Pine Grove Elementary School

2015-16 School Improvement Plan

Pine Grove Elementary School

14411 KEN AUSTIN PKWY, Brooksville, FL 34613

www.edline.net/pages/hcsb_pges

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	80%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	19%

School Grades History

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

Preliminary Informational Baseline School Grade

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

School Board Approval

This plan was approved by the Hernando County School Board on 11/17/2015.

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.

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, 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
Focus	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

Pine Grove Elementary School believes in promoting an active partnership between school, home, and community. Our goal is to increase student achievement by encouraging a positive learning environment, while creating a caring, inviting, and enriching place to learn.

Provide the school's vision statement

P ositive
G racious
E xcellent
S tudents
Learning and growing together.

School Environment

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

Administration meets with teachers biweekly during faculty meetings, team leader meetings and professional learning communities, to provide leadership, assessment and growth strategies, and to enhance their professional relationships and personal growth. Teachers apply these strategies in the classroom and are monitored during walk-throughs.

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

The school uses a school-wide positive behavior system (PBS) to create a safe environment for students by encouraging appropriate and respectful interactions among students and staff.
The school has various programs, including Safety Patrol for the school campus, and duty personnel assigned to posts in the morning and afternoon.
The campus is secured through locked gates at all times, and all visitors are vetted through the VSoft system.

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 Grove trains staff in the MTSS during a 90-minute training with the school psychologist. A Positive Behavior System committee, composed of teachers and administration, reviews suggestions and decides on courses of action. Awareness for the behavioral system is created through posters around the school, a PBS corner in the monthly school newsletter, and monitoring of classroom implementation through regular walk-throughs.
Teachers are trained in school expectations before escalation of a behavioral concern. Parents of students with behavioral concerns must receive two discipline warning notices and teacher phone calls home, except for severe infractions. Behavioral contracts are available through the school's behavior specialist for students requiring additional support, that the teachers may use in the classroom environment. Serious behavioral infractions such as bullying and fighting, are documented

on a disciple notice and referred directly to administration. When necessary behavioral specialist will be asked to make observations and suggestions.

Teachers are also required to contact every child's parent at least once a month, to update them on their child's positive and negative academic and/or behavioral progress.

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

Two full time guidance counselors provide services through designated groups and through Second Step classes held during Specials rotation. School administration and the school psychologist provide additional support as needed. A school-based website on guidance services offers parents resources.

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

NA

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
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

NA

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

Families receive a newsletter, progress reports and school phone calls from the Principal to inform them on school news. Family involvement opportunities are organized through AR nights, the fall festival, Dr. Seuss nights, the spring festival, science club family night, and the Carousel of Learning. There are several art displays of students' work through the county fair and neighboring locations for families to enjoy, support and promote art education. In addition, our school has a unique opportunity of offering healthy eating to families through our certified U-Pick garden.

The Title I Family Resource Center advocates for parent needs and concerns. Teachers refer families and children for educational and personal needs. Community assistance information is also available for referral. Several Partners in Education contribute to these needs as well.

Teachers communicate daily through the agenda and weekly through classroom newsletters, as well as the weekly take-home folder. They appraise parents of their child's progress through these methods, as well as personal phone calls, emails and text messages.

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

A staff member will recruit and maintain the school's business partners in education. Through these partners we support school programs such as PBS, student achievement awards and teacher recognition. Our Science Club partners work with local restaurants to supply fresh produce through our U-Pick garden.

In addition, we partner with local churches to provide and serve meals at the Title I Annual Meeting Nights, and help organize weekly weekend-backpacks with food for our neediest families. We partner with a group of doctors to promote healthy living through food and nutrition education. Tours are offered to interested partners and families. To show our appreciation we offer an annual recognition breakfast to our Partners in Education.

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
Johnson, Nancy	Principal
Haripersad, Angelina	Other
Ingram, Nancy	Other
Johnson, Roseanne	Instructional Coach
Reed, Galathea	Instructional Coach
Pagano, Nick	Assistant Principal

Duties

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

Principal: facilitates weekly school-based leadership team, team leaders' meetings, faculty meeting and oversees school-wide instructional practices in all levels

Assistant Principal-Instructional Leader: assists and facilitates weekly school-based leadership team, team leaders' meetings, faculty meeting and oversees school-wide instructional practices in all levels,

oversees the MTSS process, and coordinates professional development

Instructional Practices Coaches: best practices and instructional support for teachers focusing on core academic areas, assists in walk-throughs, participates in weekly school-based leadership team

