-Ready for individualizing instruction in reading at the elementary level.
- Differentiated Instruction Training Team
- DOK Training and Webinars
- PD with new Test Configurations
- Springboard Training for Grades 5-11

Targeted Barriers to Achieving the Goal 3

- Collection of and timely access to formative (benchmark) assessment data; Timely analysis of data; Ability to use the data to drive instruction.
- Attendance in professional development modules online, Book Studies, "Snacks and Strats," and "Make and Takes."
- Transfer of learning to classroom practice.

Plan to Monitor Progress Toward G5. 8

Benchmark assessments, EOC and FSA data, I-Ready, classroom formative and summative assessment data

Person Responsible

Kristin McCombie

Schedule

Monthly, from 10/1/2015 to 5/2/2016

Evidence of Completion

Increased scores on formative and summative classroom assessments;

G6. Civics: Demonstrate at least a two-percentage point increase in the percent proficient when students score less than 90% at Levels 1, 2, or 3 on the End of Course Exam with a focus on reading skills based on past state and district reading data. 1a

G072396

Targets Supported 1b

Indicator	Annual Target
Civics EOC Pass	99.0
FSA English Language Arts - Achievement	100.0

Resources Available to Support the Goal 2

- Test Specifications & CPALMS
- Instructional Focus Guide

Targeted Barriers to Achieving the Goal 3

- Receiving timely access to formative (benchmark) assessment given by the district; Timely analysis of data; Ability to use the data to drive instruction

Plan to Monitor Progress Toward G6. 8

Classroom formative and summative assessment data and district Benchmark assessments

Person Responsible

Kristin McCombie

Schedule

Monthly, from 10/1/2015 to 5/2/2016

Evidence of Completion

Performance on Benchmark Assessments & EOC

G7. Science: Demonstrate a minimum four-percentage point increase for all student subgroups when less than 80% are currently demonstrating proficiency across Levels 3,4,5 and/or End of Course Exams or a two-percentage point increase in the percent proficient across Levels 3, 4, 5 above 80%. 1a

G072397

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	98.0
Bio I EOC Pass	99.0

Resources Available to Support the Goal 2

- PD with new Test Configurations
- DOK Training and Webinars
- STEM Smart Classroom of Tomorrows
- Test Specifications for Biology and CPALMS and IFG for Middle School Science

Targeted Barriers to Achieving the Goal 3

- Varied use of Differentiated Instruction strategies in classrooms.

Plan to Monitor Progress Toward G7. 8

Classroom formative and summative assessment data and Benchmark Assessment Data

Person Responsible

Kristin McCombie

Schedule

Monthly, from 10/1/2015 to 5/2/2016

Evidence of Completion

Performance on FCAT Science and District EOC

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key


G1. Increase the use of Accountable Talk strategies campus-wide. **1**

 G072391

G1.B3 Possible reluctance to release responsibility. **2**

 B188674

G1.B3.S1 Teachers are participating in book studies and professional development focusing on the Gradual Release of Responsibility model and how they can incorporate Accountable Talk in their classrooms. **4**

 S200138

Strategy Rationale

Book studies allow teachers more knowledge about the gradual release of responsibility.

Action Step 1 **5**

Book studies on Gradual Release of Responsibility and Accountable Talk

Person Responsible

Jennifer Nzeza

Schedule

Quarterly, from 10/1/2015 to 4/1/2016

Evidence of Completion

Teacher leaders lead book studies with fellow colleagues to continue to educate and support each other using the Gradual Release of Responsibility model within their classrooms to release students to accountable talk.

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

Participation by teachers in various book studies.

Person Responsible

Kristin McCombie

Schedule

Quarterly, from 10/1/2015 to 5/2/2016

Evidence of Completion

Increased attendance.

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

Classroom observations by administrators.

Person Responsible

Stephen Covert

Schedule

Quarterly, from 10/1/2015 to 5/2/2016

Evidence of Completion

Data observed during classroom observations of gradual release of responsibility and accountable talk.

