Pinewood Elementary School

2015-16 School Improvement Plan

Pinewood Elementary School

5200 SE WILLOUGHBY BLVD, Stuart, FL 34997

pwe.sbmc.org

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	58%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	59%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	B*	C	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 is pending approval by the Martin 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.

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
Not In DA	3	Ella Thompson

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Pinewood Elementary pledges to be a safe, respectful community where diverse learning is embraced, students are empowered, self-worth is promoted, and positive attitudes are celebrated. All students, staff, and families at PWE support each other through open communication to attain academic success. Students will be instilled with pride in self achievements and a desire to learn. PWE inspires hope and promise, celebrates citizenship, and builds trust through positive school and community relationships.

Provide the school's vision statement

Pinewood Elementary is a safe, secure environment conducive to learning where:
Every student learns actively, accepts others, and achieves.
Every staff member is a leader, an active learner, and a caring advocate for children.
Every parent and the school community are invited, interested, and involved in the education of our students.

School Environment

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

The teacher student relationship is very important for children. A teacher and student who have the qualities of good communications, respect in a classroom, and show interest in teaching from the point of view of the teacher and learning from a student will establish a positive relationship in the classroom.
Children have different strategies for learning and achieving their goals. The key is, teachers need to continuously monitor the student in order for him or her to be aware of any difficulties the student is having. Understanding the child's problem, fear, or confusion will give the teacher a better understanding of the child's learning difficulties. Once the teacher becomes aware of the problems, he or she will have more patience with the student, thus making the child feel secure or less confused when learning is taking place in the classroom.
A significant body of research indicates that "academic achievement and student behavior are influenced by the quality of the teacher and student relationship" (Jones, 95). The more the teacher connects or communicates with his or her students, the more likely they will be able to help students learn at a high level and achieve academic success.

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

Before and after school our 5th grade safety patrol students are an excellent resource in helping our students feel safe and respected. They monitor the hallways during arrival and dismissal and remind students to follow the rules and stay safe. During the school day, staff members out in the hallways will remind students to be safe and respectful. Our pawprints, a PBIS incentive, is often given out to students who are demonstrating those qualities. Our school counselor also does character education lessons during the school day to help teach and remind students why it is important to be safe and respectful.

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

Pinewood Elementary has implemented the Positive Behavioral Interventions and Supports program (PBIS) to foster respect and safe behavior throughout our school. ALL school staff work together to reward students with tokens called "pawprints" for following the four (4) school-wide expectations: "Be respectful, responsible, safe and positive." Students can redeem these "pawprints" for various activities or items in the PBIS store.

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 school provides a variety of programs that help to meet the social-emotional needs of our students. A number of our students receive counseling services from Suncoast Counseling Agency that works hand in hand with our school staff to facilitate the process of making sure our student needs are being met. A staff/student mentoring program has also begun. Staff members are paired up with students who may be exhibiting some social-emotional needs. The school counselor provides individual and group counseling sessions to students in every grade level on a number of issues.

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

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	8	6	1	2	3	5	25
One or more suspensions	4	0	0	1	7	1	13
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	22	0	0	22

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

Indicator	Grade Level		Total
	3	4	
Students exhibiting two or more indicators	2	1	3

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

■daily attendance phone calls
■daily tardy phone calls
■after school tutorial program
■additional math staff support

■PD for instructional staff
■Grade 3 interventionist position

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/187903.

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

*SAC will use the results of the School and Title I Parent surveys to guide the development of the Parent Involvement Plan.
*Pinewood will host an open house event, to give the parents and child an opportunity to meet the teacher.
*Evening family involvement events will be scheduled throughout the school year.
*Student reinforcement events will be scheduled to encourage increased parent attendance at Parent Teacher Conferences.
*Implement services of a parent liaison to increase communication with and involvement from parents.

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
Green, Lawrence	Principal
Padgett, Heather	Instructional Coach
Raiford, Kelly	Instructional Coach
Carroll, Dayna	SAC Member
Radcliff, Jennifer	Assistant Principal
Gilbride, Angie	Instructional Coach
Muto, Vanessa	Guidance Counselor
Asciutto-Houck, Andrea	Instructional Coach

Duties

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

The school-based leadership team serves as the liaison between the administration and the instructional staff. They are responsible for getting information back to their teams, as well as bringing concerns and comments back to the group.

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

The Leadership Team will focus meetings around one question: How do we develop and maintain a problem solving system that will promote student achievement and best instructional practice? The team meets bi-weekly to engage in the following activities: review screening data and align with instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on this information, the team will identify professional development, resources, and support to teachers to make sure individual student needs are being met. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, and make decisions. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.
Pinewood Elementary School coordinates and integrates all federal, state, and local programs that impact the school :
• Implements research-based resources funded by local and federal funds
• The Comprehensive Needs Assessment considers student academic needs as well as staff development data that addresses the priorities established for Title III, Migrant and Title I programs
• School improvement plan objectives reflect the research-based strategies with a focus on achieving state and district priorities
• Input from the Pre K programs is obtained by the school and district and is included in the transition plan
• Parent surveys are conducted annually and developed with input from parents who represent Title I Part A, Migrant and ELL programs
• Partnerships are established (i.e. with FDLRS)
• Coordination and scheduling of instructional programs (i.e. DARE)
• Implementation of parent information programs
• Brochures and referrals for parent and student support from the guidance department, school nurse and other school personnel

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Dayna Carroll	Teacher
Lawrence M. Green	Principal
Eva Anderson	Education Support Employee
Sally-Ann Mikati	Parent
Tracy White	Parent
Debra Aquino	Business/Community
Mala Naik	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

Evaluation was ongoing last year, with each SIP Goal Chair reporting at each meeting. At the final meeting of the year in May, the group assessed where we were at each goal.

Development of this school improvement plan

The purpose of a SAC is to assist in the preparation and evaluation (developing and evaluating) of the results of the school improvement plan.

Preparation of the school's annual budget and plan

The role of a School Advisory Council is to assist in the preparation of the annual budget, making suggestions to administration.

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

School Improvement fund requests must all be reviewed and voted upon by SAC members.These funds may be expended only on programs or projects that are directly related to School Improvement. Such funds are recommended to benefit larger groups of students so that as many students as possible are benefiting.

