

Orange County Public Schools

Pine Castle Elementary



2016-17 Schoolwide Improvement Plan

Pine Castle Elementary

905 WALTHAM AVE, Orlando, FL 32809

www.ocps.net/lc/southeast/epc

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	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	79%

School Grades History

Year
Grade

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 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 Castle Elementary

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	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.

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

b. Provide the school's vision statement.

To be the top producer of successful students in the nation

2. School Environment

a. 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 of various cultures. Faculty and staff at Pine Castle Elementary are committed to creating positive relationships with our students and their families. In 2016-2017, there will be a heightened focus on student engagement. Teachers will be introducing and using strategic, collaborative structures that are meant to improve student achievement, while also increasing student-to-student dialogue. By emphasizing student engagement, relationships between students and relationships between teachers and their students will be strengthened. This is one of the primary ways that the school learns about students and their cultures.

Our Annual Multicultural Night has been a success and is an example of how we support and celebrate diversity. On this occasion, and throughout the year, we are working toward developing a greater appreciation for the various backgrounds of our students and their families.

Developing skills for our ELL students is a focus for the school this year as the school has continued to fund the position of the Curriculum Compliance Teacher, outside of the given school budget. This individual assists teachers in implementing ESOL strategies in the classrooms, while supporting the diverse needs of students at the school. Multilingual Parent Leadership Council has established a schedule of meetings and programs to support students, parents and families, while continuing to focus on building relationships and learning about students' cultures and family backgrounds.

b. 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. Safety drills and procedures are conducted on a regular basis so that students and staff feel prepared for emergencies. 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. A school-wide, positive discipline system, CHAMPS, is used to create a culture that ensures safety and skills for lifelong success. Family Nights and other school functions occur throughout the year and help in the development of the positive relationships and a strong sense of community.

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 Castle Elementary follows a school-wide behavioral system (CHAMPs) which includes common area procedures as well as classroom guidelines. 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. The acronym, VALOR, "Very Respectful, Always kind, Learners for life, Open and honest, Responsible," is posted throughout the school and is used to maintain a positive message about the habits and expectations throughout the school. These expectations are taught to students and recited every day during morning announcements. At the beginning of the school year and each nine weeks, thereafter, the Code of Conduct is reviewed, explaining the process for disciplinary action. Clearly defined expectations for staff with regards to disciplinary actions have been established. Several staff members have attended the Discipline training, the search training, and the disciplinary input training, provided by the district. Specific behavioral plans are developed to support students, when needed. Tier 2 and Tier 3 interventions are developed, using a multi-disciplinary approach, including the student and the family, to maximize implementation and success. The Guidance Counselor and Behavior Specialist are considered critical to student success.

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.

Pine Castle will be using the Learning for Life curriculum and related supports in 2016-2017 in order to increase the focus on the character education and supporting students' social-emotional needs. The Guidance Counselor will coordinate the program and will provide ongoing support to teachers and students, as needed. The Guidance Counselor will also organize counseling groups such as social skills and self-esteem groups, in coordination with the 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. A mentor program for fifth graders is being developed with ElevateOrlando, utilizing identified students from OakRidge High School. Read2Succeed mentors have been identified to assist first and second graders. Although the primary goal of this program is literacy based, students will benefit from the mentorship involved in the program. The Partners in Education Coordinator will identify additional mentors for students considered to be at risk for personal or interpersonal challenges, as appropriate.

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.

The district has created a rubric to assist schools in identifying students who are at risk and considers multiple factors, including attendance, discipline/suspensions, and academic achievement. The school, then, monitors these factors and puts interventions into place in order to support these at-risk students.

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. From these reports, the school generates a variety of supports that are determined to be appropriate for each student. Communication with the child and the child's family is critical in this process.

School-wide behavior supports have been developed, and individual support plans are developed, as needed. Suspensions are closely monitored, and students with repeated misbehavior are provided with interventions and work closely with our Behavior Specialist, Guidance Counselor, and/or the Assistant Principal.

Just as school-wide behavior supports have been developed, similar school-wide academic supports have been developed. There is an intense focus on strengthening Tier 1 instruction through collaborative lesson planning, coaching and feedback. 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 after school and/or Saturday tutoring.

These personalized supports address students' individual needs and lessen the impact of the identified early warning indicators.

