Pine Castle Elementary

2015-16 School Improvement Plan

Pine Castle Elementary

905 WALTHAM AVE, Orlando, FL 32809

www.ocps.net/lc/southeast/epc

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	100%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	81%

School Grades History

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

To lead our students to success with the support and involvement of families and the community

Provide the school's vision statement

To be the top producer of successful students in the nation

School Environment

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

Our diverse population calls for an understanding and the embracing of various cultures. Faculty and staff at Pine Castle Elementary create positive relationships with our students and their families. Our Annual Multicultural Night is a success and an example of how we support and celebrate diversity. On this occasion, and throughout the year, we are working towards better understanding our various backgrounds. Developing skills for our ELL students is a focus for the school this year as the school has funded a Curriculum Compliance Teacher who assists the teachers in implementing ESOL strategies in the classrooms.

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

Pine Castle Elementary creates an environment where students feel safe and respected by creating positive relationships with all students and their families. Family Nights and other school functions occur throughout the year and help in the development of the positive relationships and sense of community. Students are supervised before, during, and after school by faculty and/or staff at all times. Students are greeted every morning as they enter their classrooms. Students are made aware of the Code of Conduct and know to seek an adult in any case where they do not feel safe.

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 Castle Elementary follows a school-wide behavioral system (CHAMPs) which includes common area procedures as well as classroom rules. The Behavior Leadership Team, along with input from all faculty and staff, created the rules and procedures. In addition, "Guidelines for Success" were also created. These are taught to students and recited every day during morning announcements. At the beginning of the school year our Assistant Principal reviews the Code of Conduct with teachers and explains the process for disciplinary action.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Pine Castle will be organizing counseling groups such as social skills and self-esteem groups to be led by our Behavior Specialist. Students whose needs are greater than what can be met at school, who may need outside counseling or parents requesting counseling are referred by our Staffing

Specialist, to the school social worker, Oak Ridge Neighborhood Center, and/or outside counseling providers. During Open House, these resources will be provided to the parents.

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

Various resources are used in our early warning indicators. Attendance is monitored by classroom teachers, the registrar, and school social worker. Attendance reports are printed once a month to monitor students with excessive absences and/or tardies.

Suspensions are closely monitored and students with repeated misbehavior are provided with interventions and work closely with our Behavior Specialist. All classroom teachers record daily behavior of each student and upload it to our Sharepoint system every two weeks. This is monitored by the leadership team.

Classroom teachers and their PLCs, as well as the MTSS and leadership teams collaborate in monitoring student progress on ELA and Math standards bi-weekly. If progression is not evident, the MTSS process begins and interventions are set in place.

Students scoring or predicted to score below grade level on the statewide assessment are provided with extra assistance in the form of interventions and/or tutoring.

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	18	10	6	5	7	4	50
One or more suspensions	1	0	2	2	2	0	7
Course failure in ELA or Math	13	20	17	15	27	11	103
Level 1 on statewide assessment	0	0	0	0	0	0	

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	5	4	2	3	4	3	21

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

The MTSS process is used to improve the academic performance of struggling students and of students identified by the early warning system. Leadership team or coaches meet with grade level PLC's to analyze student data and discuss student progress and interventions. In addition, weekly data chats of formative assessment data will occur to identify students in need of more differentiated instruction. Intentional lesson planning with teachers of grades K-5 will occur to ensure we are addressing the needs of all students.These interventions are monitored by the MTSS and leadership teams. Parent conferences are held throughout the year, as needed, to keep parents informed of the interventions and progress of their child's academics.

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/176945.

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

A school coordinator for Partners-in-Education seeks out local businesses to aid in collecting incentives for student behavior and academic performance. Needed resources are discussed during SAC and PTA meetings. Members of these committees include business partners and community members. The school also reaches out to parents, community members, and business partners to participate in the OCPS Teach-In.

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
Matthes, Robin	Principal
Callaway, Mari	Instructional Coach
Tarantola, Stacy	Other
Carlsen, Chirstine	Teacher, K-12
Dittmer, Sheri	Teacher, K-12
Martinez, Mayra	Other
Ramsey, Kathleen	Assistant Principal

Duties

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

Robin Matthes-Principal
Lead the school
Teacher Observations and Coaching
Teacher Evaluations