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
Asciutto-Houck, Andrea	Instructional Coach
Gilbride, Angie	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The LLT will be focused on analyzing current student data (FSA, iReady, running records, Bear Spelling Inventories, classroom pre/post assessments, iReady, and district benchmarks) to ensure instruction is aligned with highly effective instructional strategies and best practices as well as student needs. Our focus this year will be to follow the district initiatives to implement Reader's Workshop and Guided Reading with fidelity.

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

We will continue the implementation of PLC's school-wide to encourage positive working relationships between teachers. Our leadership team will continue to provide staff development on PLC's and monitor implementation. PLC's at individual grade levels will meet weekly to plan collaboratively and ensure standards-based lesson plans are created that follow our district-wide curriculum frameworks. Monthly PLC's will be held based around teacher chosen deliberate practice elements from the Marzano framework.

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

The school provides new teachers to the county with mentors and offers on-going opportunities for professional growth.

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

Each teacher new to the district is assigned a veteran teacher, preferably within their grade level, to serve as their mentor for the year. Instructional coaches will monitor the relationships and mentoring dynamics while administration will monitor effectiveness.

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

We will utilize the district frameworks while were created and revised by instructional leaders throughout the county. These frameworks are designed for teachers to teach all of the Florida standards prior to the end of the year. All the materials we use are research-based and instructionally relevant to the Florida standards. Teachers use the district provided resources for core instruction including Ready MAFS and LAFS tools, iReady computer based instruction, and guided reading instructional materials. These materials are all 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

District and teacher created formative assessments provide teachers with data to drive instruction. Teachers teach using the workshop method which allows for a short mini-lesson and small group instruction. Small groups are pulled based on student needs as determined by the data collected. Instructional small groups monitored through the use of mini-assessments prior to summative assessments. This allows teachers to pull additional small groups as needed for struggling learners. An intervention block has been built into the daily schedule to provide time for students that need additional support in attaining grade-level proficiency. Coaches and administration assist by observing during instructional blocks to ensure instructional techniques are effective.

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

Strategy: Extended School Day

Minutes added to school year: 6,480

After school tutoring for students K - 5.

Strategy Rationale

Academic Support

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Green, Lawrence, greenl@martin.k12.fl.us

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

Pre and Post test for each six week tutoring group.

Strategy: Extended School Day

Minutes added to school year: 5,040

iReady math and reading computer-based instruction will be used for before and after-school instruction to increase.

Strategy Rationale

The increased instructional time will increase student achievement using this research-based instructional tool.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Radcliff, Jennifer, radclij@martin.k12.fl.us

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

Individual student achievement reports.

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

Pinewood notifies local preschool programs in the spring to schedule tours for incoming kindergartners. Information is also sent out in the PawPrints newsletter.
At Pinewood Elementary, all incoming Kindergarten students are assessed prior to or upon entering Kindergarten in order to ascertain individual and group needs.

College and Career Readiness

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

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

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

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

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

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

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.   Implementation of PLC's

G2.   The percentage of students achieving proficiency (level 3 or above) in math will increase.

G3.   The percentage of students achieving proficiency (level 3 and above) in Science will increase.

G4.   Increase number of parents attending grade level curriculum nights, parent-teacher conference nights, and math/science/literacy nights.

G5.   The percentage of students achieving proficiency (level 3 or above) in reading will increase.

Strategic Goals Detail

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

G1. Implementation of PLC's `1a`

Targets Supported `1b`

🔍 G073162

Indicator	Annual Target
Teachers with advanced degrees	26.0
Certified in Field	100.0
Effective+ Teachers (Performance Rating)	100.0
ESOL Endorsed	90.0
Highly Qualified Teachers	100.0
Attendance rate	96.0
FCAT 2.0 Science Proficiency	60.0

Resources Available to Support the Goal `2`

- Coaches (Literacy, Math and Interventionist) will facilitate the creation of the PLC's covering the areas of Math, Reading, Writing, Science and Parent Involvement).

- Administration will share lessons learned from the PLC workshops from the summer provided by the district.

Targeted Barriers to Achieving the Goal `3`

- Lack of time for instructional staff members after school. There are more and more meetings that have to take place.

- Teaching the instructional staff that collaboration can pay dividends and make their task easier.

Plan to Monitor Progress Toward G1. `8`

PLC Meetings

Person Responsible
Jennifer Radcliff

Schedule
Monthly, from 9/11/2015 to 6/3/2016

Evidence of Completion
Sign in sheets; PLC Notes

G2. The percentage of students achieving proficiency (level 3 or above) in math will increase. `1a`

`G073163`

Targets Supported `1b`

Indicator	Annual Target
AMO Math - All Students	
AMO Math - ELL	
AMO Math - SWD	

Resources Available to Support the Goal `2`

- The Math Coaches are available to model and support the use of small group instruction during the math block.

- Differentiated instruction and opportunities for inquiry learning are available and can be supported by the Math Coaches.

- Unwrapped standards for every Florida Standard for math are available on the district website for teachers to access and use. They include academic vocabulary, essential questions, strong big ideas, and specific goals and scales.

Targeted Barriers to Achieving the Goal `3`

- Students' limited exposure to math in the real-world due to poverty.

- Teachers need time to acquire deeper understanding of teaching Florida Standards (both content and process standards) with increased academic rigor.

- Student motivation, engagement, and behavior needs to improve.

Plan to Monitor Progress Toward G2. `8`

Assessment data

Person Responsible
Jennifer Radcliff

Schedule
Monthly, from 9/8/2015 to 6/3/2016

Evidence of Completion
Student proficiency will increase and student understanding will be evident on assessments

G3. The percentage of students achieving proficiency (level 3 and above) in Science will increase. 1a

G073164

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	60.0

Resources Available to Support the Goal 2

- Science After School tutorials; Science Fair After School Meetings; Supplemental Science Instruction Through the Science Lab

Targeted Barriers to Achieving the Goal 3

- Need for teachers to gain deeper understanding of teaching the standards with increased rigor and addressing cognitive complexity in questioning.

- Lack of Science instructional time

- Students lack reading and writing skills in the Science content area.

Plan to Monitor Progress Toward G3. 8

Discuss progress.

