

Pine View School

1 PYTHON PATH, Osprey, FL 34229

www.sarasotacountyschools.net/pineview

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)
Combination School 2-12	No	15%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Special Education	No	30%

School Grades History

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

**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 Sarasota 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 View School

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

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Pine View School is to provide a qualitatively different learning environment that nurtures a passion for intellectual curiosity, that encourages risk-taking, independence and innovation, and that is committed to a tradition of academic excellence and social responsibility.

b. Provide the school's vision statement.

N/A

2. School Environment

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

Orientation Programs
Peer leadership activities
WEB Program (Where Everyone Belongs)
Diversity Club
High School Mentors and Middle School Mentors
Parent programs - Open House/ Parent Coffee/ Book Study/Parent Socials
Humanities evening programs
Celebration of Exceptional Student Education (ESE) Week
Hispanic Heritage Month
Black History Month
Holocaust
Sensitivity Task Force

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

Prevention programs such as anti-bullying forums, personal safety programs which includes internet safety, harassment laws and education as well as forums to address stress management are held during the school day. Programs are also facilitated by our School Resource officer which include DARE and classroom instruction regarding safety and the law. Pine View employs additional campus security aides to ensure the safety of all students and staff on our open campus. Students are encouraged to be active bystanders as well as write witness statements if any bully behavior has taken place. Additionally, the elementary school program has a safety patrol program with duties throughout the playground as well as before and after school.

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 View facilitates Functional Behavior Assessment (FBA) and develops Behavior Improvement Plans (BIP), Positive Behavior Support (PBS) and uphold the academic honesty policy which includes a contract signed by all of our students. Additionally, teachers participate in classroom management workshops and begin the year with clear expectations that are signed by parents and students.

Classroom rules are discussed and posted in all classrooms. Additionally, the use of Restorative Circles to resolve conflicts among students and their peers.

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.

In order to meet the needs of our gifted population, book studies and trainings are offered to parents and staff. The Pine View Foundation provided funding for a special speaker series. Pine View has an accessible social worker and school psychologist on staff. Pine View provides the opportunity for older students to mentor younger students. Additionally, Pine View uses outside agencies and resources to work with students who have experienced a loss, students who need mental health services, and students of lower socio-economic status which includes Take Stock in Children recipients. The guidance counselors provide small and large group counseling opportunities for students in need. Additionally, students of concern are discussed at School-Wide Support Team (SWST) meetings which are held twice a month or as needed.

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.

- Attendance below 90%, regardless if the absence is excused or the result of an out-of-school suspension
- One or more suspensions, whether in school or out-of-school
- Course failure in English Language Arts or Mathematics
- A Level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics

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	3	4	7	7	15	9	12	22	23	47	119	268
One or more suspensions	0	0	1	0	0	3	0	1	2	2	0	3	1	13
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Deferred Expulsion	0	0	0	0	0	0	0	0	0	0	0	1	0	1

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

N/A

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?

No

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Pine View's parental involvement targets include both classroom and school events. At the classroom level, parental involvement includes assistance such as "Sunshine Math" and "Picture Person." At the school level, parents attend orientation nights (Open House), participate in Pine View PRIDE, and various other school-wide events.

Pine View Association

School Advisory Council

PineViews publication

Elementary and Secondary newspapers

Parent Education Programs

Pine View Foundation

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.

The following organizations support parent and community initiatives and communication:

School Advisory Council

Parent Coffees

Parent/ Teacher / Student Conferences

Pine View Fair

Pinnacle

Peramathon

Volunteer & Partnership Program

Character Education Program - Where each class focuses on giving to a cause in the community

United Way

Food Bank food drives

Veteran's Day Celebration - Adopt a veteran.

Habitat for Humanity House

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
Covert, Stephen	Principal
Nzeza, Jennifer	Assistant Principal
Fair, Sue	Assistant Principal
Rini, Alison	Assistant Principal
Dorn, Brian	Assistant Principal

b. Duties

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

The expectations of the administrative team is to be instructional leaders and assist in the overall implementation of best practices through Pine View's targeted initiatives.

Grade 2-5 - Alison Rini, Elementary Assistant Principal; Kate McManus, Elementary School Counselor

Grade 6/7 - Sue Fair, Assistant Principal; Lori Sandburg, School Counselor

Grade 8/9 - Brian Dorn, Assistant Principal, Paula Lindsey, School Counselor

Grade 10-12 - Jennifer Nzeza, Assistant Principal, Lynn Halcomb, School Counselor

All Grades - Tim Gissal-School Psychologist; Diane Andrew-Occupational Therapist; Eileen Cabrera-Speech-Language Clinician; Linda Lyons- ESE Liaison; Kim Ellis-ESE Liaison, Kristin McCombie-Test Coordinator, Ashley Emmett-Social Worker

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 meets to formally collaborate as a School Wide Support Team (SWST) either once per week (elementary) or twice monthly (middle/high). Guidance counselors set the agenda for SWST meetings. Summative and formative assessment data is examined to identify school, class, or individual student needs relative to attendance, behavior, and/or academics. Discussions also focus on the implementation of interventions and progress monitoring. If necessary, students of concern are brought up to Children At Risk in Education (CARE). The MTSS Leadership Team provides pertinent data related to attendance, behavior and academics.

Pine View administrators and the MTSS Team assist teachers in the MTSS process. Assistant Principals and Guidance Counselors facilitate the discussion of students of concern, beginning interventions, and monitoring intervention fidelity. Our Differentiated Instruction team will continue to model methods for increasing differentiation in the classroom this school year. Differentiating instruction is an essential component of MTSS' three-tiered model of interventions.

The district provides support and funding for a separate Gifted Magnet Program at Pine View. We use our AP and Title II funding to support our overall school curriculum as well as professional learning opportunities for staff and faculty. Pine View Association and Pine View Foundation as well as district funds support technology initiatives and curriculum projects. Pine View Association also provides the needed funding to allow Pine View to purchase additional staffing.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Stephen Covert	Principal
Carole McLaughlin	Education Support Employee
Jake Hartvigsen	Parent
Ray Murphy	Parent
Paula Ippolito	Parent
Karen Kuskin	Parent
Mary McCarrick	Parent
Renee Ryckman	Parent
Pamela Gavette	Parent
John Koda	Parent
Mike Sanders	Business/Community
Valerik Roumi	Student
Geri Chaffee	Parent
James Froelich	Teacher
Linda Harradine	Parent
Janice Worthington	Parent
Zachary Bright	Student
Nicole Uthuppan	Student
Alla Lazareva	Teacher
Kemper Bernstein	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

The School Improvement Plan was distributed to SAC members at the October 10, 2016 meeting. Input from members was given.

b. Development of this school improvement plan

During the course of the year, SAC reviewed the School Improvement Plan and had the opportunity to make any recommendations that the SAC members felt necessary. The direction of SAC was in support of SIP.