G2. 100% of Pine View students are college ready upon graduation from high school. 1

G072392

G2.B1 State standards 2

B188675

G2.B1.S1 Professional development at the school and county level related to the new standards. 4

S200139

Strategy Rationale

Action Step 1 5

Professional development will be provided in relation to state standards.

Person Responsible

Jennifer Nzeza

Schedule

Semiannually, from 9/7/2015 to 4/16/2016

Evidence of Completion

Student success on standardized assessments.

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

12th Grade students meet with College and Career Counselor at least once a semester to review plan.

Person Responsible

Lance Bergman

Schedule

Semiannually, from 10/1/2015 to 6/1/2016

Evidence of Completion

Information provided on Naviance.

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

Students participate in Externship program exploring possible career opportunities post high school.

Person Responsible

Lori Moyer

Schedule

Weekly, from 8/17/2015 to 6/1/2016

Evidence of Completion

Attendance in program and feedback from employers.

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

Students participate in AP program to enhance preparation for college.

Person Responsible

Jennifer Nzeza

Schedule

Daily, from 8/17/2015 to 6/3/2016

Evidence of Completion

AP test results provide information on student readiness for collegiate coursework and guide teacher instructional strategies to continue preparing students for college.

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

Monitor the use and effectiveness of Naviance in the college preparatory and selection process.

Person Responsible

Lance Bergman

Schedule

Weekly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Student use of Naviance to apply to colleges and prepare for entrance exams.

G3. Increase attendance rate, and decrease tardy rates in grades 10-12. 1

G072393

G3.B1 Lack of a unified system between teachers and attendance secretary. 2

B188678

G3.B1.S1 Form an attendance committee consisting of administration, teachers, and attendance secretary. 4

S200140

Strategy Rationale

Action Step 1 5

Attendance secretary provides attendance data daily for teachers to review.

Person Responsible

Jennifer Nzeza

Schedule

Daily, from 9/28/2015 to 6/3/2016

Evidence of Completion

Teachers will have access to and utilize the daily report of student absences.

Action Step 2 5

Administration will address consistency in consequences during AP PLC.

Person Responsible

Jennifer Nzeza

Schedule

Quarterly, from 9/28/2015 to 6/3/2016

Evidence of Completion

Administrative PLC meeting log notes.

Action Step 3 5

Increased involvement by guidance counselors at all levels.

Person Responsible

Jennifer Nzeza

Schedule

Quarterly, from 9/28/2015 to 6/3/2016

Evidence of Completion

Parent and/or student contact information regarding tardies and unexcused absences.

Action Step 4 5

Students with chronic tardies or absences will be part of the Wake Up Club.

Person Responsible

Jennifer Nzeza

Schedule

Quarterly, from 10/1/2015 to 5/27/2016

Evidence of Completion

List of students participating in the Wake Up Club.

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

Administration will create uniform consequences for tardies and absences.

Person Responsible

Jennifer Nzeza

Schedule

Monthly, from 9/28/2015 to 5/2/2016

Evidence of Completion

review of SIP and agenda from meetings.

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

Review attendance data monthly to look for trends.

Person Responsible

Jennifer Nzeza


Schedule

Monthly, from 9/28/2015 to 5/2/2016

Evidence of Completion

attendance reports

G3.B1.S2 Determine necessary system in communicating with families of students that present the early warning signs of attendance issues outside required communication of attendance. 4

 S200141

Strategy Rationale

Action Step 1 5

Attendance secretary will track students who missed more than 2 days of school in the first 20 days of school.

Person Responsible

Jennifer Nzeza

Schedule

Daily, from 8/24/2015 to 6/3/2016

Evidence of Completion

Daily attendance records. SPUD Report.

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Guidance will communicate with families of students' who exhibit early warning signs of attendance issues as reported by the attendance secretary.

Person Responsible

Lynn Halcomb

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Attendance records.

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Review attendance data monthly to look for trends.

Person Responsible

Jennifer Nzeza

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Attendance records. Records of communication already occurring by guidance.

