

Miami-Dade County Public Schools

Pine Villa Elementary School



2015-16 School Improvement Plan

Pine Villa Elementary School

21799 SW 117TH CT, Miami, FL 33170

<http://pinevilla.dadeschools.net/>

School Demographics

| | | |
|--------------------|-------------------------------|---|
| School Type | 2014-15 Title I School | 2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2) |
| Elementary | Yes | 98% |

| | | |
|-------------------------------|-----------------------|---|
| Alternative/ESE Center | Charter School | 2015-16 Minority Rate (Reported as Non-white on Survey 2) |
| No | No | 100% |

School Grades History

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

**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 is pending approval by the Dade County School Board.

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 |
|-----------------|--------------------------|------------------------------|
| Monitoring Only | 5 | Gayle Sitter |
| Former F | Turnaround Status | |
| Yes | | |

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our mission is to encourage an open, honest and positive climate comprised of passionate stakeholders. Through collaboration and support we will empower each other with the common purpose of unleashing every child's potential to be successful lifelong learners in a digital society.

Provide the school's vision statement

Through the passion and commitment of our stakeholders, we will collaboratively work together to build a school culture that will empower our teacher quality, accelerate curricular expertise and promote shared sustained leadership which will foster lifelong student success.

School Environment

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

Pine Villa Elementary School provides the families of our students with numerous activities and events throughout the school year in an effort to learn about our students' cultures and to build a bridge between the school and the home. Each month, Parent Academy meetings are held at our school site to assist our parents in learning about all the necessary tools available to ensure the academic success of our students. Parent-teacher conferences are held during the nine week grading period to keep our parents abreast of the progress of their child. All cultures are celebrated during the school year through interactive and creative activities. Our parents are encouraged to volunteer at the school through our volunteer program. It is our goal to foster a bond with our community that will build our students academically, emotionally and socially.

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

The students of Pine Villa Elementary feel safe on our campus. Our campus is a closed campus and is monitored by the security staff throughout the day. Each morning the students are greeted as they enter the building for breakfast. Only the students of Pine Villa Elementary are allowed in the cafeteria. Parents and other visitors are only allowed in the Main Office after they have signed in at the security desk. The students are transported to their classes by the Assistant Principal, the head of the security team and other key staff members monitor the corridors until the late bell commences the start of the instructional day. There is security on site at all times during the day, before school and after school. Before school and after school programs are offered to the students to promote their social, emotional, physical, academic and artistic development. During the school day, the classroom teachers promote the use of the students opinions during classroom discussions and learning opportunities. Collaborative strategies are incorporated in the teaching and learning to engage all learners and to stimulate higher ordering thinking processes. The students of Pine Villa Elementary are encouraged to use their voice as a powerful tool.

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 Villa Elementary is a Positive Behavior Support (PBS) School that implements a systematic school wide behavior plan. Students across grade-levels are provided with the same rewards and consequences in order to promote a positive learning environment. In addition to the unified classroom management system, the school also uses a point tracking system to implement PBS. In order to provide behavioral incentives to all students, the school has created a "Ramsmart" store where students can redeem their behavior points for store items on a weekly basis. As a result of using the PBS and the point monitoring system, an increase in positive behavior has been noted.

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

The students of Pine Villa Elementary receive counseling services through outside support programs as well as on site counseling that exists for the students that are in need of individual counseling. Such programs as the 5000 Role Models and DARE are being implemented this school year through a partnership with the community leaders and our school police. Through RTi B and our Positive Behavior System, the students needs are met through tailored counseling services.

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

Students who are identified as exhibiting a pattern of truancy will be referred to the Schools Support Team and the RTi Team. The team will meet with the teachers on a monthly basis to monitor attendance, academic progress, and behavioral patterns. Adjustments to student interventions will be made at such time. Parent conferences will be held by the school administrator for all students in danger of being retained. Through the Positive Behavior System, an alternative to suspensions plan was developed.

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

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

| Indicator | Grade Level | | | | | | Total |
|---------------------------------|-------------|---|----|---|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | |
| Attendance below 90 percent | 1 | 3 | 5 | 1 | 5 | 5 | 20 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA or Math | 4 | 5 | 2 | 3 | 3 | 11 | 28 |
| Level 1 on statewide assessment | 3 | 7 | 14 | 0 | 14 | 20 | 58 |

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

| Indicator | Grade Level | | | | | | Total |
|--|-------------|---|----|---|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | |
| Students exhibiting two or more indicators | 4 | 7 | 14 | 3 | 15 | 20 | 63 |

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

The students are provided with counseling services by support staff personnel and are monitored based on their needs. The parents of the students are informed and are invited to attend counseling meetings and conferences with the classroom teacher and administration. Through our Truancy Prevention Program, parents of students with excessive absences are required to attend meetings at the school with the School Success Counselor and the Administration. During this time, strategies are discussed to minimize the student's number of absences. Home visit will occur when needed and the school social worker will be deployed. The areas of concern are addressed and monitored to ensure students are in attendance and that satisfactory progress is being made.

Through the RTi process, students are monitored and receive tutoring and intervention. On-going progress monitoring takes place on a consistent basis and the classroom teacher and the instructional coaches will adjust the instruction to meet the needs of the individual student. During the instructional block, differentiated instruction is provided. Additional instruction services take place before, during and after school to improve the academic performance of our students that are identified by the early warning system.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/226709>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

Pine Villa Elementary collaborates with the local community coalition. The administrative team attends the monthly meetings. Many of the local leaders attend the monthly community meetings where the needs of the school are addressed. A report on the schools activities and achievements are shared with the stakeholders. The community has donated resources to the school. Such resources includes, school uniforms, school supplies and paper goods.