Person Responsible

Lawrence Green

Schedule

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

Evidence of Completion

FCAT 2015 Results, Science Benchmark Results

G4. Increase number of parents attending grade level curriculum nights, parent-teacher conference nights, and math/science/literacy nights. 1a

G073165

Targets Supported 1b

Indicator	Annual Target
	100.0

Resources Available to Support the Goal 2

- Academic materials for math/science/literacy nights
- Community partners
- Translators

Targeted Barriers to Achieving the Goal 3

- Childcare
- Transportation
- Parent work schedules

Plan to Monitor Progress Toward G4. 8

Review sign-in sheets

Person Responsible
Jennifer Radcliff

Schedule
Semiannually, from 8/24/2015 to 6/3/2016

Evidence of Completion
Sign-in sheets

G5. The percentage of students achieving proficiency (level 3 or above) in reading will increase. 1a

🔍 G073166

Targets Supported 1b

Indicator	Annual Target
AMO Reading - ELL	
AMO Reading - SWD	
AMO Reading - All Students	

Resources Available to Support the Goal 2

- Literacy Coaches are available to model lessons, provide feedback, and provide resources for instructional staff.

- Literacy Coaches will provide multiple training opportunities centered around mini lessons, reading and writing workshop strategies ,and small group instruction (guided reading/strategy lessons).

- Instructional Frameworks and assessment guide developed for K-5. Literacy coaches provide training, facilitate discussions, plan units around standards based instruction and standards based grading.

Targeted Barriers to Achieving the Goal 3

- Students are reading significantly below grade level.

- Instructional Staff needs more support in differentiated small group reading instruction.

- Teachers need deeper understanding and experience with the rigor of the Florida Standards.

Plan to Monitor Progress Toward G5. 8

Learning Team Meetings

Person Responsible
Jennifer Radcliff

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

Evidence of Completion
Classroom Observations Student Progress Lesson Plans

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. Implementation of PLC's `1`

🔑 G073162

G1.B1 Lack of time for instructional staff members after school. There are more and more meetings that have to take place. `2`

🔑 B191126

G1.B1.S1 Streamline meeting schedule. `4`

🔑 S202583

Strategy Rationale

Create more instructional time for staff.

Action Step 1 `5`

Utilize the Outlook Calendar to steamline meetings

Person Responsible

Jennifer Radcliff

Schedule

Every 2 Months, from 9/8/2015 to 6/3/2016

Evidence of Completion

Sign in sheets; notes from collaborative planning meetings.

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

Review of PWE calendar and seek teacher feedback

Person Responsible

Jennifer Radcliff

Schedule

Quarterly, from 9/8/2015 to 6/3/2016

Evidence of Completion

Review of master calendar and notes from collaborative learning team meetings.

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

Elicit teacher feedback

Person Responsible

Jennifer Radcliff

Schedule

Every 2 Months, from 9/8/2015 to 6/3/2016

Evidence of Completion

Teacher SIP survey

G1.B2 Teaching the instructional staff that collaboration can pay dividends and make their task easier. 2

B191127

G1.B2.S1 PLC training for PLC Leadership team and a gradual release model implemented for the entire staff. 4

S202584

Strategy Rationale

The PLC model is one that has proven to be an effective collaborative process.

Action Step 1 5

PLC Training

Person Responsible

Jennifer Radcliff

Schedule

Every 2 Months, from 8/9/2015 to 6/3/2016

Evidence of Completion

attendance logs

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

Attendance at PLC meetings

Person Responsible

Jennifer Radcliff

Schedule

Monthly, from 9/29/2015 to 6/3/2016

Evidence of Completion

attendance logs

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

Review unit plans and student data

Person Responsible

Jennifer Radcliff

Schedule

On 6/3/2016

Evidence of Completion

unit plans, student achievement data

G2. The percentage of students achieving proficiency (level 3 or above) in math will increase. 1

G073163

G2.B1 Students' limited exposure to math in the real-world due to poverty. 2

B191129

G2.B1.S1 Provide math-based family nights up to 2 times per year. 4

S202585

Strategy Rationale

Math-based family nights will provide opportunities to expose parents to the relevance of math to real-world application which will then benefit our students.

Action Step 1 5

Family math games, make and take activities, and exposure to real-world math activities

Person Responsible

Kelly Raiford

Schedule

Semiannually, from 9/8/2015 to 6/3/2016

Evidence of Completion

Sign in forms

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

Monitor structure and relevance of planned activities.

Person Responsible

Kelly Raiford

Schedule

Semiannually, from 9/8/2015 to 6/3/2016

Evidence of Completion

parent sign-in forms, volunteer sign-in forms, feedback from families

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

Event attendance and parent feedback

Person Responsible

Kelly Raiford

Schedule

Semiannually, from 9/8/2015 to 6/3/2016

Evidence of Completion

Debriefing meeting

G2.B1.S2 Provide opportunities for students to explore real-world math during center activities, inquiry learning, enrichment, and homework. [4]

S202586

Strategy Rationale

Through exploration of real-world math, students will make connections between concepts learned in the classroom and the world around them.

Action Step 1 [5]

Scenarios and problems that pertain to real-world math topics will be presented and planned with teachers for students to explore and solve.

Person Responsible

Heather Padgett

Schedule

Monthly, from 9/8/2015 to 6/3/2016

Evidence of Completion

Student work samples

Plan to Monitor Fidelity of Implementation of G2.B1.S2 [6]

Student work samples and student interviews

Person Responsible

Heather Padgett

Schedule

Monthly, from 9/8/2015 to 6/3/2016

Evidence of Completion

Work samples

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 `7`

Assessment results

Person Responsible

Heather Padgett

Schedule

Monthly, from 9/8/2015 to 6/3/2016

Evidence of Completion

Higher proficiency on assessments

G2.B2 Teachers need time to acquire deeper understanding of teaching Florida Standards (both content and process standards) with increased academic rigor. `2`

🔑 B191130

G2.B2.S1 Provide two instructional math coaches for grade levels K-2 and 3-5. `4`

🔑 S202587

Strategy Rationale

By providing instructional coaches, teachers will have multiple opportunities to continuously interact with the standards, see best instructional strategies modeled in classrooms, and will become comfortable with incorporating standards based strategies in their classrooms.