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	1	1	2	6	0	0	0	0	0	0	0	10
One or more suspensions	0	3	0	2	6	0	0	0	0	0	0	0	0	11
Course failure in ELA or Math	0	1	1	4	1	8	0	0	0	0	0	0	0	15
Level 1 on statewide assessment	0	0	0	5	3	13	0	0	0	0	0	0	0	21

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	3	1	6	9	13	0	0	0	0	0	0	0	32

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

A comprehensive system for identifying students who may need additional support has been developed at Pine Castle. Per district recommendation, the MTSS process has been adjusted in 2016-2017 to enhance the performance of all students. The instruction is Tier 1 is being planned carefully, with support from the administrative team, to more closely align with the Florida Standards and the Instructional Framework. Lesson plans are co-constructed, as a PLC group, and are reviewed by the leadership team, prior to the delivery of instruction. At the same time, formative and end of unit assessments are developed so that reliable data is attained when monitoring student progress. Leadership team members meet with grade level PLC's to analyze student data and to identify students in need of more differentiated instruction. The results of these assessments will inform the development of groups of students who need additional support through Tier 2 interventions, using district-approved programs. These interventions are monitored by the MTSS team and the leadership team. Parent conferences are held throughout the year, as needed, to keep parents informed of the interventions and progress of their child's academics.

Students with excessive absences or with discipline concerns, as identified with the Early Warning Indicators System from the past year, will be closely monitored, beginning immediately. Because of the high mobility rate at Pine Castle, regular meetings to identify students with attendance or discipline concerns will be held. School-wide trends will, first, be identified. Next, grade level trends and class trends will be identified so that patterns will be detected, and appropriate action plans can

be formulated. Individual students will be supported through Tier 2 and Tier 3 behavioral supports, as needed. Families of the identified students will be contacted and involved in the development of a success plan, per the district MTSS process and protocols. Tutoring opportunities will be provided, and staff will monitor and encourage attendance and active participation. Mentors will be sought for all students with two or more indicators to provide additional support.

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/322606>.

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 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. Local businesses frequently donate in-kind resources, including school supplies, coupons, and meals.

The school has partnered with Servant's Heart, a community organization, to provide food and other essentials to families in need.

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
Theis, Elizabeth	Principal
Callaway, Mari	Instructional Coach
Tarantola, Stacy	Other
Ramsey, Kathleen	Assistant Principal
Cintron, Ivelisse	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.

Elizabeth Theis -Principal
Lead the school
Teacher Observations and Coaching
Teacher Evaluations
Classified Staff Evaluations
Budget
Student Progress Monitoring
Student Discipline
Parent Relations
Public Relations
FTE
PTA—Parent Teacher Association
SAC – School Advisory Council
Professional Development Plan
PLCs and data analysis
Class Size
School Improvement Plan Process

Kathy Ramsey-Assistant Principal
Observations and Coaching
Teacher and Staff Evaluations
Classified 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
Testing Coordinator
Parent Involvement Plan
Master Schedule
Interns
Report Cards
Progress Reports
School Improvement Process
Professional Development
Lesson Plans
Field Trips
SharePoint
ProgressBook
ADDITIONS
Teach-In

Ivelisse Cintron - ESOL Compliance Teacher
Observations and Coaching
ELL Testing and ELL Conferences
Multilingual Materials
Assist Teachers with LEP Students
Title I
Multilingual Parent Leadership Council (MPLC) Liaison
ELL Progress Monitoring
WIDA Testing
Translations - Spanish
Partners in Education (Co-Lead)

Stacy Tarantola - Staffing Specialist
ESE Coach
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

The leadership team members meet at least once weekly and often more frequently. Together, they collaborate to solve problems, make decisions, and prioritize actions. The team organizes PLCs,

reviews lesson plans for standards alignment, and supports teachers to improve instruction and thereby, student achievement.

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 leadership team uses the results of the AdvancEd surveys and the results of student achievement assessments to determine priorities and align resources. The results indicate the need to intensify support for teachers to increase rigorous, standards based instruction in order to increase student proficiency. Several stakeholder groups, including SAC, PTA, FAC, faculty and staff committees have advised the Principal and the leadership team to focus the priority areas. Below is a list of federal, state and district resources and the programs that they support.