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

Matters of the budget as pertaining to SAC were not specifically addressed, as there were no issues that individual members brought to the attention of SAC

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

School Improvement Funds are projected to be used for the following purposes:

1. Compensate teacher leaders for time planning/creating, facilitating, or presenting Professional Development activities. Examples include: Common Core, Literacy Team, or Differentiated Instruction Team planning days; building/developing/presenting Literacy Team Modules online or "Snack and Strats"; building/developing/presenting Differentiated Instruction Team "Make and Takes"; and Common Core Committee building/developing/presenting Professional Day Disciplinary Literacy professional development. - \$1,000
2. Purchase professional resources related to/needed in creating professional development activities listed above; book studies, etc. - \$2,500
3. Family STEAM Night - \$5,000
4. 5k Run - \$1,000
5. Mental Health Assemblies and guest speakers relating to gifted children and Sensitivity Awareness - \$5,000
6. Accountable Talk Posters - \$500
7. Naviance - \$5,000
8. Faculty Book Studies - \$2,500
9. On-Hold and phone services related to communications and wake-up service - \$3,000
10. Accountable Talk Posters - \$500.00

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
Nzeza, Jennifer	Assistant Principal
Chapman, Paige	Teacher, K-12
Bennett, Melissa	Teacher, K-12
Francis, Jack	Teacher, PreK
McCombie, Kristin	Instructional Coach
Melton, Robin	Teacher, K-12
Wiley, Lori	Teacher, K-12
Quinn, Kyla	Teacher, K-12
Rienhoff, Charlie	Teacher, K-12
Barber, Peggy	Teacher, K-12
Condiotte, Maureen	Teacher, K-12
Johnson, Tonya	Teacher, K-12
White, Stephanie	Teacher, K-12
Vest, Kelly	Teacher, K-12
Yero, Tanya	Teacher, K-12
Rini, Alison	Assistant Principal
Fair, Sue	Assistant Principal

b. Duties

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

The LLT works in conjunction with the DI (Differentiated Instruction) Group to provide professional development which aligns with the Florida Standards and engages all stakeholders through literacy and differentiated strategies that support instructional frameworks for all learners.

1. Continue to create, and generate more participation in, a series of professional development segments through Blackboard, Faculty Meetings, and PLCs.
2. Model literacy strategies in classrooms for teachers to observe practice in action.
3. Expand parent awareness of reading strategies and data literacy through Pine Views and the Pine View website.
4. Incorporate writing across the content areas as a major focus this year.

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.

- Professional Learning Communities (PLCs)
- Faculty Meetings
- Master Schedule created to allow for common planning time.
- Climate Committee Activities

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

- SCIP (Sarasota County Induction Program) Mentors for beginning teachers - SCIP mentors and lead mentor
- Develop leadership capacity through instructional coaching and professional development - Principal and Assistant Principals
- Provide professional development opportunities - Literacy Team, Differentiated Instruction Team, and Common Core Committee
- Revamp focus of Professional Learning Communities - Department Chairs, Team Leaders, and Classroom Teachers
- Hire highly-qualified teachers - Principal and Assistant Principals

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

Pine View will use SCIP (Sarasota County Induction Program) Mentors for beginning teachers. These mentors meet with their "mentee" to review Sarasota County requirements related to first and second year teaching. Topics covered include:

- Lesson Planning
- Open House
- Classroom Management
- PRIDE Rubric and all Domains
- Professional Development
- Creating a culture for Learning
- Differentiation for Special Populations
- Special populations
- Collaboration
- Culture

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 View School ensures its core instructional program and materials are aligned to Florida's standards by facilitating time for grade level teachers to collaborate and align curriculum with the Florida Standards. Summer curriculum workshops provide time to reflect on best practices, the Scope and Sequence of grade level curriculum standards and revision of materials for each new school year. Training workshops are held after school for team leaders and department chairs to learn strategies for "unpacking" the standards to disseminate to their team teachers. Regularly scheduled Professional Learning Community (PLC) meetings for academic content teachers as well as grade level teams provide time to address the standards for each of the instructional content areas. Teachers are proactive in their use of instructional workshops, professional organizations, conferences, current literature and Florida's Department of Education websites to adapt their instruction to ensure all students are effectively taught the Florida Curriculum standards in their classroom. The incorporation of the following instructional programs: Spring Board, iReady, and Go Math!

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.

- Professional Development provided on campus to prepare teachers for assessment and rigor of curriculum
- ongoing training in the use of Depth of Knowledge (DOK) and Accountable Talk
- Departments meet to plan vertical alignment of the curriculum
- Reviewed formative and summative assessments that are teacher developed
- Differentiate instruction for highly gifted students
- Provide graphic organizers as scaffolding for lower-achieving students
- Offer diverse levels of texts for literature circles or for assigned outside reading
- Offer off-site (Institute) training for Advanced Placement teachers, as well as on-going job embedded training on-site.
- Unpacking Florida State Assessment (FSA) standards
- Standards-based Instructional design
- Explicit academic vocabulary instruction
- Accountable Talk activities

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:

Due to the nature of the school - a district-wide choice school for gifted students - an extended day is not supported at our school. Pine View teachers provide assistance to students during the school day where needed and also offer over 100 after-school Club choices, which provide enrichment for interested students.

Strategy Rationale

Pine View's unique schedule allows for students to receive additional enrichment and acceleration of the curriculum with teachers during 30 minutes of their 1 hour lunch period. Students also have the option to participate in academic clubs that support the enrichment of our core academic classes, such as: Chemistry Club, Robotics, Literature Club, etc.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

McCombie, Kristin, kristin.mccombie@sarasotacountyschools.net

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

Teachers maintain records of students they provide additional enrichment activities to throughout the school year.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

Pine View has a unique population of students in that we service grades 2-12. When students leave Pine View, an exit packet is completed by the parent. A conversation with the receiving school is done as needed depending on any existing concerns deemed informational to the receiving school. The following is a list of programs and interventions that support the transition from one school level to another:

Elementary:

- Summer Math Camp: Students receive support in math skills and concepts to prepare for the next year.
- Summer Curriculum: Teachers send home beginning of the year expectations and summer assignments to students can prepare to meet the incoming standards for the following grade.
- Meet the Teacher: Communication lines between home and school can be established.
- Open House: Teachers present to the families the course expectations, methods, and philosophy of different subject areas.

Middle School:

- Summer Math Camp: Students receive support in math skills and concepts to prepare for the next year.
- Summer Curriculum: Students are assigned summer work in order to prepare to meet the incoming standards for the following year.
- W.E.B. (Where Everyone Belongs) Student Organization provides activities to welcome new students
- Writing Camp: Students receive support in writing skills to prepare for the next year.
- Open House: Teachers present the families the course expectations, methods, and philosophy of different subject areas.

High School:

- Peer Mentoring
- Open House: Teachers present the families the course expectations, methods, and philosophy of different subject areas.
- Grade Level Class Meetings

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.

Lance Bergman serves as a College & Career advisor for the 12th grade

Grade-level Guidance Counselors organize:

Small group sessions for career planning in grades 8-9

Large and small group Guidance meetings for career exploration and planning (Grade 9)

Small group sessions which combine academic and career planning in grade 10;

Individual sessions with grades 11-12

College Visits throughout the year 11-12

Use of Naviance Succeed Career and College Exploration software (Grades 9-12)

Guided and independent use of college website resources

College and Career Resource Website www.pvscollegecounseling.com

Externship program where seniors are matched and placed in professional/business settings as interns

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

Pine View offers a specialized course for 12th grade students, Senior Externship Experience. This course is a blended 1-credit course designed to prepare students for college and career comprised of weekly classroom and web-based meetings, and completion of 140 Externship hours in a professional setting of the student's choosing. The course is designed to represent the expectations that will be placed upon students in college, careers, and beyond while providing students the opportunity to engage in self-directed career exploration. The classroom experience is primarily focused on the transition process from high school to post-secondary and career environments.

The CTE offerings at Pine View consist of TV Production/Digital Media levels 1-IV and four levels of Applied Robotics courses: Foundations of Robotics; Robotics Design Essentials; Robotic Systems; and Robotic Applications Capstone. Students may earn industry certification in Adobe Certified Video Communication with Adobe Premiere Pro.