Classified Staff Evaluations
Master Schedule
Budget
Student Progress Monitoring
Student Discipline
Parent Relations
Public Relations
FTE
Deliberate Practice/Professional Growth
PTA—Parent Teacher Association
SAC – School Advisory Council
MPLC – Multicultural Parent Leadership Council
Professional Development Plan
LEP Conferences
School Committees
Facility Maintenance
AVID
Class Size
School Improvement Plan Process
Parent Involvement Plan
Annual Reviews/Staffings
Ask questions
Mentor
Recognize Individuals
Provide Learning Opportunities
Help Morale
Coach
Support
Delegate
Communicate
Make Decisions
Monitor progress
Appreciate faculty and staff
Enjoy children
Kathy Ramsey-Assistant Principal
Observations and Coaching
Teacher and Staff Evaluations
Proactive Behavior Management
School-Wide Discipline
Lunchroom Behavior
Bus Behavior
Student Progress Monitoring
Cafeteria Program
Professional Development
Deliberate Practice
Mid-quin Progress Reports
Report Cards
ProgressBook
Pine Castle SharePoint
SELC SharePoint
YMCA Program
Lesson Plans
School Improvement Plan

AdvancED Accreditation
PLCs
ESE Team
Classified Staff
Data Chats
Discipline Referral
Maritere Gaymer Callaway - Curriculum Resource Teacher
Curriculum Specialist
Observations and Coaching
Instructional Materials/Supplies
Student Progress Monitoring
Pine Castle Herald
AVID
Testing Coordinator
State/District Resource
Parent Involvement Plan
Master Schedule
Interns
Report Cards
Progress Reports
School Improvement Process
Professional Development
Lesson Plans
Field Trips
Parent Involvement Plan (PIP)
SharePoint
ProgessBook
ADDitions
Teach-In
Christine Carlsen - Interventionist/MTSS Coach
Writing Coach (K-5)
Interventions (Intermediate)
Observations and Coaching
Student Progress Monitoring
Writing Assessments
Tutoring Program
Saturday School
Core Connections
Write Score
MTSS Tier III
Beginning Teacher Program
Instructional Coach
Lesson Plans
MTSS (Co-Lead)
Mayra Martinez - ESOL Compliance Teacher
Observations and Coaching
ELL Testing and ELL Conferences
Multilingual Materials
Assist Teachers with LEP Students
Title I
Multicultural Parent Leadership Council (MPLC) Liaison
ELL Progress Monitoring
CELLA Testing

Translations - Spanish
Partners in Education (Co-Lead)
Stacy Tarantola - Staffing Specialist
ESE Coach
Observations and Coaching
LEA Representative
ESE Progress Monitoring
MTSS (Co-Lead)
ESE Self-Contained Classes
Homeless Advocate
Hospital/Homebound Contact
Adaptive PE Contact
School Psychologist Contact
Social Worker Contact
Child Study Team (Truancy)
Annual Reviews / Staffings
Section 504 Plans
Referrals for Counseling
FAA
SSI
OT/PT Contact
Sheri Dittmer - Interventionist/ESE Resource Teacher
ESE Teacher (Primary)
Interventions (Primary)
CHAMPS (Primary)
MTSS Tier III
Observations and Coaching
Student Progress Monitoring
Tier 1 (Leadership Team)
Principal Robin Matthes will oversee and monitor MTSS meetings, ensure attendance of team members, ensure follow-up of action steps and allocate resources. In addition to the school administrator, the school's leadership Team will include the following members who will carry out SIP planning and MTSS problem solving:
Kathleen Ramsey - Assistant Principal
Maritere Gaymer Callaway - Curriculum Resource Teacher/Math Coach
Christine Carlsen - Interventionist/MTSS Coach
Sheri Dittmer - Interventionist/ESE Resource Teacher
Ingrid Pujol - Behavior Specialist
Stacy Tarantola - Staffing Specialist
Mayra Martinez - ESOL Compliance Teacher
Tier 2 (Select Leadership Team)
Robin Matthes, Kathleen Ramsey, Maritere Gaymer-Callaway, Stacy Tarantola, Christine Carlsen, Sheri Dittmer, Mayra Martinez, Tracy Nguyen (school psychologist), Denise Myers (school social worker), and behavior specialist will conduct regular meetings to evaluate intervention efforts for students. Classroom teachers will be involved to provide information or revise efforts.
Tier 3
Select members of the leadership team, Tier 2 Team, and parent/guardian comprise the MTSS Problem Solving Team.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s)

responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Title I funds have been used for the purchase of personnel - Interventionist/ESE Resource Teacher who serves as: ESE Teacher (Primary), Interventions (Primary), CHAMPS (Primary), MTSS Tier III, Observations and Coaching, Student Progress Monitoring. Title I funds have also been used for payment of personnel and bus transportation for after school Tutoring and Enrichments programs and payment of personnel for Saturday school.

The MTSS leadership team uses the Tier 1 Problem Solving Process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals. The team meets weekly, or more often as needed, with problem solving as the focus. The team meets to review multiple sources of data to determine if students are making progress toward their Tier 1 goals. The MTSS team determines appropriate interventions for students that are not making adequate progress. For students who show proficiency, new goals are set to continue academic progress.

The second level of support consists of supplemental instruction and interventions. These are provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who require additional support. Tier 2 meetings take place bi-weekly to examine progress monitoring data to adjust intervention groups as needed, and target students for Tier 3 intervention.

