

Pinewood Elementary School



2016-17 Schoolwide Improvement Plan

Pinewood Elementary School

1400 GILBERT ST, Eagle Lake, FL 33839

<http://schools.polk-fl.net/pes>

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	60%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	C*	C	C

**Informational Baseline School Grade*

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

School Board Approval

This plan is pending approval by the Polk 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 Pinewood Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	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.

Pinewood Elementary is a safe, nurturing environment. We are responsible for our own learning and teaching others. We have high expectations, minds that think, hands that work, and hearts that love.

b. Provide the school's vision statement.

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

2. School Environment

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

The Advanced survey was used to gain valuable information from staff, students, parents and stakeholders. The information collected from the survey was shared with the School Advisory Council. To converse with parents and build relationships throughout the year, a student agenda is used daily, phone calls are made by teachers and face to face parent conferences are held. A minimum of two face-to-face conferences are held with each student's parent/guardian and many teachers make home visits. Both of these forms of communication help teachers gain insight into the child's family life. The school social worker is on campus at least once a week conversing with administrators and the guidance counselor regarding students of concern. Home visits are made by the social worker to provide parents assistance with these concerns. Additionally, a parent news letter is sent home every quarter, the Remind 100 app is utilized, a school website is maintained and school-wide messages are sent home by using School Messenger.

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

School-wide expectations are communicated and posted throughout campus. All staff members diligently model respectful behavior and kindness. A Positive Behavior Support program is used school-wide and CHAMPS is currently being implemented. Bullying lessons are taught during the first two weeks of school and students are taught what bullying is and how to report bullying. The school is diligent in assuring that adult supervision is present at all times in all student locations. Children feel safe reporting any infractions to the nearest adult. The Precious Not Prickly program is also used on campus.

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.

During the week prior to students returning to school, all school personnel are trained in the school wide PBS program. This system provides for student ownership of clear behavioral expectations. Parents are aware of this system as they receive a daily report of the child's behavior via the agenda. Behavioral expectations are posted throughout the school and are referenced periodically through the

morning TV show to keep these expectations before them. The school's behavioral program includes expectation forms for classroom use, which always involve the parent, and office referrals for severe infraction.

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.

The school guidance counselor is a major source of providing social and emotional needs for students and families through many means. Homeless families are served through the HEARTH program; the school's contact with outside agencies provides much needed gifts and supplies for low socioeconomic students; the school initiates partnerships with community civic organizations to provide school supplies, uniforms, and medical services for Pinewood students. The guidance counselor, school psychologists, and social worker assists in meets students' social and emotional needs as they arise throughout the year. A grief counseling program is offered two times throughout the year for students who are in need of this service. A forth grade teachers leads the Dragon Club which is designed for students who have experienced the loss of a family member.

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 terminal operator will meet with the school social worker on a weekly basis to review attendance reports students and discuss students who are in danger of having attendance problems, being overage for their grade level, and/or generating suspension days. This data will be reviewed at leadership team meetings and during conference with parents. Action plans for students will be developed for behavior and attendance.

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	2	3	3	6	4	2	0	0	0	0	0	0	0	20
One or more suspensions	0	2	4	2	2	5	0	0	0	0	0	0	0	15
Course failure in ELA or Math	8	5	5	20	1	0	0	0	0	0	0	0	0	39
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Over age Students	0	0	0	1	2	0	0	0	0	0	0	0	0	3

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	2	1	3	4	0	0	0	0	0	0	0	10

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

Attendance officer at the school works closely with the social worker to monitor students with poor attendance records. They meet the first week of each month to review attendance records and set up meeting with parents to develop attendance action plans to help with parents with needs for these students.

Students who have a D or F on their report card in ELA or Math are monitored through a Progress Monitoring Plan which involves the student, teacher, and parents.

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/306289>.

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.

Pinewood Elementary School has been the recipient of the Florida Five Star school award and was once again awarded this title for 2015-2016 school year. Each year the school solicits meaningful, effective partnerships with area community groups. These civic clubs, churches, organizations, and individuals provide much needed care for students throughout the year. Many of these groups provide food for the Books and Bites program that allows students to choose food items from the pantry on Fridays to take home for weekend consumption. This program also helps Pinewood students increase their reading skills through providing a complimentary book for them as well as much-needed food for their families for the weekend. Pinewood students are very proud of their contribution to their families in this unique way.