Elementary students learn the nuances of profitably owning and running a business through their annual field trip to Biztown and are introduced to career opportunities through the Pine View Career Fairs aimed at Students in grades 2-12.

Pine View Foundation sponsors outside speakers from local and national venues to support the curricular offerings geared toward College and Career Readiness and Character Education topics.

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

Pine View offers a Science, Technology, Engineering, and Mathematics (STEM) Club for grades 2-12, a Robotics Club and Competition Team, and a Microsoft Career courses for Career and Technical Education. Pine View is in the process of implementing a four course sequence of Engineering courses for grades 9-12 which includes an opportunity for an externship experience.

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.

Students can take a variety of college preparation courses such as Advanced Placement Courses and Dual Enrollment. SAT and ACT test prep workshops are offered throughout the year for grades 9-11.

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Improve the climate of the school by taking steps to help students feel accepted and valued and celebrate diversity.
- G2.** Increase the use of writing strategies within the content areas.
- G3.** Increase the use of Accountable Talk strategies campus-wide.
- G4.** 100% of Pine View students are college ready upon graduation from high school.
- G5.** Increase attendance rate and decrease tardy rates in grades 6-12.
- G6.** Math: Maintain or demonstrate a two-percentage point increase in the percent proficient across Levels 3,4,5 on the Florida Standard Assessments and/or End of Course Exams.
- G7.** Reading: Maintain or demonstrate a two-percentage point increase for students scoring at Levels 3, 4, or 5 where 95% or more students are currently demonstrating proficiency in reading.
- G8.** Civics: Demonstrate at least a two-percentage point increase in the percent proficient.
- G9.** Science: Demonstrate a minimum four-percentage point increase for all student subgroups when less than 80% are currently demonstrating proficiency across Levels 3,4,5 and/or End of Course Exams or a two-percentage point increase in the percent proficient across Levels 3, 4, 5 above 80%.

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. Improve the climate of the school by taking steps to help students feel accepted and valued and celebrate diversity. 1a

G085604

Targets Supported 1b

Indicator	Annual Target
School Climate Survey - Student	100.0

Targeted Barriers to Achieving the Goal 3

- Lack of diverse resources; lack of empathy; misinformation and misunderstanding.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Diverse reading materials; pre-developed writing or discussion prompts to open-up dialogue and provide ideas for writing.

Plan to Monitor Progress Toward G1. 8

Feedback from students and teachers

Person Responsible

Jennifer Nzeza

Schedule

On 6/1/2017

Evidence of Completion

Increased of positive results from student climate survey.

G2. Increase the use of writing strategies within the content areas. 1a

G085605

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	100.0

Targeted Barriers to Achieving the Goal 3

- Teacher proficiency and comfort level with incorporating strategies; available training in the content area writing strategies

Resources Available to Help Reduce or Eliminate the Barriers 2

- On-site training by content-area peers and the LLT

Plan to Monitor Progress Toward G2. 8

District Writing Simulation Data

Person Responsible

Kristin McCombie

Schedule

On 1/31/2017

Evidence of Completion

Increased scores on FSA Writing strand

G3. Increase the use of Accountable Talk strategies campus-wide. 1a

G085606

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	100.0
FSA Mathematics Achievement	100.0

Targeted Barriers to Achieving the Goal 3

- Possible reluctance to release responsibility.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Accountable talk posters.
- Team leader and department chair training.
- PLC discussion.

Plan to Monitor Progress Toward G3. 8

Use of accountable talk in classrooms by students

Person Responsible

Stephen Covert

Schedule

Weekly, from 8/22/2016 to 6/1/2017

Evidence of Completion

Observe students participating in more student-centered accountable talk discussions and less teacher lead discussions.

G4. 100% of Pine View students are college ready upon graduation from high school. 1a

G085607

Targets Supported 1b

Indicator	Annual Target
Postsecondary Enrollments	100.0

Targeted Barriers to Achieving the Goal 3

- College and Career Planning
- Adjustments in instruction needed to meet increased rigor.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Rigorous course work.
- Multiple opportunities to enroll in advanced course work.
- College and Career Counseling
- Naviance

Plan to Monitor Progress Toward G4. 8

Student and teacher feedback on programs supporting college and career readiness.

Person Responsible

Jennifer Nzeza

Schedule

Semiannually, from 8/22/2016 to 6/1/2017

Evidence of Completion

Graduation rate 2016-2017

G5. Increase attendance rate and decrease tardy rates in grades 6-12. 1a

G085608

Targets Supported 1b

Indicator	Annual Target
Attendance rate	98.0
Attendance Below 90%	247.0

Targeted Barriers to Achieving the Goal 3

- Lack of a unified system between teachers and attendance secretary.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Attendance data from SIS.
- Early Morning Wake-up Club

Plan to Monitor Progress Toward G5. 8

Attendance Secretary will monitor attendance more closely with feedback from teachers.

Person Responsible

Maureen Borden

Schedule

Daily, from 8/22/2016 to 6/1/2017

Evidence of Completion

By quarter, increased anytime attendance in grades 6-12, and decreased tardy rates.

G6. Math: Maintain or demonstrate a two-percentage point increase in the percent proficient across Levels 3,4,5 on the Florida Standard Assessments and/or End of Course Exams. 1a

G085609

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	100.0
Algebra I EOC Pass Rate	100.0
Geometry EOC Pass Rate	100.0
Algebra II EOC Pass Rate	100.0

Targeted Barriers to Achieving the Goal 3

- Teachers continuing to align the curriculum map to Florida State Standards and finding resources to meet the needs of the more rigorous standards.
- Varied levels of proficiency/use of Differentiated Instructional strategies in classrooms.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Elementary - Small group assistance with volunteer weekly at 3rd grade
- Elementary, Middle, High - Differentiated Instruction Training with the Differentiated Instruction Team.
- DOK Training and Webinars
- PD for new Test Specifications
- STEM Smart Classrooms of Tomorrow

Plan to Monitor Progress Toward G6. 8

Data reports including state, district and teacher-created common assessments, chapter tests, running records, portfolios, I-Ready, and/or EOC assessments; small group sessions.

Person Responsible

Kristin McCombie

Schedule

Monthly, from 9/30/2016 to 6/1/2017

Evidence of Completion

Increased proficiency on state and district math assessments; Increased scores on chapter or teacher-made assessments

G7. Reading: Maintain or demonstrate a two-percentage point increase for students scoring at Levels 3, 4, or 5 where 95% or more students are currently demonstrating proficiency in reading. 1a

G085610

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	100.0

Targeted Barriers to Achieving the Goal 3

- Collection of and timely access to formative (benchmark) assessment data; Timely analysis of data; Ability to use the data to drive instruction.
- Attendance in differentiated professional development opportunities including: Book Studies, "Snacks and Strats," and "Make and Takes."