G4. Math: Maintain or demonstrate a two-percentage point increase in the percent proficient across Levels 3,4,5 on the Florida Standard Assessments and/or End of Course Exams. 1

G072394

G4.B1 Teachers continuing to align the curriculum map to Florida State Standards and finding resources to meet the needs of the more rigorous standards. 2

B188681

G4.B1.S1 Strategic discussions during department meeting time, PLCs, or Team Meetings to discuss how to ensure alignment and sharing of strategies. 4

S200142

Strategy Rationale

Action Step 1 5

Data and DOK discussions

Person Responsible

Kristin McCombie

Schedule

Monthly, from 10/1/2015 to 5/2/2016

Evidence of Completion

PLC agendas and minutes

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Record of discussions will be kept for monthly meetings

Person Responsible

Jennifer Nzeza

Schedule

Monthly, from 10/1/2015 to 5/2/2016

Evidence of Completion

List of strategies shared and how they align to standards

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Classroom observations by administrators

Person Responsible

Stephen Covert


Schedule

Quarterly, from 10/1/2015 to 5/2/2016

Evidence of Completion

Data observed during classroom observations of DI strategies used and accountable talk.

G4.B2 Varied levels of proficiency/use of Differentiated Instructional strategies in classrooms. 2

 B188682

G4.B2.S1 Use the Differentiated Instruction team to train Elementary and Middle/High teachers throughout the year. 4

 S200143

Strategy Rationale

Action Step 1 5

Differentiated Instruction Training - Whole School, DOK Training, and STEM Smart Classrooms of Tomorrow.

Person Responsible

Jennifer Nzeza

Schedule

Monthly, from 9/1/2015 to 5/2/2016

Evidence of Completion

Attendance and increased use of DI strategies in classes

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

Differentiated Instruction Team will Survey Teachers

Person Responsible

Jennifer Nzeza

Schedule

Monthly, from 10/1/2015 to 5/2/2016

Evidence of Completion

Use of teacher feedback will continue to guide the team's mission in providing DI strategies to teachers across content areas.

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

Classroom observations by administrators

Person Responsible

Stephen Covert


Schedule

Quarterly, from 10/1/2015 to 5/2/2016

Evidence of Completion

Data observed during classroom observations of DI strategies used.

G4.B2.S2 Continue to use the knowledge of the Differentiated Team members who are also Math teachers. Presentations at Department Chair, PLC, or Team meetings 4

 S200144

Strategy Rationale

Action Step 1 5

DI Team members will visit different PLCs and/or department meetings and provide strategies related to math instruction.

Person Responsible

Steve Folts

Schedule

Monthly, from 10/1/2015 to 5/2/2016

Evidence of Completion

Teachers will share effectiveness of strategies used in classroom.

Plan to Monitor Fidelity of Implementation of G4.B2.S2 6

Differentiated Instruction Team will Survey Teachers

Person Responsible

Jennifer Nzeza

Schedule

Monthly, from 10/1/2015 to 5/2/2016

Evidence of Completion

Use of teacher feedback will continue to guide the team's mission in providing DI strategies to teachers across content areas.

Plan to Monitor Effectiveness of Implementation of G4.B2.S2 7

Classroom observations by administrators

Person Responsible

Stephen Covert

Schedule

Quarterly, from 10/1/2015 to 5/2/2016

Evidence of Completion

Data observed during classroom observations of DI strategies used


G5. Reading: Demonstrate a two-percentage point increase for students scoring at Levels 3, 4, or 5 where 90% or more students are currently demonstrating proficiency in reading on the new Florida Standard Assessments. 1

 G072395

G5.B1 Collection of and timely access to formative (benchmark) assessment data; Timely analysis of data; Ability to use the data to drive instruction. 2

 B188684

G5.B1.S1 Meet in PLCs to discuss data when it arrives; share I-Ready data with teachers. 4

 S200145

Strategy Rationale

Action Step 1 5

Data analysis during PLCs; data analysis and tracking of I-Ready, the use of the FSA Training Tests, DOK and Springboard Trainings (grades 5-11).

Person Responsible

Kristin McCombie

Schedule

Monthly, from 10/1/2015 to 5/2/2016

Evidence of Completion

Charts, graphs, lesson plan ideas, etc.; increased Lexile scores

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Review student data provided by I-Ready, and feedback from the FSA Training Tests.