The district provides textbook resources through a centralized purchasing process. This year, the district has provided access to one of the intervention programs used at the school, iReady. This will be used to define academic gaps and provide remediation and enrichment for all students at the school. Accompanying support is provided by district staff. The school participates in the PD that is provided for the instructional coaches and content area teachers.

The school budget is primarily used to fund salaries for the instructional and classified staff. Class size requirements are honored and salaries remain a priority.

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 and Saturday Tutoring and Enrichments programs (ATS). Title I funds will be used in 2016-2017 to provide PD in Kagan Cooperative Learning. This PD will support student engagement and lesson planning and delivery.

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. The CRT and textbook manager maintain an inventory of resources used for all tiers of intervention and ATS. The Principal and Bookkeeper maintain an accurate reporting of the school's budget and have reciprocal accountability with the district and the various stakeholder groups.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Elizabeth Theis	Principal
Melissa McCaleb	Teacher
Ivelisse Cintron	Teacher
Marcos Ramos	Education Support Employee
Beverley Williams	Education Support Employee
Devika Chutkan	Teacher
Teresa Akins	Parent
Jeanyka Colon	Parent
Edita Fornier	Parent
Marie Jean Louis	Parent
Ines Serafin Juarez	Parent
Alba Soriano	Parent
Sylvicia St. Paul	Parent
Thu Zar	Parent
Luis Cintron	Business/Community

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

Principal will review the prior year's school improvement plan during the first SAC meeting of the school year. Actions and strategies will be evaluated for effectiveness at that time.

b. Development of this school improvement plan

School and teacher leaders collaborated to begin formulating the School Improvement Plan, with the feedback from the SAC in the spring. During pre-planning, teachers reviewed student data and gave input to the SIP development team to improve student achievement.

SAC officers were elected in September. School assessment data was shared, with goals and barriers discussed. Goals, strategies, and action plans were shared with and vetted by the SAC. 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 Florida State Assessment (FSA) when providing input to the 2016-17 SIP.

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

The council's input will be sought regarding the proposed expenditures from SAC funds. This advisory group also will help develop priorities for the school in preparation of the budget.

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

No funds were expended during the 2015-16 school year.

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.

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.

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
Ramsey, Kathleen	Assistant Principal
Gordon, Phillip	Teacher, K-12
Berry, Kayla	Teacher, K-12
Schaus, Lora	

b. Duties

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

The major initiatives this year are to continue to build teachers' knowledge of the Florida Standards by providing professional development for teachers including effectively developing and using learning goals, scales and daily learning targets, incorporating the DOK Crosswalk and companion elements from the Marzano Instructional 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 evening events that will focus on family partnerships to support literacy development. The Accelerated Reader Program has been well established at the school and will continue to be a priority for the Literacy Leadership Team. Two Book Fairs will be held this year to support independent reading as well.

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.

1. New teacher orientation "Newest to Pine Castle" has been established to recruit and maintain new talent at the school.
2. The master schedule was designed to maximize teacher collaboration and professional development in small groups throughout the year.
3. A PLC Cycle has been created for grade levels for collaborative planning. Teachers meet weekly with the leadership team and focus on professional development goals, collaborative planning, and data analysis.
4. Coaching and support are provided to support teachers' understanding of the Instructional Framework and the Deliberate Practice to increase professional growth.
5. Instructional Rounds will be made available to teachers.

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

The school maintains an active relationship with UCF, and student interns are assigned to Pine Castle frequently. When an intern is suited for a particular vacancy, the mentor teacher and other school staff recruit and support the intern. When a vacancy exists for positions other than those where interns may be eligible, the school utilizes the e-recruiting system, provided by the district to attract and recruit staff. Furthermore, the principal is an advisory board member to the National Urban Special Education Leadership Initiative Program at UCF and maintains an active role in mentoring new leaders.

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.

Teachers participate in a strong professional development program, including weekly PLC and weekly data meetings in order to maintain professional growth. Periodically, whole faculty meetings are held with similar goals. 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.

3. 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.

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.

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 use the backwards design process for designing lessons, including learning goals and scales, aligned activities and formative/summative assessments. During weekly collaborative planning sessions and PLCs, teachers analyze the results of the assessments to assist in planning instruction and grouping students.

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 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.

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: After School Program

Minutes added to school year: 2,340

The leadership team analyzed data from the i-Ready diagnostics and the FSA 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 October 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
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Cintron, Ivelisse, ivelisse.cintron@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: Weekend Program

Minutes added to school year: 1,080

Saturday Academy will focus on the development of STEM skills, literacy skills and leadership skills. Below grade level, at grade level and above grade level students will be included.