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 |
|-------------|---------------------|
| Lee, Renita | Principal |
| Wood, Kim | Assistant Principal |

Duties

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

School Site Administrators: Renita Lee, Principal and Kim Wood, Assistant Principal
Facilitates the establishment of the Multi-Tiered Support System/ RtI team; actively leads the data analysis process; creates a culture of data-based decision making and continuous improvement; provides and ensures program fidelity; plans school-wide professional development based on data analysis of staff; directs reading coach and teachers to collaborate with parents in building understanding, trust, and support.

Instructional Coaches: Reading, Math: Tahirah Jackson /Reading Coach and Bryan Sharpe /Math Coach

Coordinates the screening/progress monitoring of the students in the school; collaboratively analyzes data; supports teachers in implementing interventions prescribed for their students; assist in establishing small group instruction and interventions for identified students; assist in the whole school screening programs that provide early intervening services for children to be considered “at risk”; participates in the design and delivery of professional development; provides support for assessment and implementation monitoring.

School Psychologists : Darah Grice

Actively participates in the analysis of data at the school, grade, classroom, and student level; coordinates the collection of ongoing Progress Monitoring (OPM) data of at risk students; monitors the effectiveness of interventions using progress monitoring and ongoing progress monitoring data; coordinates the administration and analysis of diagnostic assessments.

General Education Teacher; Classroom Teachers

Conducts and collects data from students; examines on-going progress monitoring; analyzes data and uses the data for classroom planning; consults with the ST2 team members to discuss data and guide classroom instruction and interventions; provides appropriate interventions

Interventionists:

Conducts and collects Progress Monitoring and Ongoing Progress Monitoring data; makes recommendations to MTSS/RtI team regarding changing student needs based on Ongoing Progress Monitoring data; works with identified at-risk students to deliver small group interventions using WonderWorks; Participates in skills building professional development; conducts progress monitoring and on-going progress monitoring.

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 Multi-Tiered Support System (MTSS)/Response to Intervention (RtI) Leadership Team examines issues and concerns through an ongoing, systematic examination of data with the goal of impacting student achievement, attendance, literacy and student social/emotional well being. The MTSS Leadership Team emphasizes the use of ongoing progress monitoring and focused interventions to target learning that meets the specific instructional needs of the students. The model provides an effective mechanism using data to identify student needs and promptly deliver student interventions as identified in the Response to Intervention Plan.

Title I, Part A

Services are provided to ensure students requiring additional remediation. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify

appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk;” assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation. Other components that are integrated into the school wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students. Rti schools are provided with the support from a Professional Development Curriculum Support Specialist which is funded from Title I, part A funds.

Title I, Part C- Migrant

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met.

Title I, Part D

N/A

Title II

N/A

Title III

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and immigrant students by providing funds to implement an after school tutorial program. Title III funds are also used to purchase supplemental materials.

Title VI, Part B – N/A

Title X- Homeless

- Miami-Dade County Public Schools’ School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

The school offers non-violence and anti-drug programs to students such as Youth Crime Watch, DARE, Anti-Bullying Program, and a Character Building Program that incorporate community service and counseling.

Nutrition Programs

- 1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness.

Housing Programs - N/A

Head Start

Head Start programs are co-located in several Title I schools and/or communities. Pine Villa Elementary School houses Head Start at the Issac A. Withers Center. Joint activities, including professional development and transition processes are shared.

Adult Education

N/A

School Advisory Council (SAC)

Membership:

| Name | Stakeholder Group |
|--------------------|----------------------------|
| Renita Lee | Principal |
| Vinnie Simpson | Education Support Employee |
| Maria Munoz | Parent |
| Anna Harris | Teacher |
| Teresa Wong | Business/Community |
| John Laskis | Business/Community |
| Lawanda Williams | Parent |
| Natasha Deveaux | Education Support Employee |
| Bryan Sharpe | Teacher |
| Adrian Harris | Student |
| Austin Wenzel | Parent |
| Christina Gomez | Teacher |
| Kellie Tookes | Student |
| Kueky Nesmith | Parent |
| Angela Henry | Parent |
| Tryneshia Sheppard | 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 of 2014 - 2015 was reviewed by the School Advisory Council. The council reviewed the data to determine if the targets were met. Suggestions were made to improve

upon attendance incentives. The team came to a consensus that the goals were met and a discussion on improvements for the upcoming school year took place.

Development of this school improvement plan

The School Advisory Council involved all stakeholders in the development of the School Improvement Plan. This included topics relative to the core academic areas, parental involvement, attendance, budget, professional development training, instructional materials, student support services and ongoing monitoring of the school improvement plan were addressed. Additionally the School Advisory Council will provide the final approval of the School Improvement Plan at the next scheduled meeting.

Preparation of the school's annual budget and plan

The school improvement funds through the SAC will be used to support the school's positive behavior plan, educational field trips and to increase school attendance through incentives.

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

The School Advisory Council plans to budget some of the funds for academic student incentives, classroom libraries and student rewards through our positive behavior plan.