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
Garcia, Mary	School Counselor
Stewart, Celeste	Assistant Principal
Starling, Meghan	Instructional Coach
Campbell, April	Principal
Cella, Camaran	Instructional Coach
Hayes, Magen	Other

b. Duties

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

Principal: The Principal provides a common vision for the use of data-based decision –making, models the Problem Solving Process; supervises the development of a strong infrastructure for implementation of MTSS; ensures that the school-based team is implementing MTSS; conducts assessment of MTSS skills of school staff; ensures implementation of intervention support and documentation; ensures and participates in adequate professional learning to support MTSS implementation; develops a culture of expectation with the school staff for the implementation of MTSS schoolwide; ensures resources are assigned to those areas in most need; and communicates with parents regarding school-based MTSS plans and activities.

Assistant Principal: Assists Principal, in providing a common vision for the use of data-based decision-making, assists in the development of a strong infrastructure of resources for the implementation of MTSS, further assists the principal in the assessment of MTSS skills, implementation of intervention support and documentation, professional learning, and communication with parents concerning MTSS plans and activities.

Reading Instructional Coach: Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk,” assists in the design and implementation for progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

School Counselor: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical evaluation; assists in facilitation data-based decision making activities. Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. Communicates with child-serving community agencies to support the students’ academic, emotional, behavioral, and social success.

Instructional Math Coach: Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk,” assists in the design and implementation for progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development; and provides support for

assessment and implementation monitoring.

Title One Interventionist: Analyzes student data to identify students of concern, develops and implements small group lesson plans and activities to bridge standard-based gaps and increase student academic achievement. Supports classroom teacher in both pull in and pull out reading intervention strategies. Implements Title I Plan including coordinating parental involvement activities with the school and the regional family involvement centers, develops the Parental Involvement Plan (PIP) and documents activities of the Title I plan for audit purposes.

Media Specialist: Encourages student enthusiasm for the learning process and for the development of foundational reading skills. Assists in the selection of books and other instructional materials related to literacy. Evaluates accomplishments of students on a regular basis using multiple assessment methods. Works cooperatively with teachers and parents to provide services related to reading and literacy.

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 MTSS Leadership Team will focus meetings on how to improve school/teacher effectiveness and student achievement using the Problem Solving Model.

The MTSS Leadership Team will meet at least once per month (or more frequently as needed) to engage in the following activities:

- o Review school-wide, grade level, and teacher data to problem solve needed interventions on a systemic level and identify students meeting/exceeding benchmarks as well as those at moderate or high risk for not meeting benchmarks. This will be done at least three times per year or more frequently if new data is available.
- o Help referring teachers design feasible strategies and interventions for struggling students by collaborating regularly, problem solving, sharing effective practices, evaluating implementation, assist in making decisions for school, teacher, student improvement.
- o Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.
- o Focus on improving student achievement outcomes with evidence based interventions implemented with fidelity and frequent progress monitoring.
- o Intervention teams also foster a sense of collegiality and mutual support among educators, promote the use of evidence-based interventions, and support teachers in carrying out intervention plans

Title I, Part A

Title I, Part A funds school-wide services to Pinewood Elementary. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. Title I, Part A support provides after school and summer instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for the parents.

Title I, Part C - Migrant

Migrant students enrolled in Pinewood Elementary will be assisted by the school and by the District Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates, assigned with high percentages of migrant students, monitor the progress of these high need students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students

and their families for the MEP. They provide support to both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.

Title I, Part D

Title I, Part D provides Transitions Facilitators to assist students with transition from Department of Juvenile Justice facilities back into their zoned school. The Transition Facilitators communicate with the Guidance Counselors at schools to facilitate the transfer of records and appropriate placement.

Title II

Professional development resources are available to Title I schools through Title II funds. In addition, School Technology Services provide technical support, technology training, licenses for software programs and web based access via Title II-D funds. Funds available to Pinewood Elementary are used to purchase Professional development through the avenue of PD360.

Title III

Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for school staff.

Title X - Homeless

The Hearth Program, funded through Title X, provides support for identified homeless students. Title I provides support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the MEP funded through Title I, Part C.