Person Responsible

Erin Del Castillo

Schedule

Monthly, from 10/1/2015 to 5/2/2016

Evidence of Completion

Review student data to see if student progress goals are being met and used to guide teacher instruction.

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Classroom Observations

Person Responsible

Stephen Covert

Schedule

Monthly, from 10/1/2015 to 5/2/2016

Evidence of Completion

Data from observations that show teachers are adjusting instruction based on data provided by I-Ready.

G5.B2 Attendance in professional development modules online, Book Studies, "Snacks and Strats," and "Make and Takes." 2

B188685

G5.B2.S1 "Advertise" the professional development modules and literacy strategies at Faculty Meetings; Hosting an "Open House" the day of the modules; Revamp the focus of Professional Learning Community, Team, and Department meetings to maintain more of an instructional focus by placing a member of these committees on each agenda. 4

S200146

Strategy Rationale

Action Step 1 5

Attend monthly meetings to discuss ideas, create activities, and review DOK strategies; implement at specific meetings (by grade level), and facilitate discussions.

Person Responsible

Erin Del Castillo

Schedule

Monthly, from 9/1/2015 to 5/27/2016

Evidence of Completion

Increased enrollment in the Professional Development Modules on Blackboard; increased use of strategies in classrooms

Plan to Monitor Fidelity of Implementation of G5.B2.S1 6

Participation in professional development opportunities.

Person Responsible

Jennifer Nzeza

Schedule

Monthly, from 10/1/2015 to 5/2/2016

Evidence of Completion

Increased attendance.

Plan to Monitor Effectiveness of Implementation of G5.B2.S1 7

Literacy Leadership Team will Survey Teachers

Person Responsible

Erin Del Castillo

Schedule

Monthly, from 10/1/2015 to 5/2/2016

Evidence of Completion

Use of teacher feedback will continue to guide the team's mission in providing Literacy strategies to teachers across content areas.

G6. Civics: Demonstrate at least a two-percentage point increase in the percent proficient when students score less than 90% at Levels 1, 2, or 3 on the End of Course Exam with a focus on reading skills based on past state and district reading data. 1

G072396

G6.B1 Receiving timely access to formative (benchmark) assessment given by the district; Timely analysis of data; Ability to use the data to drive instruction 2

B188687

G6.B1.S1 Meet in PLCs to discuss past reading data and how it can be used to increase Civics EOC scores. 4

S200148

Strategy Rationale

Action Step 1 5

Analyze reading data and determine its relation to increasing Civics EOC scores

Person Responsible

Kristin McCombie

Schedule

Monthly, from 10/1/2015 to 5/2/2016

Evidence of Completion

Review student data to see if student progress goals are being met and used to guide teacher instruction.

Plan to Monitor Fidelity of Implementation of G6.B1.S1 6

Review student data to see if student progress goals are being met and used to guide teacher instruction.

Person Responsible

Kristin McCombie

Schedule

Monthly, from 10/1/2015 to 5/2/2016

Evidence of Completion

Use reading data to guide teacher instruction in Civics as it pertains to the specific content area.

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7

Classroom observations by administrators

Person Responsible

Stephen Covert

Schedule

Quarterly, from 10/1/2015 to 5/27/2016

Evidence of Completion

Data observed during classroom observations of content area reading instruction and its alignment to new standards and assessment.

G7. Science: Demonstrate a minimum four-percentage point increase for all student subgroups when less than 80% are currently demonstrating proficiency across Levels 3,4,5 and/or End of Course Exams or a two-percentage point increase in the percent proficient across Levels 3, 4, 5 above 80%. 1

G072397

G7.B1 Varied use of Differentiated Instruction strategies in classrooms. 2

B188688

G7.B1.S1 Focus discussions at PLC, Team meeting, and/or Department meeting times to focus on implementing differentiated strategies within the science classroom. 4

S200149

Strategy Rationale

Action Step 1 5

Provide Differentiated Instruction Activities to Science teachers

Person Responsible

Stacey Chaillou

Schedule

Monthly, from 10/1/2015 to 5/2/2016

Evidence of Completion

Teachers will share strategies used in their lessons and their effectiveness as related to students understanding of content area benchmarks.