Action Step 1 `5`

Work with teachers to review Florida Standards in teams, explore the instructional frameworks, search for materials to support teaching of the rigorous standards, and plan student experiences to master the standards

Person Responsible

Heather Padgett

Schedule

Daily, from 9/8/2015 to 6/3/2016

Evidence of Completion

Coaches Outlook Calendars

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Evaluate instructional coaches

Person Responsible

Jennifer Radcliff

Schedule

Quarterly, from 9/8/2015 to 6/3/2016

Evidence of Completion

Outlook calendar, observations of lesson delivery, meeting minutes

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Observation of classroom lessons; iReady and/or FSA test data

Person Responsible

Jennifer Radcliff

Schedule

Quarterly, from 9/8/2015 to 6/3/2016

Evidence of Completion

Meeting minutes, lesson plans, lesson implementation

G2.B2.S2 Provide strategy professional development to staff. [4]

Strategy Rationale

To continue to familiarize teachers with the change of standards and how to implement instructional practices that differentiate the learning of all students.

Action Step 1 [5]

Instructional Coaches to provide professional development on high impact strategies relevant to each grade level and/or each staff member

Person Responsible

Heather Padgett

Schedule

Monthly, from 9/8/2015 to 6/3/2016

Evidence of Completion

Agendas, evaluations, meeting minutes

Plan to Monitor Fidelity of Implementation of G2.B2.S2 [6]

PD outline, teacher evaluations

Person Responsible

Heather Padgett

Schedule

Monthly, from 9/8/2015 to 6/3/2016

Evidence of Completion

Observational notes, evaluations

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 `7`

Implementation of strategies within the classroom

Person Responsible

Heather Padgett

Schedule

Monthly, from 9/8/2015 to 6/3/2016

Evidence of Completion

Student performance on various assessments

G2.B3 Student motivation, engagement, and behavior needs to improve. `2`

🔑 B191131

G2.B3.S1 Implement school-wide PBIS and RtIB process. `4`

🔑 S202589

Strategy Rationale

Through positive feedback, students classroom behavior will improve which will lead to academic growth.

Action Step 1 `5`

Fully implement all components of the school-wide PBIS process.

Person Responsible

Kelly Raiford

Schedule

Daily, from 9/8/2015 to 6/3/2016

Evidence of Completion

Student paw prints, attendance at school-wide PBIS events, observations by administration and district personnel

Plan to Monitor Fidelity of Implementation of G2.B3.S1 `6`

Observe participation in the implementation of the PBIS process

Person Responsible

Kelly Raiford

Schedule

Daily, from 9/8/2015 to 6/3/2016

Evidence of Completion

Student interest and understanding of the process, paw prints handed out, evidence of reteaching of appropriate behavior

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 `7`

Monitor number of minor and major referrals

Person Responsible

Kelly Raiford

Schedule

Quarterly, from 9/8/2015 to 6/3/2016

Evidence of Completion

Report out on findings, fewer referrals to the office and to the RtIB team

G2.B3.S2 Increase opportunities for students to rate their own behavior and their content knowledge using specific scales before, during, and after lesson implementation. 4

🔑 S202590

Strategy Rationale

Students will be given the opportunity to reflect and self-monitor their own behavior and academic progress, creating ownership.

Action Step 1 5

Take time for students to monitor progress according to district scales

Person Responsible

Heather Padgett

Schedule

Weekly, from 9/8/2015 to 6/3/2016

Evidence of Completion

Observation by administration and teacher lesson plans reflecting targeted students for small group instruction

Plan to Monitor Fidelity of Implementation of G2.B3.S2 6

Note when students have opportunities for reflection and interview students regarding their ratings

Person Responsible

Heather Padgett

Schedule

Weekly, from 9/8/2015 to 6/3/2016

Evidence of Completion

Observation notes

Plan to Monitor Effectiveness of Implementation of G2.B3.S2 `7`

Heightened student awareness of behavior and engagement in lessons

Person Responsible

Heather Padgett

Schedule

Weekly, from 9/8/2015 to 6/3/2016

Evidence of Completion

Higher student achievement, rich classroom discussions, fewer referrals or behavior intervention necessary

G3. The percentage of students achieving proficiency (level 3 and above) in Science will increase. `1`

🔍 G073164

G3.B1 Need for teachers to gain deeper understanding of teaching the standards with increased rigor and addressing cognitive complexity in questioning. `2`

🔍 B191132

G3.B1.S1 Standards training; Cross grade level meetings; further training/guidance using Science journals; Use 5E lessons from AIMs and those provided by district as well as Project Based Learning; STEMScopes; Happy Scientist website. `4`

🔍 S202591

Strategy Rationale

Action Step 1 `5`

Discuss and plan for use.

Person Responsible

Jennifer Radcliff

Schedule

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

Evidence of Completion

Classroom observations, lesson plans, focus calendars, scope & sequence, assessments

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

Review as needed and share ideas.

Person Responsible

Michelle Heath

Schedule

On 6/3/2016

Evidence of Completion

Classroom observations, lesson plans, focus calendars, scope & sequence, assessments

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

Review benchmarks.

Person Responsible

Michelle Heath

Schedule

On 6/3/2016

Evidence of Completion

Benchmark scores

G3.B2 Lack of Science instructional time [2]

🔍 B191133

G3.B2.S1 Grade levels to decide which benchmarks should be stressed in more depth in Science Lab; Follow instructional focus calendars in each grade level. [4]

🔍 S202592

Strategy Rationale

Action Step 1 [5]

Decide areas of deficiency.

Person Responsible

Michelle Heath

Schedule

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

Evidence of Completion

Classroom observations; lesson plans; instructional focus calendars; benchmark test results

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

Communicate needs to Science Lab teacher

Person Responsible

Michelle Heath

Schedule

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

Evidence of Completion

Classroom observations; lesson plans; instructional focus calendars

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

Analyze benchmark data.

Person Responsible

Jennifer Radcliff

Schedule

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

Evidence of Completion

Increased benchmark scores.

G3.B2.S2 Utilization of PBL's in STEM block. `4`

🔑 S202593

Strategy Rationale

Action Step 1 `5`

Staff PD for PBL's and STEM resources

Person Responsible

Heather Padgett

Schedule

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

Evidence of Completion

attendance logs

Plan to Monitor Fidelity of Implementation of G3.B2.S2 `6`

Lesson Plan review and grade level collaborative meetings

Person Responsible

Heather Padgett

Schedule

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

Evidence of Completion

Team meeting notes; completed PBLs, student evidence

Plan to Monitor Effectiveness of Implementation of G3.B2.S2 7

Benchmark Scores

Person Responsible

Michelle Heath

Schedule

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

Evidence of Completion

Benchmark Scores

G3.B3 Students lack reading and writing skills in the Science content area. 2

B191134

G3.B3.S1 staff training; Increased use of Science journals in classrooms and in the lab; address cognitive complexity in questioning; Science related activities in vocabulary and fluency (specific grades) 4

S202594

Strategy Rationale

Action Step 1 5

Science professional development for instructional staff.