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 |
|------------------|---------------------|
| Lee, Renita | Principal |
| Wood, Kim | Assistant Principal |
| Jackson, Tahirah | Instructional Coach |

Duties

Describe how the LLT promotes literacy within the school

In order to create capacity of reading knowledge within the school building, teachers and students alike must be excited about literacy. The team will discuss the implementation of the following activities: conducting read alouds in all content area classes, conducting monthly mini-workshops during faculty meetings or on professional development days, forming study groups, researching strategies to address concerns, providing materials and resources to promote literacy, and providing incentives to promote reading programs. Additionally, in order to improve literacy in the school, a focus on vocabulary words will be targeted. Students will learn key vocabulary words that will be addressed school wide in order to enhance prior knowledge and ultimately assist students with comprehension. Students in third through fifth grade will participate in novel based instruction in order to increase literature awareness and build comprehension skills.

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

The teachers of Pine Villa Elementary School work collaboratively during common planning with the support of the instructional coaches to develop lesson plans, unwrap benchmarks and implement an instructional framework. Differentiated Instruction is planned for in a collegial manner. Each grade level and subject area maintains a partnership in the development of the best practices of content delivery.

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

Through District hosted recruitment events and postings on the Human Resource website, we plan to recruit and retain highly qualified instructional personnel that will effectively prepare our students to be successful life-long learners. All newly recruited teachers will be mentored by a veteran classroom instructor. The school site will provide opportunities for ongoing job embedded professional learning communities that will promote collegial discourse and active participation in the implementation of the instructional best practices. The methodology of the Coaching Cycle will be utilized to ensure the development of our teachers.

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

Teachers with less than five years' experience are paired up with a mentor teacher within the same Grade Level or Department. Some of the mentoring activities include Common Planning Sessions, Side-by-Side Coaching, Classroom Walkthroughs and Note Taking/Note Making sessions.

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

In an effort to ensure that the instructional programs and materials are aligned to the Florida standards, the teachers utilize the District's instructional pacing guide as the foundation of their lesson plans. The District's pacing guide is adhered to with fidelity. All instructional materials are aligned to the Florida Standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Pine Villa Elementary follows the District's testing calendar which includes i-Ready Diagnostics, Interim Assessment, the STAR Assessment as well as school based assessments to monitor the students progress through data analysis. The students are placed in groups according to level. Students are remediated, re-taught or provided with enrichment opportunities. Additionally, students not achieving on grade level are placed in a intervention group where additional support is provided.

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

Strategy: Before School Program

Minutes added to school year: 10,800

An intervention program is provided for all students in grades K-5. In order for the school to increase the amount and quality of learning time while maintaining an enriched and accelerated curriculum, the following will be implemented as extended learning opportunities:

1. After School Tutoring
2. Before School Tutoring
3. Teacher Push-In Collaboration during Differentiated Instruction
4. Pull-Out Tutoring

Strategy Rationale

Students needing additional Reading support will receive an additional thirty minutes of Reading Intervention each day. Tutoring sessions are offered to further assist in giving the student an opportunity to meet the Florida Standards.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Wood, Kim, woodk1@dadeschools.net

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

Data in the areas of Behavior, Reading, Writing, Math, and Science is collected on a monthly basis. Data is reported to the school Principal by the Instructional Coaches. The data is disaggregated through Data Chats conducted by the School Principal.

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 Villa Elementary School has one Pre-K classroom. To facilitate the transition from Pre-School to Kindergarten, Pine Villa Elementary provides helpful resources to introduce parents to the school and Kindergarten programs. These resources contain information pertaining to the Kindergarten program as well as ways to prepare children for Kindergarten. Reading and Math activities are part of the resources in order to prepare children for basic skills needed in Kindergarten. These resources are given to area Head Start Programs and Day Care Centers for distribution to parents of upcoming Kindergarten students. In addition, in order to facilitate the transition into Kindergarten, the Isaac Wither Head Start classes visit Pine Villa Elementary School two times during the school year. These visits consist of the students experiencing a day in Kindergarten. The incoming students interact with the teachers and students while learning the Kindergarten routine including lunch and lessons covering all areas of the curriculum. Once the students enter Kindergarten, they will be screened for Kindergarten readiness in Reading and Math. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core Kindergarten academic instruction includes daily explicit

instruction, modeling, guided practice and independent practice of all academic skills provided by screening data. Screening tools will be re-administered mid-year and at the end of the year in order to determine student learning gains and if changes need to be made to the instructional and/or intervention programs.

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

N/A

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

N/A

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

N/A

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

N/A

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:

.

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. To increase student achievement by improving core instruction in all content areas.

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. To increase student achievement by improving core instruction in all content areas. 1a

G073017

Targets Supported 1b

| Indicator | Annual Target |
|------------------------------|---------------|
| AMO Reading - All Students | |
| AMO Math - All Students | |
| FCAT 2.0 Science Proficiency | 65.0 |

Resources Available to Support the Goal 2

- McGraw-Hill Wonders Reading/WonderWorks, ELA Pacing Guides, Florida Language Arts Standards, Item Specifications, Planning Cards, and iReady.
- Mathematics Florida Standards, Item Specifications, Pacing Guides, Go Math Florida resources, i-Ready, i-Ready Common Core, Math Coach, and Curriculum Support Specialist.
- Pacing Guides, FCAT Item Specifications, Essential Labs, JJ Bootcamp, Discovery Education, Explore Learning GIZMO, CER Tasks
- Our Dade Partners, The Parent Academy, in-house PD, incentives, SWAG Dollars

Targeted Barriers to Achieving the Goal 3

- Limited evidence of effective and purposeful planning for standard based instruction in Literacy.
- Limited evidence of effective collaborative planning on standards based instruction in Mathematics.
- Limited evidence of purposeful instructional planning to deliver standards based instruction at a rigorous level.
- Lack of parental involvement

Plan to Monitor Progress Toward G1. 8

Data that is derived from weekly assessments, District Interim assessments and i-Ready Diagnostics will be used to determine the level of success in increasing the core instruction.