The CRT maintains an inventory of resources used for all tiers of intervention and ATS.

SAI funds will be used to provide after school tutoring for our 3rd-5th grade students who are below grade level in ELA and/or Math.

The school leadership team meets regularly to analyze and determine priorities in order to assign appropriate funding to these priorities.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Robin Matthes	Principal
Vanessa James	Parent
Sheri Dittmer	Teacher
Regina Lowery	Teacher
Pedro Ramirez	Education Support Employee
Anthony Demery	Business/Community
Elba Echevarria	Parent
Elizabeth Morgan	Parent
Marilyn Ortiz	Parent
Iris Wimbush	Parent
Harry Hester	Business/Community

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

Principal will review the prior year's school improvement plan during the first two SAC meetings of the school year. School assessment data will be shared with goals and barriers discussed.

Development of this school improvement plan

The SAC will review the draft School Improvement Plan and advise the principal of the changes needed.The council will focus on the Florida State Standards (FSS) and the new Florida State Assessment (FSA) when providing input to the 2015-2016 SIP.

Preparation of the school's annual budget and plan

The council's input will be sought regarding the proposed expenditures from SAC funds.

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

No funds were expended during the 2014-2015 school year.

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

Pine Castle Elementary's first SAC meeting for the 2015-2016 school year is scheduled for Tuesday, September 29, 2015. The SAC Members will be selected at that meeting.

Literacy Leadership Team (LLT)

Membership:

Name	Title
Carlsen, Chirstine	Instructional Coach
Matthes, Robin	Principal
Hackett, Kari	Teacher, K-12
Cajigas, Katie	Teacher, K-12
Chutkan, Devika	Teacher, K-12
Warren, Rebecca	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The major initiatives this year are to continue to build knowledge in the new Florida State Standards (FSS) by providing professional development for teachers including navigating the new lesson plan template, creating evidenced-based learning goals, scales and learning targets, incorporating the DOK Crosswalk and companion elements within the Marzano Framework into lesson plans and instruction.
CCT will provide on-going professional development and coaching support to teachers of ELL students.
The literacy leadership team will help organize 1-2 family literacy nights and storybook parades. Our media center personnel will arrange for storytellers to read to our students. Teachers will be encouraged to collaborate and create "Reading Buddies".

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

New teacher orientation "Newest to Pine Castle".
Set up master schedule which allows for more teacher collaboration and professional development in small groups throughout the year.
A PLC Cycle has been created for grade levels for collaborative planning.
Provided coaching and support on effective Deliberate Practice to increase professional growth.
Model classroom and Instructional Rounds will be made available to teachers.
Leadership team members meet with grade level teams weekly to promote collaborative planning.

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

Teachers are encouraged and supported in their pursuit of higher education. New teachers are assigned mentors as a part of the new teacher induction program.
When new research-based programs are implemented support is provided. Professional development is a high priority and offered on an ongoing basis. The leadership team works with all teachers and makes recommendations based on teacher observation and communication.

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

Beginning teachers (with less than one year of experience) are paired with a teacher mentor, who coaches, consults, and collaborates with the beginning teacher frequently. Mentors are paired with proteges according to grade level, experience, and willingness to serve. Mentors help beginning teachers complete a portfolio of teaching competencies during their first year of service, and second-year teachers also complete a year 2 portfolio. Mentors participate in professional development activities (Clinical Educator), as well as a coaching and mentoring course provided by the district. In addition, the instructional coach provides new teachers with an orientation "Newest to Pine Castle" of our school and policies, followed by monthly meetings throughout the year.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Pine Castle Elementary ensures the core instructional programs and materials are aligned to Florida's standards by using the district-adopted materials and other research-based programs or materials. Classroom teachers are in the process of creating formative assessments based on the rigor of the FSS. During weekly collaborative planning sessions and PLCs, teachers analyze the results of the assessments to assist in planning instruction and grouping students.

Instructional Strategies

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

Data are analyzed from i-Ready diagnostics and beginning of the year assessments, as well as teacher-created common assessments. From the data, students are grouped according to their academic needs. Interventions are planned, scheduled, and implemented, and results are monitored

bi-weekly. Lesson plans are reviewed frequently which include ELL and ESE strategies which further differentiate instruction and help to close the achievement gap. Frequent classroom observations provide the school with valuable data regarding the effectiveness of the instructional strategies used with all of our students.

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

Strategy: After School Program

Minutes added to school year: 2,340

The leadership team analyzed data from the i-Ready diagnostics and the end-of-the-year Benchmark results to determine which students are below grade level in reading. Parents are contacted and strongly encouraged to send their child to after-school tutoring. Instructional personnel from Pine Castle teach the identified with students two days a week in small groups from September until March to provide the needed direct instruction.