Person Responsible

Michelle Heath

Schedule

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

Evidence of Completion

Classroom observations; lesson plans; assessments; student journals

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Discuss and review process.

Person Responsible

Michelle Heath

Schedule

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

Evidence of Completion

2014 FCAT results

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Discuss and problem solve during meetings.

Person Responsible

Michelle Heath

Schedule

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

Evidence of Completion

FCAT results

G4. Increase number of parents attending grade level curriculum nights, parent-teacher conference nights, and math/science/literacy nights. `1`

🔑 G073165

G4.B1 Childcare `2`

🔑 B191135

G4.B1.S1 Staff, PTA and High School volunteers to watch children so that parents can fully participate in parent involvement activities. `4`

🔑 S202595

Strategy Rationale

Action Step 1 `5`

Provide childcare with age-appropriate games and activities.

Person Responsible

Vanessa Muto

Schedule

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

Evidence of Completion

Sign-in sheets

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

Monitor childcare services

Person Responsible

Jennifer Radcliff

Schedule

On 6/3/2016

Evidence of Completion

Checklist of childcare program to be provided to the school principal.

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

Comparison of sign-in sheets from past years to this year to track parent involvement numbers.

Person Responsible

Jennifer Radcliff

Schedule

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

Evidence of Completion

Sign- in sheets, held by Eva Anderson

G4.B2 Transportation 2

B191136

G4.B2.S1 Provide bus transportation to neighborhoods where transportation needs exist. 4

S202596

Strategy Rationale

Action Step 1 5

Provide bus transportation to Math/Science/Literacy nights.

Person Responsible

Jennifer Radcliff

Schedule

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

Evidence of Completion

Bus transportation sign-in sheets

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

Monitor bus requests

Person Responsible

Jennifer Radcliff

Schedule

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

Evidence of Completion

Bus request form

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

Review the number of parents utilizing the bus service

Person Responsible

Jennifer Radcliff

Schedule

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

Evidence of Completion

Bus sign in sheets for events

G4.B3 Parent work schedules 2

B191137

G4.B3.S1 Flex schedule events to make them convenient for working parents. 4

S202598

Strategy Rationale

Action Step 1 5

Have parent involvement committee meet and review schedule of events

Person Responsible

Lawrence Green

Schedule

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

Evidence of Completion

outlook calendar

Plan to Monitor Fidelity of Implementation of G4.B3.S1 6

Flex schedule for working parents

Person Responsible

Lawrence Green

Schedule

Quarterly, from 8/24/2015 to 7/4/2016

Evidence of Completion

Schedule

Plan to Monitor Effectiveness of Implementation of G4.B3.S1 `7`

Attendance at grade level curriculum nights, parent-teacher conference nights, and math/science/literacy nights.

Person Responsible

Lawrence Green

Schedule

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

Evidence of Completion

Sign in sheets

G5. The percentage of students achieving proficiency (level 3 or above) in reading will increase. `1`

🔑 G073166

G5.B1 Students are reading significantly below grade level. `2`

🔑 B191138

G5.B1.S1 Ongoing professional development around analyzing student data (Running Records) and differentiating instruction based on student needs. `4`

🔑 S202599

Strategy Rationale

Increasing teacher capacity will enhance core instruction and student achievement.

Action Step 1 `5`

Instructional Coaches will facilitate professional development focused on analyzing student data and differentiated instruction.

Person Responsible

Angie Gilbride

Schedule

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

Evidence of Completion

running records, classroom observations, iReady

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

Coaching, modeling, deliver PD, collaborative planning, and team meetings

Person Responsible

Angie Gilbride

Schedule

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

Evidence of Completion

surveys, running records, classroom observations, iReady, coaching conversations, and PLC planning

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

Review evidence of coaching, modeling, deliver PD, collaborative planning, and team meetings

Person Responsible

Lawrence Green

Schedule

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

Evidence of Completion

Review agendas, calendar, and evaluations.

G5.B2 Instructional Staff needs more support in differentiated small group reading instruction. 2

B191139

G5.B2.S1 Literacy coaches will model best instructional practices, facilitate discussions, and reflect with teachers on instructional practice. 4

S202600

Strategy Rationale

Modeling with explicit feedback through the coaching cycle will increase teachers' comfort level and proficiency with the instructional shifts inherent in standards based instruction.

Action Step 1 5

Model Lessons
Staff Meetings
Professional Development/Trainings
Grade Level Meetings
Individual Teacher Discussions

Person Responsible

Angie Gilbride

Schedule

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

Evidence of Completion

Coaches' Log Sign-in Forms PD/Training Evaluations in ERO

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

Coaches' Log
Teacher Feedback
Student Progress

Person Responsible

Angie Gilbride

Schedule

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

Evidence of Completion

Coaches' Log Evaluations in ERO Sign-in Forms Reflective exit tickets

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

Teacher Feedback
Student Progress

Person Responsible

Angie Gilbride

Schedule

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

Evidence of Completion

Evaluations in ERO Teacher Feedback Student Progress

G5.B3 Teachers need deeper understanding and experience with the rigor of the Florida Standards. 2

B191140

G5.B3.S1 Process through standards at weekly grade team meetings and monthly SIP Literacy Committee Meetings. 4

S202601

Strategy Rationale

Ongoing collaborative discussions will facilitate increased teacher proficiency with instruction required to meet the rigorous expectations of the standards.