Resources Available to Help Reduce or Eliminate the Barriers 2

- Literacy Team, Common Core Committee, and Differentiated Instruction Team materials: presentations on professional days, professional development modules online, Book Studies, "Snacks and Strats," and "Make and Takes." Each of these provide teaching and learning strategies to increase teacher effectiveness and target specific reading skills needed for content mastery. For example: accessing challenging texts across subject areas; active learning, accountable talk, academic vocabulary, 3Q3R, RAFT, Text-dependent and higher-order questioning, and more.
- Elementary - Reading Wonders and I-Ready for individualizing instruction in reading at the elementary level.
- Differentiated Instruction Training Team
- DOK Training and Webinars
- PD with new Test Configurations
- Springboard Training for Grades 5-11
- Middle-- iReady for individualized reading interventions

Plan to Monitor Progress Toward G7. 8

Benchmark assessments, EOC and FSA data, I-Ready, classroom formative and summative assessment data

Person Responsible

Kristin McCombie

Schedule

Monthly, from 8/22/2016 to 6/1/2017

Evidence of Completion

Increased scores on FSA Reading

G8. Civics: Demonstrate at least a two-percentage point increase in the percent proficient. 1a

G085611

Targets Supported 1b

Indicator	Annual Target
Civics EOC Pass	100.0

Targeted Barriers to Achieving the Goal 3

- Receiving timely access to formative (benchmark) assessment given by the district; Timely analysis of data; Ability to use the data to drive instruction

Resources Available to Help Reduce or Eliminate the Barriers 2

- Test Specifications
- Instructional Focus Guide

Plan to Monitor Progress Toward G8. 8

Classroom formative and summative assessment data and district Benchmark assessments

Person Responsible

Kristin McCombie

Schedule

Monthly, from 8/22/2016 to 6/1/2017

Evidence of Completion

Performance on Benchmark Assessments & EOC

G9. Science: Demonstrate a minimum four-percentage point increase for all student subgroups when less than 80% are currently demonstrating proficiency across Levels 3,4,5 and/or End of Course Exams or a two-percentage point increase in the percent proficient across Levels 3, 4, 5 above 80%. 1a

G085612

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	98.0
Bio I EOC Pass	99.0

Targeted Barriers to Achieving the Goal 3

- Varied use of differentiated instruction strategies and accountable talk in classrooms.

Resources Available to Help Reduce or Eliminate the Barriers 2

- PD with new Test Configurations
- DOK Training and Webinars
- STEM Smart Classroom of Tomorrows
- Test Specifications for Biology and IFG for Middle School Science

Plan to Monitor Progress Toward G9. 8

Classroom formative and summative assessment data and Benchmark Assessment Data

Person Responsible

Kristin McCombie

Schedule

Monthly, from 8/22/2016 to 6/1/2017

Evidence of Completion


Performance on FCAT Science and District EOC

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. Improve the climate of the school by taking steps to help students feel accepted and valued and celebrate diversity. **1**

 G085604

G1.B1 Lack of diverse resources; lack of empathy; misinformation and misunderstanding. **2**

 B227502

G1.B1.S1 Offering diverse literature and writing assignments to students. **4**

 S240058

Strategy Rationale

To provide more opportunities to celebrate and discuss diversity in the classroom and on campus.

Action Step 1 **5**

Sensitivity Task Force Meetings

Person Responsible

Jennifer Nzeza

Schedule

Monthly, from 8/22/2016 to 6/1/2017

Evidence of Completion

Meeting agenda and minutes

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

Sensitivity Task Force Collaborative Planning

Person Responsible

Jennifer Nzeza

Schedule

Quarterly, from 8/22/2016 to 6/1/2017

Evidence of Completion

Development of writing prompts and novels selections that teachers can use in their classrooms.

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

Classroom Observations by administrators

Person Responsible

Stephen Covert

Schedule

Quarterly, from 8/22/2016 to 6/1/2017

Evidence of Completion

Data observed during classrooms observations of diverse lessons and assignments.


G2. Increase the use of writing strategies within the content areas. 1

 G085605

G2.B1 Teacher proficiency and comfort level with incorporating strategies; available training in the content area writing strategies 2

 B227503

G2.B1.S1 Continuous training across grade levels and content areas addressing writing and vertical alignment strategies 4

 S240059

Strategy Rationale

Training allows for discussion, planning, and sharing of ideas in regards to teaching writing at various levels and content areas.

Action Step 1 5

Training in Content Area Writing Strategies

Person Responsible

Jennifer Nzeza

Schedule

Quarterly, from 8/22/2016 to 6/1/2017

Evidence of Completion

Writing simulation scores

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

Participation in Writing Trainings

Person Responsible

Jennifer Nzeza

Schedule

Quarterly, from 8/22/2016 to 6/1/2017

Evidence of Completion

Use of writing strategies in the classroom addressing the needs of Pine View.

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

Classroom Observations by administrators

Person Responsible

Stephen Covert

Schedule

On 6/1/2017

Evidence of Completion

Data observed during classroom observations of writing strategies use within content areas.

G3. Increase the use of Accountable Talk strategies campus-wide. 1

G085606

G3.B3 Possible reluctance to release responsibility. 2

B227506

G3.B3.S1 Teachers are participating in book studies and professional development focusing on the Gradual Release of Responsibility model and how they can incorporate Accountable Talk in their classrooms. 4

S240060

Strategy Rationale

Book studies allow teachers more knowledge about the gradual release of responsibility.

Action Step 1 5

Book studies on Gradual Release of Responsibility and Accountable Talk

Person Responsible

Kristin McCombie

Schedule

Quarterly, from 10/24/2016 to 3/31/2017

Evidence of Completion

Teacher leaders lead book studies with fellow colleagues to continue to educate and support each other using the Gradual Release of Responsibility model within their classrooms to release students to accountable talk.

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

Participation by teachers in various book studies.

Person Responsible

Kristin McCombie

Schedule

Quarterly, from 10/24/2016 to 3/31/2017

Evidence of Completion

Increased participation by teachers.

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

Classroom observations by administrators.

Person Responsible

Stephen Covert

Schedule

Quarterly, from 8/22/2016 to 6/1/2017

Evidence of Completion

Data observed during classroom observations of gradual release of responsibility and accountable talk.

G4. 100% of Pine View students are college ready upon graduation from high school. 1

G085607

G4.B1 College and Career Planning 2

B227507

G4.B1.S1 Provide students with more opportunities for college and career readiness. 4

S240061

Strategy Rationale

Action Step 1 5

High school students receive preparation for college and career readiness.

Person Responsible

Lance Bergman

Schedule

Semiannually, from 8/22/2016 to 6/1/2017

Evidence of Completion

Graduate rate 100%

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

12th Grade students meet with College and Career Counselor at least once a semester to review plan.

Person Responsible

Lance Bergman

Schedule

Semiannually, from 8/22/2016 to 6/1/2017

Evidence of Completion

Information provided on Naviance.

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

Students participate in Externship program exploring possible career opportunities post high school.

Person Responsible

Lori Wiley

Schedule

Weekly, from 8/22/2016 to 6/1/2017

Evidence of Completion

Attendance in program and feedback from employers.

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

Students participate in AP program to enhance preparation for college.

Person Responsible

Jennifer Nzeza

Schedule

Daily, from 8/22/2016 to 6/1/2017

Evidence of Completion

AP test results provide information on student readiness for collegiate coursework and guide teacher instructional strategies to continue preparing students for college.

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

Monitor the use and effectiveness of Naviance in the college preparatory and selection process.

Person Responsible

Lance Bergman

Schedule

Weekly, from 8/22/2016 to 6/1/2017

Evidence of Completion

Student use of Naviance to apply to colleges and prepare for entrance exams.

G4.B3 Adjustments in instruction needed to meet increased rigor. 2

B227509

G4.B3.S1 AP teachers meet monthly to discuss curriculum and data. 4

S240062

Strategy Rationale

Action Step 1 5

AP teachers discuss curriculum and analyze data to increase and balance rigor among courses to best prepare students for college courses.

Person Responsible

Kelley Krejnik

Schedule

Monthly, from 8/22/2016 to 6/1/2017

Evidence of Completion

AP PLC meeting minutes.

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

AP teachers share data analysis for their respective courses.

Person Responsible

Kelley Krejnik

Schedule

Annually, from 8/22/2016 to 5/1/2017

Evidence of Completion

AP scores are maintained and/or increased.