Strategy Rationale

Students need additional practice and unique experiences to be successful on FSA and in school.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Cintron, Ivelisse, ivelisse.cintron@ocps.net

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

Data specific to the theme or content will be monitored to determine effectiveness.

Strategy: After School Program

Minutes added to school year: 7,200

Minority Achievement Office has provided funding for tutors for students who scored within the Level 2 and 3 range in Math FSA in 2016 to pre-teach math skills necessary for success.

Strategy Rationale

Preteaching will provide students with accessing the prerequisite skills needed for success in math.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

McCaleb, Melissa , melissa.mccaleb@ocps.net

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

iReady data, along with data from end of unit assessments, will be used to monitor student progress.

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.

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.

Students from Pershing who will be transitioning to Pine Castle in 2016-2017 will be included in school tours that will be scheduled in advance and communicated by the principals of the two schools. Family tours have been initiated in October, 2016.

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.

Students participate in Teach In, which is held in November each year, to create unique partnerships with community helpers, businesses and agencies. Experts come to the school and provide students with information about careers and skills needed to be successful in college and in life.

Fifth grade students meet weekly with students from Oakridge HS, coordinated by the ElevateOrlando Program. This partnership supports leadership, mentorship, and character development needed for students preparing for middle school.

2. 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, focusing on 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. During Teach-In students are exposed to a variety of careers.

3. 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 being introduced to our third grade students. 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. Tutoring and enrichment programs support these goals as well.

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.

The strategies implemented for improving student readiness based on the annual analysis of the High School Feedback report include assessing students and providing interventions that are aligned to the identified needs. Diagnostic assessments such as i-Ready are given at the beginning of the year and intermittently throughout the year to identify strengths and deficiencies. End of unit assessments are used to monitor ongoing student progress. The Leadership Team and teachers form intervention groups to provide remediation and enrichment support throughout the school year to increase reading and math proficiency. The teachers focus on standards based instruction, the use of learning goals and scales, along with daily learning targets, and assessments to increase student academic proficiency and to prepare students for postsecondary success.

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.

N/A

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.

N/A

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.** Student achievement will improve as a result of teachers using collaborative lesson planning to focus on standards-based instruction and the Instructional Framework. (Division Priority: Accelerate Student Performance)

- G2.** Student achievement will increase as a result of improvements in instruction and monitoring in MTSS Tiers 1, 2, and 3, along with becoming more consistent with the district's plan of implementation of the MTSS process. (Division Priority: Narrow achievement gaps for socio-economic and racial subgroups)

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. Student achievement will improve as a result of teachers using collaborative lesson planning to focus on standards-based instruction and the Instructional Framework. (Division Priority: Accelerate Student Performance) 1a

G084510

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	55.0
ELA/Reading Gains District Assessment	58.0
ELA/Reading Lowest 25% Gains	52.0
Math Achievement District Assessment	55.0
Math Gains District Assessment	58.0
Statewide Science Assessment Achievement	55.0
Math Lowest 25% Gains	55.0

Targeted Barriers to Achieving the Goal 3

- Teachers are developing their expertise in collaborative lesson planning, incorporating daily learning targets, daily formative assessment and elements of Marzano’s Instructional Framework to ensure instruction is at the level of required rigor of the standard(s).

Resources Available to Help Reduce or Eliminate the Barriers 2

- IMS, CPALMS, Go Math, i-Ready, PD in FSS, MAP, common assessments, Instructional Framework
- District administrators and coaches will provide guidance to ensure fidelity of implementation.
- Collaborative lesson planning with leadership team members providing feedback prior to the lesson being delivered.

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

Elizabeth Theis

Schedule

Weekly, from 8/26/2015 to 5/31/2017

Evidence of Completion

Lesson plans, iObservation reports, i-Ready data reports, and common assessment results will be used to monitor progress toward meeting the goal of using collaborative lesson planning effectively.

G2. Student achievement will increase as a result of improvements in instruction and monitoring in MTSS Tiers 1, 2, and 3, along with becoming more consistent with the district's plan of implementation of the MTSS process. (Division Priority: Narrow achievement gaps for socio-economic and racial subgroups) 1a

G084511

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	55.0
ELA/Reading Lowest 25% Gains	52.0
ELA/Reading Gains	58.0

Targeted Barriers to Achieving the Goal 3

- There are many misconceptions about the implementation of Tiers 1, 2, and 3.