Title I Facilitator: coordinate Title I programs, facilitate extended day, participates in weekly school-based leadership team, and assess parents' needs to provide resources through the Family Resource Center

Assessment Teacher: provide, analyze and disaggregate data for individual teachers and grade level teams, works closely with leadership team to focus on areas of concern, support MTSS extended day program, participates in weekly school-based leadership team

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The school leadership team meets biweekly to identify needs of the school. We align appropriate resources to meet the identified areas of need through data disaggregation and review of survey results. The school utilizes the expertise of each team member to address these concerns. SBLT members divide responsibilities into different areas of expertise, and obtain advice from Title I personnel to determine availability of funding and resources.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Nancy Johnson	Principal
Kara Hazivisilas	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

Results of the annual school survey were used to drive the development of last year's SIP. The SAC chair was involved in the committee working on the SIP. The draft was presented to SAC for input and approval.

Development of this school improvement plan

The SBLT team participated in the creation of the SIP using data from the 5E survey and previous year's school data. The SAC chair and members are given the opportunity to provide input. The SIP draft is presented by the Principal to the SAC and school staff for review and approval.

Preparation of the school's annual budget and plan

The bookkeeper and SAC chairperson work together to present the ongoing budget during monthly meetings. All funding requests are considered by the SAC members and voted upon for approval.

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

The projects funded were for:
$ 386.61 - FSA snacks
$1,501.20 - year 2015-16 student planners

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
Johnson, Roseanne	Instructional Coach
Pellito, Bob	Instructional Media

Duties

Describe how the LLT promotes literacy within the school

The LLT promotes literary within the school through activities celebrating literacy such as Book Parade, AR Family Nights, and awarding of AR shirts. The team also coordinates district-wide literacy week activities.

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

School strategies for encouraging a positive working relationship between teachers are providing, (1) a common planning time during each school day, (2) arranging 90-minute, twice monthly professional development by grade level, and (3) providing an additional 90-minute additional collaborative planning time by grade level, every other week.

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

Pine Grove is a Positive Behavior System school providing a positive school culture that fosters the sense of both family and belonging. The school strives for academic success through intensive concentration on reading, math, science, writing, technology and community involvement. Further support for staff is offered through the school's instructional practices coach, math coach, and the Title I program.
The school has a strong relationship with colleges offering teacher preparatory programs by housing interns and providing support during their internship. All interns are offered the opportunity to participate in curriculum and best practices professional development.

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

The teacher mentoring program is led by the Title I Facilitator, Angelina Haripersad. It includes the instructional practices coach and math coach who offer support in all subject areas.

Mentor support is provided for all new instructional staff members, through the Title I Teacher Mentoring Program and the district. Mentors are assigned up to three mentees to work with and provide instructional support throughout the year. Mentors have set district requirements to complete with the mentee.

Established teachers needing mentorship are given instructional support through their team leader or instructional coaches.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The school ensures its instructional programs and materials are aligned to Florida's standards through continuous walk-throughs by the administration using the Charlotte Danielson model and classroom look-fors, support through mentors/coaches for those needing help, use of district provided curriculum maps, and recognition for classroom best practices.

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

Data is disaggregated through bimonthly data chats during the grade level's professional learning community, monthly MTSS meetings, and grade level team meetings. The state's assessments and previous documentation helped determine students needing assistance through the MTSS process. The process is overseen by two guidance counselors.

RTI time is designated in the master schedule for primary and intermediate grades. Classroom teachers, Specials teachers, a Reading Resource teacher, and two paraprofessionals provide tiered instruction for differentiation in Tier 2 and 3 services, as well as enrichment. Tier 2 is provided by teachers and paraprofessionals, while Tier 3 is provided by certified instructional staff only. Specials teachers and paraprofessionals are trained on the use of intervention materials by instructional coaches.

The school's MTSS resource list provides accepted materials for these services.

The school has identified one enrichment class in each intermediate grade level using previous year data, to promote a more rigorous curriculum in all subject areas.

Title I provides funding for Extended Day which targets grades 3 through 5 students in the lowest quartile, as well as the Reading Resource teacher.

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: 4,800

Using a research based curriculum, certified teachers will provide instruction to students in the lowest quartile addressing identified areas of proficiency weaknesses. In addition, students receive additional time with SuccessMaker using the custom course to individualize computer-based instruction.

Strategy Rationale

The strategy offers academic instruction to support lowest quartile student needs in core curriculum.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Haripersad, Angelina, haripersad_a@hcsb.k12.fl.us

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

Data will be collected from SuccessMaker reports, FAIR and SAM test results, teachers' assessments along with pre- and post-tests. The data is reviewed and monitored by leadership team. These data sources are evidence of the desired effectiveness of the After School program strategy.