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

Formative and Summative Assessment Data

Person Responsible

Jennifer Nzeza

Schedule

On 6/1/2017

Evidence of Completion

Performance on Mock AP exams and AP Exams

G5. Increase attendance rate and decrease tardy rates in grades 6-12. 1

G085608

G5.B1 Lack of a unified system between teachers and attendance secretary. 2

B227510

G5.B1.S1 Form an attendance committee consisting of administration, teachers, and attendance secretary. 4

S240063

Strategy Rationale

Action Step 1 5

Attendance secretary provides attendance data daily for teachers to review.

Person Responsible

Maureen Borden

Schedule

Daily, from 8/22/2016 to 6/1/2017

Evidence of Completion

Teachers will have access to and utilize the daily report of student absences.

Action Step 2 5

Administration will address consistency in consequences during AP PLC.

Person Responsible

Jennifer Nzeza

Schedule

Quarterly, from 8/22/2016 to 6/1/2017

Evidence of Completion

Administrative PLC meeting log notes.

Action Step 3 5

Increased involvement by guidance counselors at all levels.

Person Responsible

Lynn Halcomb

Schedule

Quarterly, from 8/22/2016 to 6/1/2017

Evidence of Completion

Parent and/or student contact information regarding tardies and unexcused absences.

Action Step 4 5

Students with chronic tardies or absences will be part of the Wake Up Club.

Person Responsible

Maureen Borden

Schedule

Daily, from 9/30/2016 to 6/1/2017

Evidence of Completion

List of students participating in the Wake Up Club.

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

Administration will create uniform consequences for tardies and absences.

Person Responsible

Jennifer Nzeza

Schedule

Monthly, from 8/22/2016 to 6/1/2017

Evidence of Completion

Review of SIP and agenda from meetings.

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

Review attendance data monthly to look for trends.

Person Responsible

Maureen Borden


Schedule

Monthly, from 8/22/2016 to 6/1/2017

Evidence of Completion

attendance reports

G5.B1.S2 Determine necessary system in communicating with families of students that present the early warning signs of attendance issues outside required communication of attendance. 4

 S240064

Strategy Rationale

Action Step 1 5

Attendance secretary will track students who missed more than 2 days of school in the first 20 days of school.

Person Responsible

Maureen Borden

Schedule

Daily, from 9/30/2016 to 6/1/2017

Evidence of Completion

Daily attendance records. SPUD Report.

Plan to Monitor Fidelity of Implementation of G5.B1.S2 6

Guidance counselors will communicate with families of students' who exhibit early warning signs of attendance issues as reported by the attendance secretary.

Person Responsible

Lynn Halcomb

Schedule

Weekly, from 8/22/2016 to 6/1/2017

Evidence of Completion

Attendance records.

Plan to Monitor Effectiveness of Implementation of G5.B1.S2 7

Assistant Principals will review attendance data monthly to look for trends.

Person Responsible

Jennifer Nzeza

Schedule

Monthly, from 9/30/2016 to 6/1/2017

Evidence of Completion

Attendance records. Records of communication already occurring by guidance.

G6. Math: Maintain or demonstrate a two-percentage point increase in the percent proficient across Levels 3,4,5 on the Florida Standard Assessments and/or End of Course Exams. 1

G085609

G6.B1 Teachers continuing to align the curriculum map to Florida State Standards and finding resources to meet the needs of the more rigorous standards. 2

B227513

G6.B1.S1 Strategic discussions during department meeting time, PLCs, or Team Meetings to discuss how to ensure alignment and sharing of strategies. 4

S240065

Strategy Rationale

Action Step 1 5

Data and DOK discussions

Person Responsible

David Nezelek

Schedule

Monthly, from 8/22/2016 to 6/1/2017

Evidence of Completion

PLC agendas and minutes

Plan to Monitor Fidelity of Implementation of G6.B1.S1 6

Record of discussions will be kept for monthly meetings

Person Responsible

Summer Grantham

Schedule

Monthly, from 8/22/2016 to 6/1/2017

Evidence of Completion

List of strategies shared and how they align to standards

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7

Classroom observations by administrators

Person Responsible

Stephen Covert

Schedule

Quarterly, from 8/22/2016 to 6/1/2017


Evidence of Completion

Data observed during classroom observations of DI strategies used and accountable talk.

G6.B2 Varied levels of proficiency/use of Differentiated Instructional strategies in classrooms. 2

 B227514

G6.B2.S2 Continue to use the knowledge of the Differentiated Team members who are also Math teachers. Presentations at Department Chair, PLC, or Team meetings 4

 S240067

Strategy Rationale

Action Step 1 5

DI Team members will visit different PLCs and/or department meetings and provide strategies related to math instruction.

Person Responsible

Brian Dorn

Schedule

Monthly, from 8/22/2016 to 6/1/2017

Evidence of Completion

Teachers will share effectiveness of strategies used in classroom.

Plan to Monitor Fidelity of Implementation of G6.B2.S2 6

PLC meeting discussions

Person Responsible

Summer Grantham

Schedule

Monthly, from 8/22/2016 to 6/1/2017

Evidence of Completion

Use of teacher feedback will continue to guide the team's mission in providing DI strategies to teachers across content areas.

Plan to Monitor Effectiveness of Implementation of G6.B2.S2 7

Classroom observations by administrators

Person Responsible

Stephen Covert

Schedule

Quarterly, from 9/30/2016 to 6/1/2017

Evidence of Completion

Data observed during classroom observations of DI strategies used

G7. Reading: Maintain or demonstrate a two-percentage point increase for students scoring at Levels 3, 4, or 5 where 95% or more students are currently demonstrating proficiency in reading. 1

G085610

G7.B1 Collection of and timely access to formative (benchmark) assessment data; Timely analysis of data; Ability to use the data to drive instruction. 2

B227516

G7.B1.S1 Meet in PLCs to discuss data when it arrives; share I-Ready data with teachers. 4

S240068

Strategy Rationale

Action Step 1 5

Elementary and Middle: Data analysis during PLCs; data analysis and tracking of I-Ready, the use of the FSA data, DOK and Springboard Trainings (grades 5-11).

Person Responsible

Alison Rini

Schedule

Quarterly, from 8/22/2016 to 6/1/2017

Evidence of Completion

Charts, graphs, lesson plan ideas, etc.; increased Lexile scores

Plan to Monitor Fidelity of Implementation of G7.B1.S1 6

Review student data provided by I-Ready, and feedback from the FSA Training Tests.

Person Responsible

Kristin McCombie

Schedule

Monthly, from 8/22/2016 to 6/1/2017

Evidence of Completion

Review student data to see if student progress goals are being met and used to guide teacher instruction.

Plan to Monitor Effectiveness of Implementation of G7.B1.S1 7

Classroom Observations

Person Responsible

Stephen Covert

Schedule

Monthly, from 8/22/2016 to 6/1/2017

Evidence of Completion

Data from observations that show teachers are adjusting instruction based on data provided by I-Ready.

G7.B2 Attendance in differentiated professional development opportunities including: Book Studies, "Snacks and Strats," and "Make and Takes." 2

 B227517

G7.B2.S1 "Advertise" the professional development and literacy strategies at Faculty Meetings; Revamp the focus of Professional Learning Community, Team, and Department meetings to maintain more of an instructional focus by placing a member of these committees on each agenda. 4

 S240069

Strategy Rationale

Action Step 1 5

Monthly LLT meetings to discuss ideas, create activities, and review DOK strategies; implement at specific meetings (by grade level), and facilitate discussions.