Strategy Rationale

Offering extended learning opportunities will help identified students improve their proficiency with grade level standards.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Carlsen, Chirstine, christine.carlsen@ocps.net

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

Data are collected through pre-tests and post-tests administered to students. i-Ready diagnostics are also given during the tutoring time frame to measure student progress and to further drive instruction.

Strategy: After School Program

Minutes added to school year: 2,340

The leadership team analyzed data from the i-Ready diagnostic and end of year Benchmark results to determine fourth and fifth grade students who scored above proficiency in reading and math. These students are then invited to attend an enrichment program offered after school by an instructional employee. Reading, Math and STEM activities are the focus for the enrichment program.

Strategy Rationale

The Knights of the Round Table enrichment program provides an opportunity for students above grade level to become more challenged academically and cognitively resulting in further enthusiasm for learning.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Callaway, Mari, maritere.gaymer-callaway@ocps.net

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

Data from i-Ready diagnostics as well as common assessment data will be collected to measure proficiency of grade level standards in reading and math.

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

During Kindergarten Roundup in April, parents are welcome to tour the campus and meet staff members. Pine Castle also invites surrounding preschools to bring students on a field trip to our school where they can tour the campus and take part in an activity in our kindergarten classrooms. During the month of May, our fifth grade students go on a field trip to the middle school in our feeder pattern and enjoy a presentation and tour of the campus. Throughout the year, Pine Castle provides tours of the school to new students and families upon registration.

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

Pine Castle is in its fifth year of being an AVID school. Part of AVID is to promote college and career awareness. All classroom and office doors have signs letting students know which college or university a staff member has received a diploma. In addition, we have College Colors Day, where staff and students are encouraged to wear collegiate apparel to bring attention and support towards college readiness. Fifth grade students also create a poster promoting the college along with all the information they researched such as tuition costs and types of programs available.

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

Students are exposed to technology throughout the day through the use of SmartBoards, iPads, and computer programs. Students in grade 3-5 will be enrolled in the CAPE Digital Certification program in which they will learn word processing, spreadsheets and presentations. Third grade students will participate in Project Lead the Way, a national program that will focus on structured approaches, like engineering, design process, and employ critical thinking. They apply STEM knowledge, skills, and habits of mind, learning that it is desirable to take risks and make mistakes. Fifth grade students take turns being part of the morning news crew and experience the multimedia process of the production. During Teach-In students are exposed to a variety of careers.

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

Project Lead the Way is a new initiative at Pine Castle which is being incorporated in our third grade classrooms. Students will be exposed to a variety of engineering and design processes as well as applying STEM knowledge, skills, and critical thinking. STEM activities are used in our after-school enrichment program. In addition, Pine Castle utilizes computer based programs for intervention and motivational purposes.

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

The strategies implemented for improving student readiness based on the annual analysis of the High School Feedback report include assessing students and providing interventions. Diagnostic assessments such as i-Ready, Journeys, and Go Math are given at the beginning of the year and intermittently throughout the year to identify strengths and deficiencies. The Leadership Team and teachers form intervention groups to provide remediation and enrichment support throughout the school year to increase reading and math proficiency.

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.

N/A

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.

N/A

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.   Teachers will use collaborative lesson planning to focus on standards-based instruction and thereby, improve teacher proficiency and student achievement. Division Priority: Accelerate Student Performance.

G2.   Student achievement will increase as a result of teachers gaining competence in rigorous, standards-based instruction and applying the Instructional Framework. Division Priority: Narrow the Achievement Gap.

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. Teachers will use collaborative lesson planning to focus on standards-based instruction and thereby, improve teacher proficiency and student achievement. Division Priority: Accelerate Student Performance.
`1a`

Targets Supported `1b`

G073175

Indicator	Annual Target
AMO Math - All Students	81.0
AMO Reading - All Students	78.0

Resources Available to Support the Goal `2`

- IMS, CPALMS, Go Math, i-Ready, PD in FSS, MAP, common assessments, Instructional Framework

Targeted Barriers to Achieving the Goal `3`

- Teachers are faced with learning to become more expert in collaborative lesson planning incorporating daily learning targets, daily formative assessment and using Marzano's Instructional Framework to assure instruction is at the level of required rigor of the standard(s) with restrictions on time to complete.

Plan to Monitor Progress Toward G1. `8`

Leadership team will triangulate data from multiple sources to determine improvements in collaborative lesson planning process thereby, improving teacher proficiency and student achievement.