Action Step 1 5

Review Florida Standards as a team
Explore Instructional Frameworks
Gather materials to support teaching to the rigor of the Florida Standards
Plan instructional strategies and lessons to support mastery of the Florida Standards

Person Responsible

Angie Gilbride

Schedule

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

Evidence of Completion

Notes from team meetings and monthly Literacy Leadership Team meetings

Plan to Monitor Fidelity of Implementation of G5.B3.S1 `6`

Weekly Lesson Plans
Meeting Minutes
Classroom Experiences

Person Responsible

Angie Gilbride

Schedule

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

Evidence of Completion

Lesson Plans Observations of Lesson Delivery Meeting Minutes

Plan to Monitor Effectiveness of Implementation of G5.B3.S1 `7`

Plan - Model - Observe - Feedback

Person Responsible

Angie Gilbride

Schedule

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

Evidence of Completion

Meeting Minutes Lesson Plans Lesson Implementation

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	Utilize the Outlook Calendar to steamline meetings	Radcliff, Jennifer	9/8/2015	Sign in sheets; notes from collaborative planning meetings.	6/3/2016 every-2-months
G1.B2.S1.A1	PLC Training	Radcliff, Jennifer	8/9/2015	attendance logs	6/3/2016 every-2-months
G2.B1.S1.A1	Family math games, make and take activities, and exposure to real-world math activities	Raiford, Kelly	9/8/2015	Sign in forms	6/3/2016 semiannually
G2.B1.S2.A1	Scenarios and problems that pertain to real-world math topics will be presented and planned with teachers for students to explore and solve.	Padgett, Heather	9/8/2015	Student work samples	6/3/2016 monthly
G2.B2.S1.A1	Work with teachers to review Florida Standards in teams, explore the instructional frameworks, search for	Padgett, Heather	9/8/2015	Coaches Outlook Calendars	6/3/2016 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	materials to support teaching of the rigorous standards, and plan student experiences to master the standards				
G2.B2.S2.A1	Instructional Coaches to provide professional development on high impact strategies relevant to each grade level and/or each staff member	Padgett, Heather	9/8/2015	Agendas, evaluations, meeting minutes	6/3/2016 monthly
G2.B3.S1.A1	Fully implement all components of the school-wide PBIS process.	Raiford, Kelly	9/8/2015	Student paw prints, attendance at school-wide PBIS events, observations by administration and district personnel	6/3/2016 daily
G2.B3.S2.A1	Take time for students to monitor progress according to district scales	Padgett, Heather	9/8/2015	Observation by administration and teacher lesson plans reflecting targeted students for small group instruction	6/3/2016 weekly
G3.B1.S1.A1	Discuss and plan for use.	Radcliff, Jennifer	8/24/2015	Classroom observations, lesson plans, focus calendars, scope & sequence, assessments	6/3/2016 monthly
G3.B2.S1.A1	Decide areas of deficiency.	Heath, Michelle	8/24/2015	Classroom observations; lesson plans; instructional focus calendars; benchmark test results	6/3/2016 quarterly
G3.B2.S2.A1	Staff PD for PBL's and STEM resources	Padgett, Heather	8/24/2015	attendance logs	6/3/2016 semiannually
G3.B3.S1.A1	Science professional development for instructional staff.	Heath, Michelle	8/24/2015	Classroom observations; lesson plans; assessments; student journals	6/3/2016 semiannually
G4.B1.S1.A1	Provide childcare with age-appropriate games and activities.	Muto, Vanessa	9/3/2015	Sign-in sheets	6/3/2016 quarterly
G4.B2.S1.A1	Provide bus transportation to Math/Science/Literacy nights.	Radcliff, Jennifer	8/24/2015	Bus transportation sign-in sheets	6/3/2016 quarterly
G4.B3.S1.A1	Have parent involvement committee meet and review schedule of events	Green, Lawrence	8/24/2015	outlook calendar	6/3/2016 quarterly
G5.B1.S1.A1	Instructional Coaches will facilitate professional development focused on analyzing student data and differentiated instruction.	Gilbride, Angie	8/24/2015	running records, classroom observations, iReady	6/3/2016 biweekly
G5.B2.S1.A1	Model Lessons Staff Meetings Professional Development/Trainings Grade Level Meetings Individual Teacher Discussions	Gilbride, Angie	8/24/2015	Coaches' Log Sign-in Forms PD/Training Evaluations in ERO	6/3/2016 biweekly
G5.B3.S1.A1	Review Florida Standards as a team Explore Instructional Frameworks Gather materials to support teaching to the rigor of the Florida Standards Plan instructional strategies and lessons to support mastery of the Florida Standards	Gilbride, Angie	8/24/2015	Notes from team meetings and monthly Literacy Leadership Team meetings	6/3/2016 biweekly
G1.MA1	PLC Meetings	Radcliff, Jennifer	9/11/2015	Sign in sheets; PLC Notes	6/3/2016 monthly
G1.B1.S1.MA1	Elicit teacher feedback	Radcliff, Jennifer	9/8/2015	Teacher SIP survey	6/3/2016 every-2-months
G1.B1.S1.MA1	Review of PWE calendar and seek teacher feedback	Radcliff, Jennifer	9/8/2015	Review of master calendar and notes from collaborative learning team meetings.	6/3/2016 quarterly
G1.B2.S1.MA1	Review unit plans and student data	Radcliff, Jennifer	8/24/2015	unit plans, student achievement data	6/3/2016 one-time
G1.B2.S1.MA1	Attendance at PLC meetings	Radcliff, Jennifer	9/29/2015	attendance logs	6/3/2016 monthly
