

Pine Grove Elementary School

14411 KEN AUSTIN PKWY, Brooksville, FL 34613

<https://www.hernandoschools.org/pges>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	79%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	26%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	B*	D	D

**Informational Baseline School Grade*

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

School Board Approval

This plan was approved by the Hernando County School Board on 10/18/2016.

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Pine Grove Elementary School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

P ositive
G racious
E xcellent
S tudents

Learning and growing together.

2. School Environment

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

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

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

The school uses a school-wide positive behavior system (PBS) to create a safe environment for students by encouraging appropriate and respectful interactions among students and staff.

The school has various programs, including Safety Patrol for the school campus, and duty personnel assigned to posts in the morning and afternoon.

The campus is secured through locked gates at all times, and all visitors are vetted through the VSoft system.

Anti-bullying assemblies are provided by guidance for all students.

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

Pine Grove trains staff in the MTSS process. A Positive Behavior System committee, composed of teachers and administration, reviews suggestions and decides on courses of action. Awareness for the behavioral system is created through posters around the school, a PBS corner in the monthly school newsletter, and monitoring of classroom implementation through regular walk-throughs.

Teachers are trained in school expectations before escalation of a behavioral concern. Parents of students with behavioral concerns must receive two discipline warning notices and teacher phone calls home, except for severe infractions. Behavioral contracts are available through the school's behavior specialist for students requiring additional support, that the teachers may use in the classroom environment. Serious behavioral infractions such as bullying and fighting, are documented on a discipline notice and referred directly to administration. When necessary, behavioral specialist will be asked to make observations and suggestions.

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

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

Two full time guidance counselors provide services through small group and check-in/check-out services. School administration and the school psychologist provide additional support as needed. A school-based website on guidance services offers resources for parents.

3. Early Warning Systems

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

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

NA

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

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	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	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

NA

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/310849>.

2. Description

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

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

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

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

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Johnson, Nancy	Principal
Haripersad, Angelina	Other
Johnson, Roseanne	Instructional Coach
Reed, Galathea	Instructional Coach
Pagano, Nick	Assistant Principal
Barnes, Kristal	Instructional Coach
Reynolds, Katie	Instructional Coach

b. Duties

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

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

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

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

Title I Facilitator: coordinate Title I programs, facilitate extended day, participates in weekly school-based leadership team and provide resources

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

Resource Teachers: provide MTSS services to identified students, assist teachers with data analysis, and participate in weekly leadership meetings

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

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

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Nancy Johnson	Principal
Agnes Opolski-Roe	Parent
Jennifer McGibbon	Parent
Sharleen Leonard	Parent
Claire McDermott	Parent
Elizabeth Soler	Business/Community
Emily Thomas	Business/Community
Amy Mirialakis	Business/Community
Angelina Haripersad	Teacher
Roseanne Johnson	Teacher
Amy Jacobsen	Education Support Employee

b. Duties

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

a. Evaluation of last year's school improvement plan

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

b. Development of this school improvement plan

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

c. Preparation of the school's annual budget and plan

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

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

The projects funded were for:

\$2,471.04 - 2016-17 student planners

\$607.98 - FSA snacks

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Johnson, Roseanne	Instructional Coach
Pellito, Bob	Instructional Media

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Pine Grove promotes literacy through activities such as Book Parade and Dr. Seuss Night. The school also coordinates district-wide literacy week activities.

D. Public and Collaborative Teaching

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

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

School strategies for encouraging a positive working relationship between teachers are providing, (1) a common planning time during each school day, (2) arranging 90-minute professional development/ collaborative planning by grade level on district half days, and (3) providing an additional 30-minute monthly grade level meetings for analyzing data.

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

Pine Grove is a Positive Behavior System school providing a positive school culture that fosters the sense of both family and belonging. The school strives for academic success through intensive concentration on reading, math, science, writing, technology and community involvement. Further support for staff is offered through the school's instructional practices coach, resource teachers and the Title I program.