Person Responsible

Renita Lee

Schedule

Weekly, from 9/10/2015 to 1/22/2016

Evidence of Completion

Student weekly assessment results, Interim data results and i-Ready data results.

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. To increase student achievement by improving core instruction in all content areas. **1**

 G073017

G1.B1 Limited evidence of effective and purposeful planning for standard based instruction in Literacy. **2**

 B190646

G1.B1.S1 Utilize collaborative planning to model the effective delivery of standard based instruction throughout the literacy block. **4**

 S202106

Strategy Rationale

In order to increase student achievement through the effective delivery of standard based, effective and purposeful planning of standards based instruction must proceed the instructional delivery.

Action Step 1 **5**

An action plan will be introduced at the faculty meeting.

Person Responsible

Renita Lee

Schedule

On 9/16/2015

Evidence of Completion

Sign-in sheet and agenda

Action Step 2 5

During common planning, the instructional coach and teachers will unpack the standards, identify instructional purpose and model effective delivery of instruction.

Person Responsible

Tahirah Jackson

Schedule

Weekly, from 9/10/2015 to 1/22/2016

Evidence of Completion

Sign-in sheet, agenda, and planning documents

Action Step 3 5

Professional development will be provided on the implementation of the Language Arts Florida Standards, comprehensive lesson planning, and purpose-driven standard based instruction.

Person Responsible

Tahirah Jackson

Schedule

Weekly, from 9/10/2015 to 1/22/2016

Evidence of Completion

Sign-in sheet and agenda

Action Step 4 5

Coaching cycles will be conducted and the different components of the coaching cycle will be modeled by the instructional coach for the classroom teacher utilizing the instructional framework based on teacher needs.

Person Responsible

Tahirah Jackson

Schedule

Biweekly, from 9/10/2015 to 1/22/2016

Evidence of Completion

Coaching log, Lesson plans, debriefing forms

Action Step 5 5

There will be a follow-up on the implementation of the LAFS and comprehensive lesson planning will be provided during the professional development.

Person Responsible

Tahirah Jackson

Schedule

Weekly, from 9/10/2015 to 1/22/2016

Evidence of Completion

Coaching log, Lesson plans, debriefing forms

Action Step 6 5

The effective use of standard based instruction throughout the literacy block will be monitored.

Person Responsible

Kim Wood

Schedule

Weekly, from 9/10/2015 to 1/22/2016

Evidence of Completion

Observations

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

The administration will monitor the collaborative planning sessions and observe the instructional delivery to ensure the effectiveness of the delivery of standard based instruction throughout the literacy block.

Person Responsible

Kim Wood

Schedule

Weekly, from 9/10/2015 to 1/22/2016

Evidence of Completion

Notes will be taken at each planning session and a copy of the planning documents will be collected.

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

Informal observations will take place where corrective feedback can be provided to the classroom teacher and the instructional coach.

Person Responsible

Kim Wood

Schedule

Weekly, from 9/10/2015 to 1/22/2016

Evidence of Completion

Debriefing notes

G1.B2 Limited evidence of effective collaborative planning on standards based instruction in Mathematics.

2

 B190647

G1.B2.S1 Use standards to set learning target, and model lesson during common planning. 4

 S202107

Strategy Rationale

To increase student achievement, the collaborative planning sessions must be effective to prepare the instructional professional in the delivery of the lessons that will meet the needs of the students as they master the skills.

Action Step 1 5

The action plan will be introduced to the faculty.

Person Responsible

Renita Lee

Schedule

On 9/16/2015

Evidence of Completion

Agenda and Sign-In Sheet

Action Step 2 5

The elements of effective lesson planning utilizing the backwards planning "planning with the end in mind" article will be introduced to the faculty.

Person Responsible

Renita Lee

Schedule

On 9/16/2015

Evidence of Completion

Agenda, Sign-In Sheet, and Exit Slips

Action Step 3 5

Professional development will be provided on effective lesson planning that align the state standards with the item specifications and utilize the instructional practices that enhance student engagement through a professional development on the planning resources inclusive of "unpacking the benchmarks".

Person Responsible

Bryan Sharpe

Schedule

On 9/23/2015

Evidence of Completion

Agenda and Sign-In Sheet

Action Step 4 5

The implementation of instructional practices and active learning strategy for the lesson planned will be monitored during collaborative planning.

Person Responsible

Bryan Sharpe

Schedule

Weekly, from 9/16/2015 to 1/22/2016

Evidence of Completion

Coaching support documents

Action Step 5 5

An instructional framework for instruction will be created with an emphasis on explicit instruction that provides the opportunity to use "hands-on", student discourse, and other student engagement activities with probing questions to meet the learning target.

Person Responsible

Bryan Sharpe

Schedule

Weekly, from 9/10/2015 to 1/22/2016

Evidence of Completion

Lesson Plans, walkthroughs

Action Step 6 5

Coaching cycle (learning cycles) will be conducted that provide support to teachers that need assistance in the implementation of the instructional framework.

Person Responsible

Bryan Sharpe

Schedule

Biweekly, from 9/10/2015 to 1/22/2016

Evidence of Completion

Coaching Support Documents

Action Step 7 5

The implementation of the instructional framework developed during collaborative planning will be monitored.