Person Responsible

Jennifer Nzeza

Schedule

Monthly, from 8/22/2016 to 6/1/2017

Evidence of Completion

Increased use of strategies in classrooms

Plan to Monitor Fidelity of Implementation of G7.B2.S1 6

Participation in professional development opportunities hosted by the LLT.

Person Responsible

Jennifer Nzeza

Schedule

Monthly, from 9/30/2016 to 6/1/2017

Evidence of Completion

Increased attendance.

Plan to Monitor Effectiveness of Implementation of G7.B2.S1 7

PLC Discussions

Person Responsible

Jennifer Nzeza

Schedule

Monthly, from 8/22/2016 to 6/1/2017

Evidence of Completion

Use of teacher feedback will continue to guide the team's mission in providing Literacy strategies to teachers across content areas.

G8. Civics: Demonstrate at least a two-percentage point increase in the percent proficient. 1

G085611

G8.B1 Receiving timely access to formative (benchmark) assessment given by the district; Timely analysis of data; Ability to use the data to drive instruction 2

B227519

G8.B1.S1 Meet in PLCs to discuss past reading data and how it can be used to increase Civics EOC scores. 4

S240071

Strategy Rationale

Action Step 1 5

Analyze reading data and determine its relation to increasing Civics EOC scores

Person Responsible

Robin Melton

Schedule

Monthly, from 8/22/2016 to 6/1/2017

Evidence of Completion

Review student data to see if student progress goals are being met and used to guide teacher instruction.

Plan to Monitor Fidelity of Implementation of G8.B1.S1 6

Review student data to see if student progress goals are being met and used to guide teacher instruction.

Person Responsible

Robin Melton

Schedule

Monthly, from 8/22/2016 to 6/1/2017

Evidence of Completion

Use reading data to guide teacher instruction in Civics as it pertains to the specific content area.

Plan to Monitor Effectiveness of Implementation of G8.B1.S1 7

Classroom observations by administrators

Person Responsible

Stephen Covert

Schedule

Quarterly, from 8/22/2016 to 6/1/2017

Evidence of Completion

Data observed during classroom observations of content area reading instruction and its alignment to new standards and assessment.

G9. Science: Demonstrate a minimum four-percentage point increase for all student subgroups when less than 80% are currently demonstrating proficiency across Levels 3,4,5 and/or End of Course Exams or a two-percentage point increase in the percent proficient across Levels 3, 4, 5 above 80%. 1

G085612

G9.B1 Varied use of differentiated instruction strategies and accountable talk in classrooms. 2

B227520

G9.B1.S1 Focus discussions at PLC, Team meeting, and/or Department meeting times to focus on implementing differentiated strategies and accountable talk within the science classroom. 4

S240072

Strategy Rationale

Action Step 1 5

Provide Differentiated Instruction Activities to Science teachers

Person Responsible

Stacey Chaillou

Schedule

Quarterly, from 8/22/2016 to 6/1/2017

Evidence of Completion

Teachers will share strategies used in their lessons and their effectiveness as related to students understanding of content area benchmarks.

Plan to Monitor Fidelity of Implementation of G9.B1.S1 6

Record of discussions will be kept for monthly meetings

Person Responsible

Stacey Chaillou

Schedule

Monthly, from 8/22/2016 to 6/1/2017

Evidence of Completion

List of strategies shared and how they align to standards

Plan to Monitor Effectiveness of Implementation of G9.B1.S1 7

Classroom observations by administrators

Person Responsible

Stephen Covert



















Schedule

Monthly, from 8/22/2016 to 6/1/2017

Evidence of Completion

Data observed during classroom observations of DI strategies used.