Resources Available to Help Reduce or Eliminate the Barriers 2

- IMS, CPALMS, Go Math, i-Ready, PD in FSS, MAP, common assessments, Instructional Framework have been identified to help teachers understand and use the standards.
- The district has updated the MTPs, and there is greater alignment with the Florida Standards and with Marzano's Instructional Framework.
- The district has added many resources and has provided focused PD for administrators and MTSS coaches to ensure fidelity of implementation.
- The district has agreed to provide focused support to Pine Castle while implementing the shifts in MTSS.

Plan to Monitor Progress Toward G2. 8

Common assessment data and individual student data will be used to monitor progress toward meeting the goal.

Person Responsible

Elizabeth Theis

Schedule

Every 3 Weeks, from 9/2/2015 to 5/31/2017

Evidence of Completion

Data reports, including end of unit assessment and individual student monitoring will be analyzed to determine whether adjustment is needed or adequate progress is being made toward the goal.

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. Student achievement will improve as a result of teachers using collaborative lesson planning to focus on standards-based instruction and the Instructional Framework. (Division Priority: Accelerate Student Performance) **1**

 G084510

G1.B1 Teachers are developing their expertise in collaborative lesson planning, incorporating daily learning targets, daily formative assessment and elements of Marzano's Instructional Framework to ensure instruction is at the level of required rigor of the standard(s). **2**

 B224534

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**

 S236975

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 and during classroom instruction.

Person Responsible

Elizabeth Theis

Schedule

Weekly, from 7/20/2016 to 5/26/2017

Evidence of Completion

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

Action Step 2 **5**

Focused coaching will be provided for teachers who demonstrate identified needs.

Person Responsible

Elizabeth Theis

Schedule

Biweekly, from 7/20/2016 to 5/26/2017

Evidence of Completion

Lesson plans, unit planning forms, PLC forms

Action Step 3 5

Professional development will be focused on developing standards based lessons, monitoring, and assessments.

Person Responsible

Mari Callaway

Schedule

Biweekly, from 7/20/2016 to 5/26/2017

Evidence of Completion

iObservation reports from informal observations, formal observations and coaching observations will be used to determine efficacy.

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

The leadership team will discuss progress in lesson planning and the results identified in coaching observations, informal observations, and formal observations.

Person Responsible

Robin Matthes

Schedule

Every 3 Weeks, from 9/7/2016 to 5/26/2017

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

Elizabeth Theis

Schedule

Every 3 Weeks, from 7/20/2016 to 5/26/2017

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 improvements in instruction and monitoring in MTSS Tiers 1, 2, and 3, along with becoming more consistent with the district's plan of implementation of the MTSS process. (Division Priority: Narrow achievement gaps for socio-economic and racial subgroups) 1

G084511

G2.B2 There are many misconceptions about the implementation of Tiers 1, 2, and 3. 2

B224538

G2.B2.S1 A newly designed MTSS plan, that addresses the misconceptions and advances the critical components, will be developed and implemented. 4

S236981

Strategy Rationale

Recent changes and misconceptions necessitate the change in the plan.

Action Step 1 5

The MTSS Coach will participate in PD that ensures consistency within the school.

Person Responsible

Elizabeth Theis

Schedule

Monthly, from 8/19/2016 to 5/10/2017

Evidence of Completion

An action plan will be developed for the school.

Action Step 2 5

The MTSS will provide guidance and PD for the teachers during dedicated MTSS times.

Person Responsible

Elizabeth Theis

Schedule

Biweekly, from 9/6/2016 to 5/31/2017

Evidence of Completion

The PD overview will serve as evidence that the activity was completed.

Action Step 3 5

Interventions will be used to support students with deficits in reading and to support students who need additional enrichment experiences to increase above grade level proficiency.

Person Responsible

Elizabeth Theis

Schedule

Daily, from 9/7/2016 to 5/31/2017

Evidence of Completion

Student progress will be monitored closely, following the end of unit assessments.

Action Step 4 5

School-wide, grade level and student level data will be collected and analyzed.