G2.MA1	Assessment data	Radcliff, Jennifer	9/8/2015	Student proficiency will increase and student understanding will be evident on assessments	6/3/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.MA1	Event attendance and parent feedback	Raiford, Kelly	9/8/2015	Debriefing meeting	6/3/2016 semiannually
G2.B1.S1.MA1	Monitor structure and relevance of planned activities.	Raiford, Kelly	9/8/2015	parent sign-in forms, volunteer sign-in forms, feedback from families	6/3/2016 semiannually
G2.B2.S1.MA1	Observation of classroom lessons; iReady and/or FSA test data	Radcliff, Jennifer	9/8/2015	Meeting minutes, lesson plans, lesson implementation	6/3/2016 quarterly
G2.B2.S1.MA1	Evaluate instructional coaches	Radcliff, Jennifer	9/8/2015	Outlook calendar, observations of lesson delivery, meeting minutes	6/3/2016 quarterly
G2.B3.S1.MA1	Monitor number of minor and major referrals	Raiford, Kelly	9/8/2015	Report out on findings, fewer referrals to the office and to the RtIB team	6/3/2016 quarterly
G2.B3.S1.MA1	Observe participation in the implementation of the PBIS process	Raiford, Kelly	9/8/2015	Student interest and understanding of the process, paw prints handed out, evidence of reteaching of appropriate behavior	6/3/2016 daily
G2.B1.S2.MA1	Assessment results	Padgett, Heather	9/8/2015	Higher proficiency on assessments	6/3/2016 monthly
G2.B1.S2.MA1	Student work samples and student interviews	Padgett, Heather	9/8/2015	Work samples	6/3/2016 monthly
G2.B2.S2.MA1	Implementation of strategies within the classroom	Padgett, Heather	9/8/2015	Student performance on various assessments	6/3/2016 monthly
G2.B2.S2.MA1	PD outline, teacher evaluations	Padgett, Heather	9/8/2015	Observational notes, evaluations	6/3/2016 monthly
G2.B3.S2.MA1	Heightened student awareness of behavior and engagement in lessons	Padgett, Heather	9/8/2015	Higher student achievement, rich classroom discussions, fewer referrals or behavior intervention necessary	6/3/2016 weekly
G2.B3.S2.MA1	Note when students have opportunities for reflection and interview students regarding their ratings	Padgett, Heather	9/8/2015	Observation notes	6/3/2016 weekly
G3.MA1	Discuss progress.	Green, Lawrence	8/24/2015	FCAT 2015 Results, Science Benchmark Results	6/3/2016 semiannually
G3.B1.S1.MA1	Review benchmarks.	Heath, Michelle	8/24/2015	Benchmark scores	6/3/2016 one-time
G3.B1.S1.MA1	Review as needed and share ideas.	Heath, Michelle	8/24/2015	Classroom observations, lesson plans, focus calendars, scope & sequence, assessments	6/3/2016 one-time
G3.B2.S1.MA1	Analyze benchmark data.	Radcliff, Jennifer	8/24/2015	Increased benchmark scores.	6/3/2016 monthly
G3.B2.S1.MA1	Communicate needs to Science Lab teacher	Heath, Michelle	8/24/2015	Classroom observations; lesson plans; instructional focus calendars	6/3/2016 quarterly
G3.B3.S1.MA1	Discuss and problem solve during meetings.	Heath, Michelle	8/24/2015	FCAT results	6/3/2016 monthly
G3.B3.S1.MA1	Discuss and review process.	Heath, Michelle	8/24/2015	2014 FCAT results	6/3/2016 semiannually
G3.B2.S2.MA1	Benchmark Scores	Heath, Michelle	8/24/2015	Benchmark Scores	6/3/2016 quarterly
G3.B2.S2.MA1	Lesson Plan review and grade level collaborative meetings	Padgett, Heather	8/24/2015	Team meeting notes; completed PBLs, student evidence	6/3/2016 semiannually
G4.MA1	Review sign-in sheets	Radcliff, Jennifer	8/24/2015	Sign-in sheets	6/3/2016 semiannually
G4.B1.S1.MA1	Comparison of sign-in sheets from past years to this year to track parent involvement numbers.	Radcliff, Jennifer	8/24/2015	Sign- in sheets, held by Eva Anderson	6/3/2016 annually
G4.B1.S1.MA1	Monitor childcare services	Radcliff, Jennifer	8/24/2015	Checklist of childcare program to be provided to the school principal.	6/3/2016 one-time
G4.B2.S1.MA1	Review the number of parents utilizing the bus service	Radcliff, Jennifer	8/24/2015	Bus sign in sheets for events	6/3/2016 semiannually
G4.B2.S1.MA1	Monitor bus requests	Radcliff, Jennifer	8/24/2015	Bus request form	6/3/2016 semiannually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.B3.S1.MA1	Attendance at grade level curriculum nights, parent-teacher conference nights, and math/science/literacy nights.	Green, Lawrence	8/24/2015	Sign in sheets	6/3/2016 semiannually
G4.B3.S1.MA1	Flex schedule for working parents	Green, Lawrence	8/24/2015	Schedule	7/4/2016 quarterly
G5.MA1	Learning Team Meetings	Radcliff, Jennifer	8/24/2015	Classroom Observations Student Progress Lesson Plans	6/3/2016 monthly
G5.B1.S1.MA1	Review evidence of coaching, modeling, deliver PD, collaborative planning, and team meetings	Green, Lawrence	8/24/2015	Review agendas, calendar, and evaluations.	6/3/2016 quarterly
G5.B1.S1.MA1	Coaching, modeling, deliver PD, collaborative planning, and team meetings	Gilbride, Angie	8/24/2015	surveys, running records, classroom observations, iReady, coaching conversations, and PLC planning	6/3/2016 weekly
G5.B2.S1.MA1	Teacher Feedback Student Progress	Gilbride, Angie	8/24/2015	Evaluations in ERO Teacher Feedback Student Progress	6/3/2016 biweekly
G5.B2.S1.MA1	Coaches' Log Teacher Feedback Student Progress	Gilbride, Angie	8/24/2015	Coaches' Log Evaluations in ERO Sign-in Forms Reflective exit tickets	6/3/2016 biweekly
G5.B3.S1.MA1	Plan - Model - Observe - Feedback	Gilbride, Angie	8/24/2015	Meeting Minutes Lesson Plans Lesson Implementation	6/3/2016 biweekly
G5.B3.S1.MA1	Weekly Lesson Plans Meeting Minutes Classroom Experiences	Gilbride, Angie	8/24/2015	Lesson Plans Observations of Lesson Delivery Meeting Minutes	6/3/2016 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. Implementation of PLC's