Violence Prevention Programs

Title IV provides violence and drug prevention programs in schools in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, gang awareness, etc.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
April Campbell	Principal
Celeste Stewart	Principal
Tyechia Johnson (Chair)	Business/Community
Rodney Chauncey	Business/Community
Terry Shouppe	Parent
Namita Jaitly	Education Support Employee
Michael Rodriguez	Teacher
Marion Alvarez	Teacher
Jeff Skipper	Business/Community
Kenya Herrington	Parent
Sonia Martinez	Parent
Chelette Thelusmar	Parent
Patricia Harrison	Teacher
	Student

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

At the September 2016 meeting, the School Advisory Council will review the 2015-2016 SIP. Administration will present and discuss the seven components of the school grade, explaining where points were earned and the percentage of points needed for each letter grade.

b. Development of this school improvement plan

At the September 2016 meeting, the administration will present the 16-17 goals and the rationale for each goal. The strategies to reach the school goals will be discussed, questions will be answered, and feedback will be elicited.

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

During the March 2016 SAC meeting, members discussed the needs of the school based on teacher surveys, administrators' suggestions, and concerns expressed by parents due to the poor condition of many of the media center books. Motions were made and accepted on how to allocate funds.

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

Funds were allocated based on the motions made and approved by the SAC.

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
Garcia, Mary	School Counselor
Campbell, April	Principal
Starling, Meghan	Instructional Coach
Stewart, Celeste	Assistant Principal

b. Duties

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

1. Monitoring results of on going progress monitoring
2. Determining and monitoring the individual needs of students in the bottom 25% in both reading and math
3. Determining and monitoring the individual needs of students in targeted sub-groups.
4. Provide weekly updates to ensure rigor in the classrooms.

5. Accelerated Reader....
6. Bridge Book Program...

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.

Each grade level has a designated leader who works with the group to provide information from the literacy team and help with curriculum concerns. The instructional coaches provide modeling, training, and assistance as needed. They provide weekly meetings to update the instructional staff on district and state initiatives. All teachers are provided with daily common planning blocks. The administration hosts special events throughout the year that brings the staff together in an effort to maintain a nonthreatening family atmosphere.

Each year the administration establishes and promotes a school-wide theme to promote positive working relationships among staff.

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

1. Prior to the start of the school year new staff members are given the opportunity to visit the campus to familiarize themselves with the school and make them feel comfortable before the remaining staff members arrive on campus. The principal and assistant principal are responsible for ensuring this occurs.
2. Each year the Sunshine Committee partners each new teacher with a veteran teacher on staff. For the first week the veteran teacher leaves anonymous notes of encouragement and treats in the teacher's box. At the end of the week the veteran teacher reveals herself to the new teacher at a planned afternoon event. The goal of this program is to provide each new staff member with a connection with one other person (not on their grade level team).

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

Each grade level team leader provides support for teachers who are new to the field of education or the school. Instructional coaches meet with new teachers on a regular basis to ensure all aspects of the curriculum and planning are fully understood.

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.

Pinewood Elementary instructional staff follows the district set curriculum maps and uses state and district adopted textbooks and materials. All teachers are provided a binder that includes all language arts and math Florida standards. Teachers build their weekly instructional lessons using these standards. Parents receive a copy of these standards at parent workshops in the fall.

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 paramount at Pinewood Elementary. Teachers use this valuable data to determine the needs of the students and what areas of instruction needs to be addressed. Teachers track individual students data based on each standard. If a student is not progressing through regular classroom instruction as expected then the teacher refers the student to the MTSS problem-solving team who analyzes the data and provides an intervention plan based on that students needs. This team meets monthly to stay abreast of student needs and monitor progress. All teachers use their most current data to differentiate instruction within their classrooms.

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:

This after-school program will provide differentiated reading instruction for students in grades K-5. Students will use research based strategies to improve their reading stamina and comprehension.

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Campbell, April, april.campbell@polk-fl.net

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

FAIR data (3-5) and STAR Reading reports are used to determine if students are making gains throughout the year and CELLA is used at the end of the year to determine if the student's proficiency in English has improved from the beginning of the year.

Strategy: After School Program

Minutes added to school year: 2,250

Students waiting for their bus have an extra 30 minutes of Language Arts instruction using the Mob Max program with certified teachers overseeing their progress

Strategy Rationale

Students are available to sharpen their skills during this 30 minute time block each day and the Literacy Team decided to use the time in this manner using SAI funding.

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

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

Students are evaluated daily on the progress they make in this after school tutoring program

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.

1. Kindergarten Round-up: a designated week in April for parents to complete registration packets and get a tour of the school campus. One night during that week will be open for parents to come in with their students to meet the teachers, tour the classrooms, and get important information to help their children make a smooth transition into Kindergarten.

.

2. Contact area church leaders and preschools to assist with the promotion of Kindergarten Round-up.

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.

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

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

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.