Person Responsible

Robin Matthes

Schedule

Monthly, from 9/30/2015 to 5/27/2016

Evidence of Completion

Lesson plans, iObservation reports, i-Ready data reports, and common assessment results

G2. Student achievement will increase as a result of teachers gaining competence in rigorous, standards-based instruction and applying the Instructional Framework. Division Priority: Narrow the Achievement Gap. `1a`

Targets Supported `1b`

`🔍 G073176`

Indicator	Annual Target
AMO Math - All Students	81.0
AMO Reading - All Students	78.0

Resources Available to Support the Goal `2`

- IMS, CPALMS, Go Math, i-Ready, PD in FSS, MAP, common assessments, Instructional Framework

Targeted Barriers to Achieving the Goal `3`

- Teachers are continuing to learn the Florida State Standards as well as collaborate in order to effectively use the resources available so delivery of instruction is at the rigor of the standards. In addition, teachers are continuing to gain knowledge of the Instructional Framework and incorporating the strategies effectively within daily instruction.

Plan to Monitor Progress Toward G2. `8`

iObservation reports, i-Ready data reports, and common assessment results

Person Responsible

Robin Matthes

Schedule

Monthly, from 9/30/2015 to 5/27/2016

Evidence of Completion

iObservation reports, i-Ready data reports, and common assessment 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. Teachers will use collaborative lesson planning to focus on standards-based instruction and thereby, improve teacher proficiency and student achievement. Division Priority: Accelerate Student Performance. `1`

🔍 G073175

G1.B1 Teachers are faced with learning to become more expert in collaborative lesson planning incorporating daily learning targets, daily formative assessment and using Marzano's Instructional Framework to assure instruction is at the level of required rigor of the standard(s) with restrictions on time to complete. `2`

🔍 B191163

G1.B1.S1 Teacher will be provided with professional development to become more expert in the collaborative lesson planning process `4`

🔍 S202635

Strategy Rationale

The key to promoting student achievement is to become more expert in the lesson planning process.

Action Step 1 `5`

Professional development will be offered on incorporating daily learning targets and assessment into lesson plans.

Person Responsible

Mari Callaway

Schedule

Biweekly, from 9/30/2015 to 4/29/2016

Evidence of Completion

Agenda, sign-in sheets, lesson plans, iObservation reports, PLC forms

Action Step 2 `5`

Teachers will be offered professional development on Design Question 3, Design Question 4, and use of companion elements when lesson planning.

Person Responsible

Kathleen Ramsey

Schedule

Monthly, from 9/30/2015 to 4/29/2016

Evidence of Completion

Agenda, sign-in sheets, lesson plans, iObservation reports, PLC forms

Action Step 3 `5`

Teachers will be offered professional development in the DOK Crosswalk to deepen their experience in aligning learning activities and questions which promote higher-level cognition, appropriate to the rigor of the standard.

Person Responsible

Robin Matthes

Schedule

Monthly, from 9/30/2015 to 4/29/2016

Evidence of Completion

Agenda, sign-in sheets, lesson plans, iObservation reports, PLC forms

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

The leadership team will plan professional development sessions on creating daily learning targets and assessment into lesson plans, Design Questions 3 and 4 and the use of companion elements and using the DOK Crosswalk.

Person Responsible

Robin Matthes

Schedule

Monthly, from 9/30/2015 to 4/29/2016

Evidence of Completion

Agendas, sign-in sheets, lesson plans, iObservation reports, PLC forms

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

The leadership team will monitor for effectiveness of implementation through the review of lesson plans to assure daily learning targets, companion elements and the DOK Crosswalk are incorporated within the lesson plans and provide support to teachers as needed.

Person Responsible

Robin Matthes

Schedule

Biweekly, from 10/7/2015 to 5/27/2016

Evidence of Completion

Evidence from lesson plans, iObservation and student achievement data

G1.B1.S2 Teachers will be provided ongoing coaching as they integrate daily learning targets, assessment and Marzano's Instructional Framework into lesson plans. `4`

S202636

Strategy Rationale

The key to promoting student achievement is to become more expert in the lesson planning process.

Action Step 1 `5`

On-going coaching and feedback will be provided to teachers during the collaborative lesson planning process.

Person Responsible

Robin Matthes

Schedule

Weekly, from 9/21/2015 to 5/27/2016

Evidence of Completion

Lesson plans, iObservation reports, PLC forms, student achievement data

Action Step 2 `5`

Teacher will be provided with a 2-week PLC cycle to provide for uninterrupted time for collaborative lesson planning.

Person Responsible

Robin Matthes

Schedule

Biweekly, from 9/21/2015 to 5/27/2016

Evidence of Completion

Lesson plans, unit planning forms, PLC forms

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

The leadership team will discuss weekly coaching sessions and any need for further support of teachers through professional development.