Strategy: After School Program

Minutes added to school year: 30,000

Students will explore activities in Science, Technology, Engineering, Arts and Mathematics.

Strategy Rationale

Students will further develop skills and be exposed to technology and the arts, that they may not have the opportunity to explore in the regular school day.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Pagano, Nick, pagano_n@hcsb.k12.fl.us

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

Through an Education Foundation grant, PGE will host the STEAM program. This program will offer, in addition to curriculum instruction, activities in engineering, robotics, dance, journalism and theater.

Strategy: Before School Program
Minutes added to school year: 3,840

Students receive computer-based instruction addressing their academic needs prior to the start of school.

Strategy Rationale

The strategy offers academic instruction in the core curriculum to support the needs of students in the lowest to highest quartile.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Haripersad, Angelina, haripersad_a@hcsb.k12.fl.us

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

Data will be collected from SuccessMaker reports, FAIR and SAM test results, teachers' assessments along with pre- and post-tests. The data is reviewed and monitored by leadership team. These data sources are evidence of the desired effectiveness of the After School program strategy.

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 Grove uses the Kindergarten Round Up program to assess incoming students and provide parents with resources for academic readiness. Kindergarten teachers present kindergarten readiness program to parents and caregivers of Head Start children and invite families to visit the school.
Pine Grove's fifth graders are assisted in transitioning to middle school through the 5th Grade Roll Up includes a welcome committee from middle school personnel where information is provided to our families on middle school expectations. During this roll up, families are provided with an invitation to Open House and options for electives.
Fifth graders will attend a field trip to a college to generate interest in acquiring higher education.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

NA

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

NA

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

NA

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

NA

Needs Assessment

Problem Identification

Data to Support Problem Identification

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

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

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

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

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Using district curriculum maps, student performance will be improved through integrated curriculum planning and differentiated levels of instructional delivery.

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. Using district curriculum maps, student performance will be improved through integrated curriculum planning and differentiated levels of instructional delivery. 1a

🔍 G073002

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	
FSA English Language Arts - Achievement	
FSA Mathematics - Achievement	

Resources Available to Support the Goal 2

- Instructional Practice coach, math coach and district subject area coaches
- Administrative and district walkthroughs for support and feedback
- District curriculum maps
- Title I facilitator and Title I provided instructional resources
- Set RTI time for primary and intermediate grades
- Reading resource teacher

Targeted Barriers to Achieving the Goal 3

- Staff's level of knowledge and confidence using available data from various sources, such as formative assessments to drive whole group and RtI instruction
- Limited responsibility for all students' success

Plan to Monitor Progress Toward G1. 8

Data from FAIR-FS and Performance Matters throughout the school year

Person Responsible

Nancy Johnson

Schedule

Quarterly, from 9/2/2015 to 5/27/2016

Evidence of Completion

(1) FAIR-FS: Students in grades 3-5 at or above the 50th percentile in reading comprehension will increase by 6%; (2) Performance Matters (Math): Students in grades K-5 scoring above 50% proficient will increase by 6%; (3) Performance Matters (Science): Students in grades 3-5 scoring above 60% proficient will increase by 6%.

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. Using district curriculum maps, student performance will be improved through integrated curriculum planning and differentiated levels of instructional delivery. [1]

🔍 G073002

G1.B1 Staff's level of knowledge and confidence using available data from various sources, such as formative assessments to drive whole group and RtI instruction [2]

🔍 B190618

G1.B1.S1 90 minutes bimonthly additional common planning time for disaggregation of data and professional development. [4]

🔍 S202070

Strategy Rationale

Teachers increase their knowledge of best practices as related to their data needs.

Action Step 1 [5]

90 minutes bimonthly additional common planning time for disaggregation of data and professional development.

Person Responsible

Nick Pagano

Schedule

Biweekly, from 9/2/2015 to 5/25/2016

Evidence of Completion

Teachers using data and best practices to deliver instruction.

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

Monitoring is conducted through follow up evidence

Person Responsible

Nick Pagano

Schedule

Biweekly, from 9/2/2015 to 5/25/2016

Evidence of Completion

Walk through data and completion of specific classroom look fors

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

Increase in student engagement and performance

Person Responsible

Nick Pagano

Schedule

Biweekly, from 9/2/2015 to 5/25/2016

Evidence of Completion

Administration walk through and coaches' look fors

G1.B1.S2 90 minutes bimonthly collaborative lesson planing using backwards design approach. 4

🔧 S202071

Strategy Rationale

Teacher planning and instruction throughout the grade level is focused on standards based instruction.