The school maintains a relationship with colleges offering teacher preparatory programs by offering to house interns and provide support during their internship. All interns are offered the opportunity to participate in curriculum and best practices professional development.

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

The teacher mentoring program is being revised through district. Our representative, Kristal Barnes, is being trained on the new techniques.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

The school ensures its instructional programs and materials are aligned to Florida's standards through following the district provided curriculum maps. Monitoring occurs through continuous walk-throughs by the administration using the Charlotte Danielson model and classroom look-fors, support through resources teachers and the IP coach for those needing help, and recognition for classroom best practices.

b. Instructional Strategies

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

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

RTI time is designated in the master schedule for primary and intermediate grades. Classroom teachers, resource teachers, and three paraprofessionals provide tiered instruction for differentiation in Tier 2 and 3 services, as well as enrichment. Tier 2 is provided by teachers and paraprofessionals, while Tier 3 is provided by certified instructional staff only. Paraprofessional are trained on the use of

approved instructional materials for Tier 2 delivery. The school's MTSS resource map provides accepted materials for these services.

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

Title I provides funding for Morning Extended Day which targets the lowest quartile, as well as the resource teachers.

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

Strategy: Before School Program

Minutes added to school year: 2,400

Students will receive computer-based instruction using a research based program. The program will provide individualized instruction focusing on areas of weakness.

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Haripersad, Angelina, haripersad_a@hcsb.k12.fl.us

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

Data will be collected from SuccessMaker reports, iReady and SAM progress monitoring report. The data is reviewed and monitored by the leadership team.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

Pine Grove uses the Kindergarten Round Up program to assess incoming students and provide parents with resources for academic readiness. Kindergarten teachers present kindergarten readiness program to parents and caregivers of Head Start children and invite families to visit the school.

Pine Grove's fifth graders are assisted in transitioning to middle school through the 5th Grade Roll Up includes a welcome committee from middle school personnel where information is provided to our families on middle school expectations. Students are provided a tour of West Hernando Middle School. During the roll up, families are provided with an invitation to Open House and options for electives.

Fifth graders will attend a field trip to a college to generate interest in acquiring higher education. The Parent Academy of Hernando County offers a college and career expo where families can learn about different programs offered within the Hernando county school district.

b. College and Career Readiness

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

NA

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

NA

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

NA

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

NA

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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.** Provide students with enhanced educational opportunities utilizing real life experiences including an outdoor classroom, an agricultural program and environmental activities.

- G2.** Pine Grove will focus on increasing student achievement by ensuring teachers are prepared through trainings to utilize curriculum maps, collect and use data to plan lessons, and deliver differentiated instruction.

Strategic Goals Detail

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

G1. Provide students with enhanced educational opportunities utilizing real life experiences including an outdoor classroom, an agricultural program and environmental activities. 1a

G084330

Targets Supported 1b

Indicator	Annual Target
District Grade - Percentage of Points Earned	375.0

Targeted Barriers to Achieving the Goal 3

- Lack of students' motivation and opportunities to apply text-acquired knowledge to real world experiences.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Outdoor classroom
- Agricultural program
- Environmental activities

Plan to Monitor Progress Toward G1. 8

SAM Science for 5th grade, writing journal entries, science classroom journals and assessments from grades K through 5.

Person Responsible

Nancy Johnson

Schedule

Biweekly, from 10/3/2016 to 5/30/2017

Evidence of Completion

SAM Science for 5th grade, writing journal entries, science classroom journals and assessments from grades K through 5.