Person Responsible

Renita Lee

Schedule

Weekly, from 9/10/2015 to 1/22/2016

Evidence of Completion

Walkthrough Log

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

Observation of the collaborative planning session and the informal or formal observation of the instructional delivery.

Person Responsible

Renita Lee

Schedule

Weekly, from 9/10/2015 to 1/22/2016

Evidence of Completion

Debriefing notes

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

Observation of the collaborative planning session to ensure that learning targets are utilized and that lessons are modeled during the planning sessions.

Person Responsible

Renita Lee


Schedule

Weekly, from 9/10/2015 to 1/22/2016

Evidence of Completion

Debriefing notes

G1.B3 Limited evidence of purposeful instructional planning to deliver standards based instruction at a rigorous level. **2**

 B190648

G1.B3.S1 Effectively utilize the Science Next Generation Sunshine State Standards (NGSSS) when planning for and delivering rigorous standards based instruction. **4**

 S202108

Strategy Rationale

To increase student achievement in the area of Science, effective instructional planning and the delivery of rigorous standards based instruction through the utilization of the Next Generation Sunshine State Standards will eliminate the barrier.

Action Step 1 **5**

The action plan will be introduced during faculty meeting.

Person Responsible

Renita Lee

Schedule

On 9/16/2015

Evidence of Completion

Agenda and Sign-In Sheet

Action Step 2 **5**

The elements of effective lesson planing utilizing the backwards planning "planning with the end in mind" article will be introduced to the faculty.

Person Responsible

Renita Lee

Schedule

On 9/16/2015

Evidence of Completion

Agenda, Sign-In Sheets, and exit slip

Action Step 3 5

Professional development will be provided on effective lesson planning that align the state standards with the item specifications and utilize the instructional practices that enhance student engagement through a professional development on the planning resources inclusive of "unpacking the benchmarks".

Person Responsible

Bryan Sharpe

Schedule

On 9/23/2015

Evidence of Completion

Agenda and Sign-In Sheet

Action Step 4 5

The implementation of instructional practices and active learning strategies for the lesson planned will be modeled.

Person Responsible

Bryan Sharpe

Schedule

Weekly, from 9/10/2015 to 1/22/2016

Evidence of Completion

Coaching support documents

Action Step 5 5

An instructional framework will be created for instruction with an emphasis on explicit instruction that provides the opportunity to use "hands-on", student discourse, and other student engagement activities with probing questions to meet the learning target.

Person Responsible

Kim Wood

Schedule

Weekly, from 9/23/2015 to 1/22/2016

Evidence of Completion

Model Lesson Plans, walkthroughs

Action Step 6 5

Coaching cycles (learning cycle) will be conducted that provide support to teachers that need assistance in the implementation of the instructional framework.

Person Responsible

Bryan Sharpe

Schedule

Biweekly, from 1/22/2016 to 1/22/2016

Evidence of Completion

Coaching support documents, walkthroughs

Action Step 7 5

The implementation of the instructional framework developed during collaborative planning will be monitored.

Person Responsible

Schedule

Weekly, from 9/10/2015 to 1/22/2016

Evidence of Completion

Walkthrough Log

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

Participate in the collaborative planning sessions to ensure the effective use of the Next Generation Sunshine State Standards in the development of a rigorous standards based instructional delivery.

Person Responsible

Kim Wood

Schedule

Weekly, from 9/10/2015 to 1/22/2016

Evidence of Completion

Debriefing notes and coaching support documents

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

Informal and formal observations of the instructional delivery.

Person Responsible

Kim Wood

Schedule

Weekly, from 9/10/2015 to 1/22/2016

Evidence of Completion

Classroom walkthrough logs, coaching support documents and observation notes

G1.B4 Lack of parental involvement 2

 B190649

G1.B4.S1 Provide varied opportunities for parents to expand involvement with the school. 4

 S202109

Strategy Rationale

There is a need for parental support in the academic success of the students. The active participation of the parents will increase the likelihood that the students will demonstrate an increase in achievement.

Action Step 1 5

Community Events (open house, fish fry, grandparents' day, Muffins with Mom, Doughnuts with Dad, etc.) will be planned and provided to the parents.

Person Responsible

Kim Wood

Schedule

Monthly, from 9/10/2015 to 1/22/2016

Evidence of Completion

Sign-in sheets will be collected at all the events.

Action Step 2 5

Parent Academy Workshops will be offered to the parents and guardians.

Person Responsible

Kim Wood

Schedule

Monthly, from 9/10/2015 to 5/5/2016

Evidence of Completion

Sign-in sheets will be collected at all the Parent Academy workshops.

Action Step 3 5

Parent conferences (as needed, and specific schoolwide conference days) will be scheduled.

Person Responsible

Renita Lee

Schedule

Every 2 Months, from 8/24/2015 to 6/9/2016

Evidence of Completion

Sign-in sheets will be collected at all the scheduled conference dates.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

The administration will monitor the frequency of scheduled conferences made the classroom teachers.

Person Responsible

Kim Wood

Schedule

Monthly, from 9/10/2015 to 6/9/2016

Evidence of Completion

The teachers will provide a communication report to the administration and the school wide conference days will have a sign-in sheet that will provide evidence of the parents' attendance.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

The administrative team, along with the student services team, will conduct meetings with the classroom teachers to monitor the effectiveness of the events and conferences and how they have impacted the achievement of the students.

Person Responsible

Kim Wood

Schedule

Every 2 Months, from 9/10/2015 to 1/22/2016

Evidence of Completion

To ensure the effectiveness of the events and scheduled conferences, debriefing notes from meetings with the classroom teacher on the status of student achievement will be collected.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

The administrative team, along with the student services team, will conduct meetings with the classroom teachers to monitor the effectiveness of the events and conferences and how they have impacted the achievement of the students.