Action Step 1 5

Grade level teams plan collaboratively for 90 minutes on a bimonthly schedule using backwards design approach.

Person Responsible

Nancy Johnson

Schedule

Biweekly, from 9/14/2015 to 5/27/2016

Evidence of Completion

Lesson plans, classroom look-fors and walk throughs

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

Classroom instruction, common assessments and teachers' lesson plans reflect results of 90 minutes bimonthly collaborative lesson planning.

Person Responsible

Nancy Johnson

Schedule

Biweekly, from 9/14/2015 to 5/27/2016

Evidence of Completion

Walkthrough data on classroom instruction, common assessments and teachers' lesson plans

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

Track data on quizzes and benchmark assessments

Person Responsible

Nancy Johnson

Schedule

Biweekly, from 9/14/2015 to 5/27/2016

Evidence of Completion

Data will be tracked weekly to assist in lesson planning during the collaborative meetings.

G1.B2 Limited responsibility for all students' success `2`

🔑 B190619

G1.B2.S1 Teachers will instruct and interact with students from other classrooms within the grade level, and will receive training to support all areas of curriculum. `4`

🔑 S202072

Strategy Rationale

Teachers feel responsibility for assigned students, but not for the school population as a whole. Data from 5E survey reflects the view that their responsibility rests on their assigned students and not for all students.

Action Step 1 `5`

Teachers are retrained on effective implementation of RtI and supported throughout the year

Person Responsible

Nick Pagano

Schedule

Daily, from 9/9/2015 to 5/27/2016

Evidence of Completion

Teachers use RtI training materials and monitoring documents within their RtI block.

Action Step 2 `5`

Implement 'fluid walls' during RtI block

Person Responsible

Nick Pagano

Schedule

Daily, from 9/8/2015 to 5/27/2016

Evidence of Completion

Grade level teachers collaborate on student data to group students for small group differentiated instruction. Grade level teachers work with students from various classrooms within the grade level. Teachers keep logs when working with students from various classrooms in their grade level in small group differentiated instruction during RtI block.

Action Step 3 `5`

Teachers are trained across the curriculum and are able to support in all areas

Person Responsible

Nick Pagano

Schedule

Biweekly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Teachers receive professional development in all areas of curriculum, regardless of their departmentalization, enabling them to blend instruction in various content areas.

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

Teachers offer tiered support in their areas of expertise to any student needing the support within their grade level.

Person Responsible

Nick Pagano

Schedule

Daily, from 9/8/2015 to 5/27/2016

Evidence of Completion

Fidelity logs (include homeroom teacher's names and MTSS meetings attended by all teachers providing support), walkthrough data, lesson plans showing blended curriculum, and students showing improvement.

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

Progress monitoring of student data in core subjects

Person Responsible

Nick Pagano

Schedule

Quarterly, from 9/8/2015 to 5/27/2016

Evidence of Completion

Data from progress monitoring will be used by teachers to determine the effectiveness of their differentiated instruction.

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

Walkthrough and benchmark assessment data

Person Responsible

Nick Pagano

Schedule

Monthly, from 9/8/2015 to 5/27/2016

Evidence of Completion

Data from walkthrough, weekly quizzes, benchmark assessments and progress monitoring.