Person Responsible

Robin Matthes

Schedule

Weekly, from 9/21/2015 to 5/27/2016

Evidence of Completion

Leadership team meeting agendas and minutes, coaches' logs, lesson plans, iObservation reports, observation schedule

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

The leadership team will monitor lesson plans and will check to see if coaches' suggestions and feedback are being incorporated into lesson plans

Person Responsible

Robin Matthes

Schedule

Weekly, from 9/21/2015 to 5/27/2016

Evidence of Completion

Lesson plans, iObservation reports, coaches' logs, PLC forms, student achievement data, formative assessment results

G2. Student achievement will increase as a result of teachers gaining competence in rigorous, standards-based instruction and applying the Instructional Framework. Division Priority: Narrow the Achievement Gap. [1]

G073176

G2.B1 Teachers are continuing to learn the Florida State Standards as well as collaborate in order to effectively use the resources available so delivery of instruction is at the rigor of the standards. In addition, teachers are continuing to gain knowledge of the Instructional Framework and incorporating the strategies effectively within daily instruction. [2]

B191164

G2.B1.S1 Teachers will be provided with professional development to become effective in the delivery of rigorous instruction. [4]

S202637

Strategy Rationale

The key to promoting student academic success is to become more effective in the delivery of rigorous instruction.

Action Step 1 [5]

Professional development will be offered on deconstructing the standards and creating learning goals, evidence based scales and daily learning targets.

Person Responsible

Mari Callaway

Schedule

On 9/30/2015

Evidence of Completion

Agenda, sign-in sheets, PLC forms, lesson plans, learning goals and scales

Action Step 2 [5]

Teachers will be provided with professional development on integrating the DOK Crosswalk and companion elements within instruction to increase rigor.

Person Responsible

Kathleen Ramsey

Schedule

Biweekly, from 9/30/2015 to 4/29/2016

Evidence of Completion

Agenda, sign-in sheets, lesson plans, iObservation reports, student achievement data

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

The Leadership Team, with district support, will plan professional development sessions on deconstructing the standards, creating learning goals, evidence based scales, daily learning targets, DOK Crosswalk and integrating companion elements.

Person Responsible

Robin Matthes

Schedule

Semiannually, from 9/30/2015 to 5/27/2016

Evidence of Completion

Agendas, sign-in sheets, iObservation data, lesson plans, PLC forms, student achievement data, formative assessments

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

The Leadership Team will monitor the effectiveness of implementation and provide support to teachers as needed.

Person Responsible

Robin Matthes

Schedule

Weekly, from 10/9/2015 to 5/27/2016

Evidence of Completion

Evidence from classroom observations, student common assessments data, other students achievement data

G2.B1.S2 Teachers will receive on-going coaching as they implement the Florida State Standards and more proficient in integrating in the Instructional Framework and daily learning targets. 4

S202638

Strategy Rationale

Instructional coaching will provide teachers with a solid foundation of the Depth of Knowledge and Marzano's Instructional Framework in order to become better equipped in moving content through Design Question 2-4 through the use of companion elements to increase rigor in instruction.

Action Step 1 5

On-going coaching and feedback will be provided to teachers during instruction.

Person Responsible

Robin Matthes

Schedule

Monthly, from 9/30/2015 to 5/27/2016

Evidence of Completion

iObservation, coaches' logs

Action Step 2 5

Coaches will plan and organize opportunities for teachers to observe model lessons and reflect with them.

Person Responsible

Robin Matthes

Schedule

Annually, from 11/2/2015 to 5/27/2016

Evidence of Completion

Coaches' logs. teachers' deliberate practice reflections, Teacher reflections from visiting other classes.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 `6`

The leadership team will schedule on-going coaching opportunities to support teachers to become more proficient with incorporating the Instructional Framework within daily instruction.

Person Responsible

Robin Matthes

Schedule

Biweekly, from 9/16/2015 to 5/27/2016

Evidence of Completion

Coaches' logs, iObservation Reports, leadership team agendas and meeting minutes

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

Principal, assistant principal, and coaches will monitor lesson plans and will check to see if strategies are evident during observations.