G1.B2 Teaching the instructional staff that collaboration can pay dividends and make their task easier.

G1.B2.S1 PLC training for PLC Leadership team and a gradual release model implemented for the entire staff.

PD Opportunity 1

PLC Training

Facilitator

Heather Padgett, Andrea Asciutto-Houck, Angie Gilbride, Jennifer Radcliff, Larry Green, Kelly Raiford

Participants

all teachers and paraprofessionals

Schedule

Every 2 Months, from 8/9/2015 to 6/3/2016

G2. The percentage of students achieving proficiency (level 3 or above) in math will increase.

G2.B1 Students' limited exposure to math in the real-world due to poverty.

G2.B1.S2 Provide opportunities for students to explore real-world math during center activities, inquiry learning, enrichment, and homework.

PD Opportunity 1

Scenarios and problems that pertain to real-world math topics will be presented and planned with teachers for students to explore and solve.

Facilitator

Kelly Raiford and Heather Padgett

Participants

Teachers and Students

Schedule

Monthly, from 9/8/2015 to 6/3/2016

G2.B2 Teachers need time to acquire deeper understanding of teaching Florida Standards (both content and process standards) with increased academic rigor.

G2.B2.S1 Provide two instructional math coaches for grade levels K-2 and 3-5.

PD Opportunity 1

Work with teachers to review Florida Standards in teams, explore the instructional frameworks, search for materials to support teaching of the rigorous standards, and plan student experiences to master the standards

Facilitator

Larry Green and Jennifer Radcliff

Participants

Teachers

Schedule

Daily, from 9/8/2015 to 6/3/2016

G2.B2.S2 Provide strategy professional development to staff.

PD Opportunity 1

Instructional Coaches to provide professional development on high impact strategies relevant to each grade level and/or each staff member

Facilitator

Heather Padgett and Kelly Raiford

Participants

K-5 Instructional Teachers

Schedule

Monthly, from 9/8/2015 to 6/3/2016

G3. The percentage of students achieving proficiency (level 3 and above) in Science will increase.

G3.B1 Need for teachers to gain deeper understanding of teaching the standards with increased rigor and addressing cognitive complexity in questioning.

G3.B1.S1 Standards training; Cross grade level meetings; further training/guidance using Science journals; Use 5E lessons from AIMs and those provided by district as well as Project Based Learning; STEMScopes; Happy Scientist website.

PD Opportunity 1

Discuss and plan for use.

Facilitator

Valerie Gaynor

Participants

All grade levels

Schedule

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

G3.B2 Lack of Science instructional time

G3.B2.S2 Utilization of PBL's in STEM block.

PD Opportunity 1

Staff PD for PBL's and STEM resources

Facilitator

Heather Padgett, Kelly Raiford

Participants

All Staff

Schedule

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

G5. The percentage of students achieving proficiency (level 3 or above) in reading will increase.

G5.B1 Students are reading significantly below grade level.

G5.B1.S1 Ongoing professional development around analyzing student data (Running Records) and differentiating instruction based on student needs.

PD Opportunity 1

Instructional Coaches will facilitate professional development focused on analyzing student data and differentiated instruction.

Facilitator

Angie Gilbride and Andrea Asciutto-Houck

Participants

instructional staff

Schedule

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

G5.B2 Instructional Staff needs more support in differentiated small group reading instruction.

G5.B2.S1 Literacy coaches will model best instructional practices, facilitate discussions, and reflect with teachers on instructional practice.

PD Opportunity 1

Model Lessons Staff Meetings Professional Development/Trainings Grade Level Meetings Individual Teacher Discussions

Facilitator

Angie Gilbride Andrea Asciutto-Houck

Participants

Literacy Coaches and Instructional Staff

Schedule

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

G5.B3 Teachers need deeper understanding and experience with the rigor of the Florida Standards.

G5.B3.S1 Process through standards at weekly grade team meetings and monthly SIP Literacy Committee Meetings.

PD Opportunity 1

Review Florida Standards as a team Explore Instructional Frameworks Gather materials to support teaching to the rigor of the Florida Standards Plan instructional strategies and lessons to support mastery of the Florida Standards

Facilitator

Angela Gilbride Andrea Asciutto-Houck

Participants

Instructional Staff

Schedule

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

Technical Assistance Items

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

G2. The percentage of students achieving proficiency (level 3 or above) in math will increase.

G2.B3 Student motivation, engagement, and behavior needs to improve.

G2.B3.S2 Increase opportunities for students to rate their own behavior and their content knowledge using specific scales before, during, and after lesson implementation.

PD Opportunity 1

Take time for students to monitor progress according to district scales

Facilitator

Kelly Raiford and Heather Padgett

Participants

Teachers and Students

Schedule

Weekly, from 9/8/2015 to 6/3/2016

Budget

Budget Data

1	G1.B1.S1.A1	Utilize the Outlook Calendar to steamline meetings				$0.00
2	G1.B2.S1.A1	PLC Training				$0.00
3	G2.B1.S1.A1	Family math games, make and take activities, and exposure to real-world math activities				$0.00
4	G2.B1.S2.A1	Scenarios and problems that pertain to real-world math topics will be presented and planned with teachers for students to explore and solve.				$0.00
5	G2.B2.S1.A1	Work with teachers to review Florida Standards in teams, explore the instructional frameworks, search for materials to support teaching of the rigorous standards, and plan student experiences to master the standards				$0.00
6	G2.B2.S2.A1	Instructional Coaches to provide professional development on high impact strategies relevant to each grade level and/or each staff member				$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0291 - Pinewood Elementary School			$5,000.00
			Notes: $5,000.00 allocated for various PD needs throughout the year.			

Budget Data

7	G2.B3.S1.A1	Fully implement all components of the school-wide PBIS process.				$0.00
8	G2.B3.S2.A1	Take time for students to monitor progress according to district scales				$0.00
9	G3.B1.S1.A1	Discuss and plan for use.				$0.00
10	G3.B2.S1.A1	Decide areas of deficiency.				$0.00
11	G3.B2.S2.A1	Staff PD for PBL's and STEM resources				$0.00
12	G3.B3.S1.A1	Science professional development for instructional staff.				$0.00
13	G4.B1.S1.A1	Provide childcare with age-appropriate games and activities.				$0.00
14	G4.B2.S1.A1	Provide bus transportation to Math/Science/Literacy nights.				$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0291 - Pinewood Elementary School			$500.00
15	G4.B3.S1.A1	Have parent involvement committee meet and review schedule of events				$0.00
16	G5.B1.S1.A1	Instructional Coaches will facilitate professional development focused on analyzing student data and differentiated instruction.				$0.00
17	G5.B2.S1.A1	Model Lessons Staff Meetings Professional Development/Trainings Grade Level Meetings Individual Teacher Discussions				$0.00
18	G5.B3.S1.A1	Review Florida Standards as a team Explore Instructional Frameworks Gather materials to support teaching to the rigor of the Florida Standards Plan instructional strategies and lessons to support mastery of the Florida Standards				$0.00
					Total:	$5,500.00