G2. Pine Grove will focus on increasing student achievement by ensuring teachers are prepared through trainings to utilize curriculum maps, collect and use data to plan lessons, and deliver differentiated instruction. 1a

G084331

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	62.0
FSA ELA Achievement	55.0
FSA Mathematics Achievement	70.0

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Practice coach, two resource teachers, and district subject area coaches
- Administrative and district walkthroughs for support and feedback
- District curriculum maps
- Title I facilitator and Title I provided instructional resources
- Set RTI time for primary and intermediate grades in the daily schedule
- ESE teachers are actively involved in the MTSS block

Plan to Monitor Progress Toward G2. 8

Data from I-Ready, SAM, DELAW, SuccessMaker and Benchmark assessments throughout the school year

Person Responsible

Nancy Johnson

Schedule

Quarterly, from 8/22/2016 to 5/19/2017

Evidence of Completion

(1) I-Ready: Students in grades K-5 at or above grade-level in ELA will increase by 5% (K-2 only, no prior data on 3-5); (2) SAM (Math): Students in grades K-5 scoring above 50% proficient will increase by 5%; (3) SAM (Science): Students in grades 3-5 scoring above 60% proficient will increase by 5%.

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. Provide students with enhanced educational opportunities utilizing real life experiences including an outdoor classroom, an agricultural program and environmental activities. 1

G084330

G1.B1 Lack of students' motivation and opportunities to apply text-acquired knowledge to real world experiences. 2

B224067

G1.B1.S1 Students will participate in agricultural/environmental and STEM activities that will increase motivation and engagement while applying standards-based instruction to include writing activities. 4

S236453

Strategy Rationale

Participation in these activities will allow students to create connections of Florida Standards to real life, making standards-based instruction relevant to their everyday lives.

Participation in STEM and writing activities encourages deep and reflective thinking and enhances communication skills that are essential to the 21st Century workforce.

Action Step 1 5

Create an outdoor classroom to enhance instructional opportunities.

Person Responsible

Nancy Johnson

Schedule

Weekly, from 10/3/2016 to 5/30/2017

Evidence of Completion

Designate areas for outdoor classroom, acquire and install shade sails, tables and other materials

Action Step 2 5

Expand and maintain areas for FL sustainable gardens

Person Responsible

Nancy Johnson

Schedule

Quarterly, from 10/3/2016 to 5/30/2017

Evidence of Completion

Administrative observations and quantity of harvest

Action Step 3 5

Students participate through science class on the wheel, Science Club and grade-level classroom activities

Person Responsible

Nancy Johnson

Schedule

Quarterly, from 10/3/2016 to 5/30/2017

Evidence of Completion

Administrative observations, increase in SAM science progress monitoring

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

Administration will monitor the use of the outdoor classroom through lesson plans and observation.

Person Responsible

Nancy Johnson

Schedule

Daily, from 10/3/2016 to 5/30/2017

Evidence of Completion

Lesson plans, walk throughs and lesson observations

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

Student engagement will be increased and translated through improved scores

Person Responsible

Nancy Johnson

Schedule

Quarterly, from 10/3/2016 to 5/30/2017

Evidence of Completion

Student journals, student collaborative groups, collaboration between classrooms and grade levels, and cross curricular student work

G2. Pine Grove will focus on increasing student achievement by ensuring teachers are prepared through trainings to utilize curriculum maps, collect and use data to plan lessons, and deliver differentiated instruction.

1

G084331

G2.B1 Staff's level of knowledge and confidence using available data from various sources, such as formative assessments to drive whole group and RtI instruction

2

B224068

G2.B1.S1 Common planning time

4

S236454

Strategy Rationale

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

Action Step 1

5

Common planning time to disaggregate data and plan for instruction.

Person Responsible

Nick Pagano

Schedule

Daily, from 8/22/2016 to 5/19/2017

Evidence of Completion

Teachers use data and best practices to deliver instruction in small groups.

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

6

Monitoring is conducted through Administrative and District walkthroughs.

Person Responsible

Nick Pagano

Schedule

Biweekly, from 8/22/2016 to 5/19/2017

Evidence of Completion

Walk through data and completion of specific classroom look fors

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

Student engagement and performance will increase as teachers continue to develop their knowledge and implementation of best practices.

Person Responsible

Nick Pagano

Schedule

Biweekly, from 8/22/2016 to 5/19/2017

Evidence of Completion

Administration walk throughs and coach's' look fors

G2.B2 Limited responsibility for all students' success 2

B224069

G2.B2.S1 Teachers will instruct and interact with students from other classrooms within the grade level.