Person Responsible

Robin Matthes

Schedule

Biweekly, from 9/30/2015 to 5/27/2016

Evidence of Completion

Lesson plans, iObservation, student achievement data

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Professional development will be offered on incorporating daily learning targets and assessment into lesson plans.	Callaway, Mari	9/30/2015	Agenda, sign-in sheets, lesson plans, iObservation reports, PLC forms	4/29/2016 biweekly
G1.B1.S2.A1	On-going coaching and feedback will be provided to teachers during the collaborative lesson planning process.	Matthes, Robin	9/21/2015	Lesson plans, iObservation reports, PLC forms, student achievement data	5/27/2016 weekly
G2.B1.S1.A1	Professional development will be offered on deconstructing the standards and creating learning goals, evidence based scales and daily learning targets.	Callaway, Mari	9/30/2015	Agenda, sign-in sheets, PLC forms, lesson plans, learning goals and scales	9/30/2015 one-time
G2.B1.S2.A1	On-going coaching and feedback will be provided to teachers during instruction.	Matthes, Robin	9/30/2015	iObservation, coaches' logs	5/27/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A2	Teachers will be offered professional development on Design Question 3, Design Question 4, and use of companion elements when lesson planning.	Ramsey, Kathleen	9/30/2015	Agenda, sign-in sheets, lesson plans, iObservation reports, PLC forms	4/29/2016 monthly
G1.B1.S2.A2	Teacher will be provided with a 2-week PLC cycle to provide for uninterrupted time for collaborative lesson planning.	Matthes, Robin	9/21/2015	Lesson plans, unit planning forms, PLC forms	5/27/2016 biweekly
G2.B1.S1.A2	Teachers will be provided with professional development on integrating the DOK Crosswalk and companion elements within instruction to increase rigor.	Ramsey, Kathleen	9/30/2015	Agenda, sign-in sheets, lesson plans, iObservation reports, student achievement data	4/29/2016 biweekly
G2.B1.S2.A2	Coaches will plan and organize opportunities for teachers to observe model lessons and reflect with them.	Matthes, Robin	11/2/2015	Coaches' logs. teachers' deliberate practice reflections, Teacher reflections from visiting other classes.	5/27/2016 annually
G1.B1.S1.A3	Teachers will be offered professional development in the DOK Crosswalk to deepen their experience in aligning learning activities and questions which promote higher-level cognition, appropriate to the rigor of the standard.	Matthes, Robin	9/30/2015	Agenda, sign-in sheets, lesson plans, iObservation reports, PLC forms	4/29/2016 monthly
G1.MA1	Leadership team will triangulate data from multiple sources to determine improvements in collaborative lesson planning process thereby, improving teacher proficiency and student achievement.	Matthes, Robin	9/30/2015	Lesson plans, iObservation reports, i-Ready data reports, and common assessment results	5/27/2016 monthly
G1.B1.S1.MA1	The leadership team will monitor for effectiveness of implementation through the review of lesson plans to assure daily learning targets, companion elements and the DOK Crosswalk are incorporated within the lesson plans and provide support to teachers as needed.	Matthes, Robin	10/7/2015	Evidence from lesson plans, iObservation and student achievement data	5/27/2016 biweekly
G1.B1.S1.MA1	The leadership team will plan professional development sessions on creating daily learning targets and assessment into lesson plans, Design Questions 3 and 4 and the use of companion elements and using the DOK Crosswalk.	Matthes, Robin	9/30/2015	Agendas, sign-in sheets, lesson plans, iObservation reports, PLC forms	4/29/2016 monthly
G1.B1.S2.MA1	The leadership team will monitor lesson plans and will check to see if coaches' suggestions and feedback are being incorporated into lesson plans	Matthes, Robin	9/21/2015	Lesson plans, iObservation reports, coaches' logs, PLC forms, student achievement data, formative assessment results	5/27/2016 weekly
G1.B1.S2.MA1	The leadership team will discuss weekly coaching sessions and any need for further support of teachers through professional development.	Matthes, Robin	9/21/2015	Leadership team meeting agendas and minutes, coaches' logs, lesson plans, iObservation reports, observation schedule	5/27/2016 weekly
G2.MA1	iObservation reports, i-Ready data reports, and common assessment results	Matthes, Robin	9/30/2015	iObservation reports, i-Ready data reports, and common assessment results	5/27/2016 monthly
G2.B1.S1.MA1	The Leadership Team will monitor the effectiveness of implementation and provide support to teachers as needed.	Matthes, Robin	10/9/2015	Evidence from classroom observations, student common assessments data, other students achievement data	5/27/2016 weekly
G2.B1.S1.MA1	The Leadership Team, with district support, will plan professional development sessions on deconstructing the standards, creating learning goals, evidence based scales,	Matthes, Robin	9/30/2015	Agendas, sign-in sheets, iObservation data, lesson plans, PLC forms, student achievement data, formative assessments	5/27/2016 semiannually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	daily learning targets, DOK Crosswalk and integrating companion elements.				
G2.B1.S2.MA1	Principal, assistant principal, and coaches will monitor lesson plans and will check to see if strategies are evident during observations.	Matthes, Robin	9/30/2015	Lesson plans, iObservation, student achievement data	5/27/2016 biweekly
G2.B1.S2.MA1	The leadership team will schedule on-going coaching opportunities to support teachers to become more proficient with incorporating the Instructional Framework within daily instruction.	Matthes, Robin	9/16/2015	Coaches' logs, iObservation Reports, leadership team agendas and meeting minutes	5/27/2016 biweekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Teachers will use collaborative lesson planning to focus on standards-based instruction and thereby, improve teacher proficiency and student achievement. Division Priority: Accelerate Student Performance.

G1.B1 Teachers are faced with learning to become more expert in collaborative lesson planning incorporating daily learning targets, daily formative assessment and using Marzano's Instructional Framework to assure instruction is at the level of required rigor of the standard(s) with restrictions on time to complete.