Plan to Monitor Fidelity of Implementation of G7.B1.S1 6

Record of discussions will be kept for monthly meetings

Person Responsible

Stacey Chaillou

Schedule

Monthly, from 10/1/2015 to 5/2/2016

Evidence of Completion

List of strategies shared and how they align to standards

Plan to Monitor Effectiveness of Implementation of G7.B1.S1 7

Classroom observations by administrators

Person Responsible

Stephen Covert

Schedule

Monthly, from 10/1/2015 to 5/2/2016

Evidence of Completion

Data observed during classroom observations of DI strategies used.

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.B3.S1.A1	Book studies on Gradual Release of Responsibility and Accountable Talk	Nzeza, Jennifer	10/1/2015	Teacher leaders lead book studies with fellow colleagues to continue to educate and support each other using the Gradual Release of Responsibility model within their classrooms to release students to accountable talk.	4/1/2016 quarterly
G2.B1.S1.A1	Professional development will be provided in relation to state standards.	Nzeza, Jennifer	9/7/2015	Student success on standardized assessments.	4/16/2016 semiannually
G3.B1.S1.A1	Attendance secretary provides attendance data daily for teachers to review.	Nzeza, Jennifer	9/28/2015	Teachers will have access to and utilize the daily report of student absences.	6/3/2016 daily
G3.B1.S2.A1	Attendance secretary will track students who missed more than 2 days of school in the first 20 days of school.	Nzeza, Jennifer	8/24/2015	Daily attendance records. SPUD Report.	6/3/2016 daily
G4.B1.S1.A1	Data and DOK discussions	McCombie, Kristin	10/1/2015	PLC agendas and minutes	5/2/2016 monthly
G4.B2.S1.A1	Differentiated Instruction Training - Whole School, DOK Training, and STEM Smart Classrooms of Tomorrow.	Nzeza, Jennifer	9/1/2015	Attendance and increased use of DI strategies in classes	5/2/2016 monthly
G4.B2.S2.A1	DI Team members will visit different PLCs and/or department meetings and provide strategies related to math instruction.	Folts, Steve	10/1/2015	Teachers will share effectiveness of strategies used in classroom.	5/2/2016 monthly
G5.B1.S1.A1	Data analysis during PLCs; data analysis and tracking of I-Ready, the use of the FSA Training Tests, DOK and Springboard Trainings (grades 5-11).	McCombie, Kristin	10/1/2015	Charts, graphs, lesson plan ideas, etc.; increased Lexile scores	5/2/2016 monthly
G5.B2.S1.A1	Attend monthly meetings to discuss ideas, create activities, and review DOK strategies; implement at specific meetings (by grade level), and facilitate discussions.	Del Castillo, Erin	9/1/2015	Increased enrollment in the Professional Development Modules on Blackboard; increased use of strategies in classrooms	5/27/2016 monthly
G6.B1.S1.A1	Analyze reading data and determine its relation to increasing Civics EOC scores	McCombie, Kristin	10/1/2015	Review student data to see if student progress goals are being met and used to guide teacher instruction.	5/2/2016 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G7.B1.S1.A1	Provide Differentiated Instruction Activities to Science teachers	Chaillou , Stacey	10/1/2015	Teachers will share strategies used in their lessons and their effectiveness as related to students understanding of content area benchmarks.	5/2/2016 monthly
G3.B1.S1.A2	Administration will address consistency in consequences during AP PLC.	Nzeza, Jennifer	9/28/2015	Administrative PLC meeting log notes.	6/3/2016 quarterly
G3.B1.S1.A3	Increased involvement by guidance counselors at all levels.	Nzeza, Jennifer	9/28/2015	Parent and/or student contact information regarding tardies and unexcused absences.	6/3/2016 quarterly
G3.B1.S1.A4	Students with chronic tardies or absences will be part of the Wake Up Club.	Nzeza, Jennifer	10/1/2015	List of students participating in the Wake Up Club.	5/27/2016 quarterly
G1.MA1	Use of accountable talk in classrooms by students	Nzeza, Jennifer	10/1/2015	Observe students participating in more student-centered accountable talk discussions and less teacher lead discussions.	5/2/2016 one-time
G1.B3.S1.MA1	Classroom observations by administrators.	Covert, Stephen	10/1/2015	Data observed during classroom observations of gradual release of responsibility and accountable talk.	5/2/2016 quarterly
G1.B3.S1.MA1	Participation by teachers in various book studies.	McCombie, Kristin	10/1/2015	Increased attendance.	5/2/2016 quarterly
G2.MA1	Summative and formative student assessment data.	Nzeza, Jennifer	9/11/2015	Summative and formative assessment data will be used to reveal student success with new standards.	4/16/2016 semiannually
G2.B1.S1.MA1	Monitor the use and effectiveness of Naviance in the college preparatory and selection process.	Bergman, Lance	9/1/2015	Student use of Naviance to apply to colleges and prepare for entrance exams.	6/1/2016 weekly
G2.B1.S1.MA1	12th Grade students meet with College and Career Counselor at least once a semester to review plan.	Bergman, Lance	10/1/2015	Information provided on Naviance.	6/1/2016 semiannually
G2.B1.S1.MA3	Students participate in Externship program exploring possible career opportunities post high school.	Moyer, Lori	8/17/2015	Attendance in program and feedback from employers.	6/1/2016 weekly