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.MA1  M318866	District Writing Simulation Data	McCombie, Kristin	12/1/2016	Increased scores on FSA Writing strand	1/31/2017 one-time
G3.B3.S1.MA1  M318868	Participation by teachers in various book studies.	McCombie, Kristin	10/24/2016	Increased participation by teachers.	3/31/2017 quarterly
G3.B3.S1.A1  A310782	Book studies on Gradual Release of Responsibility and Accountable Talk	McCombie, Kristin	10/24/2016	Teacher leaders lead book studies with fellow colleagues to continue to educate and support each other using the Gradual Release of Responsibility model within their classrooms to release students to accountable talk.	3/31/2017 quarterly
G4.B3.S1.MA1  M318875	AP teachers share data analysis for their respective courses.	Krejnik, Kelley	8/22/2016	AP scores are maintained and/or increased.	5/1/2017 annually
G1.MA1  M318863	Feedback from students and teachers	Nzeza, Jennifer	8/22/2016	Increased of positive results from student climate survey.	6/1/2017 one-time
G3.MA1  M318869	Use of accountable talk in classrooms by students	Covert, Stephen	8/22/2016	Observe students participating in more student-centered accountable talk discussions and less teacher lead discussions.	6/1/2017 weekly
G4.MA1  M318876	Student and teacher feedback on programs supporting college and career readiness.	Nzeza, Jennifer	8/22/2016	Graduation rate 2016-2017	6/1/2017 semiannually
G5.MA1  M318881	Attendance Secretary will monitor attendance more closely with feedback from teachers.	Borden, Maureen	8/22/2016	By quarter, increased anytime attendance in grades 6-12, and decreased tardy rates.	6/1/2017 daily
G6.MA1  M318888	Data reports including state, district and teacher-created common assessments, chapter tests,...	McCombie, Kristin	9/30/2016	Increased proficiency on state and district math assessments; Increased scores on chapter or teacher-made assessments	6/1/2017 monthly
G7.MA1  M318895	Benchmark assessments, EOC and FSA data, I-Ready, classroom formative and summative assessment data	McCombie, Kristin	8/22/2016	Increased scores on FSA Reading	6/1/2017 monthly
G8.MA1  M318898	Classroom formative and summative assessment data and district Benchmark assessments	McCombie, Kristin	8/22/2016	Performance on Benchmark Assessments & EOC	6/1/2017 monthly
G9.MA1  M318901	Classroom formative and summative assessment data and Benchmark Assessment Data	McCombie, Kristin	8/22/2016	Performance on FCAT Science and District EOC	6/1/2017 monthly
G1.B1.S1.MA1  M318861	Classroom Observations by administrators	Covert, Stephen	8/22/2016	Data observed during classrooms observations of diverse lessons and assignments.	6/1/2017 quarterly
G1.B1.S1.MA1  M318862	Sensitivity Task Force Collaborative Planning	Nzeza, Jennifer	8/22/2016	Development of writing prompts and novels selections that teachers can use in their classrooms.	6/1/2017 quarterly
G1.B1.S1.A1  A310780	Sensitivity Task Force Meetings	Nzeza, Jennifer	8/22/2016	Meeting agenda and minutes	6/1/2017 monthly
G2.B1.S1.MA1  M318864	Classroom Observations by administrators	Covert, Stephen	8/22/2016	Data observed during classroom observations of writing strategies use within content areas.	6/1/2017 one-time
G2.B1.S1.MA1  M318865	Participation in Writing Trainings	Nzeza, Jennifer	8/22/2016	Use of writing strategies in the classroom addressing the needs of Pine View.	6/1/2017 quarterly
G2.B1.S1.A1  A310781	Training in Content Area Writing Strategies	Nzeza, Jennifer	8/22/2016	Writing simulation scores	6/1/2017 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B3.S1.MA1 M318867	Classroom observations by administrators.	Covert, Stephen	8/22/2016	Data observed during classroom observations of gradual release of responsibility and accountable talk.	6/1/2017 quarterly
G4.B1.S1.MA1 M318870	Monitor the use and effectiveness of Naviance in the college preparatory and selection process.	Bergman, Lance	8/22/2016	Student use of Naviance to apply to colleges and prepare for entrance exams.	6/1/2017 weekly
G4.B1.S1.MA1 M318871	12th Grade students meet with College and Career Counselor at least once a semester to review plan.	Bergman, Lance	8/22/2016	Information provided on Naviance.	6/1/2017 semiannually
G4.B1.S1.MA3 M318872	Students participate in Externship program exploring possible career opportunities post high school.	Wiley, Lori	8/22/2016	Attendance in program and feedback from employers.	6/1/2017 weekly
G4.B1.S1.MA4 M318873	Students participate in AP program to enhance preparation for college.	Nzeza, Jennifer	8/22/2016	AP test results provide information on student readiness for collegiate coursework and guide teacher instructional strategies to continue preparing students for college.	6/1/2017 daily
G4.B1.S1.A1 A310783	High school students receive preparation for college and career readiness.	Bergman, Lance	8/22/2016	Graduate rate 100%	6/1/2017 semiannually
G4.B3.S1.MA1 M318874	Formative and Summative Assessment Data	Nzeza, Jennifer	8/22/2016	Performance on Mock AP exams and AP Exams	6/1/2017 one-time
G4.B3.S1.A1 A310784	AP teachers discuss curriculum and analyze data to increase and balance rigor among courses to...	Krejnik, Kelley	8/22/2016	AP PLC meeting minutes.	6/1/2017 monthly
G5.B1.S1.MA1 M318877	Review attendance data monthly to look for trends.	Borden, Maureen	8/22/2016	attendance reports	6/1/2017 monthly
G5.B1.S1.MA1 M318878	Administration will create uniform consequences for tardies and absences.	Nzeza, Jennifer	8/22/2016	Review of SIP and agenda from meetings.	6/1/2017 monthly
G5.B1.S1.A1 A310785	Attendance secretary provides attendance data daily for teachers to review.	Borden, Maureen	8/22/2016	Teachers will have access to and utilize the daily report of student absences.	6/1/2017 daily
G5.B1.S1.A2 A310786	Administration will address consistency in consequences during AP PLC.	Nzeza, Jennifer	8/22/2016	Administrative PLC meeting log notes.	6/1/2017 quarterly
G5.B1.S1.A3 A310787	Increased involvement by guidance counselors at all levels.	Halcomb, Lynn	8/22/2016	Parent and/or student contact information regarding tardies and unexcused absences.	6/1/2017 quarterly
G5.B1.S1.A4 A310788	Students with chronic tardies or absences will be part of the Wake Up Club.	Borden, Maureen	9/30/2016	List of students participating in the Wake Up Club.	6/1/2017 daily
G6.B1.S1.MA1 M318882	Classroom observations by administrators	Covert, Stephen	8/22/2016	Data observed during classroom observations of DI strategies used and accountable talk.	6/1/2017 quarterly
G6.B1.S1.MA1 M318883	Record of discussions will be kept for monthly meetings	Grantham, Summer	8/22/2016	List of strategies shared and how they align to standards	6/1/2017 monthly
G6.B1.S1.A1 A310790	Data and DOK discussions	Nezelek, David	8/22/2016	PLC agendas and minutes	6/1/2017 monthly
G7.B1.S1.MA1 M318889	Classroom Observations	Covert, Stephen	8/22/2016	Data from observations that show teachers are adjusting instruction based on data provided by I-Ready.	6/1/2017 monthly
G7.B1.S1.MA1 M318890	Review student data provided by I-Ready, and feedback from the FSA Training Tests.	McCombie, Kristin	8/22/2016	Review student data to see if student progress goals are being met and used to guide teacher instruction.	6/1/2017 monthly
G7.B1.S1.A1 A310793	Elementary and Middle: Data analysis during PLCs; data analysis and tracking of I-Ready, the use of...	Rini, Alison	8/22/2016	Charts, graphs, lesson plan ideas, etc.; increased Lexile scores	6/1/2017 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G7.B2.S1.MA1 M318891	PLC Discussions	Nzeza, Jennifer	8/22/2016	Use of teacher feedback will continue to guide the team's mission in providing Literacy strategies to teachers across content areas.	6/1/2017 monthly
G7.B2.S1.MA1 M318892	Participation in professional development opportunities hosted by the LLT.	Nzeza, Jennifer	9/30/2016	Increased attendance.	6/1/2017 monthly
G7.B2.S1.A1 A310794	Monthly LLT meetings to discuss ideas, create activities, and review DOK strategies; implement at...	Nzeza, Jennifer	8/22/2016	Increased use of strategies in classrooms	6/1/2017 monthly
G8.B1.S1.MA1 M318896	Classroom observations by administrators	Covert, Stephen	8/22/2016	Data observed during classroom observations of content area reading instruction and its alignment to new standards and assessment.	6/1/2017 quarterly
G8.B1.S1.MA1 M318897	Review student data to see if student progress goals are being met and used to guide teacher...	Melton, Robin	8/22/2016	Use reading data to guide teacher instruction in Civics as it pertains to the specific content area.	6/1/2017 monthly
G8.B1.S1.A1 A310795	Analyze reading data and determine its relation to increasing Civics EOC scores	Melton, Robin	8/22/2016	Review student data to see if student progress goals are being met and used to guide teacher instruction.	6/1/2017 monthly
G9.B1.S1.MA1 M318899	Classroom observations by administrators	Covert, Stephen	8/22/2016	Data observed during classroom observations of DI strategies used.	6/1/2017 monthly
G9.B1.S1.MA1 M318900	Record of discussions will be kept for monthly meetings	Chaillou , Stacey	8/22/2016	List of strategies shared and how they align to standards	6/1/2017 monthly
G9.B1.S1.A1 A310796	Provide Differentiated Instruction Activities to Science teachers	Chaillou , Stacey	8/22/2016	Teachers will share strategies used in their lessons and their effectiveness as related to students understanding of content area benchmarks.	6/1/2017 quarterly
G5.B1.S2.MA1 M318879	Assistant Principals will review attendance data monthly to look for trends.	Nzeza, Jennifer	9/30/2016	Attendance records. Records of communication already occurring by guidance.	6/1/2017 monthly
G5.B1.S2.MA1 M318880	Guidance counselors will communicate with families of students' who exhibit early warning signs of...	Halcomb, Lynn	8/22/2016	Attendance records.	6/1/2017 weekly
G5.B1.S2.A1 A310789	Attendance secretary will track students who missed more than 2 days of school in the first 20 days...	Borden, Maureen	9/30/2016	Daily attendance records. SPUD Report.	6/1/2017 daily
G6.B2.S2.MA1 M318886	Classroom observations by administrators	Covert, Stephen	9/30/2016	Data observed during classroom observations of DI strategies used	6/1/2017 quarterly
G6.B2.S2.MA1 M318887	PLC meeting discussions	Grantham, Summer	8/22/2016	Use of teacher feedback will continue to guide the team's mission in providing DI strategies to teachers across content areas.	6/1/2017 monthly
G6.B2.S2.A1 A310792	DI Team members will visit different PLCs and/or department meetings and provide strategies related...	Dorn, Brian	8/22/2016	Teachers will share effectiveness of strategies used in classroom.	6/1/2017 monthly

V. Professional Development Opportunities

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

G1. Improve the climate of the school by taking steps to help students feel accepted and valued and celebrate diversity.

G1.B1 Lack of diverse resources; lack of empathy; misinformation and misunderstanding.

G1.B1.S1 Offering diverse literature and writing assignments to students.