G1.B1.S1 Teacher will be provided with professional development to become more expert in the collaborative lesson planning process

PD Opportunity 1

Professional development will be offered on incorporating daily learning targets and assessment into lesson plans.

Facilitator

Mari Callaway

Participants

PK-5 classroom teachers and resources teachers

Schedule

Biweekly, from 9/30/2015 to 4/29/2016

PD Opportunity 2

Teachers will be offered professional development on Design Question 3, Design Question 4, and use of companion elements when lesson planning.

Facilitator

Kathy Ramsey

Participants

PK-5 classroom teachers and resources teachers

Schedule

Monthly, from 9/30/2015 to 4/29/2016

PD Opportunity 3

Teachers will be offered professional development in the DOK Crosswalk to deepen their experience in aligning learning activities and questions which promote higher-level cognition, appropriate to the rigor of the standard.

Facilitator

Robin Matthes

Participants

PK-5 classroom teachers and resources teachers

Schedule

Monthly, from 9/30/2015 to 4/29/2016

G2. Student achievement will increase as a result of teachers gaining competence in rigorous, standards-based instruction and applying the Instructional Framework. Division Priority: Narrow the Achievement Gap.

G2.B1 Teachers are continuing to learn the Florida State Standards as well as collaborate in order to effectively use the resources available so delivery of instruction is at the rigor of the standards. In addition, teachers are continuing to gain knowledge of the Instructional Framework and incorporating the strategies effectively within daily instruction.

G2.B1.S1 Teachers will be provided with professional development to become effective in the delivery of rigorous instruction.

PD Opportunity 1

Professional development will be offered on deconstructing the standards and creating learning goals, evidence based scales and daily learning targets.

Facilitator

Mari Callaway

Participants

Pre-K through 5 classroom teachers, resource teachers

Schedule

On 9/30/2015

PD Opportunity 2

Teachers will be provided with professional development on integrating the DOK Crosswalk and companion elements within instruction to increase rigor.

Facilitator

Kathy Ramsey

Participants

Pre-K through 5 classroom teachers, resource teachers

Schedule

Biweekly, from 9/30/2015 to 4/29/2016

G2.B1.S2 Teachers will receive on-going coaching as they implement the Florida State Standards and more proficient in integrating in the Instructional Framework and daily learning targets.

PD Opportunity 1

On-going coaching and feedback will be provided to teachers during instruction.

Facilitator

Leadership Team

Participants

all Instructional personnel

Schedule

Monthly, from 9/30/2015 to 5/27/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	**Professional development will be offered on incorporating daily learning targets and assessment into lesson plans.**				**$350.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	2110	100-Salaries	0411 - Pine Castle Elementary	General Fund		$350.00
			Notes: Approximately 10 hours at administrator daily rate			
2	G1.B1.S1.A2	**Teachers will be offered professional development on Design Question 3, Design Question 4, and use of companion elements when lesson planning.**				**$0.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0411 - Pine Castle Elementary			$0.00
			Notes: See Budget line #1			
3	G1.B1.S1.A3	**Teachers will be offered professional development in the DOK Crosswalk to deepen their experience in aligning learning activities and questions which promote higher-level cognition, appropriate to the rigor of the standard.**				**$375.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	2110	100-Salaries	0411 - Pine Castle Elementary	General Fund		$375.00
			Notes: Approximately 20 hours at coaches' rate			
4	G1.B1.S2.A1	**On-going coaching and feedback will be provided to teachers during the collaborative lesson planning process.**				**$0.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0411 - Pine Castle Elementary			$0.00
			Notes: See item number 3			
5	G1.B1.S2.A2	**Teacher will be provided with a 2-week PLC cycle to provide for uninterrupted time for collaborative lesson planning.**				**$0.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0411 - Pine Castle Elementary			$0.00

Budget Data

			Notes: Teachers' salaries imbedded			
6	G2.B1.S1.A1	**Professional development will be offered on deconstructing the standards and creating learning goals, evidence based scales and daily learning targets.**				**$0.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0411 - Pine Castle Elementary			$0.00
			Notes: See Budget Line #1			
7	G2.B1.S1.A2	**Teachers will be provided with professional development on integrating the DOK Crosswalk and companion elements within instruction to increase rigor.**				**$0.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0411 - Pine Castle Elementary	General Fund		$0.00
			Notes: See Budget Line #1			
8	G2.B1.S2.A1	**On-going coaching and feedback will be provided to teachers during instruction.**				**$0.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0411 - Pine Castle Elementary			$0.00
			Notes: See Budget Line #3			
9	G2.B1.S2.A2	**Coaches will plan and organize opportunities for teachers to observe model lessons and reflect with them.**				**$0.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0411 - Pine Castle Elementary			$0.00
			Notes: See Budget Line #3			
					Total:	$725.00