G2.B1.S1.MA4	Students participate in AP program to enhance preparation for college.	Nzeza, Jennifer	8/17/2015	AP test results provide information on student readiness for collegiate coursework and guide teacher instructional strategies to continue preparing students for college.	6/3/2016 daily
G3.MA1	Attendance Secretary will monitor attendance more closely with feedback from teachers.	Nzeza, Jennifer	9/28/2015	Improved attendance for grades 10-12 and students who missed 2 or more days of school during the first 20 days.	5/2/2016 daily
G3.B1.S1.MA1	Review attendance data monthly to look for trends.	Nzeza, Jennifer	9/28/2015	attendance reports	5/2/2016 monthly
G3.B1.S1.MA1	Administration will create uniform consequences for tardies and absences.	Nzeza, Jennifer	9/28/2015	review of SIP and agenda from meetings.	5/2/2016 monthly
G3.B1.S2.MA1	Review attendance data monthly to look for trends.	Nzeza, Jennifer	8/24/2015	Attendance records. Records of communication already occurring by guidance.	6/3/2016 monthly
G3.B1.S2.MA1	Guidance will communicate with families of students' who exhibit early warning signs of attendance issues as reported by the attendance secretary.	Halcomb, Lynn	8/24/2015	Attendance records.	6/3/2016 weekly
G4.MA1	Data reports including state, district and teacher-created common assessments, chapter tests, running records, portfolios, I-Ready, and/or EOC assessments; small group sessions.	McCombie, Kristin	9/1/2015	Increased proficiency on state and district math assessments; Increased scores on chapter or teacher-made assessments	5/2/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S1.MA1	Classroom observations by administrators	Covert, Stephen	10/1/2015	Data observed during classroom observations of DI strategies used and accountable talk.	5/2/2016 quarterly
G4.B1.S1.MA1	Record of discussions will be kept for monthly meetings	Nzeza, Jennifer	10/1/2015	List of strategies shared and how they align to standards	5/2/2016 monthly
G4.B2.S1.MA1	Classroom observations by administrators	Covert, Stephen	10/1/2015	Data observed during classroom observations of DI strategies used.	5/2/2016 quarterly
G4.B2.S1.MA1	Differentiated Instruction Team will Survey Teachers	Nzeza, Jennifer	10/1/2015	Use of teacher feedback will continue to guide the team's mission in providing DI strategies to teachers across content areas.	5/2/2016 monthly
G4.B2.S2.MA1	Classroom observations by administrators	Covert, Stephen	10/1/2015	Data observed during classroom observations of DI strategies used	5/2/2016 quarterly
G4.B2.S2.MA1	Differentiated Instruction Team will Survey Teachers	Nzeza, Jennifer	10/1/2015	Use of teacher feedback will continue to guide the team's mission in providing DI strategies to teachers across content areas.	5/2/2016 monthly
G5.MA1	Benchmark assessments, EOC and FSA data, I-Ready, classroom formative and summative assessment data	McCombie, Kristin	10/1/2015	Increased scores on formative and summative classroom assessments;	5/2/2016 monthly
G5.B1.S1.MA1	Classroom Observations	Covert, Stephen	10/1/2015	Data from observations that show teachers are adjusting instruction based on data provided by I-Ready.	5/2/2016 monthly
G5.B1.S1.MA1	Review student data provided by I-Ready, and feedback from the FSA Training Tests.	Del Castillo, Erin	10/1/2015	Review student data to see if student progress goals are being met and used to guide teacher instruction.	5/2/2016 monthly
G5.B2.S1.MA1	Literacy Leadership Team will Survey Teachers	Del Castillo, Erin	10/1/2015	Use of teacher feedback will continue to guide the team's mission in providing Literacy strategies to teachers across content areas.	5/2/2016 monthly
G5.B2.S1.MA1	Participation in professional development opportunities.	Nzeza, Jennifer	10/1/2015	Increased attendance.	5/2/2016 monthly
G6.MA1	Classroom formative and summative assessment data and district Benchmark assessments	McCombie, Kristin	10/1/2015	Performance on Benchmark Assessments & EOC	5/2/2016 monthly
G6.B1.S1.MA1	Classroom observations by administrators	Covert, Stephen	10/1/2015	Data observed during classroom observations of content area reading instruction and its alignment to new standards and assessment.	5/27/2016 quarterly
G6.B1.S1.MA1	Review student data to see if student progress goals are being met and used to guide teacher instruction.	McCombie, Kristin	10/1/2015	Use reading data to guide teacher instruction in Civics as it pertains to the specific content area.	5/2/2016 monthly
G7.MA1	Classroom formative and summative assessment data and Benchmark Assessment Data	McCombie, Kristin	10/1/2015	Performance on FCAT Science and District EOC	5/2/2016 monthly
G7.B1.S1.MA1	Classroom observations by administrators	Covert, Stephen	10/1/2015	Data observed during classroom observations of DI strategies used.	5/2/2016 monthly
G7.B1.S1.MA1	Record of discussions will be kept for monthly meetings	Chaillou , Stacey	10/1/2015	List of strategies shared and how they align to standards	5/2/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Increase the use of Accountable Talk strategies campus-wide.