PD Opportunity 1

Sensitivity Task Force Meetings

Facilitator

Jen Nzeza

Participants

Pine View Teachers and Student

Schedule

Monthly, from 8/22/2016 to 6/1/2017

G2. Increase the use of writing strategies within the content areas.

G2.B1 Teacher proficiency and comfort level with incorporating strategies; available training in the content area writing strategies

G2.B1.S1 Continuous training across grade levels and content areas addressing writing and vertical alignment strategies

PD Opportunity 1

Training in Content Area Writing Strategies

Facilitator

Literacy Leadership Team

Participants

Teachers Grades 2-12

Schedule

Quarterly, from 8/22/2016 to 6/1/2017

G3. Increase the use of Accountable Talk strategies campus-wide.

G3.B3 Possible reluctance to release responsibility.

G3.B3.S1 Teachers are participating in book studies and professional development focusing on the Gradual Release of Responsibility model and how they can incorporate Accountable Talk in their classrooms.

PD Opportunity 1

Book studies on Gradual Release of Responsibility and Accountable Talk

Facilitator

Kristin McCombie

Participants

Pine View Teachers

Schedule

Quarterly, from 10/24/2016 to 3/31/2017

G6. Math: Maintain or demonstrate a two-percentage point increase in the percent proficient across Levels 3,4,5 on the Florida Standard Assessments and/or End of Course Exams.

G6.B1 Teachers continuing to align the curriculum map to Florida State Standards and finding resources to meet the needs of the more rigorous standards.

G6.B1.S1 Strategic discussions during department meeting time, PLCs, or Team Meetings to discuss how to ensure alignment and sharing of strategies.

PD Opportunity 1

Data and DOK discussions

Facilitator

Department Chairs

Participants

Teachers

Schedule

Monthly, from 8/22/2016 to 6/1/2017

G7. Reading: Maintain or demonstrate a two-percentage point increase for students scoring at Levels 3, 4, or 5 where 95% or more students are currently demonstrating proficiency in reading.

G7.B2 Attendance in differentiated professional development opportunities including: Book Studies, "Snacks and Strats," and "Make and Takes."

G7.B2.S1 "Advertise" the professional development and literacy strategies at Faculty Meetings; Revamp the focus of Professional Learning Community, Team, and Department meetings to maintain more of an instructional focus by placing a member of these committees on each agenda.

PD Opportunity 1

Monthly LLT meetings to discuss ideas, create activities, and review DOK strategies; implement at specific meetings (by grade level), and facilitate discussions.

Facilitator

Literacy Team Module Facilitators

Participants

Pine View teachers

Schedule

Monthly, from 8/22/2016 to 6/1/2017

G8. Civics: Demonstrate at least a two-percentage point increase in the percent proficient.

G8.B1 Receiving timely access to formative (benchmark) assessment given by the district; Timely analysis of data; Ability to use the data to drive instruction

G8.B1.S1 Meet in PLCs to discuss past reading data and how it can be used to increase Civics EOC scores.

PD Opportunity 1

Analyze reading data and determine its relation to increasing Civics EOC scores

Facilitator

Participants

Schedule

Monthly, from 8/22/2016 to 6/1/2017

G9. Science: Demonstrate a minimum four-percentage point increase for all student subgroups when less than 80% are currently demonstrating proficiency across Levels 3,4,5 and/or End of Course Exams or a two-percentage point increase in the percent proficient across Levels 3, 4, 5 above 80%.

G9.B1 Varied use of differentiated instruction strategies and accountable talk in classrooms.

G9.B1.S1 Focus discussions at PLC, Team meeting, and/or Department meeting times to focus on implementing differentiated strategies and accountable talk within the science classroom.

PD Opportunity 1

Provide Differentiated Instruction Activities to Science teachers

Facilitator

Participants

Schedule

Quarterly, from 8/22/2016 to 6/1/2017

VI. Technical Assistance Items

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

G7. Reading: Maintain or demonstrate a two-percentage point increase for students scoring at Levels 3, 4, or 5 where 95% or more students are currently demonstrating proficiency in reading.

G7.B1 Collection of and timely access to formative (benchmark) assessment data; Timely analysis of data; Ability to use the data to drive instruction.

G7.B1.S1 Meet in PLCs to discuss data when it arrives; share I-Ready data with teachers.

TA Opportunity 1

Elementary and Middle: Data analysis during PLCs; data analysis and tracking of I-Ready, the use of the FSA data, DOK and Springboard Trainings (grades 5-11).

Facilitator

Kristin McCombie, Alison Rini, Sue Fair, and Brian Dorn

Participants

Teachers

Schedule

Quarterly, from 8/22/2016 to 6/1/2017

VII. Budget

1	G1.B1.S1.A1	Sensitivity Task Force Meetings				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0021 - Pine View School			\$500.00
			0021 - Pine View School			\$0.00
2	G2.B1.S1.A1	Training in Content Area Writing Strategies				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0021 - Pine View School			\$1,500.00
3	G3.B3.S1.A1	Book studies on Gradual Release of Responsibility and Accountable Talk				\$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0021 - Pine View School	School Improvement Funds		\$2,500.00
4	G4.B1.S1.A1	High school students receive preparation for college and career readiness.				\$2,500.00

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Function	Object	Budget Focus	Funding Source	FTE	2016-17
		0021 - Pine View School	General Fund		\$2,500.00
5	G4.B3.S1.A1	AP teachers discuss curriculum and analyze data to increase and balance rigor among courses to best prepare students for college courses.			\$0.00
6	G5.B1.S1.A1	Attendance secretary provides attendance data daily for teachers to review.			\$0.00
7	G5.B1.S1.A2	Administration will address consistency in consequences during AP PLC.			\$0.00
8	G5.B1.S1.A3	Increased involvement by guidance counselors at all levels.			\$0.00
9	G5.B1.S1.A4	Students with chronic tardies or absences will be part of the Wake Up Club.			\$0.00
Function	Object	Budget Focus	Funding Source	FTE	2016-17
		0021 - Pine View School	School Improvement Funds		\$0.00
10	G5.B1.S2.A1	Attendance secretary will track students who missed more than 2 days of school in the first 20 days of school.			\$0.00
11	G6.B1.S1.A1	Data and DOK discussions			\$1,500.00
Function	Object	Budget Focus	Funding Source	FTE	2016-17
		0021 - Pine View School	General Fund		\$1,500.00
12	G6.B2.S2.A1	DI Team members will visit different PLCs and/or department meetings and provide strategies related to math instruction.			\$0.00
13	G7.B1.S1.A1	Elementary and Middle: Data analysis during PLCs; data analysis and tracking of I-Ready, the use of the FSA data, DOK and Springboard Trainings (grades 5-11).			\$2,500.00
Function	Object	Budget Focus	Funding Source	FTE	2016-17
		0021 - Pine View School	General Fund		\$2,500.00
14	G7.B2.S1.A1	Monthly LLT meetings to discuss ideas, create activities, and review DOK strategies; implement at specific meetings (by grade level), and facilitate discussions.			\$500.00
Function	Object	Budget Focus	Funding Source	FTE	2016-17
		District-Wide	General Fund		\$500.00
15	G8.B1.S1.A1	Analyze reading data and determine its relation to increasing Civics EOC scores			\$100.00
Function	Object	Budget Focus	Funding Source	FTE	2016-17
		District-Wide	General Fund		\$100.00
16	G9.B1.S1.A1	Provide Differentiated Instruction Activities to Science teachers			\$2,500.00

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Pine View School

	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0021 - Pine View School	General Fund		\$2,500.00
					Total:	\$14,100.00