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.

Math data continues to be below the reading data. Implementation of 5E math lessons began in 15-16.

Third grade math and reading scores were at or above the district and state average.

Reading , math, and science scores dropped significantly, with science having the greatest decrease.

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.

Small group instruction did not take place with consistency.

Center activities lacked rigor.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Teachers will engage students using meaningful and effective instructional strategies aligned to reading standards during small group reading instruction in order to increase student achievement.
- G2.** Teachers will use meaningful and effective instructional strategies to build math fact fluency and small group standards-based instruction to increase student achievement.
- G3.** The entire school staff will organize and manage a supportive environment for optimal learning. The staff will build strong relationships with families and communities to support the learning environment.

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. Teachers will engage students using meaningful and effective instructional strategies aligned to reading standards during small group reading instruction in order to increase student achievement. 1a

G085072

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	55.0
ELA/Reading Gains	60.0
ELA/Reading Lowest 25% Gains	50.0

Targeted Barriers to Achieving the Goal 3

- center implementation lacks rigor and alignment to standards
- implementation of small group instruction is inconsistent

Resources Available to Help Reduce or Eliminate the Barriers 2

- Reading Coach
- Reading Interventionist
- Accelerated Reader
- FCRR

Plan to Monitor Progress Toward G1. 8

School and district on going assessments

Person Responsible

April Campbell

Schedule

Every 6 Weeks, from 8/22/2016 to 6/2/2017

Evidence of Completion

student data from each classroom teacher

G2. Teachers will use meaningful and effective instructional strategies to build math fact fluency and small group standards-based instruction to increase student achievement. 1a

G085073

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	55.0
Math Gains	60.0
Math Lowest 25% Gains	50.0

Targeted Barriers to Achieving the Goal 3

- center implementation lacks rigor and alignment to standards
- implementation of small group instruction is inconsistent

Resources Available to Help Reduce or Eliminate the Barriers 2

- Math Coach
- Math Movers
- Learning Maps
- Polk County Math resource site
- CPALMS
- Georgia tasks
- Engage NY
- 5E instructional model
- regional math coach
- district curriculum specialist

Plan to Monitor Progress Toward G2. 8

School and district on going assessments

Person Responsible

April Campbell

Schedule

Every 6 Weeks, from 8/22/2016 to 6/2/2017

Evidence of Completion

student data from each classroom teacher

G3. The entire school staff will organize and manage a supportive environment for optimal learning. The staff will build strong relationships with families and communities to support the learning environment. 1a

G085074

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	350.0

Targeted Barriers to Achieving the Goal 3

- students lack of social skills

Resources Available to Help Reduce or Eliminate the Barriers 2

- CHAMPS
- Precious Not Prickly Program
- School-wide PBS Program

Plan to Monitor Progress Toward G3. 8

Discipline data will be collected in Genesis and reviewed monthly by the leadership team.

Person Responsible

Celeste Stewart

Schedule

Monthly, from 9/2/2016 to 5/26/2017

Evidence of Completion

The number of incidents recorded in Genesis will decrease at the end of the year by %.

Plan to Monitor Progress Toward G3. 8

The number of students attending the PBS celebrations will be monitored and reviewed by the leadership team.

Person Responsible

Celeste Stewart

Schedule

Every 6 Weeks, from 9/14/2016 to 5/26/2017

Evidence of Completion

The number of individual students earning the marks needed to attend celebrations from each class will be 90% or higher.

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

 = Problem Solving Step  S123456 = Quick Key

G1. Teachers will engage students using meaningful and effective instructional strategies aligned to reading standards during small group reading instruction in order to increase student achievement. 1

G085072

G1.B2 center implementation lacks rigor and alignment to standards 2

B226294

G1.B2.S1 Provide a common time for teachers to plan grade appropriate standards based center activities. 4

S238723

Strategy Rationale

Center activities lack rigor and alignment to standards.

Action Step 1 5

Administration will build a master schedule that enables grade levels to have a 50 minute common planning time twice a week

Person Responsible

Celeste Stewart

Schedule

On 6/2/2017

Evidence of Completion

master schedule document

Action Step 2 5

Designate specific days for grade levels to plan standards based center activities with school and district based ELA coaches.

Person Responsible

Meghan Starling

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

sign in sheets, lesson plans

Action Step 3 5

Teachers collaboratively plan standards based center activities each week with the ELA coach.