Person Responsible

Elizabeth Theis

Schedule

Every 3 Weeks, from 9/14/2016 to 5/31/2017

Evidence of Completion

Data sources will be uploaded to sharepoint and analyzed together with the teachers.

Action Step 5 5

Coaching observations will be conducted and feedback regarding instruction will be provided to all teachers to ensure the interventions are being implemented and monitored adequately.

Person Responsible

Kathleen Ramsey

Schedule

Weekly, from 9/20/2016 to 4/28/2017

Evidence of Completion

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

Data will be collected and analyzed to determine the fidelity of implementation.

Person Responsible

Elizabeth Theis

Schedule

Every 3 Weeks, from 9/14/2016 to 5/31/2017

Evidence of Completion

Spreadsheets of school wide, grade level and class level data, and individual student data will be collected and used to monitor the implementation.

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

Data will be used to determine whether the strategy is implemented effectively.

Person Responsible

Elizabeth Theis


Schedule

Every 6 Weeks, from 10/19/2016 to 5/31/2017

Evidence of Completion

School-wide, grade level, class wide and student levels of data will be collected and used to monitor whether the strategy is implemented with effectiveness. Adjustments to the plan will be made, as the data indicates the need.

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.A5 A306053	Coaching observations will be conducted and feedback regarding instruction will be provided to all...	Ramsey, Kathleen	9/20/2016		4/28/2017 weekly
 G2.B2.S1.A1 A306049	The MTSS Coach will participate in PD that ensures consistency within the school.	Theis, Elizabeth	8/19/2016	An action plan will be developed for the school.	5/10/2017 monthly
 G1.B1.S2.MA1 M312139	The leadership team will monitor lesson plans and will check to see if coaches' suggestions and...	Theis, Elizabeth	7/20/2016	Lesson plans, iObservation reports, coaches' logs, PLC forms, student achievement data, formative assessment results	5/26/2017 every-3-weeks
 G1.B1.S2.MA1 M312140	The leadership team will discuss progress in lesson planning and the results identified in coaching...	Matthes, Robin	9/7/2016	Leadership team meeting agendas and minutes, coaches' logs, lesson plans, iObservation reports, observation schedule	5/26/2017 every-3-weeks
 G1.B1.S2.A1 A306037	On-going coaching and feedback will be provided to teachers during the collaborative lesson...	Theis, Elizabeth	7/20/2016	Lesson plans, iObservation reports, PLC forms, student achievement data	5/26/2017 weekly
 G1.B1.S2.A2 A306038	Focused coaching will be provided for teachers who demonstrate identified needs.	Theis, Elizabeth	7/20/2016	Lesson plans, unit planning forms, PLC forms	5/26/2017 biweekly
 G1.B1.S2.A3 A306039	Professional development will be focused on developing standards based lessons, monitoring, and...	Callaway, Mari	7/20/2016	iObservation reports from informal observations, formal observations and coaching observations will be used to determine efficacy.	5/26/2017 biweekly
 G1.MA1 M312143	Leadership team will triangulate data from multiple sources to determine improvements in...	Theis, Elizabeth	8/26/2015	Lesson plans, iObservation reports, i-Ready data reports, and common assessment results will be used to monitor progress toward meeting the goal of using collaborative lesson planning effectively.	5/31/2017 weekly
 G2.MA1 M312150	Common assessment data and individual student data will be used to monitor progress toward meeting...	Theis, Elizabeth	9/2/2015	Data reports, including end of unit assessment and individual student monitoring will be analyzed to determine whether adjustment is needed or adequate progress is being made toward the goal.	5/31/2017 every-3-weeks
 G2.B2.S1.MA1 M312148	Data will be used to determine whether the strategy is implemented effectively.	Theis, Elizabeth	10/19/2016	School-wide, grade level, class wide and student levels of data will be collected and used to monitor whether the strategy is implemented with effectiveness. Adjustments to the plan will be made, as the data indicates the need.	5/31/2017 every-6-weeks
 G2.B2.S1.MA1 M312149	Data will be collected and analyzed to determine the fidelity of implementation.	Theis, Elizabeth	9/14/2016	Spreadsheets of school wide, grade level and class level data, and individual student data will be collected and used to monitor the implementation.	5/31/2017 every-3-weeks
 G2.B2.S1.A2 A306050	The MTSS will provide guidance and PD for the teachers during dedicated MTSS times.	Theis, Elizabeth	9/6/2016	The PD overview will serve as evidence that the activity was completed.	5/31/2017 biweekly
 G2.B2.S1.A3 A306051	Interventions will be used to support students with deficits in reading and to support students who...	Theis, Elizabeth	9/7/2016	Student progress will be monitored closely, following the end of unit assessments.	5/31/2017 daily
 G2.B2.S1.A4 A306052	School-wide, grade level and student level data will be collected and analyzed.	Theis, Elizabeth	9/14/2016	Data sources will be uploaded to sharepoint and analyzed together with the teachers.	5/31/2017 every-3-weeks