Person Responsible

Kim Wood

Schedule

Every 2 Months, from 9/10/2015 to 1/22/2016

Evidence of Completion

To ensure the effectiveness of the events and scheduled conferences, debriefing notes from meetings with the classroom teacher on the status of student achievement will be collected.

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 | An action plan will be introduced at the faculty meeting. | Lee, Renita | 9/16/2015 | Sign-in sheet and agenda | 9/16/2015 one-time |
| G1.B2.S1.A1 | The action plan will be introduced to the faculty. | Lee, Renita | 9/16/2015 | Agenda and Sign-In Sheet | 9/16/2015 one-time |
| G1.B3.S1.A1 | The action plan will be introduced during faculty meeting. | Lee, Renita | 9/16/2015 | Agenda and Sign-In Sheet | 9/16/2015 one-time |
| G1.B4.S1.A1 | Community Events (open house, fish fry, grandparents' day, Muffins with Mom, Doughnuts with Dad, etc.) will | Wood, Kim | 9/10/2015 | Sign-in sheets will be collected at all the events. | 1/22/2016 monthly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|-------------|--|------------------|-------------------------------|---|-------------------------|
| | be planned and provided to the parents. | | | | |
| G1.B1.S1.A2 | During common planning, the instructional coach and teachers will unpack the standards, identify instructional purpose and model effective delivery of instruction. | Jackson, Tahirah | 9/10/2015 | Sign-in sheet, agenda, and planning documents | 1/22/2016 weekly |
| G1.B2.S1.A2 | The elements of effective lesson planning utilizing the backwards planning "planning with the end in mind" article will be introduced to the faculty. | Lee, Renita | 9/16/2015 | Agenda, Sign-In Sheet, and Exit Slips | 9/16/2015 one-time |
| G1.B3.S1.A2 | The elements of effective lesson planing utilizing the backwards planning "planning with the end in mind" article will be introduced to the faculty. | Lee, Renita | 9/16/2015 | Agenda, Sign-In Sheets, and exit slip | 9/16/2015 one-time |
| G1.B4.S1.A2 | Parent Academy Workshops will be offered to the parents and guardians. | Wood, Kim | 9/10/2015 | Sign-in sheets will be collected at all the Parent Academy workshops. | 5/5/2016 monthly |
| G1.B1.S1.A3 | Professional development will be provided on the implementation of the Language Arts Florida Standards, comprehensive lesson planning, and purpose-driven standard based instruction. | Jackson, Tahirah | 9/10/2015 | Sign-in sheet and agenda | 1/22/2016 weekly |
| G1.B2.S1.A3 | Professional development will be provided on effective lesson planning that align the state standards with the item specifications and utilize the instructional practices that enhance student engagement through a professional development on the planning resources inclusive of "unpacking the benchmarks". | Sharpe, Bryan | 9/23/2015 | Agenda and Sign-In Sheet | 9/23/2015 one-time |
| G1.B3.S1.A3 | Professional development will be provided on effective lesson planning that align the state standards with the item specifications and utilize the instructional practices that enhance student engagement through a professional development on the planning resources inclusive of "unpacking the benchmarks". | Sharpe, Bryan | 9/23/2015 | Agenda and Sign-In Sheet | 9/23/2015 one-time |
| G1.B4.S1.A3 | Parent conferences (as needed, and specific schoolwide conference days) will be scheduled. | Lee, Renita | 8/24/2015 | Sign-in sheets will be collected at all the scheduled conference dates. | 6/9/2016 every-2-months |
| G1.B1.S1.A4 | Coaching cycles will be conducted and the different components of the coaching cycle will be modeled by the instructional coach for the classroom teacher utilizing the instructional framework based on teacher needs. | Jackson, Tahirah | 9/10/2015 | Coaching log, Lesson plans, debriefing forms | 1/22/2016 biweekly |
| G1.B2.S1.A4 | The implementation of instructional practices and active learning strategy for the lesson planned will be monitored during collaborative planning. | Sharpe, Bryan | 9/16/2015 | Coaching support documents | 1/22/2016 weekly |
| G1.B3.S1.A4 | The implementation of instructional practices and active learning strategies for the lesson planned will be modeled. | Sharpe, Bryan | 9/10/2015 | Coaching support documents | 1/22/2016 weekly |
| G1.B1.S1.A5 | There will be a follow-up on the implementation of the LAFS and comprehensive lesson planning will be | Jackson, Tahirah | 9/10/2015 | Coaching log, Lesson plans, debriefing forms | 1/22/2016 weekly |

Dade - 4461 - Pine Villa Elementary School - 2015-16 SIP
Pine Villa Elementary School