Person Responsible

Meghan Starling

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

lesson plans, observations

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

Administrators will attend collaborative planning sessions

Person Responsible

April Campbell

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

sign in sheets

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

Administrators will observe implementation of center activities that were developed in collaborative planning sessions.

Person Responsible

April Campbell

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

journey entries

G1.B3 implementation of small group instruction is inconsistent **2**

 B226295

G1.B3.S1 A detailed minute-by-minute breakdown of the ELA block will be developed by the leadership team. The block will include whole group instruction, small group instruction and MTSS **4**

 S238724

Strategy Rationale

Teachers need guidance in the use of the 120 minutes to ensure that all components of reading take place during the allotted time.

Action Step 1 **5**

The leadership team will develop a detailed timeframe for the reading block which will include blocks for whole group instruction, small group instruction, and MTSS

Person Responsible

Meghan Starling

Schedule

On 6/2/2017

Evidence of Completion

Time frame schedule

Action Step 2 **5**

Time frame will be utilized during weekly planning sessions to ensure small group instruction is consistent.

Person Responsible

Meghan Starling

Schedule

Weekly, from 8/23/2016 to 6/2/2017

Evidence of Completion

small group instruction lesson plans

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

Administrator participation in planning sessions

Person Responsible

April Campbell

Schedule

Biweekly, from 8/23/2016 to 6/2/2017

Evidence of Completion

Sign in sheets for grade level meetings

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

Observations will be done consistently by administrators

Person Responsible

April Campbell

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Journey data

G1.B3.S2 Teachers will plan for small group instruction during their collaborative planning time. 4

 S238725

Strategy Rationale

Students need remediation in standards that have not been mastered.

Action Step 1 5

Using ELA standards, teachers will plan rigorous small group activities.

Person Responsible

Meghan Starling

Schedule

Biweekly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Small group lesson plans

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Administrators will participate in weekly collaborative planning sessions.

Person Responsible

April Campbell

Schedule

Biweekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

sign in sheets

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Administrators will observe teachers in small group instruction

Person Responsible

April Campbell

Schedule

Biweekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Journey data

G2. Teachers will use meaningful and effective instructional strategies to build math fact fluency and small group standards-based instruction to increase student achievement. 1

G085073

G2.B3 center implementation lacks rigor and alignment to standards 2

B226298

G2.B3.S1 Provide common time for teachers to plan appropriate standards based center activities with math coach. 4

S238726

Strategy Rationale

Centers lack rigor and standard alignment.

Action Step 1 5

Administration will build a master schedule that enables grade levels to have a 50 minute common planning time twice a week

Person Responsible

Celeste Stewart

Schedule

Biweekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

master schedule document

Action Step 2 5

Designate specific days for grade levels to plan standards based center activities with district and school-based math coaches.

Person Responsible

Camaran Cella

Schedule

Biweekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

sign in sheets, lesson plans

Action Step 3 5

Teachers collaboratively plan standards based center activities each week with math coach.

Person Responsible

Camaran Cella

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

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

Administrators will attend collaborative planning sessions

Person Responsible

Celeste Stewart

Schedule

Biweekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

sign in sheets

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

Administrators will observe implementation of center activities that were developed in collaborative planning sessions

Person Responsible

Celeste Stewart

Schedule

Weekly, from 8/22/2016 to 6/2/2017


Evidence of Completion

journey entries

G2.B4 implementation of small group instruction is inconsistent **2**

 B226299

G2.B4.S1 A detailed minute-by-minute breakdown of the math block will be developed by the math coach and grade level teams during planning. The block will include 30 minutes of small group center instruction and 5 minutes of fact fluency practice. **4**

 S238727

Strategy Rationale

Teachers need guidance in the use of the 90 minute math block to ensure that all components of math take place during the allotted time.

Action Step 1 **5**

The leadership team will develop a detailed time frame for the math block which will include whole group instruction, small group instruction, and MTSS.

Person Responsible

Camaran Cella

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Time frame schedule

Action Step 2 **5**

Timeframe schedule will be utilized during weekly planning sessions to ensure small group instruction is consistent

Person Responsible

Camaran Cella

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

small group instruction lesson plans

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Administrator participation in planning sessions

Person Responsible

Celeste Stewart

Schedule

Biweekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

sign in sheets for grade level meetings

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Administrators will conduct walkthroughs to monitor for effective implementation of small group instruction.

Person Responsible

Celeste Stewart


Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

journey entries

G2.B4.S2 Teachers will plan for small group instruction with district and school-based math coaches during their collaborative planning time. 4

 S238728

Strategy Rationale

Students need remediation in standards not mastered.