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	90 minutes bimonthly additional common planning time for disaggregation of data and professional development.	Pagano, Nick	9/2/2015	Teachers using data and best practices to deliver instruction.	5/25/2016 biweekly
G1.B1.S2.A1	Grade level teams plan collaboratively for 90 minutes on a bimonthly schedule using backwards design approach.	Johnson, Nancy	9/14/2015	Lesson plans, classroom look-fors and walk throughs	5/27/2016 biweekly
G1.B2.S1.A1	Teachers are retrained on effective implementation of RtI and supported throughout the year	Pagano, Nick	9/9/2015	Teachers use RtI training materials and monitoring documents within their RtI block.	5/27/2016 daily
G1.B2.S1.A2	Implement 'fluid walls' during RtI block	Pagano, Nick	9/8/2015	Grade level teachers collaborate on student data to group students for small group differentiated instruction. Grade level teachers work with students from various classrooms within the grade level. Teachers keep logs when working	5/27/2016 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				with students from various classrooms in their grade level in small group differentiated instruction during RtI block.	
G1.B2.S1.A3	Teachers are trained across the curriculum and are able to support in all areas	Pagano, Nick	8/10/2015	Teachers receive professional development in all areas of curriculum, regardless of their departmentalization, enabling them to blend instruction in various content areas.	5/27/2016 biweekly
G1.MA1	Data from FAIR-FS and Performance Matters throughout the school year	Johnson, Nancy	9/2/2015	(1) FAIR-FS: Students in grades 3-5 at or above the 50th percentile in reading comprehension will increase by 6%; (2) Performance Matters (Math): Students in grades K-5 scoring above 50% proficient will increase by 6%; (3) Performance Matters (Science): Students in grades 3-5 scoring above 60% proficient will increase by 6%.	5/27/2016 quarterly
G1.B1.S1.MA1	Increase in student engagement and performance	Pagano, Nick	9/2/2015	Administration walk through and coaches' look fors	5/25/2016 biweekly
G1.B1.S1.MA1	Monitoring is conducted through follow up evidence	Pagano, Nick	9/2/2015	Walk through data and completion of specific classroom look fors	5/25/2016 biweekly
G1.B2.S1.MA1	Progress monitoring of student data in core subjects	Pagano, Nick	9/8/2015	Data from progress monitoring will be used by teachers to determine the effectiveness of their differentiated instruction.	5/27/2016 quarterly
G1.B2.S1.MA2	Walkthrough and benchmark assessment data	Pagano, Nick	9/8/2015	Data from walkthrough, weekly quizzes, benchmark assessments and progress monitoring.	5/27/2016 monthly
G1.B2.S1.MA1	Teachers offer tiered support in their areas of expertise to any student needing the support within their grade level.	Pagano, Nick	9/8/2015	Fidelity logs (include homeroom teacher's names and MTSS meetings attended by all teachers providing support), walkthrough data, lesson plans showing blended curriculum, and students showing improvement.	5/27/2016 daily
G1.B1.S2.MA1	Track data on quizzes and benchmark assessments	Johnson, Nancy	9/14/2015	Data will be tracked weekly to assist in lesson planning during the collaborative meetings.	5/27/2016 biweekly
G1.B1.S2.MA1	Classroom instruction, common assessments and teachers' lesson plans reflect results of 90 minutes bimonthly collaborative lesson planning.	Johnson, Nancy	9/14/2015	Walkthrough data on classroom instruction, common assessments and teachers' lesson plans	5/27/2016 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. Using district curriculum maps, student performance will be improved through integrated curriculum planning and differentiated levels of instructional delivery.

G1.B1 Staff's level of knowledge and confidence using available data from various sources, such as formative assessments to drive whole group and RtI instruction

G1.B1.S1 90 minutes bimonthly additional common planning time for disaggregation of data and professional development.

PD Opportunity 1

90 minutes bimonthly additional common planning time for disaggregation of data and professional development.

Facilitator

School and district personnel

Participants

Grade level teachers

Schedule

Biweekly, from 9/2/2015 to 5/25/2016

G1.B1.S2 90 minutes bimonthly collaborative lesson planing using backwards design approach.

PD Opportunity 1

Grade level teams plan collaboratively for 90 minutes on a bimonthly schedule using backwards design approach.

Facilitator

School coaches

Participants

Grade level teams

Schedule

Biweekly, from 9/14/2015 to 5/27/2016

G1.B2 Limited responsibility for all students' success

G1.B2.S1 Teachers will instruct and interact with students from other classrooms within the grade level, and will receive training to support all areas of curriculum.

PD Opportunity 1

Teachers are retrained on effective implementation of RtI and supported throughout the year

Facilitator

Allison Gibson and Emily Morales

Participants

All grade level teachers

Schedule

Daily, from 9/9/2015 to 5/27/2016

PD Opportunity 2

Teachers are trained across the curriculum and are able to support in all areas

Facilitator

District and school coaches

Participants

All grade level teachers

Schedule

Biweekly, from 8/10/2015 to 5/27/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	90 minutes bimonthly additional common planning time for disaggregation of data and professional development.	$0.00
2	G1.B1.S2.A1	Grade level teams plan collaboratively for 90 minutes on a bimonthly schedule using backwards design approach.	$0.00
3	G1.B2.S1.A1	Teachers are retrained on effective implementation of RtI and supported throughout the year	$0.00
4	G1.B2.S1.A2	Implement 'fluid walls' during RtI block	$0.00
5	G1.B2.S1.A3	Teachers are trained across the curriculum and are able to support in all areas	$0.00
		Total:	$0.00