G1.B3 Possible reluctance to release responsibility.

G1.B3.S1 Teachers are participating in book studies and professional development focusing on the Gradual Release of Responsibility model and how they can incorporate Accountable Talk in their classrooms.

PD Opportunity 1

Book studies on Gradual Release of Responsibility and Accountable Talk

Facilitator

Kristin McCombie

Participants

Pine View Teachers

Schedule

Quarterly, from 10/1/2015 to 4/1/2016

G4. Math: Maintain or demonstrate a two-percentage point increase in the percent proficient across Levels 3,4,5 on the Florida Standard Assessments and/or End of Course Exams.

G4.B2 Varied levels of proficiency/use of Differentiated Instructional strategies in classrooms.

G4.B2.S1 Use the Differentiated Instruction team to train Elementary and Middle/High teachers throughout the year.

PD Opportunity 1

Differentiated Instruction Training - Whole School, DOK Training, and STEM Smart Classrooms of Tomorrow.

Facilitator

Differentiated Instruction Team

Participants

PV teachers

Schedule

Monthly, from 9/1/2015 to 5/2/2016

G5. Reading: Demonstrate a two-percentage point increase for students scoring at Levels 3, 4, or 5 where 90% or more students are currently demonstrating proficiency in reading on the new Florida Standard Assessments.

G5.B2 Attendance in professional development modules online, Book Studies, "Snacks and Strats," and "Make and Takes."