Action Step 1 5

Using math standards, teachers will plan rigorous, small group activities.

Person Responsible

Camaran Cella

Schedule

Biweekly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Small group lesson plans

Plan to Monitor Fidelity of Implementation of G2.B4.S2 6

Administrators will participate in weekly collaborative planning sessions.

Person Responsible

April Campbell

Schedule

Biweekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Sign in sheets

Plan to Monitor Effectiveness of Implementation of G2.B4.S2 7

Administrators will observe teachers in small group instruction.

Person Responsible

April Campbell

Schedule

Biweekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Journey data

Plan to Monitor Effectiveness of Implementation of G2.B4.S2 7

Small group lesson plans will be reviewed.

Person Responsible

Celeste Stewart

Schedule

Weekly, from 8/29/2016 to 6/2/2017

Evidence of Completion

small group lesson plans

G3. The entire school staff will organize and manage a supportive environment for optimal learning. The staff will build strong relationships with families and communities to support the learning environment. 1

G085074

G3.B1 students lack of social skills 2

B226300

G3.B1.S1 Implementation of school-wide PBS system, Precious Not Prickly, and CHAMPS. 4

S238729

Strategy Rationale

A common language and consistency is needed throughout the campus.

Action Step 1 5

Revise and update school-wide PBS plan.

Person Responsible

Mary Garcia

Schedule

On 7/12/2016

Evidence of Completion

PBS plan

Action Step 2 5

Introduce CHAMPS program

Person Responsible

April Campbell

Schedule

Every 6 Weeks, from 8/8/2016 to 6/2/2017

Evidence of Completion

sign in sheets, CHAMPS charts displayed, CHAMPS language used throughout campus

Action Step 3 **5**

Implement Precious Not Prickly lessons

Person Responsible

Mary Garcia

Schedule

Weekly, from 10/3/2016 to 11/18/2016

Evidence of Completion

Lesson plans, Precious Not Prickly plans being used throughout campus

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

CHAMPS charts consistently referenced in classrooms, kindness tickets and gratitude journals used consistently, colors marked in the agenda daily, Fun Cards maintained accurately.

Person Responsible

Celeste Stewart

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

number of students in attendance at PBS celebrations, kindness tickets, student agendas

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

Administrators will conduct Journey walkthroughs

Person Responsible

April Campbell

Schedule

Weekly, from 8/15/2016 to 6/2/2017















Evidence of Completion

Journey data in Domain 3

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					
G3.B1.S1.A1 A309145	Revise and update school-wide PBS plan.	Garcia, Mary	7/12/2016	PBS plan	7/12/2016 one-time
G3.B1.S1.A3 A309147	Implement Precious Not Prickly lessons	Garcia, Mary	10/3/2016	Lesson plans, Precious Not Prickly plans being used throughout campus	11/18/2016 weekly
G3.MA1 M315950	Discipline data will be collected in Genesis and reviewed monthly by the leadership team.	Stewart, Celeste	9/2/2016	The number of incidents recorded in Genesis will decrease at the end of the year by %.	5/26/2017 monthly
G3.MA2 M315951	The number of students attending the PBS celebrations will be monitored and reviewed by the...	Stewart, Celeste	9/14/2016	The number of individual students earning the marks needed to attend celebrations from each class will be 90% or higher.	5/26/2017 every-6-weeks
G1.MA1 M315939	School and district on going assessments	Campbell, April	8/22/2016	student data from each classroom teacher	6/2/2017 every-6-weeks
G2.MA1 M315947	School and district on going assessments	Campbell, April	8/22/2016	student data from each classroom teacher	6/2/2017 every-6-weeks
G1.B2.S1.MA1 M315933	Administrators will observe implementation of center activities that were developed in...	Campbell, April	8/22/2016	journey entries	6/2/2017 weekly
G1.B2.S1.MA1 M315934	Administrators will attend collaborative planning sessions	Campbell, April	8/22/2016	sign in sheets	6/2/2017 weekly
G1.B2.S1.A1 A309133	Administration will build a master schedule that enables grade levels to have a 50 minute common...	Stewart, Celeste	8/15/2016	master schedule document	6/2/2017 one-time
G1.B2.S1.A2 A309134	Designate specific days for grade levels to plan standards based center activities with school and...	Starling, Meghan	8/22/2016	sign in sheets, lesson plans	6/2/2017 weekly
G1.B2.S1.A3 A309135	Teachers collaboratively plan standards based center activities each week with the ELA coach.	Starling, Meghan	8/22/2016	lesson plans, observations	6/2/2017 weekly
G1.B3.S1.MA1 M315935	Observations will be done consistently by administrators	Campbell, April	8/22/2016	Journey data	6/2/2017 weekly
G1.B3.S1.MA1 M315936	Administrator participation in planning sessions	Campbell, April	8/23/2016	Sign in sheets for grade level meetings	6/2/2017 biweekly
G1.B3.S1.A1 A309136	The leadership team will develop a detailed timeframe for the reading block which will include...	Starling, Meghan	8/22/2016	Time frame schedule	6/2/2017 one-time
G1.B3.S1.A2 A309137	Time frame will be utilized during weekly planning sessions to ensure small group instruction is...	Starling, Meghan	8/23/2016	small group instruction lesson plans	6/2/2017 weekly
G2.B3.S1.MA1 M315940	Administrators will observe implementation of center activities that were developed in...	Stewart, Celeste	8/22/2016	journey entries	6/2/2017 weekly
G2.B3.S1.MA1 M315941	Administrators will attend collaborative planning sessions	Stewart, Celeste	8/22/2016	sign in sheets	6/2/2017 biweekly
G2.B3.S1.A1 A309139	Administration will build a master schedule that enables grade levels to have a 50 minute common...	Stewart, Celeste	8/22/2016	master schedule document	6/2/2017 biweekly
G2.B3.S1.A2 A309140	Designate specific days for grade levels to plan standards based center activities with district...	Cella, Camaran	8/22/2016	sign in sheets, lesson plans	6/2/2017 biweekly