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|--------------|---|---------------|-------------------------------|--|--------------------|
| | provided during the professional development. | | | | |
| G1.B2.S1.A5 | An instructional framework for instruction will be created with an emphasis on explicit instruction that provides the opportunity to use "hands-on", student discourse, and other student engagement activities with probing questions to meet the learning target. | Sharpe, Bryan | 9/10/2015 | Lesson Plans, walkthroughs | 1/22/2016 weekly |
| G1.B3.S1.A5 | An instructional framework will be created for instruction with an emphasis on explicit instruction that provides the opportunity to use "hands-on", student discourse, and other student engagement activities with probing questions to meet the learning target. | Wood, Kim | 9/23/2015 | Model Lesson Plans, walkthroughs | 1/22/2016 weekly |
| G1.B1.S1.A6 | The effective use of standard based instruction throughout the literacy block will be monitored. | Wood, Kim | 9/10/2015 | Observations | 1/22/2016 weekly |
| G1.B2.S1.A6 | Coaching cycle (learning cycles) will be conducted that provide support to teachers that need assistance in the implementation of the instructional framework. | Sharpe, Bryan | 9/10/2015 | Coaching Support Documents | 1/22/2016 biweekly |
| G1.B3.S1.A6 | Coaching cycles (learning cycle) will be conducted that provide support to teachers that need assistance in the implementation of the instructional framework. | Sharpe, Bryan | 1/22/2016 | Coaching support documents, walkthroughs | 1/22/2016 biweekly |
| G1.B2.S1.A7 | The implementation of the instructional framework developed during collaborative planning will be monitored. | Lee, Renita | 9/10/2015 | Walkthrough Log | 1/22/2016 weekly |
| G1.B3.S1.A7 | The implementation of the instructional framework developed during collaborative planning will be monitored. | | 9/10/2015 | Walkthrough Log | 1/22/2016 weekly |
| G1.MA1 | Data that is derived from weekly assessments, District Interim assessments and i-Ready Diagnostics will be used to determine the level of success in increasing the core instruction. | Lee, Renita | 9/10/2015 | Student weekly assessment results, Interim data results and i-Ready data results. | 1/22/2016 weekly |
| G1.B1.S1.MA1 | Informal observations will take place where corrective feedback can be provided to the classroom teacher and the instructional coach. | Wood, Kim | 9/10/2015 | Debriefing notes | 1/22/2016 weekly |
| G1.B1.S1.MA1 | The administration will monitor the collaborative planning sessions and observe the instructional delivery to ensure the effectiveness of the delivery of standard based instruction throughout the literacy block. | Wood, Kim | 9/10/2015 | Notes will be taken at each planning session and a copy of the planning documents will be collected. | 1/22/2016 weekly |
| G1.B2.S1.MA1 | Observation of the collaborative planning session to ensure that learning targets are utilized and that lessons are modeled during the planning sessions. | Lee, Renita | 9/10/2015 | Debriefing notes | 1/22/2016 weekly |
| G1.B2.S1.MA1 | Observation of the collaborative planning session and the informal or | Lee, Renita | 9/10/2015 | Debriefing notes | 1/22/2016 weekly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|--------------|---|-----------|-------------------------------|---|--------------------------|
| | formal observation of the instructional delivery. | | | | |
| G1.B3.S1.MA1 | Informal and formal observations of the instructional delivery. | Wood, Kim | 9/10/2015 | Classroom walkthrough logs, coaching support documents and observation notes | 1/22/2016 weekly |
| G1.B3.S1.MA1 | Participate in the collaborative planning sessions to ensure the effective use of the Next Generation Sunshine State Standards in the development of a rigorous standards based instructional delivery. | Wood, Kim | 9/10/2015 | Debriefing notes and coaching support documents | 1/22/2016 weekly |
| G1.B4.S1.MA1 | The administrative team, along with the student services team, will conduct meetings with the classroom teachers to monitor the effectiveness of the events and conferences and how they have impacted the achievement of the students. | Wood, Kim | 9/10/2015 | To ensure the effectiveness of the events and scheduled conferences, debriefing notes from meetings with the classroom teacher on the status of student achievement will be collected. | 1/22/2016 every-2-months |
| G1.B4.S1.MA1 | The administrative team, along with the student services team, will conduct meetings with the classroom teachers to monitor the effectiveness of the events and conferences and how they have impacted the achievement of the students. | Wood, Kim | 9/10/2015 | To ensure the effectiveness of the events and scheduled conferences, debriefing notes from meetings with the classroom teacher on the status of student achievement will be collected. | 1/22/2016 every-2-months |
| G1.B4.S1.MA1 | The administration will monitor the frequency of scheduled conferences made the classroom teachers. | Wood, Kim | 9/10/2015 | The teachers will provide a communication report to the administration and the school wide conference days will have a sign-in sheet that will provide evidence of the parents' attendance. | 6/9/2016 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. To increase student achievement by improving core instruction in all content areas.

G1.B1 Limited evidence of effective and purposeful planning for standard based instruction in Literacy.

G1.B1.S1 Utilize collaborative planning to model the effective delivery of standard based instruction throughout the literacy block.

PD Opportunity 1

An action plan will be introduced at the faculty meeting.

Facilitator

Ms. Renita Lee, Principal
Ms. Kim Wood, Assistant Principal

Participants

Instructional Staff

Schedule

On 9/16/2015

PD Opportunity 2

Professional development will be provided on the implementation of the Language Arts Florida Standards, comprehensive lesson planning, and purpose-driven standard based instruction.

Facilitator

Tahirah Hepburn, Instructional Coach; Chrsitna Covelli, Curriculum Support Specialist

Participants

Instructional Staff

Schedule

Weekly, from 9/10/2015 to 1/22/2016

G1.B2 Limited evidence of effective collaborative planning on standards based instruction in Mathematics.

G1.B2.S1 Use standards to set learning target, and model lesson during common planning.

PD Opportunity 1

The action plan will be introduced to the faculty.

Facilitator

Ms. Renita Lee, Principal

Participants

Instructional Staff

Schedule

On 9/16/2015

PD Opportunity 2

The elements of effective lesson planning utilizing the backwards planning "planning with the end in mind" article will be introduced to the faculty.