4

S236455

Strategy Rationale

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

Action Step 1 5

Teachers revisit effective implementation of fluid walls during time allotted in the master schedule.

Person Responsible

Nick Pagano

Schedule

Every 3 Weeks, from 9/6/2016 to 10/14/2016

Evidence of Completion

Documentation of grade level teams' collaboration on fluid walls' implementation.

Action Step 2 5

Implement 'fluid walls' during Rtl block

Person Responsible

Nick Pagano

Schedule

Daily, from 8/22/2016 to 5/19/2017

Evidence of Completion

Teachers' Tier 2 and Tier 3 intervention logs document use of resources from PGE MTSS Resource Map. Teachers' intervention logs also document Rtl groups are composed of students from various classrooms.

Action Step 3 5

Increased time for RtI block in grades K-3

Person Responsible

Nick Pagano

Schedule

Daily, from 8/22/2016 to 5/19/2017

Evidence of Completion

During walkthroughs required RtI schedule and plans will be posted and implemented with fidelity.

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

Administration will review fidelity logs during monthly data chats.

Person Responsible

Nick Pagano

Schedule

Daily, from 8/22/2016 to 5/19/2017

Evidence of Completion

Fidelity logs, walkthrough data, lesson plans showing blended curriculum, and data indicating student improvement.

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

Student progress monitoring data will reflect an increase in covered standards in core subjects.

Person Responsible

Nick Pagano

Schedule

Quarterly, from 8/22/2016 to 5/19/2017

Evidence of Completion

Increased percentage of students meeting progress monitoring grade level expectations

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

Walkthrough and benchmark assessment data will reflect implementation of fluid walls

Person Responsible

Nick Pagano

Schedule

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


Evidence of Completion

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

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G2.B2.S1.MA2 M310975	Walkthrough and benchmark assessment data will reflect implementation of fluid walls	Pagano, Nick	9/8/2015	Data from walkthrough, weekly quizzes, benchmark assessments and progress monitoring.	5/27/2016 monthly
G2.B2.S1.A1 A305015	Teachers revisit effective implementation of fluid walls during time allotted in the master...	Pagano, Nick	9/6/2016	Documentation of grade level teams' collaboration on fluid walls' implementation.	10/14/2016 every-3-weeks
G2.MA1 M310977	Data from I-Ready, SAM, DELAW, SuccessMaker and Benchmark assessments throughout the school year	Johnson, Nancy	8/22/2016	(1) I-Ready: Students in grades K-5 at or above grade-level in ELA will increase by 5% (K-2 only, no prior data on 3-5); (2) SAM (Math): Students in grades K-5 scoring above 50% proficient will increase by 5%; (3) SAM (Science): Students in grades 3-5 scoring above 60% proficient will increase by 5%.	5/19/2017 quarterly
G2.B1.S1.MA1 M310972	Student engagement and performance will increase as teachers continue to develop their knowledge...	Pagano, Nick	8/22/2016	Administration walk throughs and coach's' look fors	5/19/2017 biweekly
G2.B1.S1.MA1 M310973	Monitoring is conducted through Administrative and District walkthroughs.	Pagano, Nick	8/22/2016	Walk through data and completion of specific classroom look fors	5/19/2017 biweekly
G2.B1.S1.A1 A305014	Common planning time to disaggregate data and plan for instruction.	Pagano, Nick	8/22/2016	Teachers use data and best practices to deliver instruction in small groups.	5/19/2017 daily
G2.B2.S1.MA1 M310974	Student progress monitoring data will reflect an increase in covered standards in core subjects.	Pagano, Nick	8/22/2016	Increased percentage of students meeting progress monitoring grade level expectations	5/19/2017 quarterly
G2.B2.S1.MA1 M310976	Administration will review fidelity logs during monthly data chats.	Pagano, Nick	8/22/2016	Fidelity logs, walkthrough data, lesson plans showing blended curriculum, and data indicating student improvement.	5/19/2017 daily
G2.B2.S1.A2 A305016	Implement 'fluid walls' during Rtl block	Pagano, Nick	8/22/2016	Teachers' Tier 2 and Tier 3 intervention logs document use of resources from PGE MTSS Resource Map. Teachers' intervention logs also document Rtl groups are composed of students from various classrooms.	5/19/2017 daily
G2.B2.S1.A3 A305017	Increased time for Rtl block in grades K-3	Pagano, Nick	8/22/2016	During walkthroughs required Rtl schedule and plans will be posted and implemented with fidelity.	5/19/2017 daily
G1.MA1 M310971	SAM Science for 5th grade, writing journal entries, science classroom journals and assessments from...	Johnson, Nancy	10/3/2016	SAM Science for 5th grade, writing journal entries, science classroom journals and assessments from grades K through 5.	5/30/2017 biweekly
G1.B1.S1.MA1 M310969	Student engagement will be increased and translated through improved scores	Johnson, Nancy	10/3/2016	Student journals, student collaborative groups, collaboration between classrooms and grade levels, and cross curricular student work	5/30/2017 quarterly
G1.B1.S1.MA1 M310970	Administration will monitor the use of the outdoor classroom through lesson plans and observation.	Johnson, Nancy	10/3/2016	Lesson plans, walk throughs and lesson observations	5/30/2017 daily
G1.B1.S1.A1 A305011	Create an outdoor classroom to enhance instructional opportunities.	Johnson, Nancy	10/3/2016	Designate areas for outdoor classroom, acquire and install shade sails, tables and other materials	5/30/2017 weekly
G1.B1.S1.A2 A305012	Expand and maintain areas for FL sustainable gardens	Johnson, Nancy	10/3/2016	Administrative observations and quantity of harvest	5/30/2017 quarterly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A3  A305013	Students participate through science class on the wheel, Science Club and grade-level classroom...	Johnson, Nancy	10/3/2016	Administrative observations, increase in SAM science progress monitoring	5/30/2017 quarterly