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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
G2.B3.S1.A3  A309141	Teachers collaboratively plan standards based center activities each week with math coach.	Cella, Camaran	8/22/2016		6/2/2017 weekly
G2.B4.S1.MA1  M315942	Administrators will conduct walkthroughs to monitor for effective implementation of small group...	Stewart, Celeste	8/22/2016	journey entries	6/2/2017 weekly
G2.B4.S1.MA1  M315943	Administrator participation in planning sessions	Stewart, Celeste	8/22/2016	sign in sheets for grade level meetings	6/2/2017 biweekly
G2.B4.S1.A1  A309142	The leadership team will develop a detailed time frame for the math block which will include whole...	Cella, Camaran	8/15/2016	Time frame schedule	6/2/2017 weekly
G2.B4.S1.A2  A309143	Timeframe schedule will be utilized during weekly planning sessions to ensure small group...	Cella, Camaran	8/22/2016	small group instruction lesson plans	6/2/2017 weekly
G3.B1.S1.MA1  M315948	Administrators will conduct Journey walkthroughs	Campbell, April	8/15/2016	Journey data in Domain 3	6/2/2017 weekly
G3.B1.S1.MA1  M315949	CHAMPS charts consistently referenced in classrooms, kindness tickets and gratitude journals used...	Stewart, Celeste	8/15/2016	number of students in attendance at PBS celebrations, kindness tickets, student agendas	6/2/2017 daily
G3.B1.S1.A2  A309146	Introduce CHAMPS program	Campbell, April	8/8/2016	sign in sheets, CHAMPS charts displayed, CHAMPS language used throughout campus	6/2/2017 every-6-weeks
G1.B3.S2.MA1  M315937	Administrators will observe teachers in small group instruction	Campbell, April	8/22/2016	Journey data	6/2/2017 biweekly
G1.B3.S2.MA1  M315938	Administrators will participate in weekly collaborative planning sessions.	Campbell, April	8/22/2016	sign in sheets	6/2/2017 biweekly
G1.B3.S2.A1  A309138	Using ELA standards, teachers will plan rigorous small group activities.	Starling, Meghan	8/29/2016	Small group lesson plans	6/2/2017 biweekly
G2.B4.S2.MA1  M315944	Administrators will observe teachers in small group instruction.	Campbell, April	8/22/2016	Journey data	6/2/2017 biweekly
G2.B4.S2.MA3  M315945	Small group lesson plans will be reviewed.	Stewart, Celeste	8/29/2016	small group lesson plans	6/2/2017 weekly
G2.B4.S2.MA1  M315946	Administrators will participate in weekly collaborative planning sessions.	Campbell, April	8/22/2016	Sign in sheets	6/2/2017 biweekly
G2.B4.S2.A1  A309144	Using math standards, teachers will plan rigorous, small group activities.	Cella, Camaran	8/29/2016	Small group lesson plans	6/2/2017 biweekly

V. Professional Development Opportunities

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

G1. Teachers will engage students using meaningful and effective instructional strategies aligned to reading standards during small group reading instruction in order to increase student achievement.