Facilitator

Ms. Renita Lee, Principal

Participants

Instructional Staff

Schedule

On 9/16/2015

PD Opportunity 3

Professional development will be provided on effective lesson planning that align the state standards with the item specifications and utilize the instructional practices that enhance student engagement through a professional development on the planning resources inclusive of "unpacking the benchmarks".

Facilitator

Bryan Sharpe

Participants

Instructional Staff

Schedule

On 9/23/2015

G1.B3 Limited evidence of purposeful instructional planning to deliver standards based instruction at a rigorous level.

G1.B3.S1 Effectively utilize the Science Next Generation Sunshine State Standards (NGSSS) when planning for and delivering rigorous standards based instruction.

PD Opportunity 1

The action plan will be introduced during faculty meeting.

Facilitator

Ms. Renita Lee, Principal

Participants

Instructional Staff

Schedule

On 9/16/2015

PD Opportunity 2

Professional development will be provided on effective lesson planning that align the state standards with the item specifications and utilize the instructional practices that enhance student engagement through a professional development on the planning resources inclusive of "unpacking the benchmarks".

Facilitator

Mr. Bryan Sharpe

Participants

Instructional Staff

Schedule

On 9/23/2015

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 | An action plan will be introduced at the faculty meeting. | | | | \$0.00 |
| 2 | G1.B1.S1.A2 | During common planning, the instructional coach and teachers will unpack the standards, identify instructional purpose and model effective delivery of instruction. | | | | \$0.00 |
| 3 | G1.B1.S1.A3 | Professional development will be provided on the implementation of the Language Arts Florida Standards, comprehensive lesson planning, and purpose-driven standard based instruction. | | | | \$1,500.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2015-16 |
| | | | District-Wide | Title I Part A | | \$1,500.00 |
| | | | <i>Notes: Instructional material</i> | | | |
| 4 | G1.B1.S1.A4 | Coaching cycles will be conducted and the different components of the coaching cycle will be modeled by the instructional coach for the classroom teacher utilizing the instructional framework based on teacher needs. | | | | \$0.00 |
| 5 | G1.B1.S1.A5 | There will be a follow-up on the implementation of the LAFS and comprehensive lesson planning will be provided during the professional development. | | | | \$0.00 |
| 6 | G1.B1.S1.A6 | The effective use of standard based instruction throughout the literacy block will be monitored. | | | | \$0.00 |
| 7 | G1.B2.S1.A1 | The action plan will be introduced to the faculty. | | | | \$0.00 |
| 8 | G1.B2.S1.A2 | The elements of effective lesson planning utilizing the backwards planning "planning with the end in mind" article will be introduced to the faculty. | | | | \$0.00 |
| 9 | G1.B2.S1.A3 | Professional development will be provided on effective lesson planning that align the state standards with the item specifications and utilize the instructional practices that enhance student engagement through a professional development on the planning resources inclusive of "unpacking the benchmarks". | | | | \$0.00 |
| 10 | G1.B2.S1.A4 | The implementation of instructional practices and active learning strategy for the lesson planned will be monitored during collaborative planning. | | | | \$0.00 |
| 11 | G1.B2.S1.A5 | An instructional framework for instruction will be created with an emphasis on explicit instruction that provides the opportunity to use "hands-on", student discourse, and other student engagement activities with probing questions to meet the learning target. | | | | \$0.00 |
| 12 | G1.B2.S1.A6 | Coaching cycle (learning cycles) will be conducted that provide support to teachers that need assistance in the implementation of the instructional framework. | | | | \$0.00 |

Budget Data

| | | | |
|---------------|-------------|--|-------------------|
| 13 | G1.B2.S1.A7 | The implementation of the instructional framework developed during collaborative planning will be monitored. | \$0.00 |
| 14 | G1.B3.S1.A1 | The action plan will be introduced during faculty meeting. | \$0.00 |
| 15 | G1.B3.S1.A2 | The elements of effective lesson planing utilizing the backwards planning "planning with the end in mind" article will be introduced to the faculty. | \$0.00 |
| 16 | G1.B3.S1.A3 | Professional development will be provided on effective lesson planning that align the state standards with the item specifications and utilize the instructional practices that enhance student engagement through a professional development on the planning resources inclusive of "unpacking the benchmarks". | \$0.00 |
| 17 | G1.B3.S1.A4 | The implementation of instructional practices and active learning strategies for the lesson planned will be modeled. | \$0.00 |
| 18 | G1.B3.S1.A5 | An instructional framework will be created for instruction with an emphasis on explicit instruction that provides the opportunity to use "hands-on", student discourse, and other student engagement activities with probing questions to meet the learning target. | \$0.00 |
| 19 | G1.B3.S1.A6 | Coaching cycles (learning cycle) will be conducted that provide support to teachers that need assistance in the implementation of the instructional framework. | \$0.00 |
| 20 | G1.B3.S1.A7 | The implementation of the instructional framework developed during collaborative planning will be monitored. | \$0.00 |
| 21 | G1.B4.S1.A1 | Community Events (open house, fish fry, grandparents' day, Muffins with Mom, Doughnuts with Dad, etc.) will be planned and provided to the parents. | \$0.00 |
| 22 | G1.B4.S1.A2 | Parent Academy Workshops will be offered to the parents and guardians. | \$0.00 |
| 23 | G1.B4.S1.A3 | Parent conferences (as needed, and specific schoolwide conference days) will be scheduled. | \$0.00 |
| Total: | | | \$1,500.00 |