V. Professional Development Opportunities

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

G2. Pine Grove will focus on increasing student achievement by ensuring teachers are prepared through trainings to utilize curriculum maps, collect and use data to plan lessons, and deliver differentiated instruction.

G2.B1 Staff's level of knowledge and confidence using available data from various sources, such as formative assessments to drive whole group and RtI instruction

G2.B1.S1 Common planning time

PD Opportunity 1

Common planning time to disaggregate data and plan for instruction.

Facilitator

School and district personnel

Participants

Grade level teachers

Schedule

Daily, from 8/22/2016 to 5/19/2017

G2.B2 Limited responsibility for all students' success

G2.B2.S1 Teachers will instruct and interact with students from other classrooms within the grade level.

PD Opportunity 1

Teachers revisit effective implementation of fluid walls during time allotted in the master schedule.

Facilitator

Roseanne Johnson

Participants

All grade level teachers

Schedule

Every 3 Weeks, from 9/6/2016 to 10/14/2016

PD Opportunity 2

Increased time for Rtl block in grades K-3

Facilitator

District and school coaches

Participants

All grade level teachers

Schedule

Daily, from 8/22/2016 to 5/19/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Create an outdoor classroom to enhance instructional opportunities.	\$0.00
2	G1.B1.S1.A2	Expand and maintain areas for FL sustainable gardens	\$0.00
3	G1.B1.S1.A3	Students participate through science class on the wheel, Science Club and grade-level classroom activities	\$0.00
4	G2.B1.S1.A1	Common planning time to disaggregate data and plan for instruction.	\$0.00
5	G2.B2.S1.A1	Teachers revisit effective implementation of fluid walls during time allotted in the master schedule.	\$0.00
6	G2.B2.S1.A2	Implement 'fluid walls' during Rtl block	\$0.00
7	G2.B2.S1.A3	Increased time for Rtl block in grades K-3	\$0.00
Total:			\$0.00