G1.B2 center implementation lacks rigor and alignment to standards

G1.B2.S1 Provide a common time for teachers to plan grade appropriate standards based center activities.

PD Opportunity 1

Designate specific days for grade levels to plan standards based center activities with school and district based ELA coaches.

Facilitator

Meghan Starling and Loraine Thompson

Participants

All ELA teachers

Schedule

Weekly, from 8/22/2016 to 6/2/2017

G2. Teachers will use meaningful and effective instructional strategies to build math fact fluency and small group standards-based instruction to increase student achievement.

G2.B3 center implementation lacks rigor and alignment to standards

G2.B3.S1 Provide common time for teachers to plan appropriate standards based center activities with math coach.

PD Opportunity 1

Designate specific days for grade levels to plan standards based center activities with district and school-based math coaches.

Facilitator

Bobbi Jo Smith and Robin Hummel

Participants

All math teachers

Schedule

Biweekly, from 8/22/2016 to 6/2/2017

PD Opportunity 2

Teachers collaboratively plan standards based center activities each week with math coach.

Facilitator

Bobbi Jo Smith

Participants

All math teachers

Schedule

Weekly, from 8/22/2016 to 6/2/2017

G3. The entire school staff will organize and manage a supportive environment for optimal learning. The staff will build strong relationships with families and communities to support the learning environment.

G3.B1 students lack of social skills

G3.B1.S1 Implementation of school-wide PBS system, Precious Not Prickly, and CHAMPS.

PD Opportunity 1

Revise and update school-wide PBS plan.

Facilitator

Celeste Stewart

Participants

All staff members

Schedule

On 7/12/2016

PD Opportunity 2

Introduce CHAMPS program

Facilitator

April Campbell

Participants

all staff

Schedule

Every 6 Weeks, from 8/8/2016 to 6/2/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B2.S1.A1	Administration will build a master schedule that enables grade levels to have a 50 minute common planning time twice a week				\$0.00
2	G1.B2.S1.A2	Designate specific days for grade levels to plan standards based center activities with school and district based ELA coaches.				\$1,800.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	140-Substitute Teachers	1731 - Pinewood Elementary School	Title I, Part A		\$1,800.00
3	G1.B2.S1.A3	Teachers collaboratively plan standards based center activities each week with the ELA coach.				\$64,148.88
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	130-Other Certified Instructional Personnel	1731 - Pinewood Elementary School	Title I, Part A		\$64,148.88
4	G1.B3.S1.A1	The leadership team will develop a detailed timeframe for the reading block which will include blocks for whole group instruction, small group instruction, and MTSS				\$0.00
5	G1.B3.S1.A2	Time frame will be utilized during weekly planning sessions to ensure small group instruction is consistent.				\$0.00
6	G1.B3.S2.A1	Using ELA standards, teachers will plan rigorous small group activities.				\$0.00
7	G2.B3.S1.A1	Administration will build a master schedule that enables grade levels to have a 50 minute common planning time twice a week				\$0.00
8	G2.B3.S1.A2	Designate specific days for grade levels to plan standards based center activities with district and school-based math coaches.				\$1,800.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	140-Substitute Teachers	1731 - Pinewood Elementary School	Title I, Part A		\$1,800.00
9	G2.B3.S1.A3	Teachers collaboratively plan standards based center activities each week with math coach.				\$59,747.72
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	130-Other Certified Instructional Personnel	1731 - Pinewood Elementary School	Title I, Part A		\$59,747.72
10	G2.B4.S1.A1	The leadership team will develop a detailed time frame for the math block which will include whole group instruction, small group instruction, and MTSS.				\$0.00

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11	G2.B4.S1.A2	Timeframe schedule will be utilized during weekly planning sessions to ensure small group instruction is consistent	\$0.00
12	G2.B4.S2.A1	Using math standards, teachers will plan rigorous, small group activities.	\$0.00
13	G3.B1.S1.A1	Revise and update school-wide PBS plan.	\$0.00
14	G3.B1.S1.A2	Introduce CHAMPS program	\$0.00
15	G3.B1.S1.A3	Implement Precious Not Prickly lessons	\$0.00
Total:			\$127,496.60