V. Professional Development Opportunities

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

G1. Student achievement will improve as a result of teachers using collaborative lesson planning to focus on standards-based instruction and the Instructional Framework. (Division Priority: Accelerate Student Performance)

G1.B1 Teachers are developing their expertise in collaborative lesson planning, incorporating daily learning targets, daily formative assessment and elements of Marzano's Instructional Framework to ensure instruction is at the level of required rigor of the standard(s).

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

PD Opportunity 1

Professional development will be focused on developing standards based lessons, monitoring, and assessments.

Facilitator

Mari Gaymer-Callaway

Participants

All teachers

Schedule

Biweekly, from 7/20/2016 to 5/26/2017

G2. Student achievement will increase as a result of improvements in instruction and monitoring in MTSS Tiers 1, 2, and 3, along with becoming more consistent with the district's plan of implementation of the MTSS process. (Division Priority: Narrow achievement gaps for socio-economic and racial subgroups)

G2.B2 There are many misconceptions about the implementation of Tiers 1, 2, and 3.

G2.B2.S1 A newly designed MTSS plan, that addresses the misconceptions and advances the critical components, will be developed and implemented.

PD Opportunity 1

The MTSS Coach will participate in PD that ensures consistency within the school.

Facilitator

District administrator and coaches

Participants

MTSS Coach

Schedule

Monthly, from 8/19/2016 to 5/10/2017

PD Opportunity 2

The MTSS will provide guidance and PD for the teachers during dedicated MTSS times.

Facilitator

Theis, Ramsey, Gaymer-Callaway, Cintron, Tarantola

Participants

All teachers

Schedule

Biweekly, from 9/6/2016 to 5/31/2017

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.S2.A1	On-going coaching and feedback will be provided to teachers during the collaborative lesson planning process and during classroom instruction.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0411 - Pine Castle Elementary			\$0.00
			<i>Notes: See item number 3</i>			
2	G1.B1.S2.A2	Focused coaching will be provided for teachers who demonstrate identified needs.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0411 - Pine Castle Elementary			\$0.00
			<i>Notes: Teachers' salaries imbedded</i>			
3	G1.B1.S2.A3	Professional development will be focused on developing standards based lessons, monitoring, and assessments.				\$0.00
4	G2.B2.S1.A1	The MTSS Coach will participate in PD that ensures consistency within the school.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	1141	100-Salaries	0411 - Pine Castle Elementary			\$0.00
			<i>Notes: 3 hour training X hourly rate</i>			
5	G2.B2.S1.A2	The MTSS will provide guidance and PD for the teachers during dedicated MTSS times.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	1141	100-Salaries	0411 - Pine Castle Elementary	General Fund		\$0.00
			<i>Notes: Hourly rate X 19 teachers X 12 (every three weeks)</i>			
6	G2.B2.S1.A3	Interventions will be used to support students with deficits in reading and to support students who need additional enrichment experiences to increase above grade level proficiency.				\$11,222.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	1141	100-Salaries	0411 - Pine Castle Elementary			\$11,222.00
			<i>Notes: iReady supplementary materials (\$11,222)</i>			

Orange - 0411 - Pine Castle Elementary - 2016-17 SIP
Pine Castle Elementary

7	G2.B2.S1.A4	School-wide, grade level and student level data will be collected and analyzed.				\$9,931.68
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	1141	100-Salaries	0411 - Pine Castle Elementary	General Fund		\$9,931.68
			<i>Notes: Weekly data meetings X 40 minutes X 19 teachers X hourly rate (\$9931.68)</i>			
8	G2.B2.S1.A5	Coaching observations will be conducted and feedback regarding instruction will be provided to all teachers to ensure the interventions are being implemented and monitored adequately.				\$0.00
					Total:	\$21,153.68