G5.B2.S1 "Advertise" the professional development modules and literacy strategies at Faculty Meetings; Hosting an "Open House" the day of the modules; Revamp the focus of Professional Learning Community, Team, and Department meetings to maintain more of an instructional focus by placing a member of these committees on each agenda.

PD Opportunity 1

Attend monthly meetings to discuss ideas, create activities, and review DOK strategies; implement at specific meetings (by grade level), and facilitate discussions.

Facilitator

Literacy Team Module Facilitators

Participants

Pine View teachers

Schedule

Monthly, from 9/1/2015 to 5/27/2016

Technical Assistance Items

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

G4. Math: Maintain or demonstrate a two-percentage point increase in the percent proficient across Levels 3,4,5 on the Florida Standard Assessments and/or End of Course Exams.

G4.B1 Teachers continuing to align the curriculum map to Florida State Standards and finding resources to meet the needs of the more rigorous standards.

G4.B1.S1 Strategic discussions during department meeting time, PLCs, or Team Meetings to discuss how to ensure alignment and sharing of strategies.

PD Opportunity 1

Data and DOK discussions

Facilitator

Department Chairs

Participants

Teachers

Schedule

Monthly, from 10/1/2015 to 5/2/2016

G5. Reading: Demonstrate a two-percentage point increase for students scoring at Levels 3, 4, or 5 where 90% or more students are currently demonstrating proficiency in reading on the new Florida Standard Assessments.

G5.B1 Collection of and timely access to formative (benchmark) assessment data; Timely analysis of data; Ability to use the data to drive instruction.

G5.B1.S1 Meet in PLCs to discuss data when it arrives; share I-Ready data with teachers.

PD Opportunity 1

Data analysis during PLCs; data analysis and tracking of I-Ready, the use of the FSA Training Tests, DOK and Springboard Trainings (grades 5-11).

Facilitator

PLC Leaders

Participants

Teachers

Schedule

Monthly, from 10/1/2015 to 5/2/2016

Budget

Budget Data

Budget Data						
1	G1.B3.S1.A1	Book studies on Gradual Release of Responsibility and Accountable Talk				\$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0021 - Pine View School	School Improvement Funds		\$2,500.00
2	G2.B1.S1.A1	Professional development will be provided in relation to state standards.				\$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0021 - Pine View School	General Fund		\$2,500.00
3	G3.B1.S1.A1	Attendance secretary provides attendance data daily for teachers to review.				\$0.00
4	G3.B1.S1.A2	Administration will address consistency in consequences during AP PLC.				\$0.00
5	G3.B1.S1.A3	Increased involvement by guidance counselors at all levels.				\$0.00
6	G3.B1.S1.A4	Students with chronic tardies or absences will be part of the Wake Up Club.				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16

Budget Data						
			0021 - Pine View School	School Improvement Funds		\$3,000.00
7	G3.B1.S2.A1	Attendance secretary will track students who missed more than 2 days of school in the first 20 days of school.				\$0.00
8	G4.B1.S1.A1	Data and DOK discussions				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0021 - Pine View School	General Fund		\$500.00
9	G4.B2.S1.A1	Differentiated Instruction Training - Whole School, DOK Training, and STEM Smart Classrooms of Tomorrow.				\$4,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0021 - Pine View School	Title II		\$4,000.00
10	G4.B2.S2.A1	DI Team members will visit different PLCs and/or department meetings and provide strategies related to math instruction.				\$0.00
11	G5.B1.S1.A1	Data analysis during PLCs; data analysis and tracking of I-Ready, the use of the FSA Training Tests, DOK and Springboard Trainings (grades 5-11).				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0021 - Pine View School	General Fund		\$500.00
12	G5.B2.S1.A1	Attend monthly meetings to discuss ideas, create activities, and review DOK strategies; implement at specific meetings (by grade level), and facilitate discussions.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	General Fund		\$500.00
13	G6.B1.S1.A1	Analyze reading data and determine its relation to increasing Civics EOC scores				\$100.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	General Fund		\$100.00
14	G7.B1.S1.A1	Provide Differentiated Instruction Activities to Science teachers				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0021 - Pine View School	General Fund		\$1,500.00
					Total:	\$15,100.00